



Now with
Planning Tools!



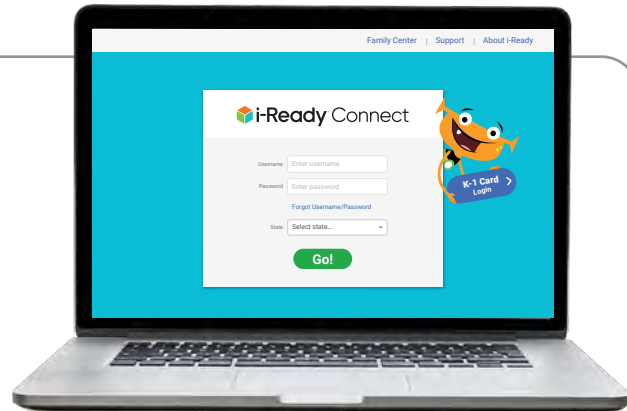
2020–2021 Teacher Success Guide



Login Information:



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



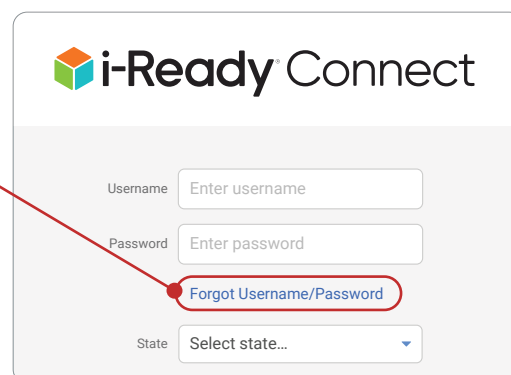
1. Go to i-ReadyConnect.com.
2. Enter your **username**.
(NOT case sensitive)
3. Enter your **password**.
(Case sensitive)
4. Select your **state** from the dropdown menu.
5. Click **Go!**

Trouble Logging In?

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

- **Students will NOT be able to use the “Forgot Username/Password” link to retrieve login information, and *i-Ready* Support cannot assist teachers or parents with this information.**
- **Students and educators accessing *i-Ready Connect* through their district's SSO portal: the *i-Ready* Support team will NOT be able to assist with username or password issues.**

We do not have access to SSO credentials for teachers or students, and we cannot provide student login credentials. This secure information is managed by your school or district.










To download this resource, search Success Guides on [i-Ready Central®](#).

Teacher Success Guide

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

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

Get Support on *i-Ready Central*!

The support and resources you need to get the most out of your *i-Ready* implementation are available at your fingertips. Access videos, tips and planning tools, printable resources to use with students and families, and actionable ideas from educators across the country. No matter where you are or what time it is, we've got your back!

Here are some of our most popular and useful items:

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 to help you utilize *i-Ready* to its fullest potential.

Curated Tips & Tools

Easy-to-follow collections bring together the information, strategies, and resources that are most useful in driving student growth and impacting change.

Ideas from Other Educators

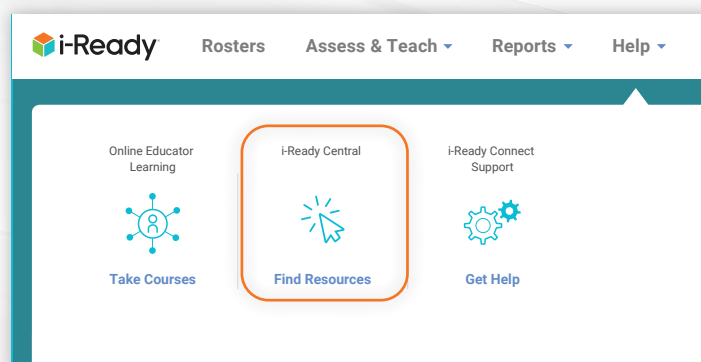
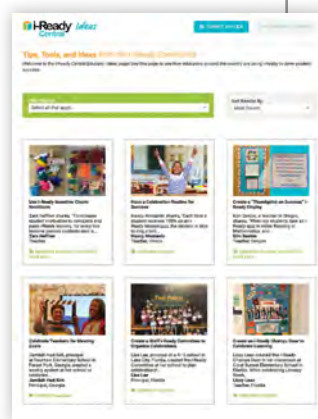
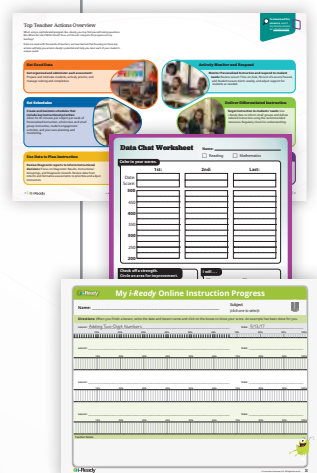
Tips, tools, and ideas from other educators in the *i-Ready* community are available on the *i-Ready Central* Ideas page (i-ReadyCentral.com/Ideas). Filter results by category or grade band and sort by most recent or most popular. You can also submit strategies that are working in your classroom.

Answers to Frequently Asked Questions

Learn more about *i-Ready* and how it works. Explanations and examples of common features and terminology help put data and instructional recommendations into context.



This icon appears throughout this guide to call out essential resources and where to find them on *i-Ready Central*. Use the URLs provided or type specific titles into the search bar on i-ReadyCentral.com to access them.



Easily Accessible!

Navigate to ***i-Ready Central*** right from **Help** on your dashboard.

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



Why *i-Ready*?

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

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

i-Ready® Assessment

See Students Grow

Educators know there is no single way to close the achievement gap, but the pathway to proficiency begins with passionate teachers and practical data.

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

i-Ready Assessment:

- Gives every student an aspirational, attainable goal to get on a path to proficiency or advanced proficiency levels
- Provides data that always informs teaching and learning
- Connects seamlessly to instructional resources that support the needs of all students

Components

- **Diagnostic (K–12)**
See a complete picture of student performance and growth with an adaptive test. Tools for Instruction are also included with *i-Ready Assessment*.
- **Growth Monitoring (K–8)**
Measure student progress.
- **Standards Mastery (2–8)**
Get targeted insight into mastery of grade-level standards.





i-Ready Learning

See Students Shine

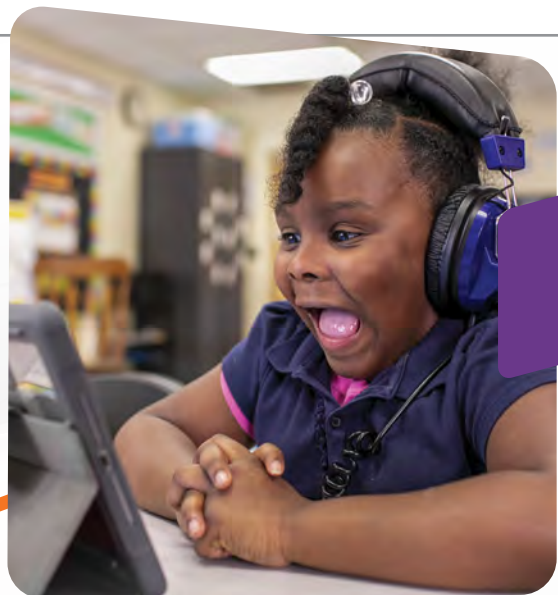
To accelerate growth, educators must do the hard work of helping every student address learning gaps while also enabling all students to access grade-level learning.

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

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

Components

- **Personalized Instruction (K–8)** Challenging online lessons in reading and mathematics
- **Learning Games (K–8)** Fun, engaging skills practice
- **Teacher Toolbox (K–8)** Digital collection of on- and off-grade level instructional resources
- **Tools for Instruction (K–8)** Actionable, in-the-moment resources for remediation and reteaching



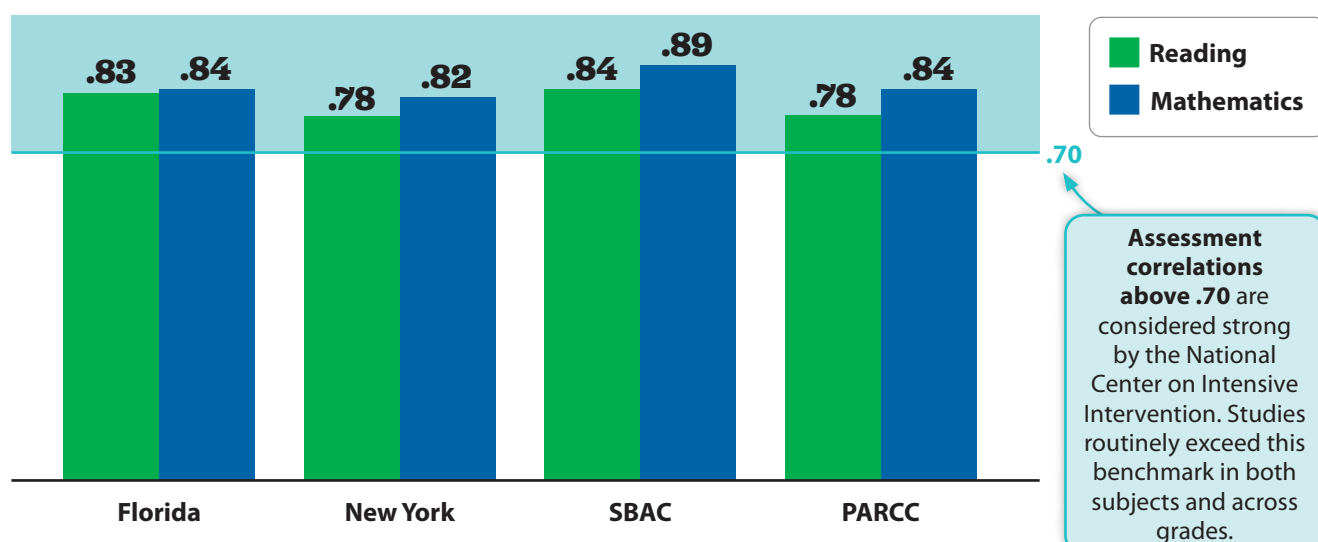
Diagnostic Data You Can Trust

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

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

For more information about the Diagnostic's validity, see p. 82.

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



Additional linking studies have been conducted in:

State	Reading	Mathematics
Colorado	.81	.87
Georgia	.80	.81
Michigan	.83	.88
Mississippi	.80	.85
Missouri	.82	.84
Ohio	.80	.86

Our validity research is ongoing. If your state is not listed above, visit:

CurriculumAssociates.com/Research-and-Efficacy.

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

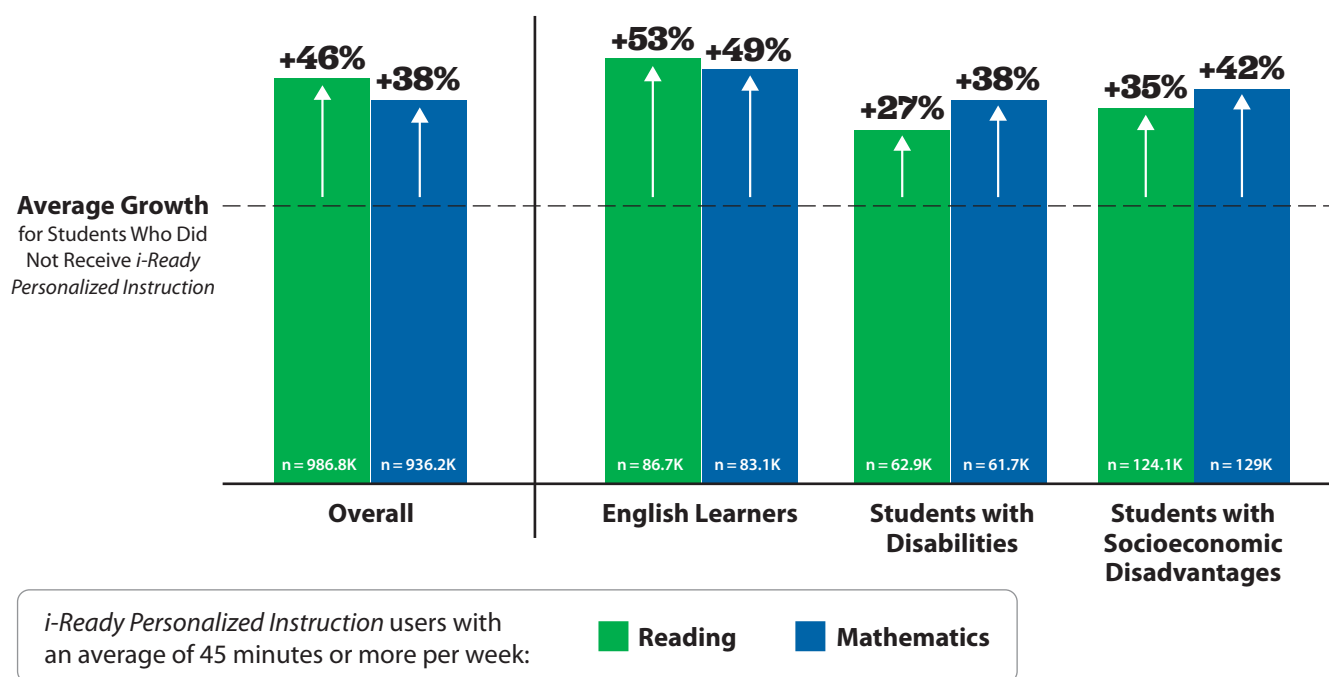
—Teacher

i-Ready Personalized Instruction Is Proven to Work

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

We know quality of time spent in lessons is just as important as quantity. For more information about what we've seen work, see p. 42.

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



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

—Teacher

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

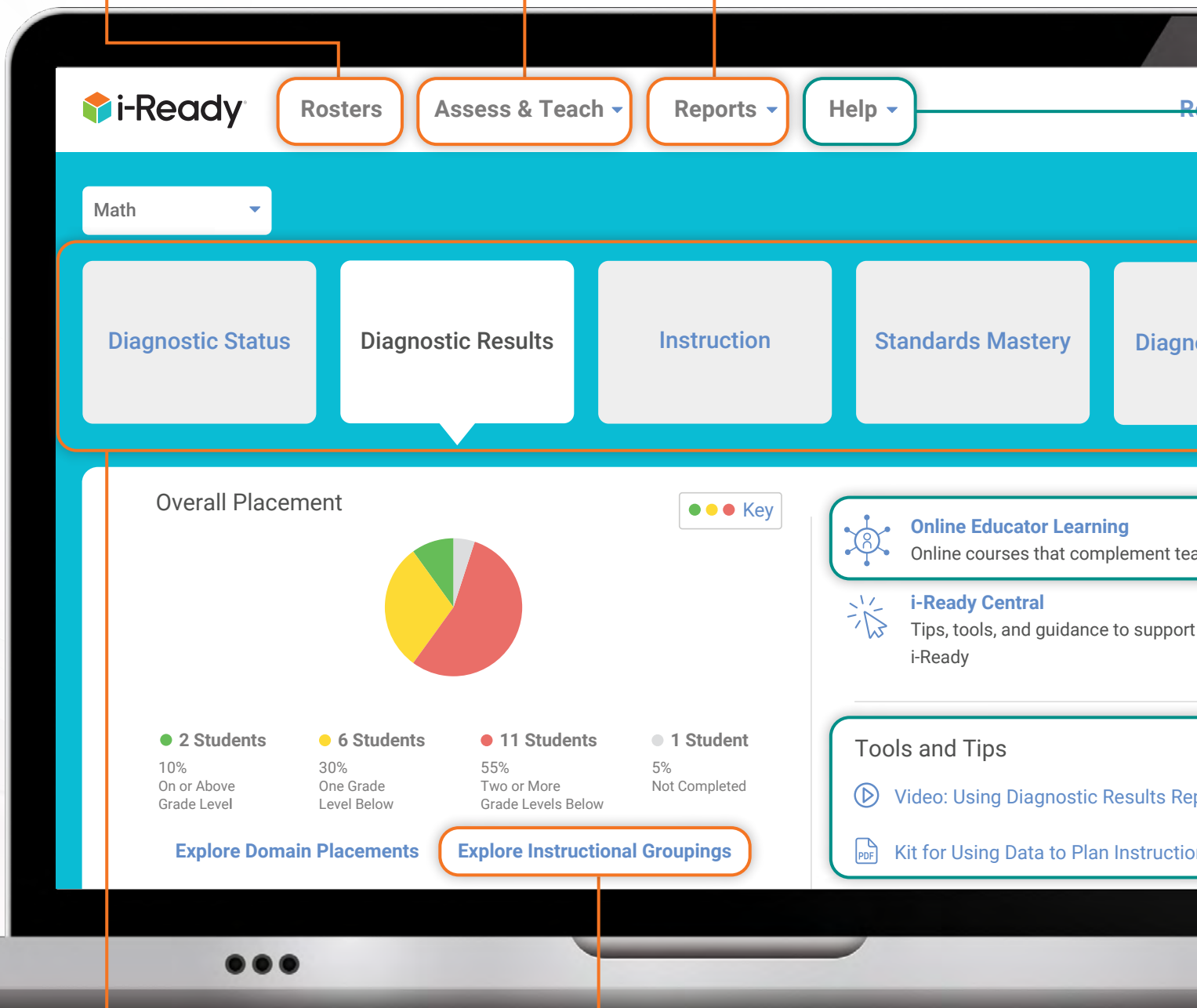
—Principal

Navigating *i-Ready Connect*

Manage student settings and passwords.

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

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



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

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

Ways to Get Immediate Support

Access the *i-Ready Connect* Support page for tours and additional support to help you get the most out of *i-Ready*.

i-Ready Connect Support

Get help using i-Ready!

Are you new to i-Ready? [Take a short tour](#) →

How Tos:

To learn how to use i-Ready features, check out the How To links below.

General

[Using the Dashboard](#)

[Working with Rosters](#)

[Accessing Online Educator Learning](#)

Reporting

[Reviewing Diagnostic Results](#)

Assess & Teach

[Administering the Diagnostic](#)

[Accessing the Teacher Toolbox](#)

[Managing Personalized Instruction](#)

FAQs:

For guidance on getting started or for answers to the most frequently asked questions, check out:

[Frequently Asked Questions on i-Ready Central](#)

Tech Support:

Access online courses that complement teacher PD and continue your learning.

Find tools to use with students and support resources to help use *i-Ready* to its fullest potential. Click on a resource to download it directly from *i-Ready Connect*!

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.

Top Teacher Actions Overview

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

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

Get Good Data

Get organized and administer each assessment:

Prepare and motivate students, actively proctor, and manage rushing and completion.



Set Schedules

Create and maintain schedules that include key instructional priorities:

Allow for 45 minutes per subject per week of Personalized Instruction, whole class and small group instruction, student engagement activities, and your own planning and monitoring.



Use Data to Plan Instruction

Review Diagnostic reports to inform instructional decisions:

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





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



Actively Monitor and Respond



Monitor Personalized Instruction and respond to student

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

Deliver Differentiated Instruction



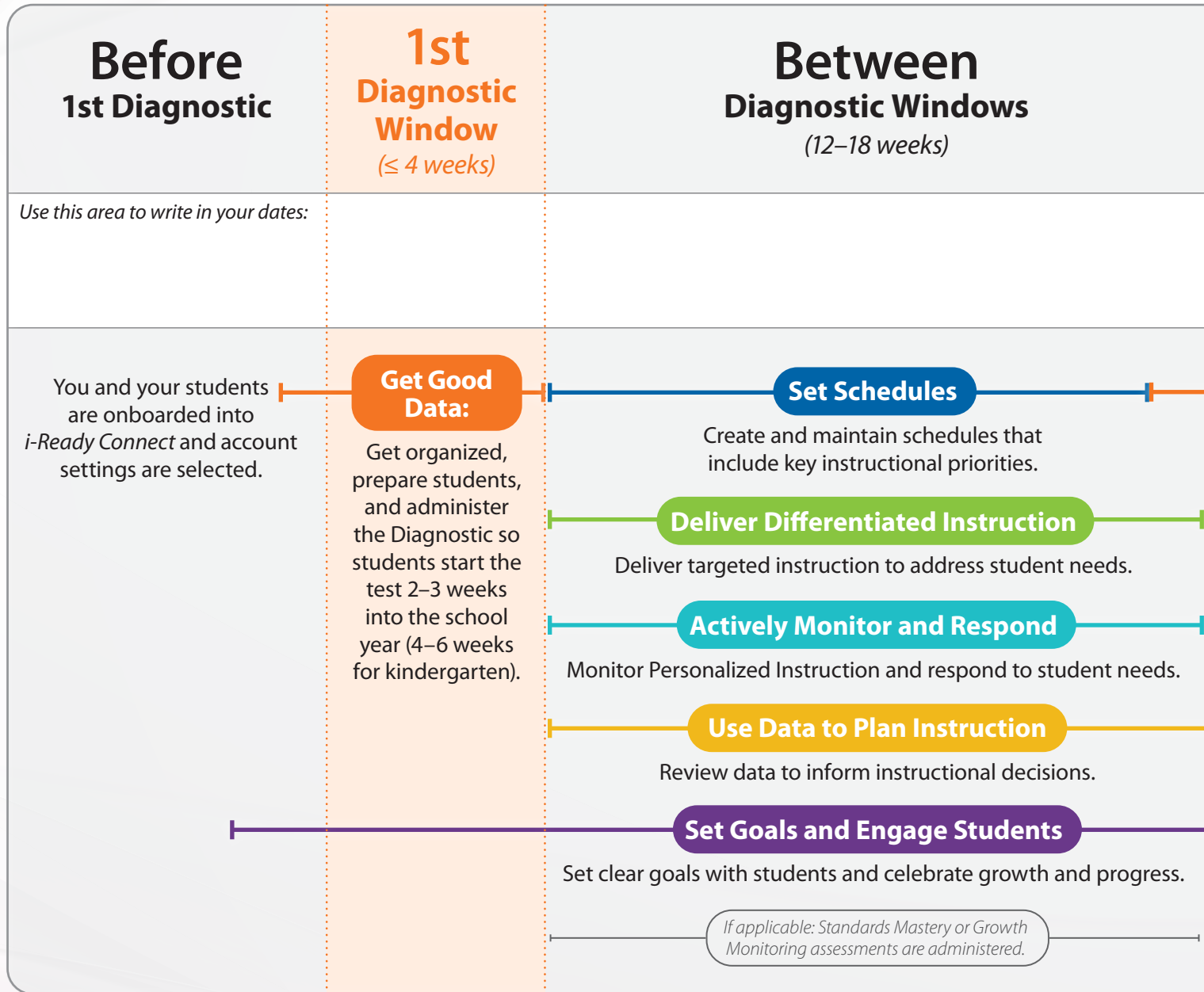
Target instruction to students' needs: Use *i-Ready* data to inform small groups and deliver tailored instruction using the recommended resources. Regularly check for understanding.



Set Goals and Engage Students

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

Your Year with *i-Ready*



Notes:



To download this resource, search Teacher Calendar on [i-Ready Central](#).



2nd Diagnostic Window (≤ 4 weeks)

Between Diagnostic Windows (12–18 weeks)

3rd Diagnostic Window (≤ 4 weeks)

End of Year

Get Good Data:

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

Set Schedules

Create and maintain schedules that include key instructional priorities.

Deliver Differentiated Instruction

Deliver targeted instruction to address student needs.

Actively Monitor and Respond

Monitor Personalized Instruction and respond to student needs.

Get Good Data:

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

Reflect, celebrate, and plan for next year.

If applicable: Standards Mastery or Growth Monitoring assessments are administered.



Top Teacher Actions Planning and Reflection Template

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

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



To download this resource, search *Top Teacher Actions Planning and Reflection* on [i-Ready Central](#).

Scoring Key: **0** = not yet started **2** = doing well, but could improve
 1 = scratching the surface **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 student needs: Review Lesson Time-on-Task, Percent of Lessons Passed, and Student Lesson Alerts weekly, and adjust support for students as needed.

Deliver Differentiated Instruction

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

Set Goals and Engage Students

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

Notes:

Top Teacher Actions



Notes:



For more information,
visit [i-ReadyCentral.com/
GetGoodData](https://i-ReadyCentral.com/GetGoodData).

Get Good Data



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

—Elementary School Teacher

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

To get good data:

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

Get good data with
the tips and tools
that follow!





Checklist for Administering the Diagnostic

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

Get Organized

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

Prepare and Motivate Students

- ☐ **Explain the student Diagnostic experience and important test procedures** by showing the Diagnostic introduction presentations and/or videos.
- ☐ **Motivate students to do their best** on the Diagnostic.

Actively Proctor

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

Track Completion

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

Diagnostic Scheduling Information**

Grade	When to schedule the first Diagnostic:	How long to schedule for each Diagnostic (per subject):	
K	4–6 weeks into the school year	Three 20-minute sessions***	Note: Recommended times include logging in, viewing tutorial videos, signing off, etc.
1	2–3 weeks into the school year	Two 20- to 30-minute sessions***	
2–5	2–3 weeks into the school year	Two 40- to 50-minute sessions***	
6–8	2–3 weeks into the school year	Two 45- to 50-minute sessions***	

*Single Sign-On (SSO) users will access i-Ready through their district's login portal.

**We recommend 12–18 weeks between each Diagnostic administration, including kindergarten.

***Scheduling recommendations are based on average active testing time to complete the Diagnostic for each subject, plus time for logging in, viewing tutorial videos, etc. Some students may take more or less time to complete the Diagnostic, depending on a variety of factors.



Tips and Tools for Preparing Students for the Diagnostic

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



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

Review Purpose, Expectations, and Tips

Explain why the Diagnostic is important, share what students can expect to experience, review expectations, and provide tips. Use the:

- [Getting Students Ready for the Diagnostic Presentation](#)
- [Data Chats](#)
- [Math Work Pages](#)



Motivate Students to Do Their Best

Encourage students to put forth their best effort by having them write commitments ahead of time so productive behaviors and strategies are top of mind. Use the:

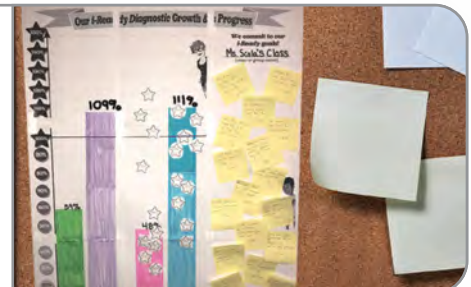
- [Pledge Sheets](#)
- [Bulletin Board Headers](#)



Create Individual and Class Goals

Students should set individual goals and consider sharing class goals (e.g., "Our class will have zero students rushing"). Use the:

- [Goal Gauges](#)
- [Goal-Setting Guidance](#)
- [Data Chats](#)



Provide Encouragement to Students

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

- [Encouragement Cards](#)
- [Certificates](#)
- [Proctoring Guidance](#)



Communicate with Families about the Upcoming Diagnostic

Send a letter home to families before students are scheduled to take the Diagnostic explaining what the Diagnostic is and how they can help prepare their children. Use the:

- [Diagnostic Communication Template](#)





Get Good Data Action Plan

Use the space below to create your action plan to get good data.
Consider using the resources on p. [19](#).



To access this
worksheet, download
Kit: Get Good Data
on [i-ReadyCentral.com/](https://i-ReadyCentral.com/GetGoodData)
[GetGoodData](https://i-ReadyCentral.com/GetGoodData).



Diagnostic Windows:	
Get Organized: When will you review schedules and rosters and test technology? How and when will you communicate with students' families about the upcoming Diagnostic?	
Prepare and Motivate Students: When and how will you prepare students and encourage them to do their best? What resources will you use?	
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?	



For more information,
visit [i-ReadyCentral.com/
SetSchedules](https://i-ReadyCentral.com/SetSchedules).

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 struggling students, reinforce and practice skills we've hit on in class, and challenge my gifted students.

—Middle School Teacher

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

To create effective schedules:

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

Create effective schedules
with the tips and tools
that follow!





Tips and Tools for Setting Schedules

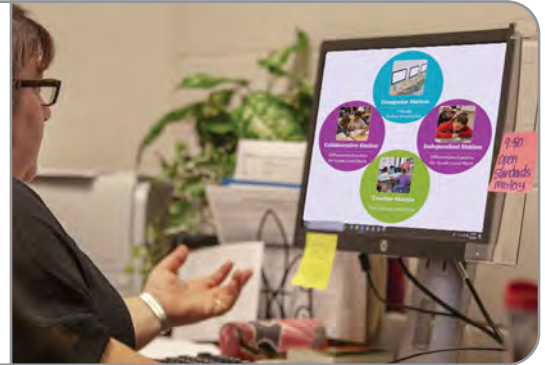


Access all the resources marked with this icon at i-ReadyCentral.com/SetSchedules, or download each individually by entering the terms in the search bar.

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

Identify All Schedule Elements

Consider the instructional elements you have to balance during your school day: whole class and small group instruction, *i-Ready Personalized Instruction*, student engagement, and your own planning and monitoring. Also consider scheduled assessments, collaboration with colleagues, data-use priorities, and other curriculum requirements. Identify all elements you want to incorporate.



Identify Resources

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



Plan

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

- [Elementary Sample Schedules](#)
- [Middle School Sample Schedules](#)
- [Scheduling Worksheet](#)

Reflect and Refine

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



Sample Schedules

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

Remember to make it manageable:

As you become more comfortable with planning and coordination, adjust your schedule to best meet your students' needs.

Sample 1: Weekly

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

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

Sample 2: Daily

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

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

Sample 3: Manage Rotations and Personalized Instruction across the Week

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

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

Set Schedules

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Scheduling Worksheet

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



To access this worksheet, download the Kit: *Set Schedules* on [i-ReadyCentral.com/SetSchedules](https://www.i-ReadyCentral.com/SetSchedules).



Reflect:

Use the space below to reflect on your current schedule.

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

Plan and Refine:

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

Time Blocks	Monday	Tuesday	Wednesday	Thursday	Friday



For more information,
visit [i-ReadyCentral.com/
DiagnosticData](https://i-ReadyCentral.com/DiagnosticData).

Use Data to Plan Instruction



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

—Elementary School Teacher

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

When using data:

1

Ask: Identify the right questions.

2

Observe and Reflect: Analyze data and reflect on strategies you've already tried.

3

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

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





Tips and Tools for Using Data to Plan Instruction

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



For step-by-step instructions for using data to answer your class-level data questions, see p. 92 or visit i-ReadyCentral.com/DataAnalysisGuide to download the full guide.

For guidance on which reports to use and an overview of data provided in each, see p. 86 or visit i-ReadyCentral.com/ReportSelector to download the full guide.

Start with a Question

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

Class Data Questions:



How are my students **performing** as an entire class and what are their **domain-specific instructional needs**?

Report to Use: Diagnostic Results



What are the suggested **growth measures** for each of my students?

Report to Use: Diagnostic Results



How can I **group my students** according to instructional needs?

Report to Use: Instructional Groupings



How is my class **progressing toward Annual Typical Growth and grade-level proficiency**?

Report to Use: Diagnostic Growth



Which students could benefit from **additional support** between now and the end of the year?

Report to Use: Diagnostic Growth

Student Data Questions:



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

Report to Use: Diagnostic Results



How can I **tailor instruction and identify the right resources** to best support an individual student's needs?

Report to Use: Diagnostic Results



How is a student **progressing toward their growth measures**?

Report to Use: Diagnostic Growth

Tips for Data Analysis:

- Keep an open mind and maintain objectivity.
- Write your observations and note any additional questions or inferences.
Consider using the worksheet on the last page.
- 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.



Foundations of Effective Data Use

The foundations of effective data use highlight important practices educators, students, and families should engage in to cultivate a strong data culture in classrooms.



Maintain Objectivity

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



Use a Purposeful, Structured Process to Analyze Data

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



Analyze Data Regularly

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



Engage Students and Families in Growth and Progress

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

Data Reflection Worksheet Exemplar: Mathematics

Date: Diagnostic 1

School, Grade Level, and/or Class: Grade 4, Section 1, B. Maldonado

☒ Mathematics ☐ Reading

Ask

(Select or create your question.)

How is my class performing and what are their domain-specific instructional needs?

Bright Spots

(e.g., higher placement levels, success with a specific domain, more than expected progress toward growth measures)

Areas for Improvement

(e.g., lower placement levels, struggle with a specific domain, less than expected progress toward growth measures)

Observe

(List the grade level(s), class(es), and/or student(s).)

- Measurement and Data (MS) is the domain with the most students On or Above Grade Level with 10 students
- 3 students (Lucia, Abby, Anthony) are On or Above Grade Level overall
- All students completed the Diagnostic

- 16 of 19 students are One or More Grade Levels Below in Number and Operations (NO)
- Anna, Ananda, Ethan, Martina, Carla, Cam
 - Two or More Grade Levels Below overall
- 2 students have Rush flags

Reflect

(List the instructional strategies or plans you've tried and their effects.)

- MS: overall the class has performed higher on formative assessments for bar graphs and telling time
- Lucia, Abby, and Anthony are able to solve two-digit multiplication problems and compare fractions.
- Started data chats prior to Diagnostic

- NO is first in our scope and sequence. Have done some multiplication class work and noticed that many don't appear to know their facts fluently
- Students Two or More Grade Levels Below overall have struggled with regrouping (addition and subtraction) on class work when they use the standard algorithm
- Did not complete data chats with all students prior to Diagnostic

Take Action

(Indicate your plan for what you will do and when.)

- Continue to monitor and differentiate instruction for students who placed On or Above Grade Level in MS to promote continued growth
- Continue to push Lucia, Abby, and Anthony in NO domain
 - Identify learning priorities for Anthony and Abby in their lowest domain (GEO)
- Explore i-Ready Central for resources to use between Diagnostics

- Need to target instruction for students who are One or More Grade Levels Below in NO domain
- Need to explore specific needs, especially for these 6 students who are Two or More Grade Levels Below, using student Diagnostic Results
- Discuss with my principal if we are retesting students who rushed



Data Reflection Worksheet

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

Date: _____

School, Grade Level, and/or Class: _____

☐ Mathematics ☐ Reading

Ask

(Select or create your question.)

Bright Spots
(e.g., higher placement levels, success with a specific domain, more than expected progress toward growth measures)

Areas for Improvement
(e.g., lower placement levels, struggle 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.)

Data Reflection Worksheet Exemplar: Reading

Date: Diagnostic 1

School, Grade Level, and/or Class: Grade 4, Section 1, J. Lee

☐ Mathematics ☒ Reading

Ask

(Select or create your question.)

How is my class performing and what are their domain-specific instructional needs?

Bright Spots

(e.g., higher placement levels, success with a specific domain, more than expected progress toward growth measures)

Areas for Improvement

(e.g., lower placement levels, struggle with a specific domain, less than expected progress toward growth measures)

Observe

(List the grade level(s), class(es), and/or student(s).)

- 18 of 19 students are On or Above Grade Level in High-Frequency Words (HFW)
- 8 students are On or Above Grade Level in Comprehension: Literature (LIT)
- 5 students (Carla, Anthony, Abby, Zane, Isis) are On or Above Grade Level overall

- Vocabulary (VOC) is the domain with the most students (17 out of 19) Below Grade Level
- 14 students are One Grade Level Below or Two or More Grade Levels Below in Comprehension: Informational Text (INFO)
- 7 students are Two or More Grade Levels Below overall
 - Eva is three grade levels below

Reflect

(List the instructional strategies or plans you've tried and their effects.)

- Did not address HFW specifically; noticed that students know these when reading aloud
- LIT: students read fictional texts frequently in center rotations. Noticed that Abby and Isis are quick readers and have answered comprehension questions correctly on their independent work
- Students On or Above Grade Level are able to identify figurative language and theme in grade-level text

- Domain scores confirm observations of students' challenges with VOC work in class
 - Wondering how VOC may be affecting LIT and INFO scores?
- Students only read one INFO text so far during recent center rotations, and we did not review the text as a whole class
- Recently started providing additional support for Eva in VOC

Take Action

(Indicate your plan for what you will do and when.)

- Only Eva will need support with HFW. Look at her Diagnostic Results for next steps she needs
- Review data for specific skills to focus on with students who are On or Above Grade Level in LIT to continue to push them forward
- Students On or Above Grade Level overall: need more data to differentiate instruction for them; will explore Instructional Groupings to see if they have shared needs

- Need more information about students with common grade-level placements for VOC to determine best way to group during center rotations
- Need more information about specific skills to target INFO domain and will add more INFO text to center rotations to focus on these skills
- Need to explore specific needs for Eva and i-Ready resources to support her development in PH and VOC



Data Reflection Worksheet

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

Date: _____

School, Grade Level, and/or Class: _____

☐ Mathematics ☐ Reading

Ask

(Select or create your question.)

Bright Spots
(e.g., higher placement levels, success with a specific domain, more than expected progress toward growth measures)

Areas for Improvement
(e.g., lower placement levels, struggle 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.)



Data Reflection Worksheet

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



To access this worksheet,
download the Data Analysis
Guide at [i-ReadyCentral.com/
DataAnalysisGuide](https://i-ReadyCentral.com/DataAnalysisGuide).

Date: _____

School, Grade Level, and/or Class: _____

☐ Mathematics ☐ Reading

Ask

(Select or create
your question.)

Bright Spots

(e.g., higher placement levels, success with a specific domain,
more than expected progress toward growth measures)

Areas for Improvement

(e.g., lower placement levels, struggle 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 effect.)

Take Action

(Indicate your
plan for what
you will do
and when.)



Problem-Solving Cycle Worksheet

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

Step 1: What is the problem?

Step 2: In what area is the problem?

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

Step 3: What are we going to do about it?





Using Growth and Proficiency Data



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

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

What is a student growth measure?

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

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

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

- Typical Growth:** the average annual 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 placement level.
- Stretch Growth:** the growth recommended to put below-grade level students on a path to proficiency and on-grade level students on a path to advanced proficiency levels. Students who are further behind have larger growth benchmarks to catch them up, and it will likely take many students more than one year to achieve proficiency.

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

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

Individual students:

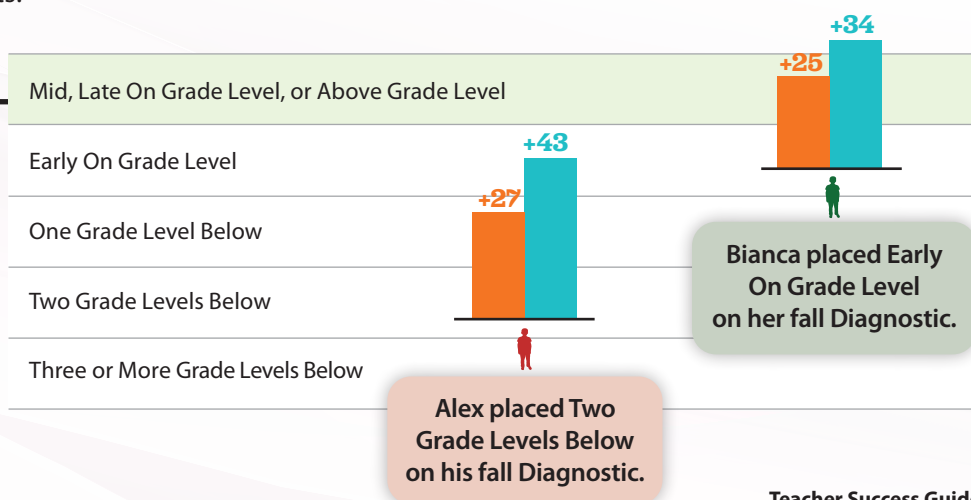
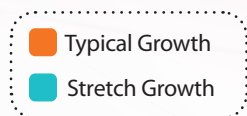
- Aim to exceed 100% of their Typical Growth measure** by the end of the academic year.
- Aim to meet their Stretch Growth measure** by the end of the academic year. In typical districts, we've seen that roughly 25%–35% of students will reach these aspirational targets.

Groups of students:

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

Example

Growth Model Examples for Two Third Grade Students





Data Analysis Protocol Worksheet

Analyze your Diagnostic Growth and/or Diagnostic Results to create an action plan.



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

Part 1: Understand Your Data

Ask

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

Get Data & Observe

Write down or share observations.

Infer & Question

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

Part 2: Make Data-Driven Instructional Decisions

Focus

Which student(s) will be the focus? What is the area of need (domain(s) or skill(s)) for this student or group of students?

Reflect

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

Brainstorm Solutions

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

Take Action

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



Using Growth and Proficiency Data

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

Low Growth & Low Performance

These students likely need teacher-led remediation and support.

This category is a high priority to address. Use the questions and data sources below to determine steps for supporting these students.

Ask and Observe:

- What are the strengths and areas of need for this student? (*Diagnostic Results (Student) report*)
- How frequently is this student receiving differentiated small group or individualized instruction with me or other educators? Would this student benefit from more?
- Do the resources being used for teacher-led small group instruction target this student's specific needs?
- Which other students, if any, have similar needs that could be addressed through teacher-led small group instruction? (*Instructional Groupings report*)
- Is this student getting enough instructional time in *i-Ready* lessons? How is this student progressing in Personalized Instruction in each domain? (*Personalized Instruction Summary (Student) report*)
- Is the student engaged in learning, growth, and progress?

Take Action—Consider These Steps:

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

High Growth & Low Performance

While current support strategies have been effective in promoting growth, these students need continued teacher-led support to keep growing toward their path to proficiency.

This category is a high priority because these students are performing below grade level. Use the questions and data sources below to determine next steps for continued teacher-led support to help these students continue their progress.

Ask and Observe:

- What are the strengths and areas of need for this student? (*Diagnostic Results (Student) report*)
- What individualized instruction, interventions, or additional instructional supports are currently in place for this student? (*Formative data related to instruction*)
- Which other students, if any, have similar needs that could be addressed through teacher-led small group instruction? (*Instructional Groupings report*)
- How is this student progressing in Personalized Instruction in each domain? (*Personalized Instruction Summary (Student) report*)
- What strategies have been effective in engaging this student in learning, growth, and progress?

Take Action—Consider These Steps:

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

Low Growth & High Performance

These students may need additional teacher-led support.

Gather additional information to understand these students' lower growth between the two Diagnostics and determine whether additional support is needed to accelerate growth.

Ask and Observe:

- What are the strengths and areas of need for this student? (*Diagnostic Results (Student) report*)
- How frequently is this student receiving differentiated instruction or enrichment with me or other educators? Would this student benefit from more?
- Do the resources being used for differentiated instruction target this student's specific needs and areas for enrichment?
- How is this student progressing in Personalized Instruction in each domain? (*Personalized Instruction Summary (Student) report*)
- Is the student engaged in learning, growth, and progress?

Take Action—Consider These Steps:

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

High Growth & High Performance

These students may need continued opportunities for enrichment.

These students are making expected growth or higher and are on or above grade level. The teacher-led instruction and additional supports your students are receiving are working. Continue to find opportunities to enrich and challenge these students. Keep in mind that students in some grades who had initial placements of Early, Mid, or Late On Grade Level or Above may have fewer points to gain to meet growth measures. This may impact Percent Progress to Typical and Stretch Growth reported for these students.

Ask and Observe:

- What are areas for enrichment? (*Diagnostic Results (Student) report*)
- How is this student progressing in Personalized Instruction in each domain? (*Personalized Instruction Summary (Student) report*)

Take Action—Consider These Steps:

- Provide independent or collaborative opportunities for enrichment.
- Provide teacher-led small group instruction to students with similar areas for enrichment using next steps and instructional resources recommended by *i-Ready* or other targeted resources.
- Consider how you may want to 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 to celebrate success, discuss growth, and set goals for the rest of the year.



Responding to Midyear Diagnostic Growth Worksheet

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

Review

Analyze student data by growth and proficiency.*

Observe & Reflect

List the students who are in each category and think about the possible causes.
Review individual student data as needed.

Low Growth & Low Performance

Growth: Achieved
less than 50% progress
to Typical Growth

Proficiency:

- Two or More Grade Levels Below
- One Grade Level Below or Early On Grade Level

High Growth & Low Performance

Growth: Achieved
at least 50% progress
to Typical Growth

Proficiency:

- Two or More Grade Levels Below
- One Grade Level Below or Early On Grade Level

Low Growth & High Performance

Growth: Achieved
less than 50% progress
to Typical Growth

Proficiency:

- On (Mid/Late) or Above Grade Level

High Growth & High Performance

Growth: Achieved
at least 50% progress
to Typical Growth

Proficiency:

- On (Mid/Late) or Above Grade Level

*Please note: These recommendations are based on a midyear Diagnostic that is completed about halfway between the initial 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.

Date: _____

School, Grade Level, and/or Class: _____

☐ Mathematics ☐ Reading

Take Action

Consider these actions steps:

How will I prioritize these students' needs? How can I accelerate growth for these students?

- ☐ Individualize instruction to a student's needs using next steps and instructional resources. ☐ Other:
- ☐ Provide teacher-led small group instruction to students with similar areas of need.
- ☐ Adjust scheduling to prioritize Personalized Instruction to address a student's domain(s) of need.
- ☐ Monitor Personalized Instruction and respond quickly when the student struggles with lessons.
- ☐ Have data chats to celebrate success, discuss growth, and set goals for the rest of the year.

How can I engage and motivate these students to continue their progress?

- ☐ Continue individualized instruction, interventions, and/or additional supports that have been effective in promoting growth for these students. ☐ Other:
- ☐ Provide teacher-led small group instruction to students with similar areas of need.
- ☐ Continue to prioritize Personalized Instruction to address a student's domain(s) of need.
- ☐ Continue to use engagement strategies you've found to be successful, including data chats.

How can I accelerate growth for these students?

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

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

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

Notes:



For more
information, visit
[i-ReadyCentral.com/
PersonalizedInstruction](https://i-ReadyCentral.com/PersonalizedInstruction).

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 needs. It also provides you with real-time data and insights into student learning. Based on Diagnostic performance, students are automatically placed into their personalized lesson paths. While you do not need to do anything to make sure your students are assigned the lessons they need, you play a critical role in their learning.

To engage students in Personalized Instruction and manage their progress:

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

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





Tips and Tools for Monitoring and Responding

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



Access all the resources marked with this icon at i-ReadyCentral.com/

[Personalized Instruction](#), or download each individually by entering the terms in the search bar.

Schedule Time

Ensure your schedule 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. Consider allocating additional time in your schedule to account for transitions and other activities. Use the:

 [Sample Schedules](#)

(For more information, see p. [23](#).)



Prepare Your Students

Help students understand how *i-Ready Personalized Instruction* works and why it's important to their learning. To engage students in online lessons, familiarize them with the experience, establish class routines and procedures, and set class and student goals. Use the:

 [Getting Students Ready for Online Lessons Presentation](#)

 [FAQ: Online Lesson Sequence](#)

 [Kindergarten Digital Readiness](#)



Actively Support Student Focus

Encourage students as they engage in online lessons. Scan the room often and watch for students who seem to be distracted or off task. If necessary, have a quick conversation to reset expectations for behavior with the student. Use the:

 [Personalized Instruction Reflection Worksheet](#)

(See p. [43](#).)



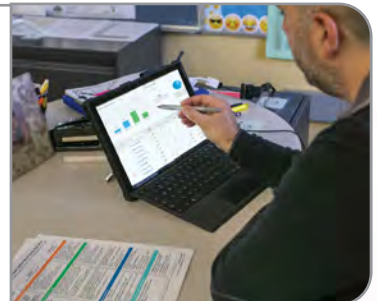
Monitor and Respond

Develop a weekly routine of reviewing Student Lesson Alerts, Lesson Time-on-Task, and Percent of Lessons Passed. Organize your data and plan next steps for responding to your students' needs. Use the:

 [Personalized Instruction Monitoring Guidance](#)

 [Personalized Instruction Action Plan](#)

(See pp. [44–45](#).)



Review and Discuss Results with Students

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

 [Data Trackers](#)

 [Data Chats](#)

 [Lesson Logs](#)

(For more information, see p. [60](#).)





Personalized Instruction Reflection Worksheet

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

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

Reflection Questions	Notes and Next Steps
Schedule Time <ul style="list-style-type: none">• Does the schedule reflect recommended time in Personalized Instruction?	
Prepare My Students <ul style="list-style-type: none">• Do students efficiently transition to assigned seats/stations for Personalized Instruction?• Do students log in and get started with Personalized Instruction promptly?• Are students consistently using devices and headsets properly to complete lessons?• Do students properly log out and transition to their next activity?	
Actively Support Student Focus <ul style="list-style-type: none">• Do I/teachers scan the room regularly while students are working on their online lessons?• How do I/teachers provide encouragement or redirection when a student is sitting idle, off task, or clicking through a lesson without effort?• Do I/teachers remind students of routines and procedures when needed?	
Monitor and Respond <ul style="list-style-type: none">• How frequently do I/teachers review Student Lesson Alerts, Lesson Time-on-Task, and Percent of Lessons Passed?• How do I/teachers respond when students struggle with lessons?	
Review and Discuss Results with Students <ul style="list-style-type: none">• How do I/teachers help students set goals for Personalized Instruction?• How do I/teachers help students reflect on and discuss their progress?• What materials are students using to support their work in online lessons and create artifacts of learning (e.g., scratch paper, lesson trackers, lesson reflection tools)?	



Personalized Instruction Monitoring Guidance

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

Monitor	Analyze <i>Consider these reflection questions:</i>	Take Action <i>Consider these action steps:</i>
Row 1: Lesson Alerts		
<ul style="list-style-type: none"> ⊗ Domain Shutoff Alerts ⚠ Struggling with Lessons Alerts 	<ul style="list-style-type: none"> Which students have lesson alerts this week? In which domains? What could be causing this? <ul style="list-style-type: none"> Student hasn't learned the material yet. Student has misconceptions or needs more skills practice. Student wasn't engaged or didn't understand what to do in the lesson. 	<ul style="list-style-type: none"> Conference with or deliver individualized instruction for students with lesson alerts. If more than one student has struggled with/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	<ul style="list-style-type: none"> For the class or any specific students, is the amount of Lesson Time-on-Task aligned to instructional priorities and plans? Which students need more Personalized Instruction time? 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>i-Ready Learning Games*</i>, during Personalized Instruction time? 	<ul style="list-style-type: none"> Set Lesson Time-on-Task goals with students. Use Personalized Instruction Trackers weekly. Adjust your schedule as needed. Re-establish norms/expectations. Review Learning Games Playtime report to see if students are working in games instead of lessons.* If Lesson Time-on-Task meets instructional goals, no action may be needed.
More than 50 minutes	<ul style="list-style-type: none"> 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 fully focused on online lessons? 	<ul style="list-style-type: none"> 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. If Lesson Time-on-Task meets instructional goals, no action may be needed.
Row 3: Percent of Lessons Passed YTD		
Less than 70% of lessons passed	<ul style="list-style-type: none"> Is this a classwide issue? Which students have less than 70% of lessons passed for the year? Are these students putting forth their best effort? 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? 	<ul style="list-style-type: none"> Pull a small group of students who are struggling 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		
<ul style="list-style-type: none"> ✓ Few lesson alerts ✓ 30–49 minutes of Lesson Time-on-Task ✓ 70%–100% of lessons passed 	<ul style="list-style-type: none"> How do I want to celebrate these achievements? What can I do to ensure these students maintain these recommended ranges? 	<ul style="list-style-type: none"> Celebrate students by acknowledging their achievement in class or sending home information to families. Consider scheduling teacher-led instruction, group work, class projects, or Math Center Activities from the Teacher Toolbox.

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



Personalized Instruction Action Plan

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



To access this **worksheet**, download the *Kit: Actively Monitor and Respond* on [i-Ready Central.com/Personalized Instruction](https://i-ReadyCentral.com/PersonalizedInstruction).



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



Best Practices for Using Date Ranges on Personalized Instruction Summary Reports

Use the guidance below to monitor Personalized Instruction using the preset Date Range options.* Use Lesson Time-on-Task data alongside Percent Lessons Passed Year to Date to understand whether students are consistently working within the ranges we recommend and to get the full benefit of Personalized Instruction.

Recommended Ranges:

Lesson Time-on-Task:

30–49 minutes per subject *per week*

← AND →

Percent Lessons Passed:

70%–100% *for the year*

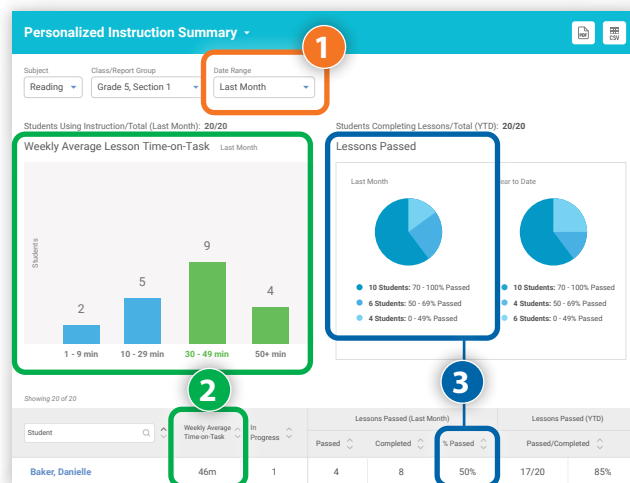
Last Month

Students typically complete enough lessons over the course of a month to determine whether they are trending toward the recommended ranges and if this month's data is trending higher or lower than overall for the year.

- 1 Select **Last Month** to view Personalized Instruction data for the last full calendar month.

To see how students are trending toward the recommended ranges, monitor:**

- 2 Weekly Average Lesson Time-on-Task
- AND
- 3 Percent Lessons Passed for Last Month



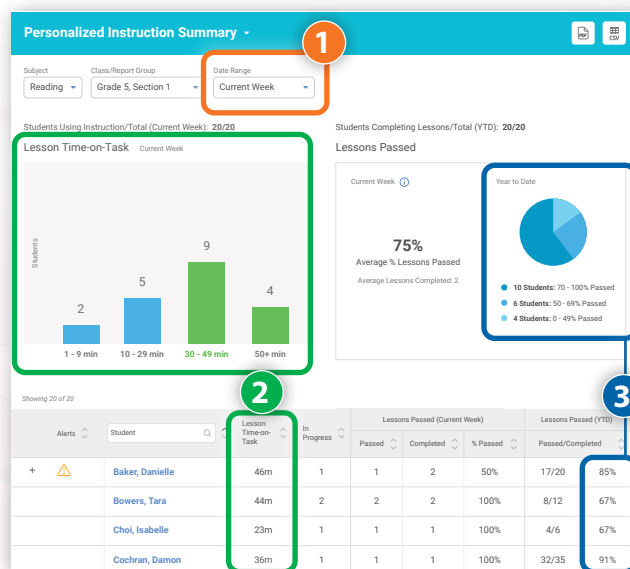
Current Week or Last Week

Students often complete only one or two lessons per week, so the Lessons Passed information for the Current Week and Last Week can be limited. For this reason, we recommend selecting these date ranges to see how much time students are spending and how they are faring in Personalized Instruction recently.

- 1 Select **Current Week** or **Last Week** to view Personalized Instruction data for that date range.

To understand whether students are consistently in the recommended ranges, monitor:**

- 2 Lesson Time-on-Task
- ALONGSIDE
- 3 Percent Lessons Passed Year to Date



*Within the current school year, a custom date range can also be used to view data for any prior time range (e.g., Prior three weeks from 10/05/20 to 10/23/20).

**When this data indicates that students are falling outside our recommended ranges for Personalized Instruction, consider whether additional support is needed.



For more
information, visit
[i-ReadyCentral.com/
TeacherLedInstruction](https://i-ReadyCentral.com/TeacherLedInstruction).

Deliver Differentiated Instruction



“With my i-Ready data I can see which students still need help with specific skills. I can then go back and reteach those students.”

—Middle School Teacher

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

To successfully prepare for differentiated instruction:

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

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





Tips for Facilitating Small Group Instruction

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

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

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

Observe your students.

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

Hold students accountable.

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

Routines and Procedures to Support Your Small Group Instruction

- **Directions and Group Assignments**

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

- **Noise Level Expectations**

Establish expectations for noise level. Different stations may require working at different levels. This could be indicated on a class agenda on the board. Consider using a scale, such as:

0 = Silence, no talking

1 = Whisper to ask questions

2 = Quiet, peer-to-peer, on-task conversation

3 = Whole class discussions and on-task conversation

- **Asking Questions and Getting Help**

Establish a routine for asking questions during rotation time, such as "Ask 3 Before Me." This requires students to ask questions of at least three peers before raising their hand for teacher support.

- **Expectations for Transitions**

Students may need to rotate from one station to the next. Establish expectations for how and when they should do this, including voice level, walking vs. running, how long this should take, how they should leave their current station, and what they should take with them to their next station.

- **Turning In Work**

Students should know what to do with their completed work from each station. For example, there may be a tray for turning in daily independent work, or students may keep it in a binder. Consider if this work will be graded or checked. Collaborative work may not be turned in until the end of the assignment.

- **Next Steps If Work Is Finished Early**

Make sure students know what to do after work is completed at a station if they finish early. Consider extra credit assignments, homework, other collaborative work assignments, checking their work, etc.



Routines and Procedures Planning Worksheet



To access this worksheet, download *Kit: Deliver Differentiated Instruction* on [i-ReadyCentral.com/TeacherLedInstruction](https://www.i-ReadyCentral.com/TeacherLedInstruction).

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

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

Keep Students Accountable:

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

Student Reflection Strategies:

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

Notes and Next Steps:

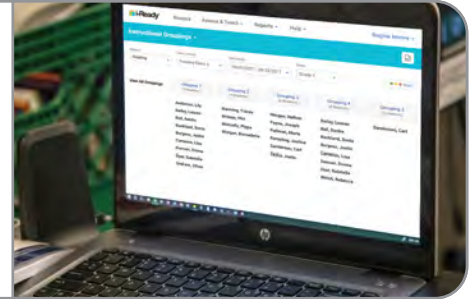


Steps for Effective Small Group Instruction

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

1. Create Student Groups

Consider your goal for small group instruction. If it's to provide differentiated support for a specific skill, consider leveled groups. If it's to facilitate collaborative work and peer learning, consider creating heterogeneous groupings. Use data to keep groups flexible and respond to meet students' needs.



2. Identify Resources

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

3. Plan Your Instruction

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



4. Facilitate the Teacher Station

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



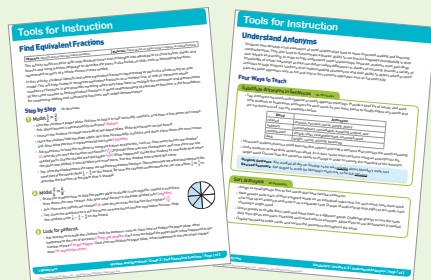
5. Repeat and Refine

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



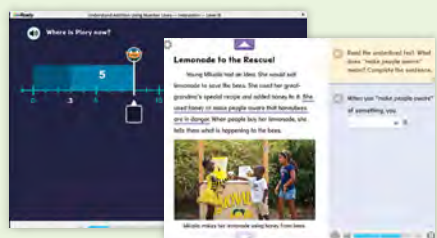
Resources

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



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

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



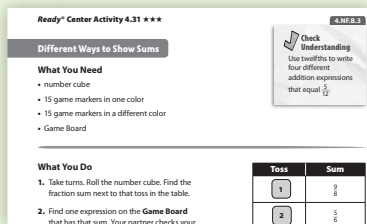
i-Ready Personalized Instruction *(Available for purchase)*

i-Ready online lessons meet students where they are to provide appropriate instruction in given domains. Lessons can also be used during whole class and small group instruction to support review and practice of specific skills.



Learning Games *(Included with i-Ready Personalized Instruction for Mathematics; Available in Grades K–8 if enabled by the district)*

These interactive games provide engaging mathematics practice in English and Spanish. Learning Games can be used for additional practice of specific mathematics concepts and skills, helping to build students' mathematics fluency.



Math Center Activities *(Included with a Teacher Toolbox subscription; Available in Grades K–5)*

These student-led activities and games can be used to differentiate practice opportunities for students working in pairs.



Ready® Instruction Lessons and Discourse Cards

(Included with a Teacher Toolbox subscription)

- **On-Level Lessons** can be used during whole class or small group to supplement teacher-led instruction for particular standards.
- **Prerequisite Lessons** are lessons from earlier grades that provide in-depth instruction to review prerequisite concepts or fill in gaps in student knowledge.
- **Math and Reading Discourse Cards** provide questions and sentence starters to engage students in peer, small group, and whole class conversations.

Small Group Worksheet Exemplars: Mathematics

Date: Diagnostic 1

School, Grade Level, and/or Class: B. Maldonado, Grade 4, Section 1

☒ Mathematics ☐ Reading

Group Number or Name:

Math Group A

Group Selection Criteria: (e.g., students who have the lowest score in a domain)

Instructional Grouping 2 Students

Student Name	Observations and Instructional Priorities	Instructional Resources
Brian	<p>All students in Grouping 2 placed in Grade 3 overall and Grade 3 in Number and Operations (NO)</p> <ul style="list-style-type: none"> - Difficulty with skills and concepts related to quantitative reasoning; they may struggle with base-ten computation <p>Number—Base Ten:</p> <ul style="list-style-type: none"> - Round whole numbers to the nearest ten or hundred - Add and subtract multi-digit numbers with regrouping - Multiply and divide within 100 - Multiply single-digit numbers by 10 and by multiples of 10 	<p>Tools for Instruction (TFI): Rounding to the Nearest Ten or Hundred</p> <p>TFI: Three-Digit Subtraction</p> <p>Manipulatives for small group and collaborative/independent work</p> <p>Recording sheet for work</p>
Naveen		
Mario		
Oliver		
Eva		
Dash		

Current scope and sequence, focused on NO domain: place value and add/subtract first. Will start with these Recommendations for Teacher-Led Instruction first.

Action Plan

When will this small group meet and for how long?

- The next 3 weeks of small group instruction on Thursdays during math time

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:

- Week 1: small group use TFI: Rounding to the Nearest Ten or Hundred; follow up practice with same strategy of estimating to nearest 10 or 100 in collaborative work station (have number lines at station)
- Week 2: independent work using strategy of rounding to nearest 10 or 100; small group use TFI: Three-Digit Subtraction; collaborative work station to include practice with subtraction strategies from small group
- Week 3 (if needed): more practice on rounding to the nearest 10 or 100; practice 3-digit subtraction in collaborative work and use grid paper for recording
- Monitor Personalized Instruction for lessons related to place value, rounding, and subtraction

Based on work so far, limit to 1 week. I'll adapt as needed, but I think quick refreshers will help with rounding.

Most concerned about subtraction. Focus small group time here on strategies to solve problems at their level. Integrate these strategies to work we are doing as a whole class on grade level.

Grade-level content:

- Current whole class, grade-level lessons are subtract to thousands place. Apply strategies from small group (modeling and drawing) to solve grade-level problems. Use grid paper to help align place value. Determine appropriate number of problems to solve. Have students work in pairs to check each other's work. Encourage addition strategy to check work
- Family connection: Share family letter with strategies being used in small group so parents can support with homework
- Encourage use of Learning Games for additional practice at home.

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

- Use Checks for Understanding in small group. Review recording sheets from collaborative & independent work
- Determine if additional teacher support is needed or if students are ready to move forward and adapt accordingly

Mathematics Exemplars, Cont'd.

Date: Diagnostic 1

School, Grade Level, and/or Class: B. Maldonado, Grade 4, Section 1

☒ Mathematics ☐ Reading

Group Number or Name:

Math Group B

Group Selection Criteria: (e.g., students who have the lowest score in a domain)

Smaller Group of Students from Instructional Grouping 1

Student Name	Observations and Instructional Priorities	Instructional Resources
Zane	<p>These students from Instructional Grouping 1 vary in overall placement levels. Number and Operations (NO) and Algebra and Algebraic Thinking are priority domains. All students in this Grouping placed in Grade 2 in NO except Anna, who is Grade 1 and will need additional support, but fits best in this small group</p> <ul style="list-style-type: none"> - Compare and order 3-digit numbers - Add and subtract 2-digit numbers with or without regrouping <p>Anna also needs extra support—focus on comparing and ordering 2-digit numbers</p>	Tools for Instruction (TFI): Model Three-Digit Numbers
Cam		TFI: Compare and Order Three-Digit Numbers
Isis		TFIs: Two-Digit Addition with and without Regrouping
Martina		Manipulatives for small group and collaborative/independent work
Ethan		Recording sheets for work
Anna		

Keep in mind Anna and Cam both have asterisks next to their names.

Action Plan

When will this small group meet and for how long?

- The next 3 weeks of small group instruction on Wednesdays during math time

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:

- Week 1: small group use TFI: Compare & Order Three-Digit Numbers (#). Modify for Anna to work on 2-digit # and build to 3-digit #; practice with same strategies in collaborative work station
- Week 2: independent work with week 1 strategy; small group use TFIs: Two-Digit Addition with and without Regrouping. Work with Anna individually on add within 20 and add 2-digit # and 1-digit # prior to small group to see if she is ready for this content
- Week 3 (as needed) independent practice with strategies for 2-digit addition with regrouping. Include grid paper for recording
- Create additional independent practice center for skill practice on modeling 3-digit #. Use number riddles (strategy from TFI) and have students practice reading & writing numbers in standard and expanded form through hundreds with base-ten blocks and recording sheet. For Anna, same center, but have her working with grouping up to 100 & representing 2-digit #
- Monitor Personalized Instruction for lessons related to place value, addition, and subtraction

Grade-level content:

- Current whole class, grade-level lessons are subtract to thousands. Use grid paper to help align place value. Start with subtracting to 1,000s problems without regrouping; see how students solve. Use base-ten blocks and connect to place value and addition work in small group. Have students work in partner pairs to check each other's work with addition
- Family connection: Share family letter with strategies being used in small group so parents can support with homework
- Encourage use of Learning Games for additional practice at home.

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

- Use Checks for Understanding in small group. Review recording sheets from collaborative & independent work
- Determine if additional teacher support is needed or if students are ready to move forward and adapt accordingly

Mathematics Exemplars, Cont'd.

Date: Diagnostic 1

School, Grade Level, and/or Class: B. Maldonado, Grade 4, Section 1

☒ Mathematics ☐ Reading

Group Number or Name:

Math Group C

Group Selection Criteria: (e.g., students who have the lowest score in a domain)

Smaller Group of Students from Instructional Grouping 1

Student Name	Observations and Instructional Priorities	Instructional Resources
Carla	<p>These students in Instructional Grouping 1 all placed at Grade 3 in Number and Operations (NO). Keep in mind that Carla has an asterisk next to her name and may need additional support.</p> <ul style="list-style-type: none"> - Carla and Ananda Grade 2 overall; Maria Alejandra and Leena Grade 3 overall - Subtract 2-digit numbers with and without regrouping - Know addition and subtraction fact families 	<p>Tools for Instruction (TFI): Two-Digit Subtraction without Regrouping</p> <p>TFI: Two-Digit Subtraction with Regrouping</p> <p>TFI: Addition/Subtraction Fact Families</p> <p>Manipulatives for small group and collaborative/independent work</p> <p>Recording sheet for work</p>
Maria Alejandra		
Leena		
Ananda		

Current scope and sequence, focused on NO domain: will start with subtraction because have already worked on 2-digit addition with these students.

Action Plan

When will this small group meet and for how long?

- The next 3 weeks of small group instruction on Tuesdays during math time

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:

- Week 1: small group use TFI: Two-Digit Subtraction without Regrouping; follow up practice with same strategies in collaborative work station
- Week 2: independent work to practice same strategy from week 1; small group use TFI: Two-Digit Subtraction with Regrouping; practice subtraction strategies in collaborative work
- Week 3 (as needed) independent practice with strategies for 2-digit subtraction using grid paper
- Create center for additional practice with addition/subtraction fact families (use TFI strategy).
- Monitor Personalized Instruction for lessons related to place value, rounding, and subtraction

Grade-level content:

- Current whole class, grade-level lessons are subtract to thousands. Use grid paper to help align place value. Start with subtracting to 1,000s problems without regrouping. Use base-ten blocks and other strategies from subtraction work in small group. Have students work in partner pairs to check each other's work with addition
- Family connection: Share family letter with strategies being used in small group so parents can support with homework
- Encourage use of Learning Games for additional practice at home

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

- Use Checks for Understanding in small group and keep in mind if any organizing of students in groups needs to change
- Review recording sheets from collaborative & independent work
- Determine if additional teacher support is needed or if students are ready to move forward and adapt accordingly



Small Group Worksheet

How can I group my students and plan my instruction to best meet their needs?



To access this worksheet, download the Data Analysis Guide at [i-ReadyCentral.com/DataAnalysisGuide](https://www.i-ready.com/DataAnalysisGuide).

Date: _____

School, Grade Level, and/or Class: _____

☐ Mathematics ☐ Reading

Group Number or Name:

Group Selection Criteria: (e.g., students who have the lowest score in a domain)

Student Name	Observations and Instructional Priorities	Instructional Resources

Action Plan

When will this small group meet and for how long?

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

At current placement level:

Grade-level content:

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

Small Group Worksheet Exemplars: Reading

Date: Diagnostic 1

School, Grade Level, and/or Class: J. Lee, Grade 4, Section 1

☐ Mathematics ☒ Reading

Group Number or Name: **Group Selection Criteria:** (e.g., students who have the lowest score in a domain)

Reading Group A

Smaller Group of Students from Instructional Grouping 3 and Students from Instructional Grouping 5

Student Name	Observations and Instructional Priorities	Instructional Resources
Zane	Abby and Isis placed in Instructional Grouping 5 and are Early 4 overall. - Abby: Late 4 in Vocabulary (VOC); Early 4 in Comprehension: Literature (LIT) - Isis: Early 4 in VOC; Late 4 in LIT	Tools for Instruction (TFIs): Teach New Word Meanings (Grades 2–3 and Grades 4–5)
Anthony	Zane, Anthony, and Carla placed in Instructional Grouping 3 and are also Early 4 overall; however, their VOC is lower (all Grade 3 placement).	TFI: Identify Word Roots (Grades 4–5)
Carla	- Carla: Grade 5 in LIT - Anthony: Mid 4 in LIT - Zane: Late 4 in LIT	Reading texts
Isis	Based on this data and class performance, these students will fit best together in small group work. Will need to keep in mind some additional VOC needs for Carla, Anthony, and Zane.	Recording sheets
Abby	VOC: - Teach high-utility academic language and/or deepen knowledge of academic language - Teach or review meaningful word parts - Use read alouds	

Action Plan

When will this small group meet and for how long?

- The next 3 weeks of small group instruction on Tuesdays during reading block

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:

- Week 1: small group use TFIs: Teach New Word Meanings (Grades 2–3 and Grades 4–5) with strategy of introducing target words before reading and practicing in context with text at their level; follow up practice in collaborative work where students will use target words in guided practice with peers
- Week 2: independent work practicing target words from week 1; use week 1 strategies for independent reading; small group use TFI: Identify Word Roots with focus on introducing and explaining word roots and modeling & interpreting word roots and word meanings; practice interpreting word roots and word meaning strategies in collaborative reading work
- Week 3: independent practice with new target words and word roots and meanings; use week 1 and 2 strategies for independent reading; small group continue to use TFIs with new target words and additional guided practice of word roots and word meanings
- Monitor Personalized Instruction for lessons related to vocabulary

Grade-level content:

- Model strategies during read alouds
- Have students integrate strategies from small group into grade-level text
- Students will use strategies for their independent reading

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

- Use Checks for Understanding in small group. After week 1, determine if this group works well together with their varying abilities and adjust group as needed
- Review recording sheets from collaborative and/or independent work
- Determine if additional teacher support is needed or if students are ready to move forward and adapt accordingly

Reading Exemplars, Cont'd.

Date: Diagnostic 1

School, Grade Level, and/or Class: J. Lee, Grade 4, Section 1

☐ Mathematics ☒ Reading

Group Number or Name:

Reading Group B

Group Selection Criteria: (e.g., students who have the lowest score in a domain)

Smaller Group of Students from Instructional Grouping 3

Student Name	Observations and Instructional Priorities	Instructional Resources
Lucia	<p>All students are Grade 3 overall. Lucia is Grade 2 in Vocabulary (VOC) and has an asterisk, so she may need additional support. Other students are Grade 3 in VOC.</p> <ul style="list-style-type: none"> - Lucia: Grade 3 Comprehension: Literature (LIT) - Leena: Grade 3 LIT - Dash: Mid 4 LIT - Anna: Mid 4 LIT <p>VOC:</p> <ul style="list-style-type: none"> - Teach high-utility academic language - Teach meaningful word parts - Use read alouds 	<p>Tools for Instruction (TFI): Teach New Word Meanings (Grades 2–3)</p> <p>TFI: Understand Base Words (Grades 2–3)</p> <p>Reading texts</p> <p>Recording sheets</p>
Leena		
Dash		
Anna		

Action Plan

When will this small group meet and for how long?

- The next 3 weeks of small group instruction on Wednesdays during reading block

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:

- Week 1: small group use TFI: Teach New Word Meanings (Grades 2–3) with strategy of introducing target words before reading and practicing in context with text at their level; follow up practice in collaborative work in which students will use target words in guided practice with peers
- Week 2: independent work practicing target words from week 1; incorporate week 1 strategies for independent reading; small group use TFI: Understand Base Words (Grades 2–3) with focus on introducing and explaining base words and modeling use; practice building words in collaborative reading work
- Week 3: independent practice with base words and practice building words; use week 1 and 2 strategies for independent reading; small group continue use of TFIs with new target words and additional base words
- Monitor Personalized Instruction for lessons related to vocabulary

Grade-level content:

- Model strategies during read alouds
- Have students integrate strategies from small group into grade-level text
- Students will use strategies for their independent reading

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

- Use Checks for Understanding in small group; make sure groups are best organized and determine if any changes may need to be made
- Review recording sheets from collaborative and/or independent work
- Determine if additional teacher support is needed or if students are ready to move forward and adapt accordingly



Small Group Worksheet

How can I group my students and plan my instruction to best meet their needs?



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Date: _____

School, Grade Level, and/or Class: _____

☐ Mathematics ☐ Reading

Group Number or Name:

Group Selection Criteria: (e.g., students who have the lowest score in a domain)

Student Name	Observations and Instructional Priorities	Instructional Resources

Action Plan

When will this small group meet and for how long?

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

At current placement level:

Grade-level content:

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



For more information,
visit [i-ReadyCentral.com/
EngageStudents](https://i-ReadyCentral.com/EngageStudents).

Set Goals and Engage Students



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

—Elementary School Teacher

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

To set goals and engage students:

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

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





Tips and Tools for Setting Goals and Engaging Students

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

Guide Goal Setting

Get student buy-in by setting achievable yet challenging goals 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), and ensure goals are self-referenced rather than peer-referenced. Use the:

[Goal-Setting Guidance](#)



Have Data Chats with Students

Schedule data chats with students about their learning. Having check-ins with students helps them reflect on their strengths and areas for improvement, create new goals, and set action plans. Use the:

[Data Chat](#)

[Planning for a Student Data Chat](#)

[Data Chat Video](#)



Track Data with Students and Help Them Self-Reflect

Implement a variety of classroom procedures for students to track their data. Student data tracking promotes ownership, keeps data top-of-mind, and makes progress apparent. Use the:

[Data Trackers](#)

[Student Data Tracking Guidance](#)

[Goal Gauges](#)



Make Learning a Team Effort

Build a collective growth mindset culture by tracking class progress and growth, providing classwide feedback after Diagnostics, and creating class goals. Research shows that students are likely to achieve more when they are part of a larger learning community. Use the:

[Classroom Poster](#)

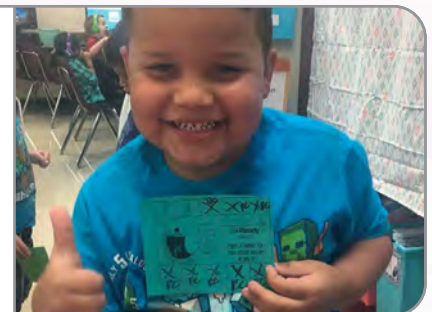


Recognize and Celebrate Growth

Use public announcements, bulletin boards, certificates, or rewards to highlight when a student or class has reached a goal and/or made progress. Celebrating growth rather than just a fixed end goal provides an opportunity to acknowledge students who may not usually get recognized for academic success. Use the:

[Certificates of Progress](#)

[Certificates of Achievement](#)





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

For more engagement strategies from other educators like you, visit i-ReadyCentral.com/Ideas.



Help Students Actively Engage with Personalized Instruction

Providing students with reflection pages creates an artifact of learning and allows you to check in with the student about progress, misunderstandings, and habits. Students take ownership of their learning by capturing what they learned that day. Use the:

[Lesson Logs](#)



Communicate with Families

Share information about *i-Ready* assessments and student progress with families through newsletters, conferences, emails, and phone calls. After Diagnostics, send home the For Families report so families stay informed of their child's progress. Use the:

[Family Center](#)

[Communication Templates](#)



Replying to @MBandzui
Thank you for motivating my son to do his best at all times

Guiding Principles: Keep these best practices in mind while planning engagement activities.

• Focus on the Learning:

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

Example: Create a goal bulletin board.

• Provide All Students with Opportunities to Succeed:

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

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

• Encourage Teamwork:

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

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

• Make It Routine:

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

Examples: A traveling spirit stick, leaderboards updated monthly, a school leader makes weekly announcements.

• Have Fun:

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

Examples: A dance party, lunch with a teacher, leader reads a book to a class, teacher vs. student basketball game.

• Collaborate with Your Colleagues:

Plan together and share successes with colleagues.

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



Student Engagement Planning Worksheet



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



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

Student Engagement Strategy	Resources to Use	Notes and Next Steps
Guide Goal Setting: Help students set challenging yet achievable goals about performance and learning that are self-referenced rather than peer-referenced.	<input type="checkbox"/> Goal Gauges <input type="checkbox"/> Goal-Setting Guidance <input type="checkbox"/> Other:	
Have Data Chats with Students: Schedule data chats with students about learning and growth to discuss strengths and areas for improvement, new goals, and action plans.	<input type="checkbox"/> Data Chats <input type="checkbox"/> Planning for a Student Data Chat <input type="checkbox"/> Data Chat Guidance <input type="checkbox"/> Other:	
Track Data with Students and Help Them Self-Reflect: Use journals, data folders, individual tracking sheets, or classroom data walls to promote ownership, keep data top-of-mind, and make progress apparent.	<input type="checkbox"/> Data Trackers <input type="checkbox"/> Student Data Tracking Guidance <input type="checkbox"/> Other:	
Make Learning a Team Effort: Build a collective growth mindset by tracking class progress and growth, providing classwide feedback after Diagnostics, and creating class goals.	<input type="checkbox"/> Classroom Poster <input type="checkbox"/> Goal Gauges <input type="checkbox"/> Other:	
Recognize and Celebrate Growth: Celebrate growth rather than just a fixed end goal. Use public announcements, bulletin boards, certificates, or rewards to highlight when a student or class has reached a goal and/or made progress.	<input type="checkbox"/> Certificates <input type="checkbox"/> Other:	
Help Students Actively Engage with Personalized Instruction: Provide students with reflection pages to create an artifact of learning and allow you to check in with students about progress, misunderstandings, and work habits.	<input type="checkbox"/> Lesson Logs <input type="checkbox"/> Other:	
Communicate with Families: Involve families to broaden students' networks of support. Share information about <i>i-Ready</i> assessments and student progress with families through newsletters, conferences, emails, and phone calls.	<input type="checkbox"/> For Families report <input type="checkbox"/> Family Data Chat <input type="checkbox"/> Other:	



Tips for Engaging in a Student Data Chat

Read the tips for engaging students in a data chat.



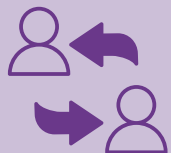
Focus on Learning

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



Use Student-Friendly Language

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



Partner with Students

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



Act Promptly

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



Be Transparent and Sensitive

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



Set Goals

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



Follow Up

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



Introducing Data Chats to Students

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

Tips	Prompts
Early Elementary	
<ul style="list-style-type: none">• Give students context for data and where it is coming from.• Use simple language.• Connect data to what students are familiar with in the classroom.• Keep a narrow focus—focus on one area of strength and one area of improvement.	<ul style="list-style-type: none">• “The <i>i-Ready Diagnostic</i> tells us how you are doing on certain mathematics/reading skills. It tells us what you know and what you need to learn to keep improving. Let’s look at your data so we can figure out the best way to help you grow.”• “What is one area where you can improve? Remember when we worked on subtracting two-digit numbers? Tell me a little bit about what was hard for you. Let’s come up with some ideas for how you can work on this.”
Late Elementary	
<ul style="list-style-type: none">• Guide students in looking at their data from their dashboard and Diagnostic results.• Encourage students to consider how their own actions and behaviors impact their work.	<ul style="list-style-type: none">• “Today we are going to talk about the results from your most recent <i>i-Ready Diagnostic</i>. We are looking at your data to help you learn. Let’s look at your <i>i-Ready Connect</i> dashboard and then we’ll look at what this report says.”• “Think about what you were doing as you took the assessment. Do you feel like you tried your best? What could you do better next time?”
Middle School	
<ul style="list-style-type: none">• Empower students to dig into their own data by talking to them about it in a clear and honest way.• Talk to students about their hopes for long-term growth. Then, help them create shorter-term achievable goals to get there.• If relevant, provide big-picture context for students about how <i>i-Ready Assessment</i> data connects with other data (e.g., state assessment data, class grades, etc.).	<ul style="list-style-type: none">• “Let’s talk about your results from the <i>i-Ready Diagnostic</i> by looking at your data from your dashboard. What is your score?”• “Now let’s look at this report. What do you notice when looking at this data? Which domains are your strengths? Which areas are more challenging for you?”• “Where would you like to be at the end of the year? Let’s set a goal that will help you get there.”



Planning for a Student Data Chat Worksheet



To download this worksheet, search *Plan a Data Chat* on [i-Ready Central](#).

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

Data chat with: _____ **Data source(s):** _____

Guiding Questions	Observations and Reflections
Observe What do you notice about this student's individual performance and/or growth? What are some: <ul style="list-style-type: none">• Bright spots?• Opportunities for improvement?• Surprises? Record your observations.	
Infer & Question Note additional questions worth exploring and consider additional data sources you can use to answer these questions.	
Share <ul style="list-style-type: none">• What is important to prioritize in a data chat with this student?• How will you begin this data chat? What is your opening statement or question?• How will you engage the student in looking at their own data?	
Take Action <ul style="list-style-type: none">• What are realistic short- and long-term goals for this student?• Consider using a data tracking sheet or goal-setting sheet to finalize next steps with the student.	



Action Plan Worksheet

Use this worksheet to create your action plan.

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



Planning for Student Data Tracking Worksheet

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



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



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



Action Plan Worksheet

Use this worksheet to create your action plan.

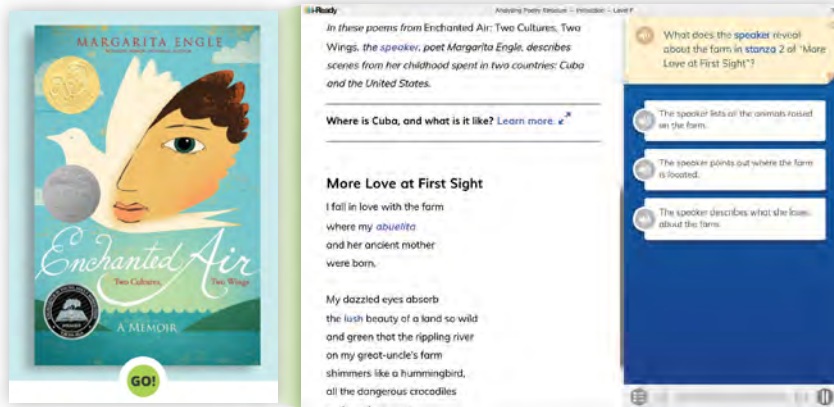
Action Plan:	
Things to Consider	
Review and Reflect:	
Note Important Dates:	
Action Plan	
Activities:	
Resources and Materials:	
Collaborate and Take Action:	

What's New in *i-Ready*



Supporting the Needs of All Learners

i-Ready is inclusive, supportive, and accessible.

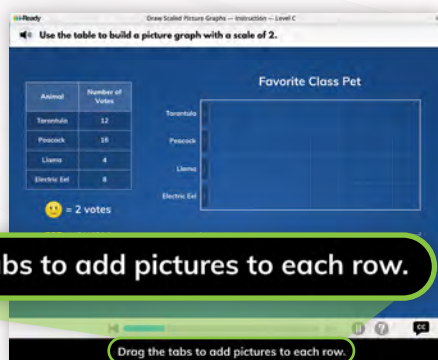
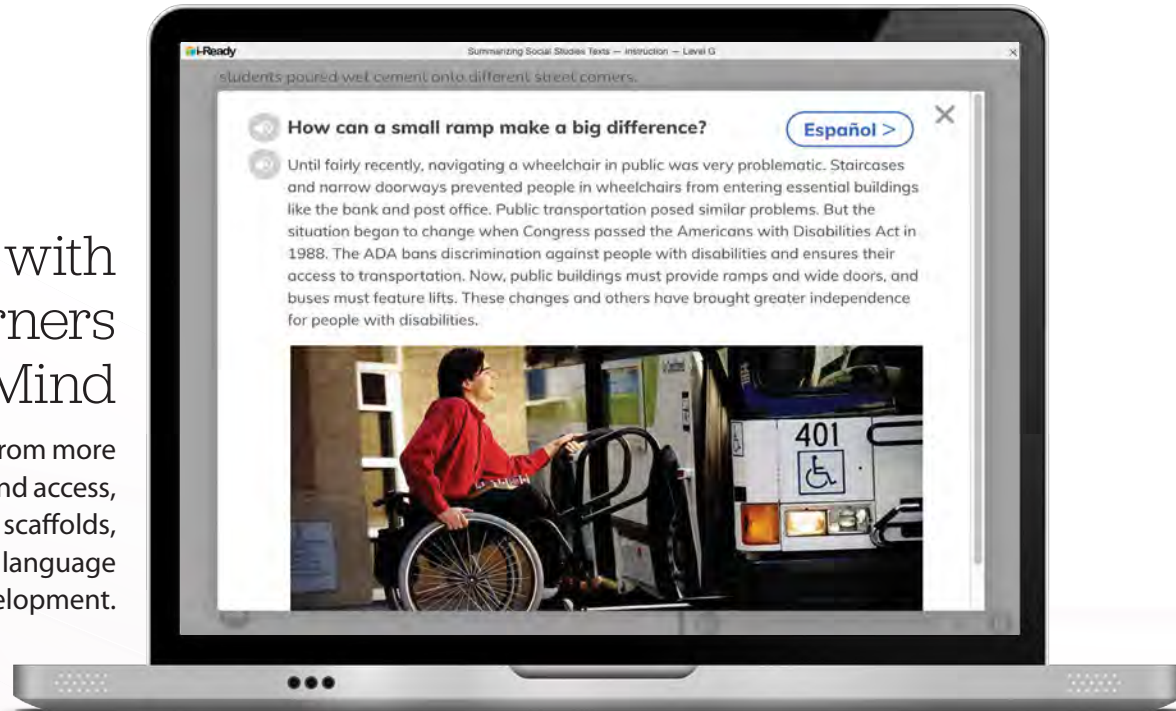


Committed to Being Culturally Responsive

Even more culturally responsive content in online lessons and Diagnostic items empowers students to see themselves in their learning.

Designed with English Learners in Mind

Students will benefit from more lessons that expand access, integrate strategic scaffolds, and support academic language development.



Ongoing Accessibility Improvements

Closed captioning and keyboard navigation will be available in many online lessons and Standards Mastery items as the school year progresses.

All images are prototypes and subject to change.

**EARLY
ACCESS**

Introducing Lessons in Spanish

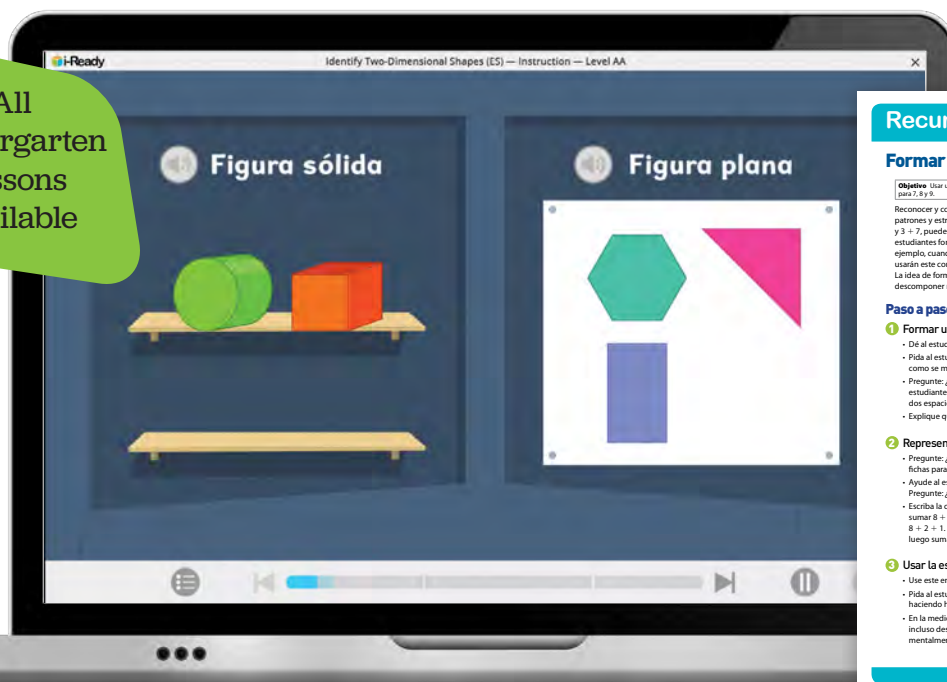
i-Ready's new instruction in Spanish supports the youngest learners.

Mathematics

Spanish versions of kindergarten Mathematics lessons offer equitable learning experiences.*

Teachers can support students across Grades K–8 with Tools for Instruction for Mathematics in Spanish.

All
Kindergarten
Lessons
Available



Recursos de instrucción

Formar una decena para sumar hasta 20

Objetivo: Usar un marco de diez para resolver los datos de suma (página 3).
Materiales: Fichas de diez colores, Marcos de diez (página 3).
Reconocer y comprender la decena les permite a los estudiantes entender el sistema de numeración y usar patrones y estructuras al hacer cálculos. Conocer distintas maneras de formar una decena, como $1 + 9$, $2 + 8$ y $3 + 7$, puede ayudar a los estudiantes a sumar y restar rápidamente y con seguridad. En esta actividad, los estudiantes forman una decena, que les servirá de ayuda para comprender y resolver datos de suma básicos. Por ejemplo, cuando sumen $9 + 6$, sumarán $9 + 1$ para formar 10 y luego sumarán 5 más. Después, los estudiantes usarán este conocimiento para formar decenas cuando sumen tres números y cuando calculan mentalmente. La idea de formar una decena también proporciona una base para la estrategia de resta que consiste en descomponer números para formar decenas en la resta.

Paso a paso

- 1 Formar una decena.**
 - Dé al estudiante un Marco de diez en blanco (página 3).
 - Pida al estudiante que coloque 8 fichas en el marco de diez, como se muestra.
 - Pregunte: ¿Cómo muestras $8 + 2$ en el marco de diez? Guíe al estudiante para que agregue dos fichas que completen los dos espacios disponibles.
 - Explique que completar los diez espacios del marco de diez es "formar una decena".
- 2 Representar $8 + 3$.**
 - Pregunte: ¿Qué sucedería si intentas mostrar $8 + 3$ en el marco de diez? Use las fichas para mostrar que el marco de diez se llenaría y sobraría una ficha.
 - Ayude al estudiante a expresar que "formó una decena" y que sobró una ficha.
 - Pregunte: ¿Cómo escribiste el número para 1 decena y 1 ficha más? (11).
 - Escriba la oración numérica que se muestra. Use las fichas para ilustrar que al sumar $8 + 3$, el 3 se puede descomponer en $2 + 1$, lo que da como resultado $8 + 2 + 1$. Señale que puede sumar 8 y 2 primero para "formar una decena" y luego sumar 1 para hallar la respuesta.
- 3 Usar la estrategia de formar una decena para sumar otros datos.**
 - Use este enfoque para enseñar otros datos con 7, 8 y 9.
 - Pida al estudiante que use marcos de diez y fichas. Anote las oraciones numéricas correspondientes, haciendo hincapié en cómo "formar una decena" en cada problema.
 - En la medida en que vea que el estudiante está listo, preséntele el reto de hacer la mayor parte del trabajo, incluso describir cómo se forma una decena. Si es posible, anime al estudiante a intentar hacer la actividad mentalmente sin usar el marco de diez.

Formar una decena para sumar hasta 20 | Página 1 de 3

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Reading

To support Spanish literacy development, *i-Ready* is releasing an initial selection of authentic Spanish Reading lessons focused on kindergarten Phonics.*

*Spanish lessons must be assigned by teachers and will not have full reporting features during Early Access.

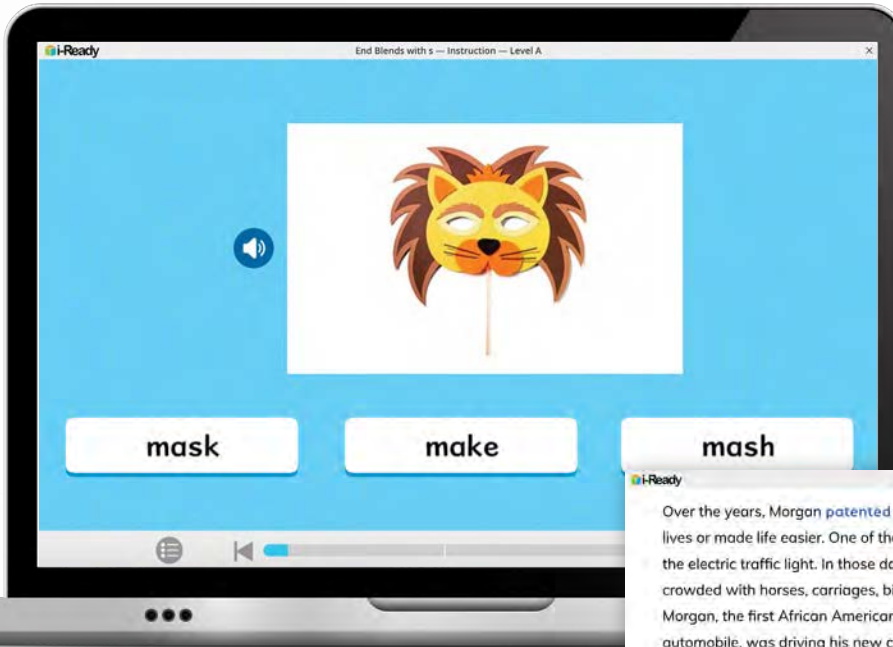
What's New in *i-Ready*

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Engaging Lessons for Elementary Learners

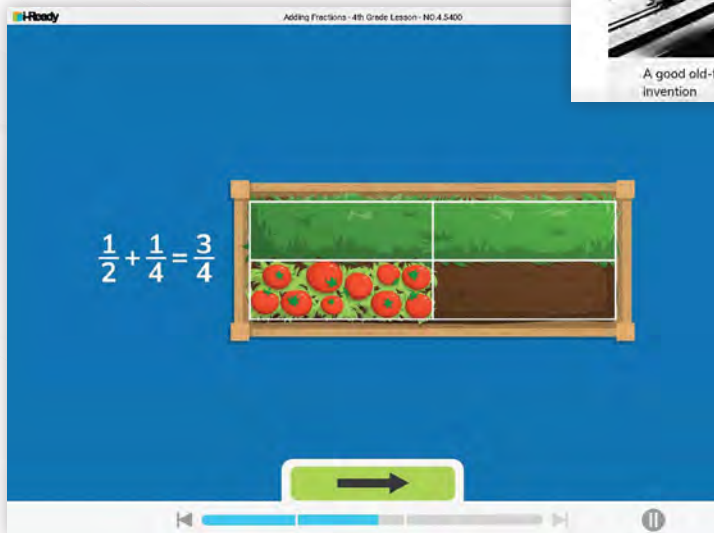
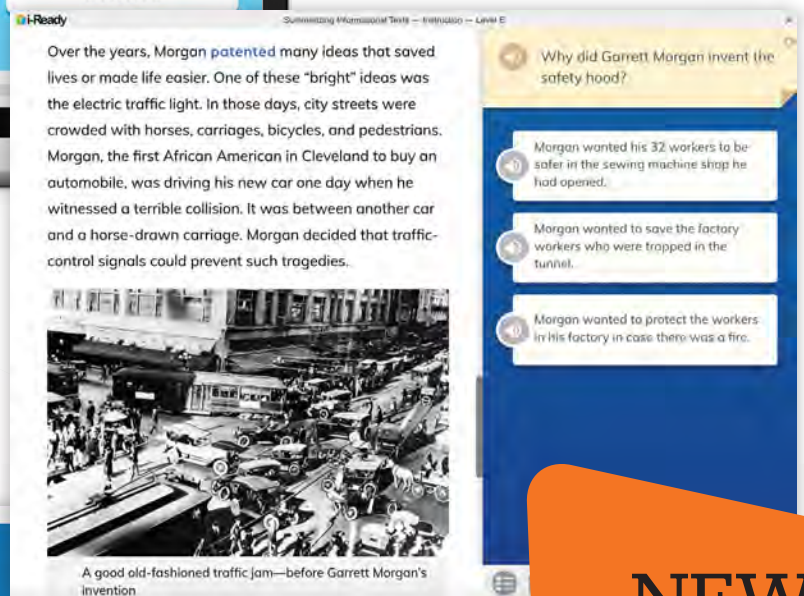
Phonics

New systematic, explicit Phonics lessons provide just the right amount of instruction: more for students who need it and less for students who don't. *(Grades K–2)*



Reading Comprehension

New lessons will include both standards-focused and sentence-structure-focused instruction. *(Grades 3–5)*



Mathematics

New lessons offer an innovative approach to help students understand fractions. *(Grades 3–5)*

NEW LESSONS

adapt pacing to student needs!

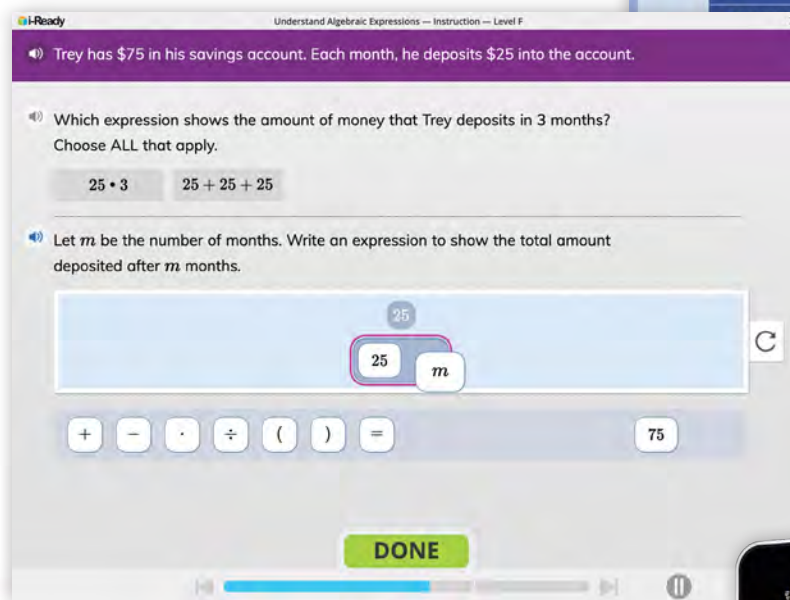
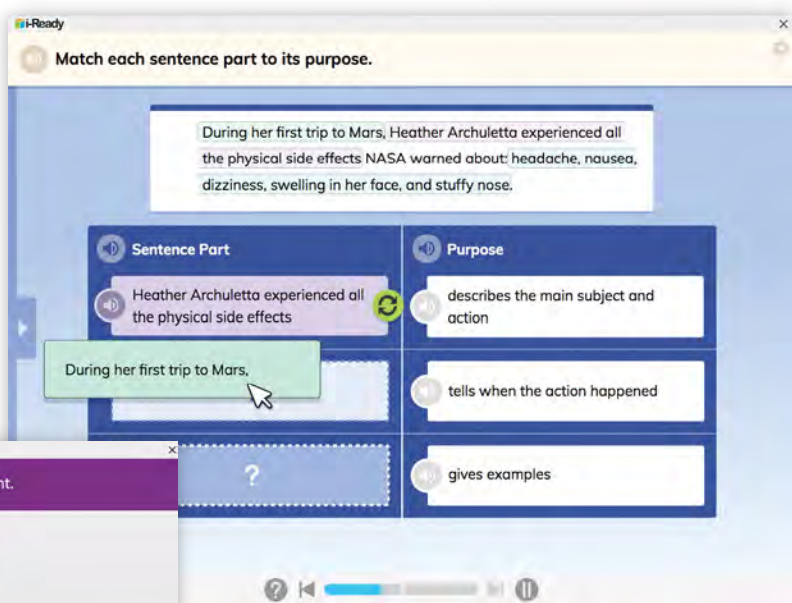
New instruction will be released on a rolling basis.

All images are prototypes and subject to change.

Motivating Instruction for Middle Schoolers

Reading Comprehension

All learners, and especially English Learners, will benefit from new lessons that prepare students to deconstruct and reconstruct sentences to understand academic language and unpack complex texts. (*Grades 6–8*)



Mathematics

New instruction focuses on the major work of Grades 6 and 7, including expressions, equations, inequalities, and ratios and proportions.

Access to Learning Games

Middle school students can play *i-Ready Learning Games*, which provide fun, challenging practice that strengthens understanding of mathematical concepts.



See Student Performance in New Ways

Reporting improvements provide simple, powerful insight into instructional needs.

Choose the Right Supports Your Students Need to Access Grade-Level Instruction

A new Prerequisites report for Mathematics* and instructional supports for Reading help teachers focus on the most important prerequisite skills to support grade-level instructional success.

Prerequisites

Subject: Math | Class/Report Group: Grade 4, Section 2 | Grade: Grade 4 | Concept: Number and Operations in Base Ten

Overview
Number and Operations in Base Ten
 Students build on their understanding of place value, rounding, and addition and subtraction of three-digit numbers. They explore place value to the hundred-thousands place, rounding, comparing, adding, and subtracting multi-digit numbers.

Whole Class
 After familiarizing yourself with the needs of the students based on the data below, you may decide to address these prerequisite skills during whole class instruction.

Prerequisite Groups	Group A 4 Students	Group B 5 Students	Group C 6 Students	Group D 4 Students
Understand hundreds, tens, and ones	✓	✓	✓	Additional Support
Essential Skill Add and subtract within 1,000	✓	Additional Support	In-Depth Review	In-Depth Review
Round to the nearest ten or hundred	✓	Additional Support	In-Depth Review	In-Depth Review
	Madera, Isabella Marcus, Joseph Nguyen, Eric Rodriguez, Jeremy	Foster, Claire López, Madeline Nasuti, Kevin O'Connor, Liam Petrov, Mariana	Chen, Nadia Dorsey, Justin Flores, Shandra Jones, Aisha Medeiros, Nick Nelson, Sean	Charnas, Bren Andrews, Willi Kovac, Valarie Williams, Gera



Recommendations: Group C

Grade: Grade 4

Add and Subtract Whole Numbers

Add and subtract within 1,000 – In-Depth Review
Essential Skill

Skill: Add Three-Digit Numbers (Grade 2)

Teacher-Led Small Groups

- Tools for Instruction: Add Three-Digit Numbers

Independent Reinforcement

- Learning Games: Hungry Fish
- Learning Games: Match

Skill: Subtract Three-Digit Numbers (Grade 2)

Teacher-Led Small Groups

- Tools for Instruction: Subtract Three-Digit Numbers

Independent Reinforcement

- Learning Games: Hungry Fish
- Learning Games: Match

Skill: Use Place Value to Add and Subtract (Grade 3)
Essential Skill

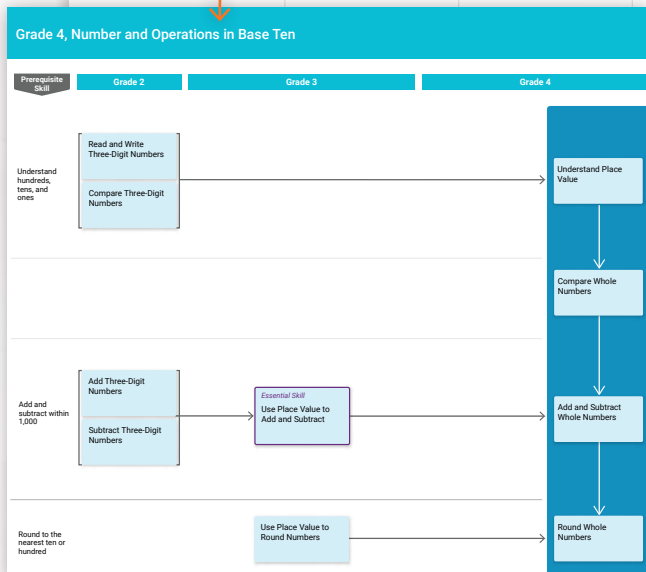
Teacher-Led Small Groups

- Tools for Instruction: Three-Digit Addition
- Tools for Instruction: Three-Digit Subtraction

Independent Reinforcement

- Learning Games: Hungry Fish
- Learning Games: Cupcake
- Learning Games: Pizza

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 Page: 3/4



*Availability by state not confirmed at time of publication. Please check with your Educational Consultant for more information.

All images are prototypes and subject to change.

Personalized Instruction by Lesson

Subject: Math | Class/Report Group: All Math Students | Date Range: Current Week

Lesson Overview | **Student Detail**

Showing 10 of 20

	Student	Lesson	Domain	Level	Performance			Status	Assigned By
					Passed	Score	Total Time on Lesson		
+	Anderson, Lily 3rd Attempt	Add and Subtract within 1,000	NO	Mid 3	Not Passed	50%	16m	Completed 11/18/20	Ms. Greene
	Anderson, Lily	Practice: Multiply and Divide within...	ALG	Early 3	Passed	70%	29m	Completed 11/16/20	Ms. Greene
	Bell, Deidre	Use Place Value to Round Numbers ...	NO	Mid 3	Passed	82%	30m	Completed 11/17/20	i-Ready
+	Cameron, Lisa 2nd Attempt	Add and Subtract within 1,000	NO	Mid 3	Passed	75%	28m	Completed 11/17/20	i-Ready
	Graham, Oliver	Add and Subtract within 1,000	NO	Mid 3	Passed	75%	25m	Completed 11/18/20	Ms. Greene

Monitor Performance on Teacher-Assigned Lessons

Teachers can track performance on lessons they assign and create groups of students who might benefit from remediation or enrichment based on how they perform on lessons.

Putting Research-Based Oral Reading Fluency Assessment into the Hands of Educators

New *i-Ready* Oral Reading Fluency Assessments

Introduction: You will read a passage about a girl who gets a special cat statue from Japan.

Cat Day

Emi was excited to get a package in the mail all the way from Japan, where her grandma and grandpa lived. Emi tried to guess what was inside, but she had a feeling that it might be a cat. Not a real cat, of course, but a small statue of a cat that was special to many people from Japan.

When Emi and her mom opened the box, Emi found what she had been hoping for. She lifted out a white, smiling stone cat with a red ribbon around its neck, its paw next to its ear, waving at Emi.

"Yes," said Mom, "it's a beautiful cat with a very interesting story from long ago that explains why cats are so special."

"There are lots of stories about why cats are special," said Emi, "but my favorite one is about a young man who decides to rest under a tree that is next to an old, crumbling temple. On the porch he sees a cat, rubbing its ear to wash itself, but the man thinks the cat is welcoming him into the temple. Just as the man enters the temple, a great bolt of lightning strikes the tree he had been resting under! The man believes the cat has saved his life, and he shows how thankful he is by fixing the old temple. This is why cats are loved in Japan, and why I have my own special cat now!"

A Complete Picture of Reading Performance

The *i-Ready* Oral Reading Fluency Assessments can determine a student's proficiency and progress in oral reading fluency and individual instruction needs, and when used alongside trusted data from *i-Ready Diagnostic*, can provide a complete picture of a student's overall reading performance.

- **Fluency Benchmark Assessments:**

Use grade-level texts three times per year to determine a student's oral reading fluency proficiency compared to nationally recognized norms for their grade level.

- **Fluency Formative Assessments:**

Used to determine individual students' instructional reading level, instructional needs, and oral reading fluency growth over time.

Access Powerful Resources Directly from *i-Ready*

Educators with a Teacher Toolbox subscription can gain instant access to thousands of high-quality digital resources to support students' learning needs in Mathematics and English Language Arts.

Targeted Instructional Resources, Powered by Your *i-Ready* Data

Instructional Groupings

Subject: Math | Class/Report Group: Grade 5, Section 1 | Diagnostic: Diagnostic Window 1 | Grade: Grade 5

View All Groupings | Grouping 1 (4 Students) | Grouping 2 (10 Students) | Grouping 3 (2 Students) | Grouping 4 (2 Students) | Grouping 5 (4 Students)

Student	Diagnostic Language	Scale Score	Overall Placement	NO	ALG	MS	GEO
Baker, Danielle		459	Grade 4	Grade 4	Grade 4	Grade 4	Grade 3
Bowers, Tara		472	Grade 4	Early 5	Grade 4	Grade 4	Grade 4
Choi, Isabelle		470	Grade 4	Grade 4	Grade 4	Grade 4	Grade 4
Lowe, Noah		470	Grade 4	Grade 4	Grade 4	Early 5	Grade 4
Powell, Elijah		470	Grade 4	Grade 4	Grade 4	Grade 4	Grade 3
Ramirez, Gabriella	Spanish	472	Grade 4	Grade 4	Mid 5	Grade 4	Grade 4
Ruiz, Justin		450	Grade 4	Grade 4	Grade 4	Grade 3	Grade 3
Singh, Brian		463	Grade 4	Grade 4	Grade 4	Early 5	Grade 4
Vo, Isiah		484	Grade 4	Grade 4	Early 5	Mid 5	Early 5
Warren, Santino		491	Grade 4	Mid 5	Grade 4	Mid 5	Mid 5

Recommendations for Teacher-Led Instruction

Operations

- Add and subtract multi-digit numbers.
- Multiply three-digit numbers by one-digit numbers.
- Divide three-digit numbers by one-digit numbers.

Students who struggle with operations involving regrouping in any of the four operations often lack the conceptual understanding that drives the algorithms. These students may benefit from working with concrete or visual models, or alternative algorithms, in order to focus on the place value concepts behind the process. Students understand why the process works, they can be guided to see the relationship between the models and algorithms, and eventually use a more efficient algorithm alone.

Number-Fractions

- Decompose a fraction into a sum of fractions with like denominators.
- Compare fractions with unlike denominators.
- Write equivalent fractions, including fractions in simplest terms.
- Write fractions with denominators of 10 or 100 as decimals.
- Add and subtract fractions and mixed numbers with like denominators.

Use models to reinforce at every opportunity what fraction notation represents. Be consistent about reading fraction names appropriately (two-thirds, three-fourths) to help students strengthen their understanding that, for example, two copies of one-third. Use a variety of manipulatives to assist in exploring fractions including hundred grids, fraction strips, counters, etc. Provide frequent practice adding like fractions, comparing unlike fractions, and identifying equivalent fractions on number lines as well as with area models and 3D models.

Algebraic Thinking

- Identify factor pairs for numbers to 100.
- Identify multiples of whole numbers with products to 100.
- Identify number patterns.

Identifying factors and multiples plays a role in dividing multi-digit numbers, finding a common factor to simplify fractions, and finding a common multiple to add or subtract fractions.

Additional Resources

Ready Mathematics instruction or digital access to Ready through Teacher Toolbox

[Learn More](#)

Grade 4

Lesson 1: Understand Place Value
Lesson 2: Compare Whole Numbers
Lesson 3: Add and Subtract Whole Numbers
Lesson 4: Round Whole Numbers
Lesson 5: Understand Multiplication

i-Ready | Rosters | Assess & Teach | Reports

Teacher Toolbox

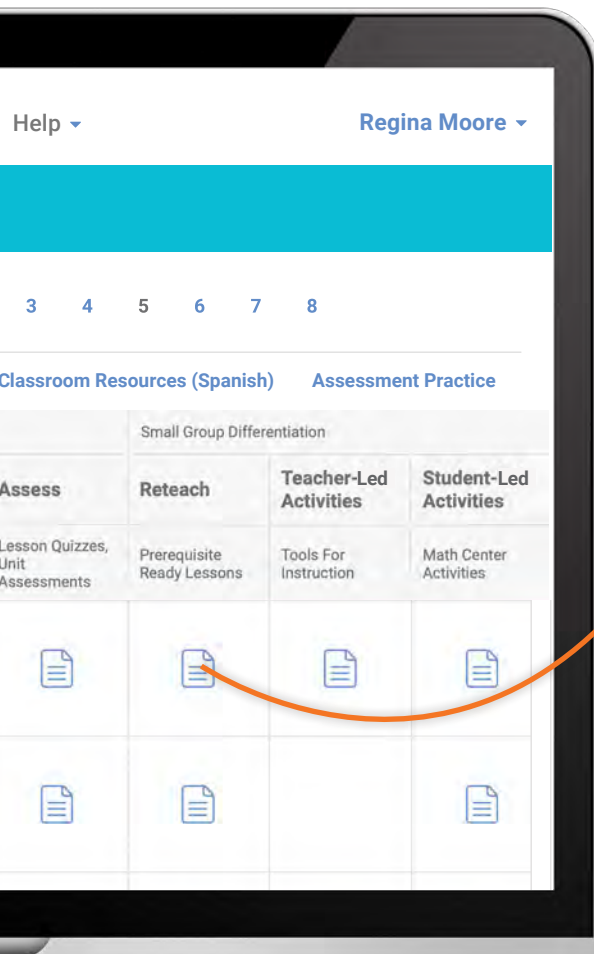
Program: Ready | Subject: Math | Grade: K 1 2

Program Implementation

Classroom Resources

	Whole Class	Instruct	Practice
		Interactive Tutorials	Ready Instruction Book Practice & Problem Solving Book
Lesson 1: Understand Place Value 5.NBT.A.1 (M)			
Lesson 2: Understand Powers of Ten 5.NBT.A.2 (M)			

Navigate to Teacher Toolbox to find standards-aligned resources that support students' learning needs.



Designed to Support Small Group and Whole Class Instruction

- Meet the needs of all learners with lessons at every grade level to support remediation and enrichment.
- Provide engaging instruction for the whole class with a wealth of on-grade level resources, including lessons and practice, multimedia content, assessment practice, and discourse supports.

Lesson 1 Introduction
Understand Place Value

Think It Through

What exactly does place value mean?

Place value is the value of a digit, or amount the digit is worth, based on its position in a number. You can use a place-value chart to help understand the value of each digit. The chart below shows the number 27,338.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
	2	7	1	3	8

The 2 has a value of 2 ten-thousands, or 20,000.
The 7 has a value of 7 thousands, or 7,000.
The 1 has a value of 1 hundred, or 100.
The 3 has a value of 3 tens, or 30.
The 8 has a value of 8 ones, or 8.

Think How are place values related to one another?

Our number system is based on a pattern of tens. A digit in any place has 10 times the value it would have in the place to its right.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
		3	3	3	3

The 3 in the tens place has a value of 30.
That is 10 times the value of the 3 in the ones place: $30 = 10 \times 3$.
The 3 in the hundreds place has a value of 300.
That is 10 times the value of the 3 in the tens place: $300 = 10 \times 30$.
The 3 in the thousands place has a value of 3,000.
That is 10 times the value of the 3 in the hundreds place: $3,000 = 10 \times 300$.

Ready® Center Activity 5.7

Ten Times as Much as or One-Tenth of?

What You Need

- Rerouting Sheet
- place-value chart (optional)

What You Do

1. Take turns. Choose a number in the first column on the **Recording Sheet**.
2. Look at the number in the second column. Decide if that number is 10 times as much as (or $\frac{1}{10}$ of) your number.
3. Explain your reasoning. Use the place-value chart if it is helpful. If your partner agrees, write T for True or F for False.
4. If you write F, say what the number should be. Your partner checks your answer. If your partner agrees, write the correct number in the "Should be..." column.
5. Repeat until all the rows are completed.

Check Understanding

Write the number that is:

- 10 times as much as 0.8
- $\frac{1}{10}$ of 50

Look at the number 50. For 10 times as much as 50, the digit 5 moves one place to the left. For $\frac{1}{10}$ of 50, the digit 5 moves one place to the right.

Reason, Explain, and Critique

How is your strategy different from or the same as another strategy?

Click the **Rot** to divide it into 10 equal parts.

LEVEL 1

SCUBE 10

Teacher Toolbox requires a separate purchase.
All images are prototypes and subject to change.

What's New in i-Ready

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BETA
RELEASE

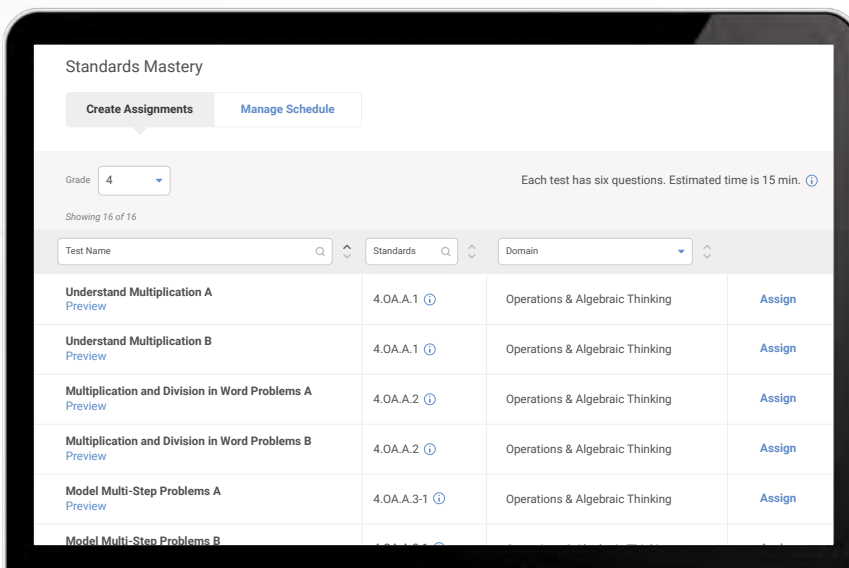
Introducing the Educator Experience on iPads®

Educators can use *i-Ready* on iPads.

Teachers can get insights, monitor performance, and hold data chats without needing their computer. Some functionality on iPads may not be supported. Requires iOS™ 13.



Assign Standards Mastery as a Teacher



Gain more insight into students' mastery of grade-level standards.

Teachers can assign their own assessments in districts that use Standards Mastery.

Available in fall/winter 2020.

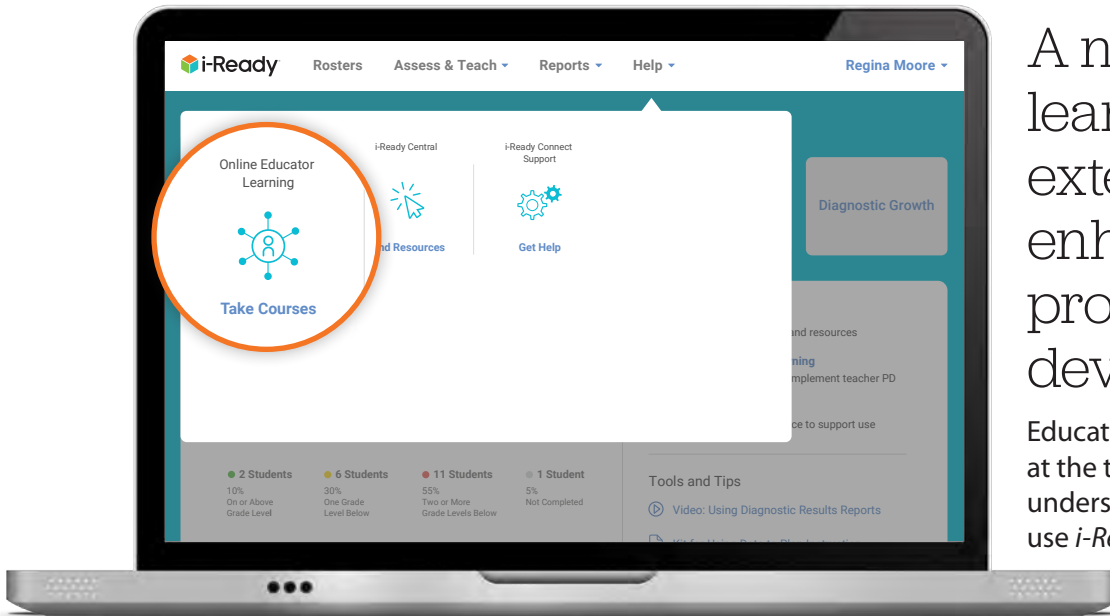
All images are prototypes and subject to change.

iPad® is a registered trademark of Apple, Inc.

iOS is a trademark or registered trademark of Cisco in the US and other countries and is used under license.

Online Learning for All Educators

Available to all educators through *i-Ready*, the Educator Prep Series offers interactive professional learning modules.

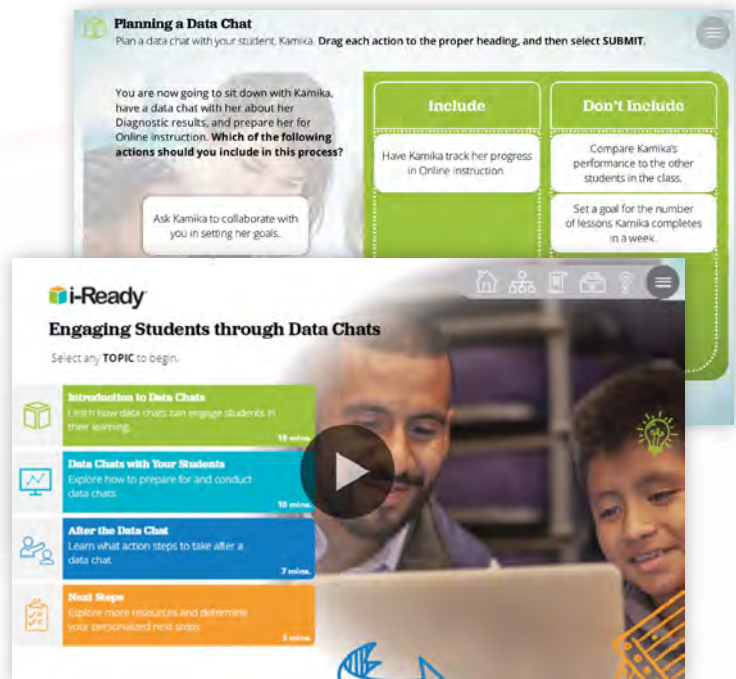


A new educator learning platform extends and enhances onsite professional development.

Educators can dive into key actions at the time of need and further their understanding of how to effectively use *i-Ready*.

Topics Include:

- Administering the Diagnostic
- Best Practices for Personalized Instruction
- Setting Goals and Measuring Growth
- Using Data to Plan Instruction
- Analyzing Diagnostic Growth (for Leaders)
- Preparing for Small Group Instruction
- Planning and Evaluating Small Group Instruction
- Engaging Students through Data Chats



Notes:

References





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



Download the *Getting Students Ready for the Diagnostic Presentation*

and other resources at
i-ReadyCentral.com/GetGoodData.

Overview

i-Ready Diagnostic is a type of computer adaptive test that matches the difficulty of test questions to the ability of each student. As students answer questions correctly, the test gets more difficult. As students answer questions incorrectly, the test gets easier. In both scenarios, the test adapts to find the precise ability of each student in the quickest, most efficient way possible.

Understanding the *i-Ready Diagnostic*

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

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

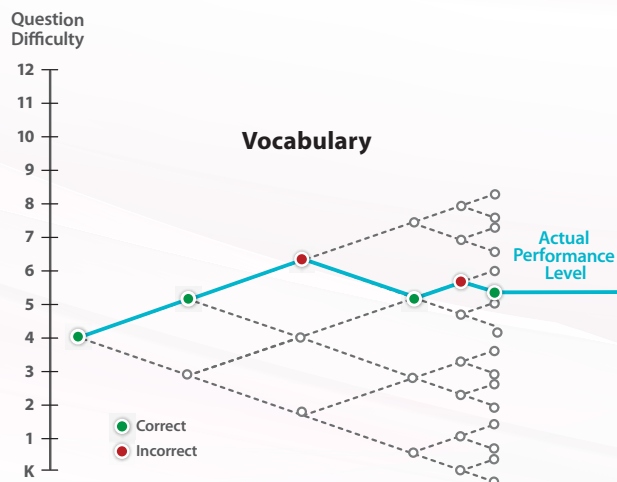
- **No two students will take the same test.** Just as every student has a different ability level, every student will have a different test experience.
- **Students will see material teachers haven’t covered.** This is an intentional part of the design of the adaptive assessment. Students may see above-grade 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 precise abilities on a range of skills.
- **A student’s assessment score is not based on the number of items answered correctly.** A student’s score is determined by making adjustments after each item to determine their proficiency level estimate.

Because students will struggle with some questions, it is important for teachers to prepare their students before they take the Diagnostic. It helps when teachers:

- **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 and make their best guess if a question seems too difficult.** It is better for a student to guess and move on than to try for too long to get a question right.

Example

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





Understanding *i-Ready* Report Terminology

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

Domain

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

Reading:

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

Mathematics:

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

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

Factors of Learning

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

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

Growth Measures

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



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



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

- Puts below-grade level students on a path to proficiency (i.e., attaining mid on-grade level placement)
- Puts on-grade level students on a path to advanced proficiency levels (i.e., achieving or maintaining late on-grade level placement or higher)

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 that 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 uses one scale to measure students' reading ability and text complexity to help you identify reading materials at each student's level. A student's Lexile measure is that student's reading ability score. The Lexile range indicates the range of texts that will be easy to more challenging but still readable for the student. In *i-Ready*, students' Diagnostic for Reading scores are used to approximate Lexile measures and ranges.

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References

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

Max Score

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

National Norms

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

Playtime

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

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

Percent of Lessons Passed

i-Ready reports the percentage of lessons the student has passed* out of the total number of lessons completed. For example, the Percent of Lessons Passed for a student who passed 8 out of 10 lessons is 80%.

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

Placement

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

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

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

Placement Definition

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

To learn more about which placement definition to select, refer to p. 91.

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 mastered skills up to that point and still need to work on the skills beyond that point.

Skills Progress

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

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

Tested Out

This means that a student did not see any items in the domain on the Diagnostic based on high performance in other domains within the same subject. You will see "Tested Out" instead of a grade-level placement. If a student tested out of any domain, there are no Next Steps for Instruction or Personalized Instruction lessons, if using, in that domain for that student.

Quantile® Measure and Range

The Quantile® Framework for Mathematics uses one scale to measure students' mathematics ability and the difficulty level of resources for mathematics instruction. Quantile measures help you identify targeted lessons and supplemental math materials based on each student's ability. A student's Quantile measure is that student's math ability score. The Quantile range indicates the range of mathematics materials that will be easy to more challenging for the student. In *i-Ready*, students' Diagnostic for Mathematics scores are used to approximate Quantile measures and ranges.

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References



Report Selector: Class- and Student-Level Questions



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

Diagnostic

If my question is:

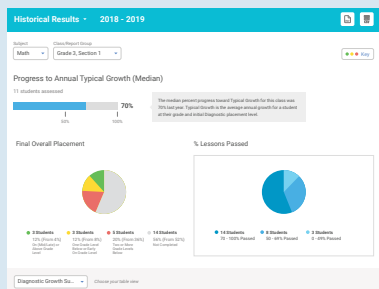
Use this report:

Report contains:

Before First Diagnostic

1. How did my current class progress in *i-Ready* last year?

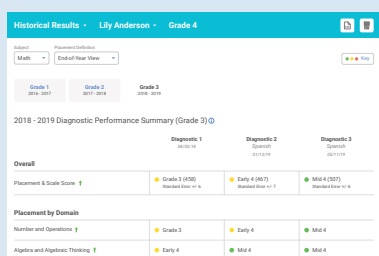
Historical Results (Class)



- Previous school year's results* for students:
 - Class Progress to Annual Typical Growth (median)
 - Class Final Overall Placement distribution
 - Class % Lessons Passed distribution
 - Each student's initial and final placement levels and scale scores, % Progress and Scale Score Progress toward growth measures, Total Lesson Time-on-Task with comparison of lessons passed and completed

2. How did an individual student progress in *i-Ready* previously (up to the past three years)?

Historical Results (Student)

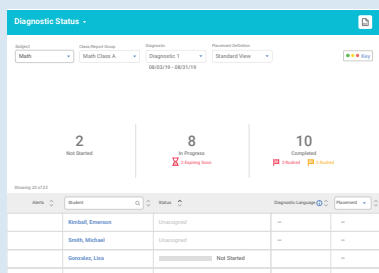


- A student's previous results for up to three years of *i-Ready* use*:
 - Progress to Typical and Stretch Growth (for up to two years prior)
 - Diagnostic Overall Placements and scores
 - Placements by Domain
 - Comparison of Personalized Instruction completed and passed, with % Lessons Passed, overall and by domain
 - Total Lesson Time-on-Task for the year

During Each Diagnostic Window

3. Have all my students completed the Diagnostic? If not, how far along are they?
4. Whose Diagnostic is expiring soon?
5. Who rushed on the Diagnostic?

Diagnostic Status (Class)



- Each student's Diagnostic assessment status (Not Assigned, Not Started, In Progress with % progress in real time, completed showing placement and Rush alerts)
- When a student has seven days or less before their Diagnostic expires, a countdown appears with the number of days remaining. Diagnostics expire 21 days from the day each student started the test.

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

Diagnostic, Cont'd.

After Each Diagnostic

If my question is:

- How is my class performing and what are their domain-specific instructional needs?
- What are the suggested growth measures for each of my students?
- What are the Lexile and/or Quantile measures for each student in my class?
- How did each student in my class perform relative to a group of nationally representative *i-Ready* students?
- Did any students rush through the Diagnostic?

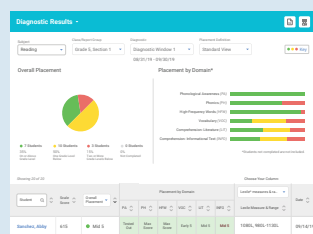
- What are the strengths and areas of need for an individual student?
- How can I tailor instruction and identify the right resources to best support an individual student's needs?

- How can I group my students according to instructional needs?
- How do I plan my differentiated instruction and identify the right resources to best support my students' needs?

- What are the strengths and needs of students in my class related to grade-level standards?

Use this report:

Diagnostic Results (Class)*

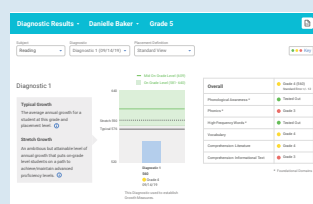


***Coming Soon!** Early in the 2020–2021 school year, an option to view five Overall Placement Levels will be added. This will provide a more accurate picture of students' placement levels to focus instruction to help students make learning gains.

Report contains:

- Class Diagnostic placement distribution summary (% One Grade Level Below, % Two or More Grade Levels Below, % On or Above Grade Level)
- Each student's:
 - Overall scale score and placement
 - Domain placements
 - Growth measures for the school year
 - Lexile or Quantile measures
 - National Norms (Percentile Rank)
- Rush alerts for students (when applicable)

Diagnostic Results (Student)



- Overall and domain Diagnostic placements and scale scores
- Lexile or Quantile measures
- National Norms (Percentile Rank)
- List of what student "Can Do" in each domain
- Recommendations on Next Steps for Instruction and instructional resources tailored to next steps
- Student's latest Diagnostic placement level and progress toward their Typical and Stretch Growth measures

Instructional Groupings

The screenshot shows the 'Instructional Groupings' report. It includes a table with columns for 'Grouping', 'Students', 'Score', and 'Placement'. The table lists various groupings and the students within each group.

- # of students in each Instructional Grouping
- List of individual students in each Instructional Grouping with their overall and domain-level placements
- Instructional recommendations and resources for each Instructional Grouping

Standards Performance

The screenshot shows the 'Standards Performance' report. It includes a table with columns for 'Standard', 'Score', and 'Placement'. The table lists various standards and the performance of students on each.

- High-level overview of your students' likely understanding of grade-level standards based on Diagnostic results
- Indications for students that they:
 - Likely understand the skills aligned to the standard
 - Likely understand some of the skills aligned to the standard but may not understand all of it
 - Likely do not have sufficient understanding of the skills aligned to the standard
- Results by standard for your class
- Students' likely understanding of grade-level standards in the context of standards for earlier or later grades

Additional Questions:

- How do I explain to families how their child did on the Diagnostic? **For Families report**
- How did an individual student perform on our state standards? **Your State Standards report**

References

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Diagnostic, Cont'd.

After Students Have Taken More Than One Diagnostic (in Addition to Previous)

If my question is:

18. How is my class progressing toward Annual Typical Growth?

19. How is my class progressing toward grade-level proficiency?

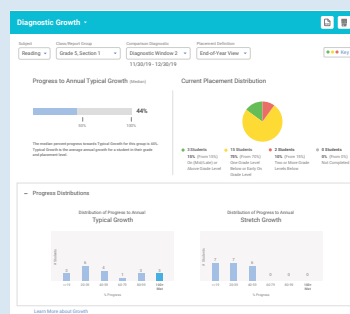
20. Which students could benefit from additional support between now and the end of the year?

21. How is an individual student progressing toward their growth measures?

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

Use this report:

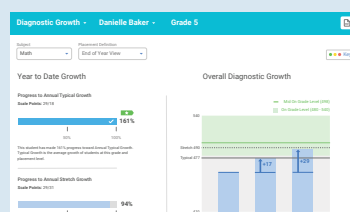
Diagnostic Growth (Class)



Report contains:

- Class progress toward Typical Growth (median) and distribution of progress to Typical and Stretch Growth
- Current placements and improvements for class overall and each student
- % progress toward Typical and Stretch Growth for each student

Diagnostic Growth (Student)



- Student's placements (overall and by domain) for each Diagnostic
- Student's scale score for each Diagnostic
- Student's Typical and Stretch Growth measures and progress toward each measure
- Number of years students who started in the same placement level took to meet their proficiency goal

Coming Soon! A new Prerequisites report for Mathematics helps teachers focus on the most important prerequisite skills to support grade-level instructional success. Availability by state not confirmed at time of publication. Please check with your Educational Consultant for more information.

Personalized Instruction

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

If my question is:

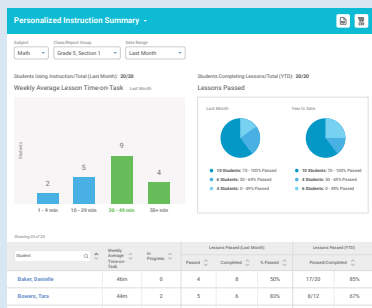
1. Is my students’ instructional usage in the recommended range and/or meeting our weekly goals for each subject?
2. How are my students performing in Personalized Instruction (overall, this week, or in another time frame)?
3. Which students are struggling in their lessons or have had a domain shut off as a result?

4. Which lessons has an individual student taken, how much time did that student spend on those lessons, and how have they performed on them?
5. How is an individual student making progress on their lesson path in each domain?
6. What lessons are next in a student’s lesson path?
7. What lessons have I assigned to a student?

8. How did my class and my students perform on their *i-Ready*-Assigned and/or Teacher-Assigned Lessons?
9. Which lessons have my class or students completed in a domain, and how have they performed on them?
10. How has my class performed on a lesson?
11. What levels are students in my class working at in each domain?

Use this report:

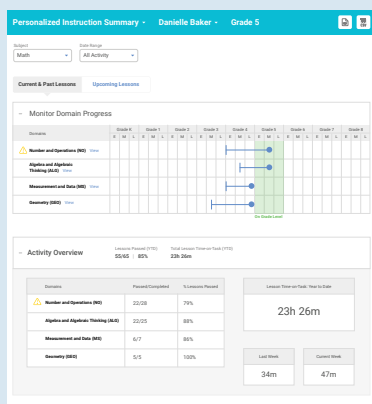
Personalized Instruction Summary (Class)



Report contains:

- For this week, last week, last month, or a custom selected time frame:
 - # of students in each Lesson Time-on-Task range, with visual emphasis on the recommended range of 30–49 minutes per subject per week
 - Lesson Time-on-Task for each student
 - Overall % Lessons Passed for each student (including # passed and completed) and a class distribution summary
 - Student Lesson Alerts indicating that students are struggling or have had domains automatically shut off

Personalized Instruction Summary (Student)



- Visual representation of the student’s progress through their personalized instruction path
- Current domain status (i.e., On, Off, Max Score) and lessons passed in each domain
- Details on each of the student’s in progress and completed lessons, including: start date, completion date, passed or not passed, score, Lesson Time-on-Task
- Upcoming lesson path for *i-Ready*-Assigned Lessons and Teacher-Assigned Lessons
- Student Lesson Alerts indicating this student is struggling or has had domains automatically shut off, with the ability to get recommended resources and turn the domain back on directly from this screen

Personalized Instruction by Lesson*

Student	Lesson	Domain	Level	Status	Score	Time on Task
Anderson, Lily	Add and Subtract within 1000	MD	MD.3	Not Passed	50%	15m
Anderson, Lily	Practice Multiplication and Division within 1000	ALG	Early 3	Passed	70%	20m
Bell, David	Use Place Value to Round Numbers	MD	MD.3	Passed	80%	20m
Cartwright, Lisa	Add and Subtract within 1000	MD	MD.3	Passed	75%	20m
Graham, Oliver	Add and Subtract within 1000	MD	MD.3	Passed	75%	20m
Manning, Tracy	Add and Subtract within 1000	MD	MD.3	Passed	85%	20m
Milnes, Phil	Practice Multiplication and Division within 1000	ALG	Early 3	Not Passed	60%	20m
Milnes, Phil	Use Place Value to Round Numbers	MD	MD.3	Not Passed	60%	20m
Murphy, Papa	Add and Subtract within 1000	MD	MD.3	Not Passed	0	0

- For this week, most recent two weeks, or a custom selected time frame:
 - Student performance on *i-Ready*-Assigned and/or Teacher-Assigned Lessons
 - Details on each of the student’s not started Teacher-Assigned Lessons, all in progress lessons, and all completed lessons, including lesson names, previous lesson attempts, domains, lesson levels, passed/not passed, percentage scores, Total Time on Lesson, and date completed
- Ability to sort by Passed or Not Passed to view students who are struggling in similar domains and levels
- Ability to review by domain and level or lesson name

***Coming Soon!** During the 2020–2021 school year, the option to view the Personalized Instruction by Lesson report by Lesson Overview will become available. Lesson Overview groups lessons students are completing and provides details, including number of students assigned, students passed/ completed, and % Students Passed.

References

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Learning Games for Mathematics*

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



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

If my question is:

1. How much time has my class spent on Learning Games?

2. Which games has each of my students played and for how long?

3. How are my students performing on individual mathematics standards addressed in the games?

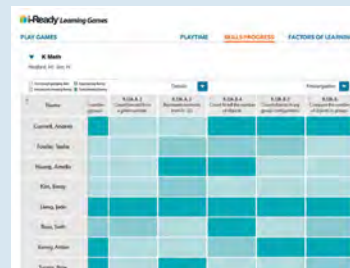
4. How are my students displaying these key Factors of Learning during gameplay: Growth Mindset, Confidence, Productive Strategy, Self-Regulation?

Use this report:

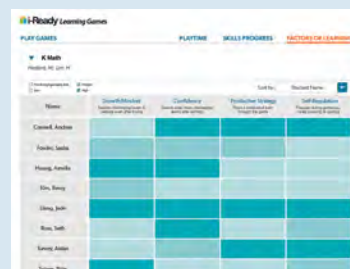
Playtime (Class)



Skills Progress (Class)



Factors of Learning (Class)



Report contains:

• For the last day, last week, last month, or this school year:

- Average playtime** in minutes for the class and each student
- Each student's relative usage of each game

• Each student's approximate fluency level (Demonstrating fluency, Approaching fluency, Not yet approaching fluency, Not enough gameplay data) for a specific domain or standard based on relevant gameplay

• Student performance against standards for different grades based on relevant gameplay

• Each student's demonstrated level (High, Medium, Low, Not enough gameplay data) of each factor of learning, based on choices made during gameplay

• Descriptions of and strategies for supporting Growth Mindset, Confidence, Productive Strategy, and Self-Regulation

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

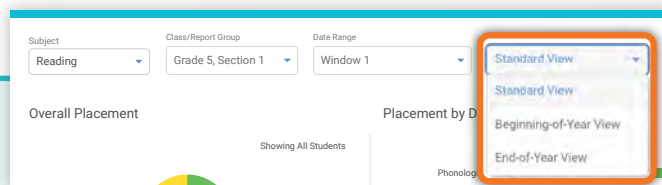
**Playtime only includes minutes spent solving mathematics problems in the games, not time spent navigating menus, choosing rewards, or pausing games. Learning Games Playtime is separate from Personalized Instruction Lesson Time-on-Task.



Which Placement Definition should I select?

Overview

On the Diagnostic Status, Diagnostic Results, and Diagnostic Growth reports you are asked to select the **“Placement Definition”** for your students.



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

Understanding “Placement Definition”

View	Students Are Considered . . .	Use This View*
Beginning-of-Year	<ul style="list-style-type: none"> ● (green) if they are Emerging (place one year below their current grade) or place Early, Mid, or Late within their current grade level or above ● (yellow) if they place Two Grade Levels Below their current grade ● (red) if they place Three or More Grade Levels Below their current grade 	<ul style="list-style-type: none"> • To understand students’ needs at the beginning of the year (to account for possible learning loss and that they may not have been exposed to material from their current grade level yet) • To create initial instruction and intervention groups
Standard	<ul style="list-style-type: none"> ● (green) if they place within their current grade level at Early, Mid, or Late On Grade Level ● (yellow) if they place One Grade Level Below their current grade ● (red) if they place Two or More Grade Levels Below their current grade 	<ul style="list-style-type: none"> • To understand how students are performing during the school year • As the “default” view throughout the year in most reports
End-of-Year	<ul style="list-style-type: none"> ● (green) if they place Mid or Late On Grade Level in their current grade or Above Grade Level ● (yellow) if they place One Grade Level Below their current grade or Early On Grade Level in their current grade ● (red) if they place Two or More Grade Levels Below their current grade 	<ul style="list-style-type: none"> • To understand which students have met the minimum requirements to be considered proficient for their grade • As the “default” view in the Diagnostic Growth reports

*When comparing two or more reports, it is very important to make sure you have selected the same Placement Definition for every report.

Example

Fourth grader Michael gets a scale score of 470 on the 2nd Diagnostic. This places him Early On Grade Level in his current grade. If his teacher runs her reports using:

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

View	Two Grades Previous	Previous Grade	Current Grade		
Beginning-of-Year			Early	Mid	Late
Standard			Early	Mid	Late
End-of-Year			Early	Mid	Late



Michael
2nd Diagnostic
Scale Score: 470

References

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Data Analysis: Class Data

Diagnostic Results (Class)*



Download this
entire resource at
[i-ReadyCentral.com/
DataAnalysisGuide](https://www.i-ReadyCentral.com/DataAnalysisGuide).

How is my class performing and what are their domain-specific instructional needs?

What are the suggested growth measures for each of my students?**

Report to Use



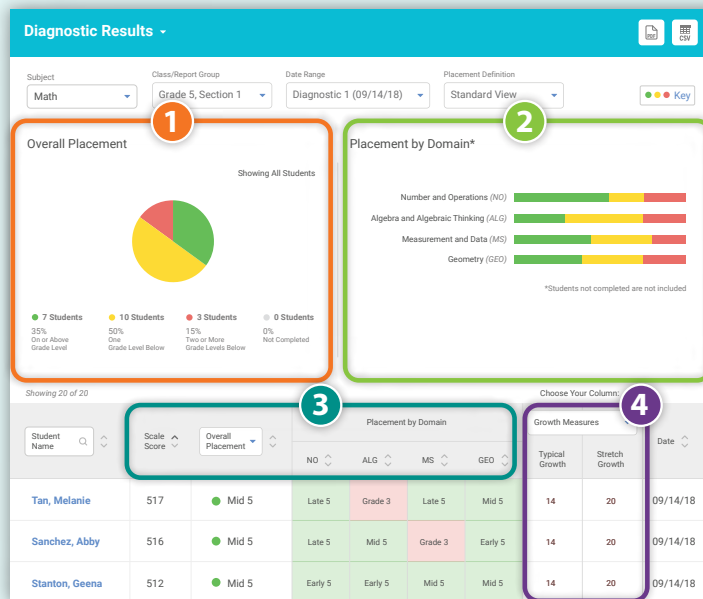
Diagnostic Results (Class):
Select *Reading* or *Math*.

Report Criteria to Select

- Select the **Class** or **Report Group** you want to review.
- Select the **Date Range** for the Diagnostic you want to review.
- Select the **Placement Definition**. For more information, see p. [91](#).

Data to Focus On

- Overall:** Look at the distribution of students in each grade-level placement.
- Placement by Domain:**
 - Which domain(s) has the highest percentage of students on or above grade level?
 - Which domain(s) has the lowest percentage of students on or above grade level?
 - Which domain(s) do you want to focus on for teacher-led instruction?
- Student Performance:** Sort by either Scale Score, Overall Placement, or a specific domain to identify the needs of groups and individual students.
- 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 a different date range and focus on the same data and suggested actions.

Suggested Actions

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

*Coming Soon! Early in the 2020–2021 school year, an option to view five Overall Placement Levels will be added. This will provide a more accurate picture of students' placement levels to focus instruction to help students make learning gains.

**Growth measures are created after the first Diagnostic and do not change throughout the year.

Instructional Groupings

How can I group my students and plan my instruction to best meet their needs?

Reports to Use and Criteria to Select



Instructional Groupings:

Select **Reading** or **Math**.

- Select the **Class** or **Report Group**.
- Select the **Date Range** for the Diagnostic.



Optional Diagnostic Results (Class):

Select **Reading** or **Math**. This report enables you to create small groups that are more specific to your instructional needs and purpose than those automatically recommended by *i-Ready* (i.e., by placement level, by domain).

Data to Focus On

Instructional Groupings report:

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

Optional: Diagnostic Results (Class):

- 1 Determine the criteria (e.g., Scale Score, domain placement, Lexile measures, Quantile measures) you want to use to create your small groups. Sort by that criteria to examine the data.
- 2 Note individual student performance in order to determine who needs extra support within each small group you create.

Grouping	Students
Grouping 1	Cochran, Damon; Hess, Michael; Simmons, Tristan
Grouping 2	Baker, Danielle; Bowers, Tara; Choi, Isabelle; Lowe, Noah; Malone, Carla; Powell, Elijah
Grouping 3	
Grouping 4	Patel, Mia; Singh, Brian; Wade, Kiara
Grouping 5	McDonald, Kai; Sanchez, Abby; Stanton, Geena; Tan, Melanie; Vo, Isaiah

Student	Scale Score	Overall Placement	PA	PH	HFW	VOC	LIT	INFO	Lexile Measure & Range	Date
Ruiz, Justin	571	Grade 4	Tested Out	Max Score	Tested Out	Grade 4	Early 5	Grade 4	880L, 780L-930L	09/11/19
Choi, Isabelle	568	Grade 4	Tested Out	Grade 3	Tested Out	Grade 4	Grade 4	Grade 4	870L, 770L-920L	09/14/19
Hess, Michael	563	Grade 4	Tested Out	Grade 3	Tested Out	Grade 3	Grade 3	Grade 3	845L, 745L-895L	09/12/19
Patel, Mia	560	Grade 4	Tested Out	Max Score	Tested Out	Grade 4	Grade 4	Grade 4	830L, 730L-880L	09/15/19

Suggested Actions

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

References

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Diagnostic Growth (Class)

How is my class progressing toward Annual Typical Growth and grade-level proficiency?

Which students could benefit from additional support, based on progress toward growth measures and grade-level proficiency, between now and the end of the year?

Report to Use



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

Report Criteria to Select

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

Note: Placement Definition defaults to the End-of-Year View. For more information, see p. 91.

Data to Focus On

1 Overall Placement: Look at the Current Placement Distribution pie chart.

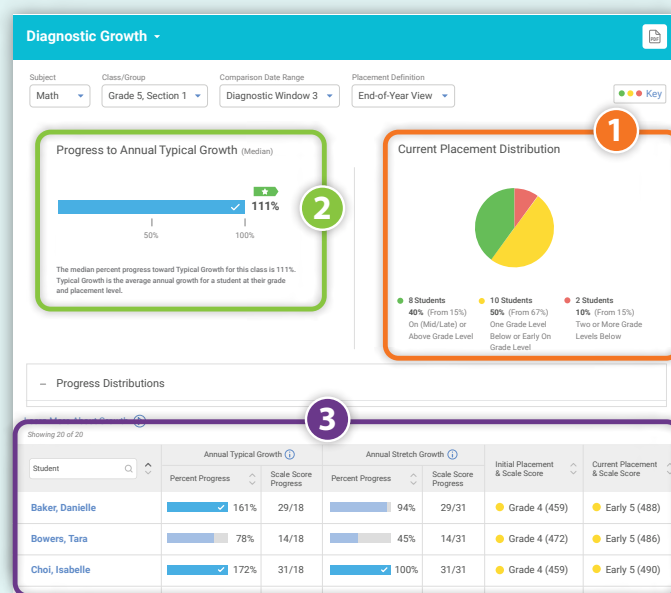
- What percentage of students is at each placement level and how did that change from the prior Diagnostic?

2 Overall Growth: Look at the Progress to Annual Typical Growth bar graph.

- How is the class progressing toward Annual Typical Growth?*

3 Student Growth: Sort students by Percent Progress toward Annual Typical Growth, Percent Progress toward Annual Stretch Growth, Initial Placement & Scale Score, and/or Current Placement & Scale Score to analyze the data.

- Which students are making progress?
- Which students can benefit from additional support?
- Consider whether students are making expected progress toward Typical Growth targets*, are making progress to Stretch Growth targets**, have made an increase in their placement level, and/or have achieved a Mid On Grade Level placement or above.



Suggested Actions

• Interpret the data:

- Examine students to analyze growth and change in placement level.
- Prioritize students who are not making expected Progress toward Typical Growth and have placed below level for additional support. Also consider your knowledge of students and whether rushing was a factor in recent results.
- Examine the Diagnostic Results (Class) or (Student) report(s) for domain-specific needs and recommendations for teacher-led instruction for groups of students or individual students.

• Celebrate students for bright spots and accomplishments.

- **Data Chats:** Facilitate data chats with students to discuss progress toward goals, identify bright spots and areas for improvement, and plan next steps.

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

***In typical districts, we've seen that roughly 25%–35% of students will reach these aspirational targets. It is important to remember that Stretch Growth measures differ significantly from student to student and class to class, making it problematic to set uniform Stretch Growth goals for aggregations of students. For more information on Typical and Stretch Growth measures, see p. 34 or go to i-ReadyCentral.com/PDFs/Using-i-Ready-as-a-Student-Growth-Measure.*

Personalized Instruction Summary (Class)

How do I monitor my students' progress in Personalized Instruction and respond to meet their needs?

Report to Use



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

Report Criteria to Select

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

Data to Focus On

1 Lesson Alerts*: Monitor and respond to lesson alerts.

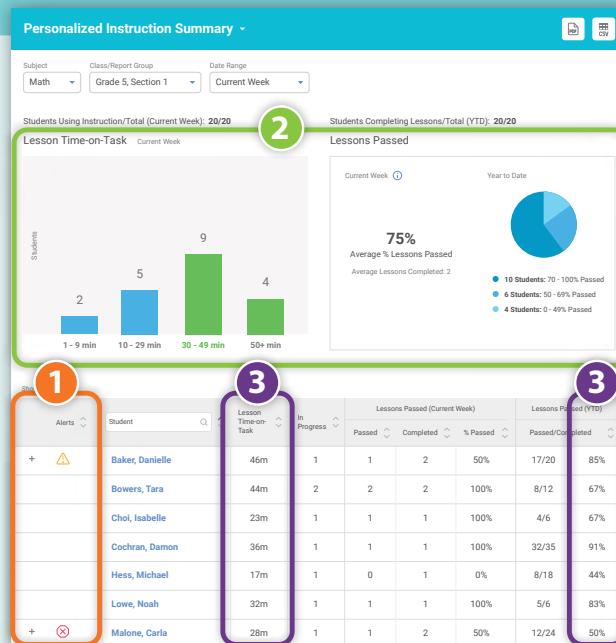
- **Domain Shutoff alerts:** Which students have a domain that's been shut off?
- **Struggling with Lessons alerts:** Which students are struggling with lessons?

2 Overall: Review the distribution of students for Lesson Time-on-Task and % Lessons Passed.

- Individual students should aim for 45 minutes of Personalized Instruction per subject with high % Lessons Passed in order for each student and class/report group to consistently maintain the recommended range of 30–49 minutes of Personalized Instruction per subject weekly and 70%–100% of lessons passed for the year.

3 Student Performance: Sort by Lesson Time-on-Task and % Lessons Passed. It's critical to look at both Lesson Time-on-Task and % Lessons Passed together to accurately assess individual students' progress and areas of need. Consider which students . . .

- Have completed 45 minutes, less than 30 minutes, or more than 50 minutes of Personalized Instruction
- Are in the range of 30–49 minutes of Lesson Time-on-Task
- Are in the range of 70%–100% of lessons passed



Suggested Actions

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

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

*Student Lesson Alerts are only available for current week or a custom selected time frame that includes the current day.

References

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Instructional Support Resources

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

Tools for Instruction

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

What They Are:

Short, downloadable PDFs of targeted lesson plans for teacher-led instruction that are tied directly to students' skills gaps and needs

Use To:

- Provide differentiated small group instruction, targeting needs identified in the Instructional Groupings and Diagnostic Results (Student) reports
- Provide individualized instruction aligned with the Next Steps for Instruction on individual Diagnostic Results
- Review or remediate prerequisite skills during whole class instruction

Tools for Instruction

Find Equivalent Fractions

Objective Identify and model equivalent fractions.

Materials Paper plates or paper circles, crayons or colored pencils

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

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

Step by Step 20–30 minutes

- Model $\frac{1}{2} = \frac{2}{4}$.**
 - Give the student a paper plate. Ask him to fold it in half vertically, unfold it, and draw a line down the crease.
 - Ask: What fraction is represented by each part? (halves)
 - Instruct the student to shade one half of the paper plate. Write the fraction on the board.
 - Have the student fold the plate again, this time horizontally. Unfold it and draw a line down the new crease.
 - Ask: Now what fraction is represented by each part? (fourths)
 - Ask questions to lead the student to compare halves and fourths, such as: How many fourths are shaded? (2) How do you write the fraction two fourths? ($\frac{2}{4}$) Originally there was one shaded part, and now there are two shaded parts. Did the shaded area get bigger? (no) What happened? Guide the student to conclude that when the plate was folded, it was divided into more parts, but the shaded area stayed the same.
 - Say: Since the shaded area is the same, we call these equivalent fractions. That means they are equal and represent the same part of the whole. Write $\frac{1}{2} = \frac{2}{4}$ on the board. Be sure the student understands he can use either $\frac{1}{2}$ or $\frac{2}{4}$ to describe the fraction of the plate that is shaded.
- Model $\frac{2}{4} = \frac{4}{8}$.**
 - Show the student how to fold the paper plate to divide it into eighths. Unfold it and draw lines down the new creases. Ask: Now what fraction is the plate divided into? (eighths)
 - Ask: How many eighths are shaded? (4) How do you write the fraction four eighths? ($\frac{4}{8}$)
 - Say: Since the shaded area is still the same, we have found another equivalent fraction. Help the student write $\frac{1}{2} = \frac{2}{4} = \frac{4}{8}$ on the board.
- Look for patterns.**
 - Ask questions to help the student look for patterns, such as: Each time we folded the paper plate, what happened to the size of the parts? (They got smaller.) Each time we folded the paper plate, what happened to the number of parts? (It got bigger.) Each time we folded the paper plate, what happened to the size of the shaded area? (It stayed the same.)



i-Ready.com

Number and Operations | Grade 3 | Find Equivalent Fractions | Page 1 of 2

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Tools for Instruction

Compare and Contrast

Although students observe similarities and differences quite frequently in their everyday lives, they may not know how to apply this skill to the characters, places, details, and events they read about. Comparing and contrasting specific details in a text requires close and active reading, two of the most critical components of reading for comprehension. To help students become proficient, explicitly teach the vocabulary and tools related to comparing and contrasting, as well as the pertinent times to use them.

Three Ways to Teach

Teach Signal Words (15–18 minutes)
Explicitly teach the language students need to express the similarities and differences they observe. *Key words:* we compare, we tell how things are the same. When we contrast, we tell how things are different. Certain signal words help us to describe how things are alike or different.

Display a wall chart of compare-and-contrast signal words, such as the one below.

Words That Signal Similarities	Words That Signal Differences
like too both similarly each same	but instead however unlike yet different although in contrast

Model using some of the words from the chart in simple compare-and-contrast sentences. Then use the wall chart to play quick games that teach and reinforce the structure of comparing and contrasting. Begin a sentence to compare or contrast something, and then have a volunteer complete it.

Support English Learners (15–20 minutes)
Give students having time to complete the sentence frame in writing before sharing their responses orally. Students at earlier levels of language proficiency may also benefit from working with a partner.

Use a Venn Diagram (20–30 minutes)
Connect to Writing Use a graphic organizer to help students visually compare and contrast characters in a story, such as Hans and Peter from *Tops and Bottoms* by Janet Stevens.

Distribute Venn Diagram (page 3), and then read a brief story aloud.
Model using the text and illustrations to notice details about how the characters are alike and different. Record details about each character in the Venn diagram.



Tools for Instruction

Compare and Contrast Story Versions

Connect to Writing Read aloud two versions of the same story, such as *Cinderella* or another fairy tale. Then guide students to compare and contrast the choices that each author makes about setting, point of view, and character. Ask questions such as these:

- Does this version take place now or long ago? What are some clues?
- What is the same about [main character] in both versions?
- What is different about [main character] in each version?

Have student pairs use a Venn diagram (see previous activity) to compare the two versions. Then have them work together to write sentences comparing and contrasting the two versions, using the information in their graphic organizers. Encourage them to use signal words.

Check for Understanding

If you observe...	Then try...
confusion about the concept of compare and contrast	using structured questions or sentence frames to elicit responses
difficulty comparing and contrasting details in a particular text	How is _____ like _____? How is _____ different from _____? building additional background and defining key vocabulary

Lesson Structure:

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

Lesson Components:

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

How to Access:

- **Under Assess & Teach:** centralized and sortable by subject, grade level, and domain
- **Within reports, updated after each Diagnostic:** Instructional Groupings and Diagnostic Results (Student) reports
- **Within Teacher Toolbox:** across grade levels

Teacher Toolbox

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

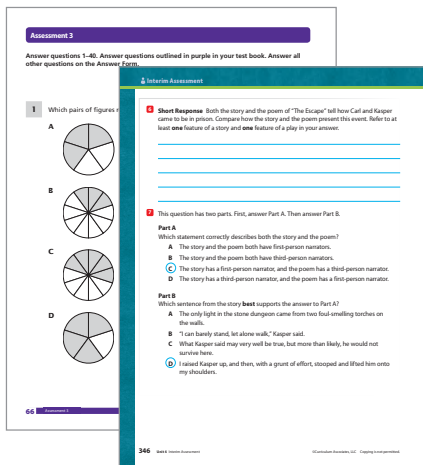


Ready Instruction Lessons*:

- 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 select groups of students using practice activities and student materials

Interactive Tutorials: K–8, Mathematics and Reading

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



Assessment and Evaluation Resources:

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

Mathematics:

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

Reading:

- Monitor Understanding
- Interim Assessments
- Writing Rubrics

Writing

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

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

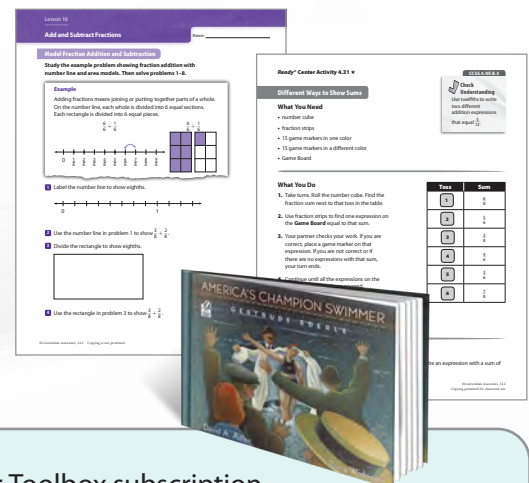
- Engage students in pair–share conversations about multiple ways to solve a problem or assign for additional practice or homework

Center Activities: K–5, Mathematics Only

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

Read Aloud Trade Books: K–1, Reading Only

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



How to Access:

Under Assess & Teach: with a Teacher Toolbox subscription

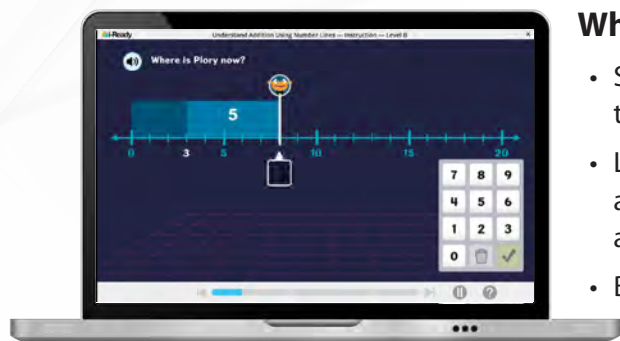
*On-grade level lessons available in print and Mathematics materials also available in Spanish.

References

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Personalized Instruction

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



What It Is:

- Student-focused instructional modules that are automatically assigned to each student based on Diagnostic performance in each domain
- Lessons highly aligned to state standards 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 child's needs through responsive instruction and engage students across a range of ages.

How to Access:

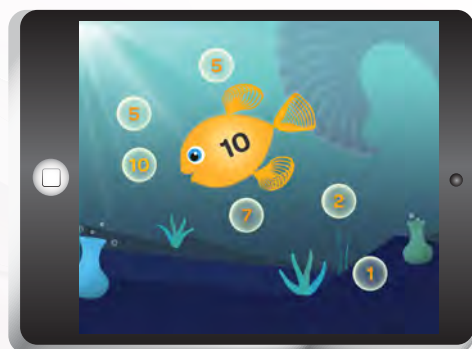
- **Students:** from their Student Dashboard by selecting the **To Do** button
- **Teachers:** Under **Assess & Teach** in their *i-Ready Connect* account

Use To:

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

Learning Games

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



What They Are:

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

Use To:

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

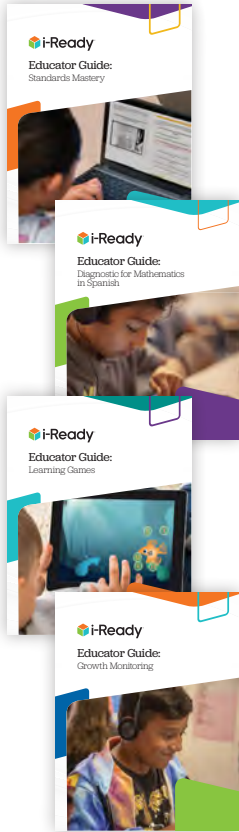
How to Access:

- **Students:** from their Student Dashboard by selecting the **Learning Games** button
- **Teachers:** directly from their *i-Ready Connect* accounts*

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



Appendix of Ancillary Resources



Educator Guides:

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

- **Standards Mastery**

Learn how leaders and teachers can use Standards Mastery to identify performance trends, determine learning gaps, and provide differentiated instructional supports for students to develop proficiency on individual grade-level standards.

Download at i-ReadyCentral.com/StandardsMastery.

- **Diagnostic for Mathematics in Spanish**

Learn how the Diagnostic for Mathematics in Spanish was developed, considerations for implementation, and how to use the data.

Search *Diagnostic for Mathematics in Spanish* at i-ReadyCentral.com.

- **Learning Games**

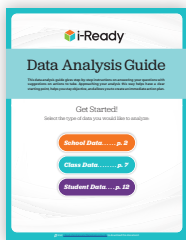
Learn why Learning Games were created, how they target skills your students need, and how to use them in your instructional practice.

Download at i-ReadyCentral.com/LearningGames.

- **Growth Monitoring**

Learn about best practices and potential pitfalls, implementation guidance and considerations, and using Growth Monitoring class and student data.

Download at i-ReadyCentral.com/GrowthMonitoring.



Data Analysis Guide

Learn how to answer specific questions about performance, progress, and learning needs based on the data in *i-Ready* reports. Also see which reports contain the right information and suggestions for specific actions to take.

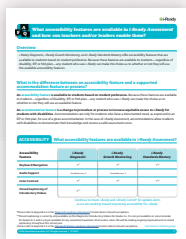
Download at i-ReadyCentral.com/DataAnalysisGuide.



Report Selector

Review guidance on which report to use based on the question you have as well as more information about the data provided in each report.

Download at i-ReadyCentral.com/ReportSelector.



FAQ on Accessibility Features

Learn about the accessibility features in *i-Ready* and how to make them available for your students.

Search *Accessibility* at i-ReadyCentral.com.

References

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Notes:

How Tos



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. We know it's nice to have a reference guide too, so here's how to complete key tasks in *i-Ready Connect*. Need more? Look for the question mark icon on the screen, or visit the Help section.



i-Ready allows for different user roles and access to functionality. For more information about what each role can access and manage, search *i-Ready* user roles on [i-Ready Central](#).

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Before the Diagnostic*

Logging In

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

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

6. Select the **subjects** for which you will be using *i-Ready* this year from the Select Subject(s) dropdown. Make sure to select grade levels for reading and mathematics if you teach both subjects.
7. Use the **checkboxes** to select all grades your current students are enrolled in.
8. Click **Save & Continue**.

The first screenshot shows the i-Ready Connect login page. It has fields for Username, Password, and State, with a 'Go!' button. A 'Forgot Username/Password' link is also present. A cartoon character is on the right. The second screenshot shows the 'Hello, Regina!' screen where users select subjects (Reading & Math) and grade levels (K-12) using checkboxes. A 'Save & Continue' button is at the bottom.

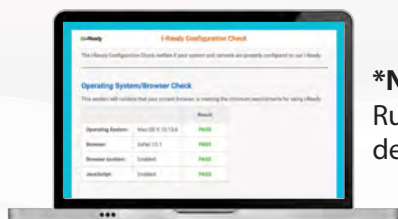
Notes:

- You can change your choices by clicking on the dropdown arrow next to your name and selecting **My Profile** from any screen when logged in to i-Ready Connect.
- If you have forgotten your login information, use the **"Forgot Username/Password"** link on the i-Ready Connect login page and follow the prompts to retrieve your credentials.
- SSO users will access i-Ready Connect through their district's login portal and will need to contact school or district administrators for help with login information, including forgotten usernames or passwords. Check with your administrator if you are not sure how you and your students should log in to i-Ready Connect.

Reviewing Accuracy of Rosters

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

The screenshot shows the i-Ready Rosters page. At the top, there's a navigation bar with 'Rosters' selected. Below it, a 'Student Rosters' section has a dropdown for 'Class/Report Group' set to 'Math Grade 1'. A table lists students with columns for Student Name, Username, Student ID, Grade, and Math Instruction. Two students are visible: Abramson, Isabella and Anderson, Lily.



***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.

How Tos

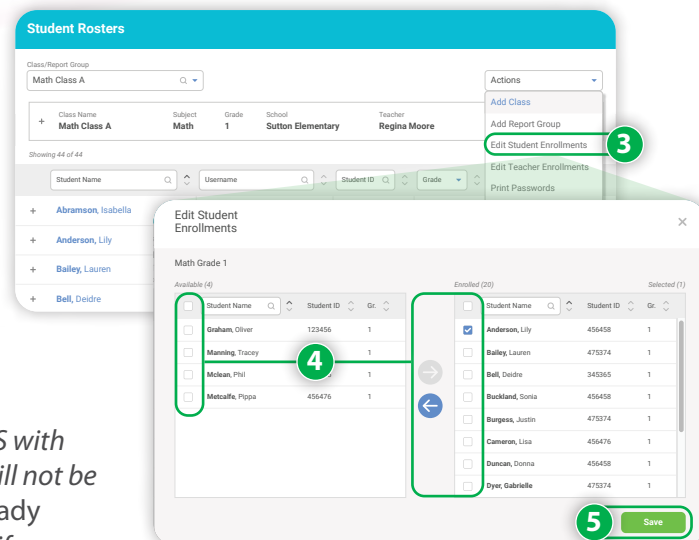
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Managing Student Enrollments in Your Class or Report Group

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

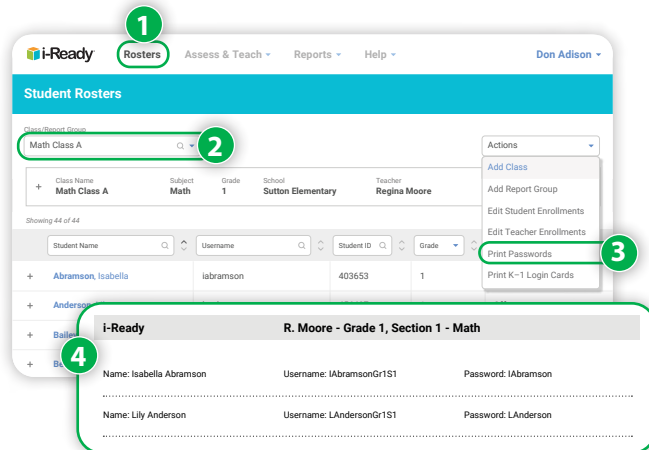
3. Select **Edit Student Enrollments** from the **Actions** dropdown. The corresponding pop-up will appear.
4. Use the **checkboxes** to *select students* and the **arrows** to *add or remove* them from the roster.
5. Click **Save**.

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



Obtaining Student Login Information

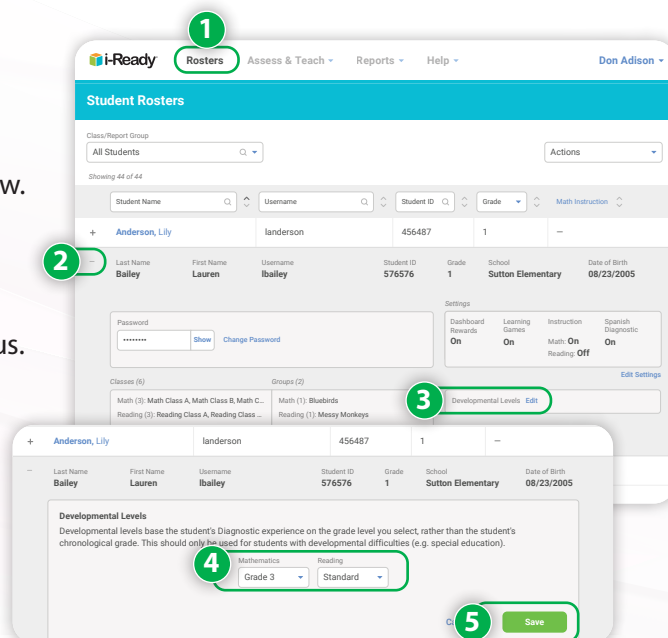
1. Select **Rosters** from the top navigation.
2. Select a **class** or **report group** from the **Class/Report Group** dropdown.
3. Select **Print Passwords** or **Print K–1 Login Cards** from the **Actions** dropdown.
4. A downloadable PDF of student logins or K–1 Login Cards will generate.



Setting Developmental Levels

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

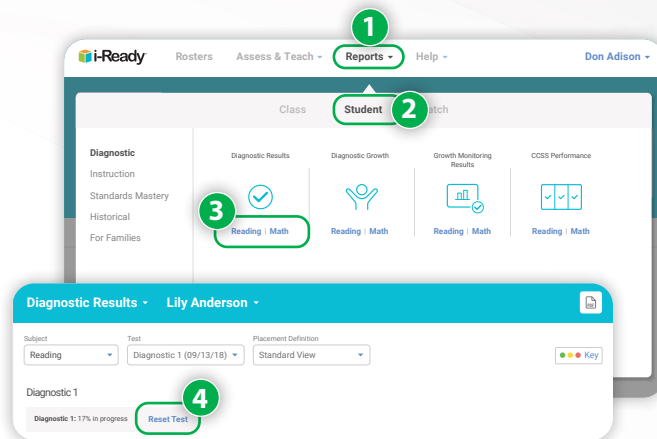
Note: Developmental Levels are for use with the i-Ready Diagnostic and ensure a comfortable testing experience for students who are performing significantly below level due to academic/developmental delays by allowing them to start the Diagnostic at a lower grade level. This feature should not be used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



During the Diagnostic

Resetting a Diagnostic in Progress

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

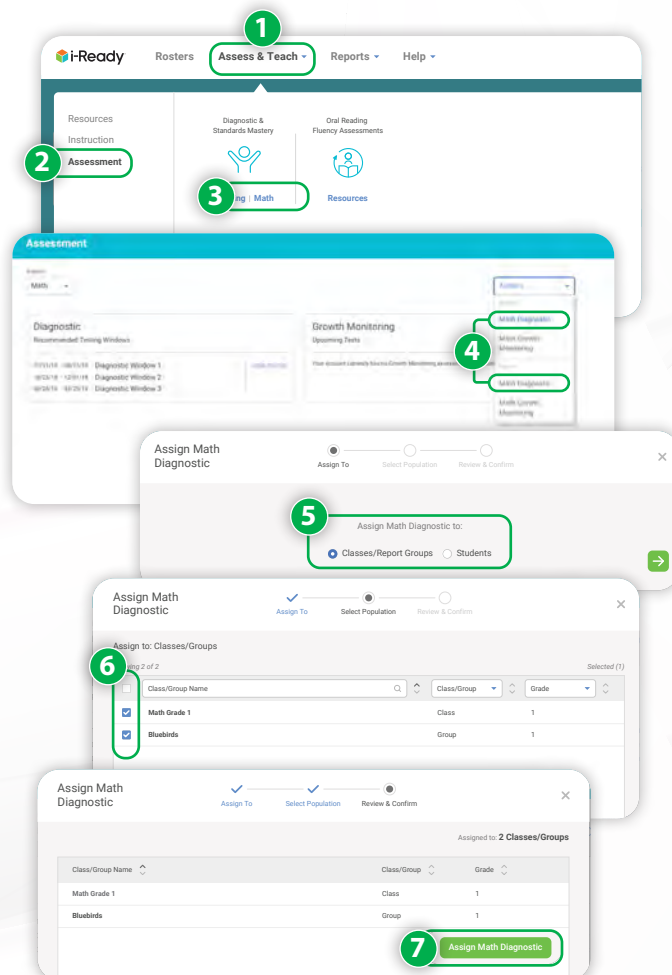


Notes: Depending on your user role, permission to reset assessments varies. If you do not have permission to reset a Diagnostic, please contact your school administrator.

Assigning or Canceling a Diagnostic

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

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

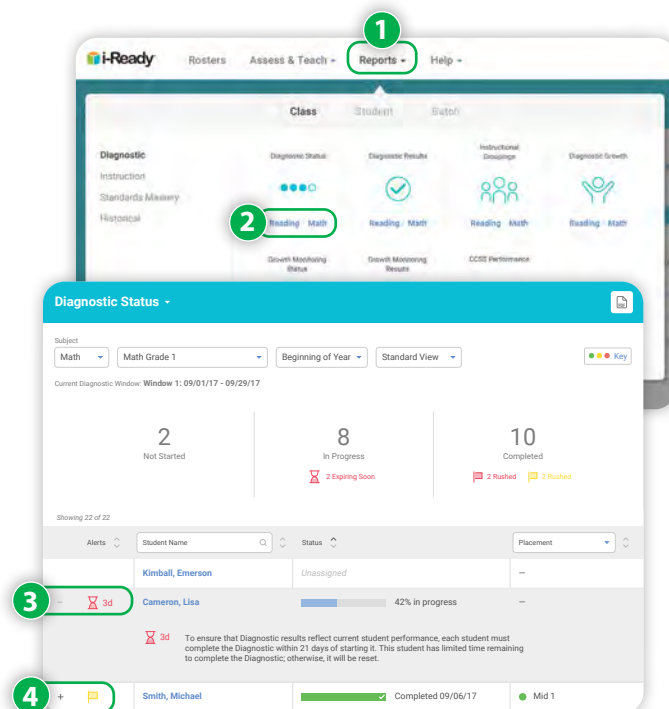
How Tos

Before Diagnostic Window Ends

Checking for Completion, Rushing, and Test Expiration

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

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



Immediately after Each Diagnostic

Reviewing Diagnostic Reports

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

To **understand results** for your class:

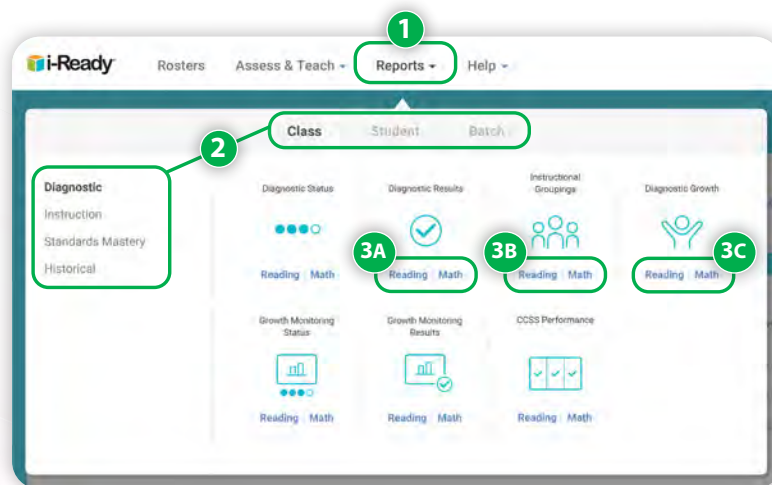
- 3A. Select **Reading** or **Math** under the **Diagnostic Results** report.

To **group** your students for instruction:

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

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

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



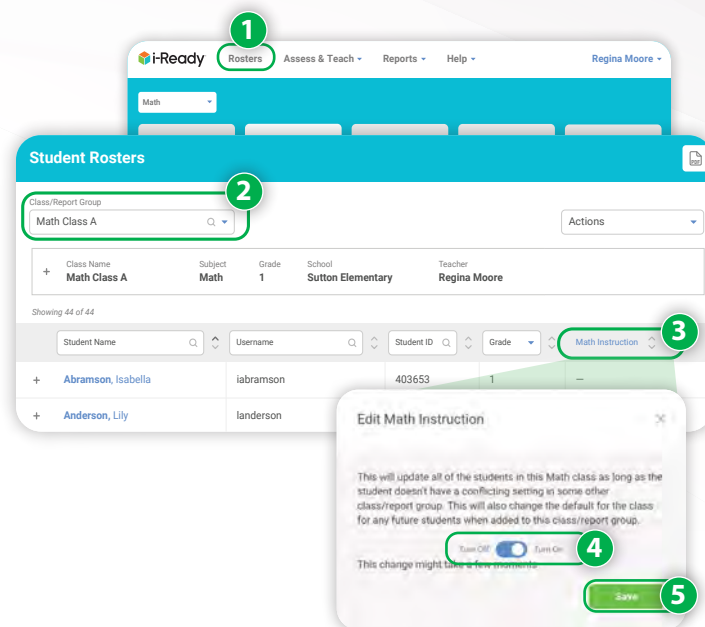
Personalized Instruction

Turning On/Enabling Instruction

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

Notes:

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

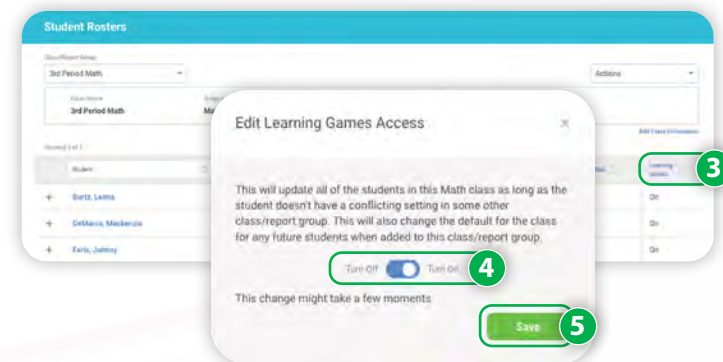


Turning Learning Games On/Off

For a Whole Class:

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

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

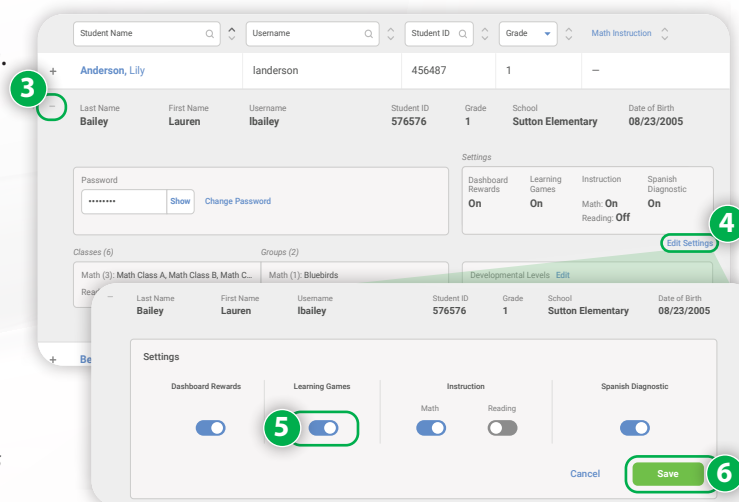


For an Individual Student:

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

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

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



How Tos

Viewing Lesson Plans

1. Select **Reports** from the top navigation. **Class** and **Diagnostic** reports will show by default.
2. Select **Student** and **Instruction** for the report level and category.
3. Select **Reading** or **Math** under **Personalized Instruction Summary**.
4. Select the **student** whose lesson plan you would like to view.
5. View **Upcoming Lessons** or switch to **Current & Past Lessons**.

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

The screenshot shows the i-Ready interface with the following steps highlighted:

1. Reports (top navigation)
2. Student (report level)
3. Reading | Math (category)
4. Justin Ruiz (student selection)
5. Upcoming Lessons (tab selection)

The 'Personalized Instruction Summary' for Justin Ruiz is displayed, showing a table of lessons:

Order	Level	Lesson	Estimated Time
1	Mid 4	Close Reading: Supporting Inferences about Informational Texts	1h 18m
2	Mid 4	Close Reading: Finding Main Ideas and Details	1h 18m
3	Mid 4	Close Reading: Summarizing Informational Texts	1h 18m

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.

The screenshot shows the i-Ready interface with the following steps highlighted:

1. Reports (top navigation)
2. Student (report level)
3. Reading | Math (category)
4. Lily Anderson (student selection)
5. Monitor Domain Progress (tab selection)

The 'Monitor Domain Progress' section displays a grid of domains and skills across grades K-8. The domains listed are:

- Phonological Awareness (PA)
- Phonics (PP)
- High-Frequency Words (WFH)
- Vocabulary (VOC)
- Comprehension (COMP)
- Close Reading (CR)

The 'Activity Overview' section shows the following data:

Activity Overview	Lesson Passed (YTD)	Total Lesson Time-on-Task (YTD)
	53/60 88%	18h 34m

The 'Showing 5 of 5' section displays a table of lessons:

Alerts	Domain	Level	Lesson	Passed	Score	Lesson Time-on-Task	Started	Finished
	VOC	Emerging K	Building Word Knowledge and...	—	—	7m	05/23/18	In Progress
	COMP	Mid 3	Understand Characters	Not Passed	60%	35m	05/18/18	05/18/18
	COMP	Emerging K	Understand Characters	Not Passed	50%	30m	05/16/18	05/18/18

Turning Domains On

If students are struggling with lessons and have failed 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*.

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

B. Turning On Domains for a Class or Group

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

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

- Use the **checkboxes** to select *Domain(s)*.
- Select **On**.
- Choose **Classes/Groups**.
- Use the **checkboxes** to select your *class* or *group*. Only classes or groups with Instruction enabled will appear in this view.
- Click **Turn Domains On**.

How Tos

Adding Teacher-Assigned Lessons

1. Select **Assess & Teach** from the top navigation.
2. Select the **Instruction** category at left.
3. Select **Reading** or **Math** under **Personalized Instruction**. If you are assigned to more than one school, you will also need to select the appropriate **School**.
4. In the **Create Assignments** view, 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.
5. Click **Assign Lessons**. The corresponding pop-up will appear.

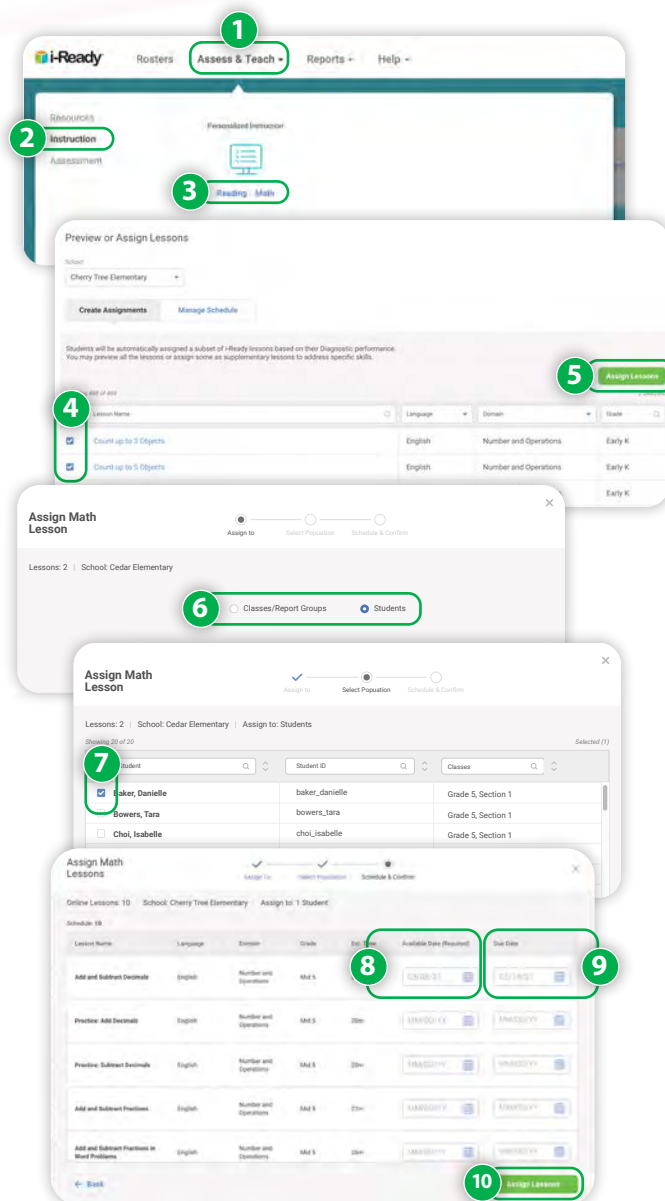
! Make sure to click the arrow after each step to move forward!

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

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

9. 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.

10. Click **Assign Lessons**.



Managing Teacher-Assigned Lessons

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

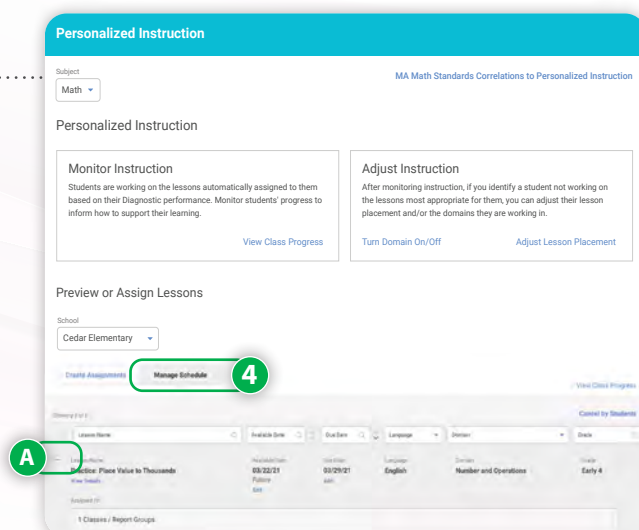
Follow Steps 1–3 from *Adding Teacher-Assigned Lessons*.

4. Select **Manage Schedule**.

To view lesson assignments details:

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

Managing Teacher-Assigned Lessons continued on the next page.



Managing Teacher-Assigned Lessons Cont'd.

To change the due date of an existing assignment:

- B1. Select **Edit** below the *Due Date*.
- B2. **Enter** or **use the calendar** to select the new Due Date on the *Edit Schedule* screen.

To change the available date of an existing assignment:

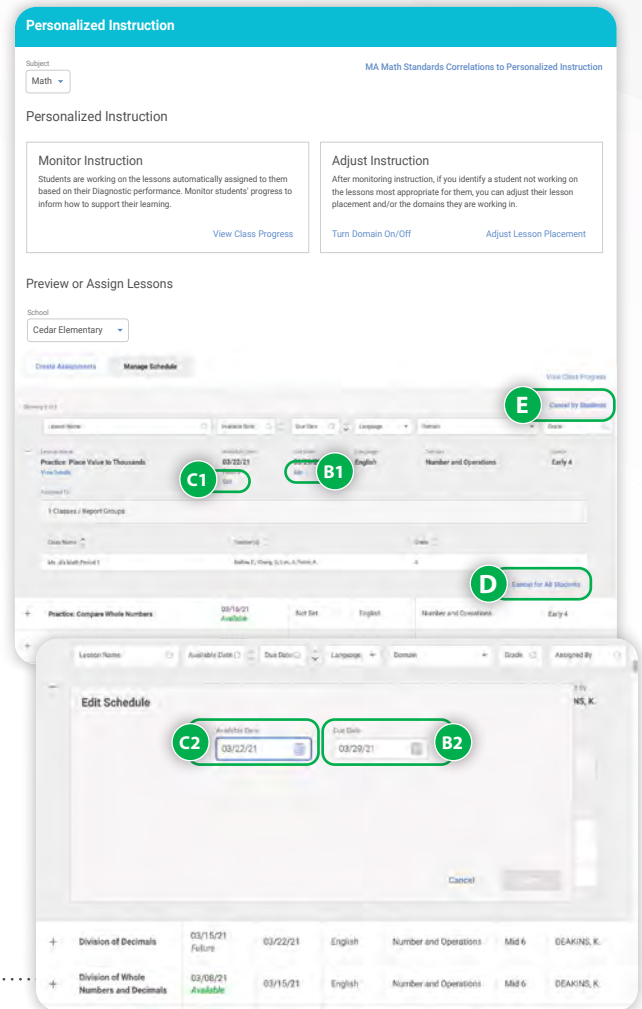
- C1. Select **Edit** below the *Available Date*.
- C2. **Enter** or **use the calendar** to select the new Available Date on the *Edit Schedule* screen.
Note: If the assignment is already available for the student, the Available Date cannot be edited.

To remove the assignment entirely:

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

To remove assignments for individual students:

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



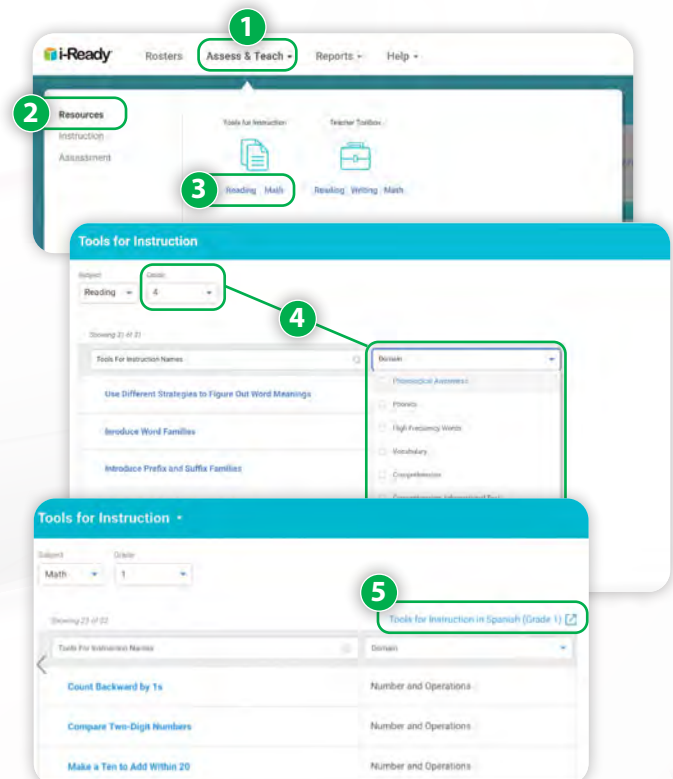
Teacher-Led Instruction

Accessing Tools for Instruction

There are three different ways to access Tools for Instruction.

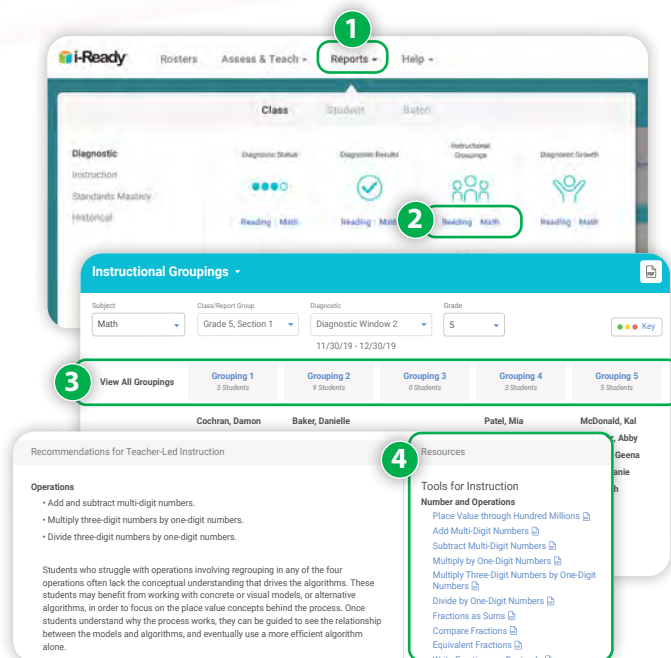
A. Search across all Tools for Instruction:

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



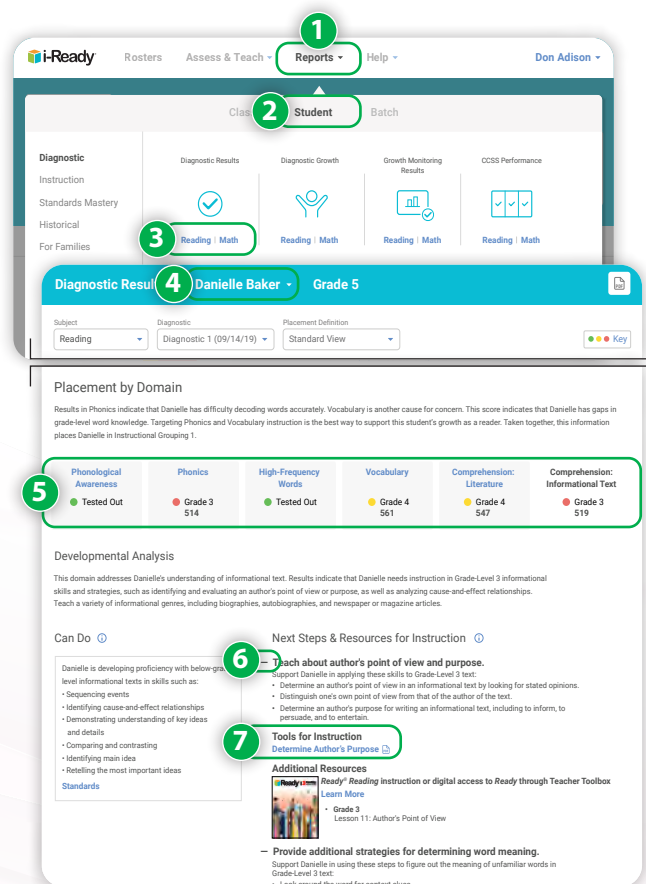
B. Find Tools for Instruction recommended for small group instruction:

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.



C. Find Tools for Instruction recommended for individual students:

1. Select **Reports** from the top navigation. **Class** and **Diagnostic** reports will show by default.
2. Select **Student** for the report level.
3. Select **Reading** or **Math** under **Diagnostic Results**.
4. Select a **student** from the top dropdown menu.
5. Scroll down to **Placement by Domain** and select a **domain** tab to view this student's **Can Dos** and **Next Steps & 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**.



Building Report Groups

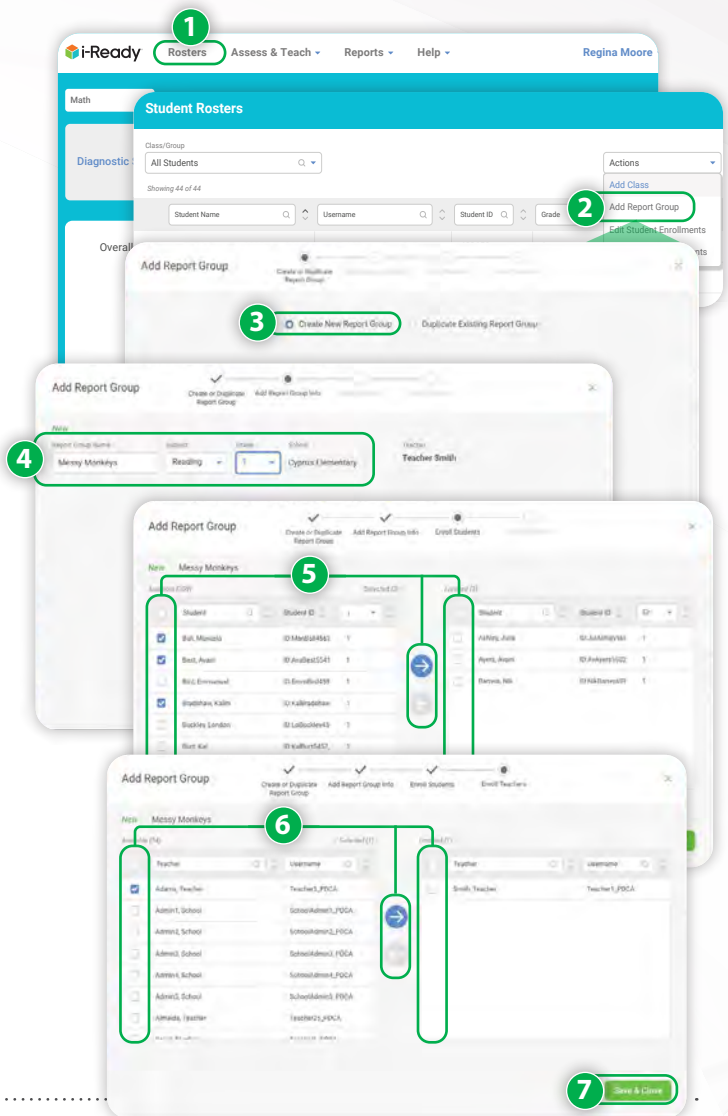
Report groups enable you to create custom groups of students for the convenience of assignment and student and class reporting.

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

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

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

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

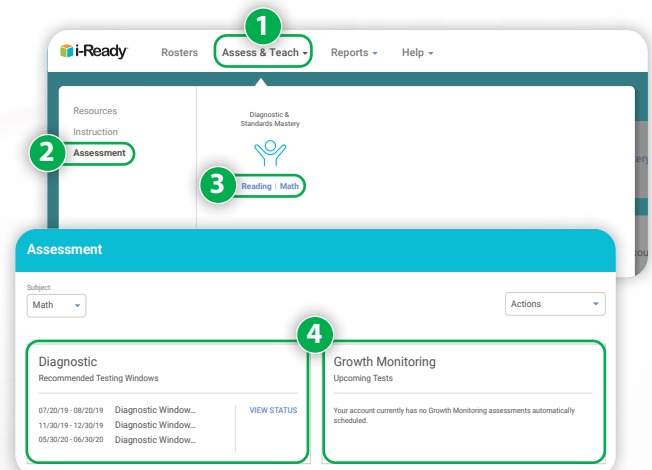


Viewing Upcoming Diagnostic and Growth Monitoring Assessments

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

Notes:

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



How Tos

Viewing Assessment Status

Diagnostic and Growth Monitoring

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

To view **Diagnostic Status**:

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

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

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

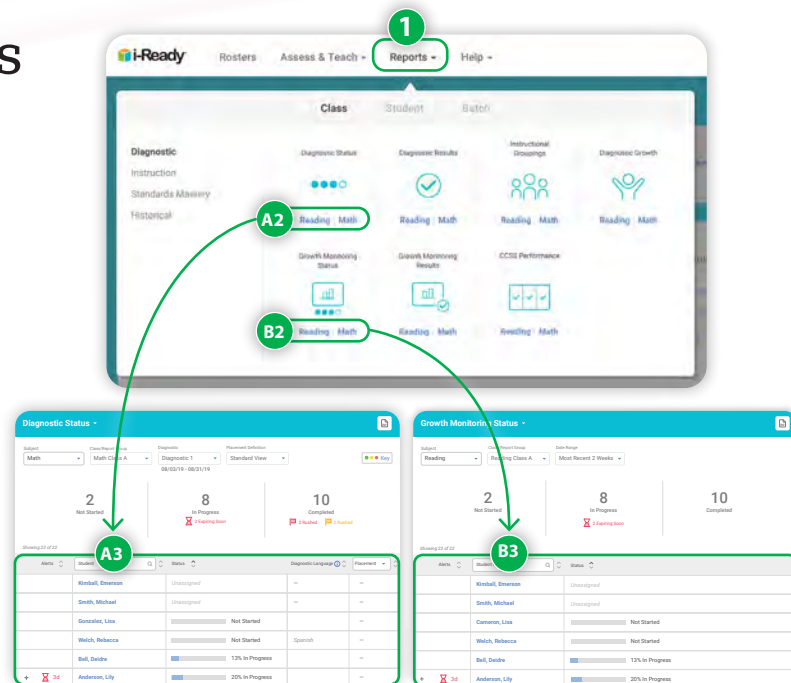
To view **Growth Monitoring Status**:

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

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

Notes:

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

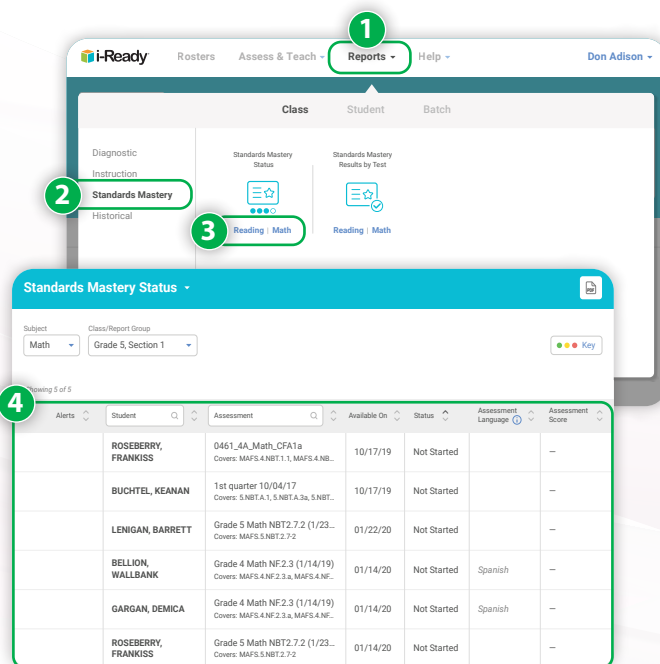


Standards Mastery

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

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

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



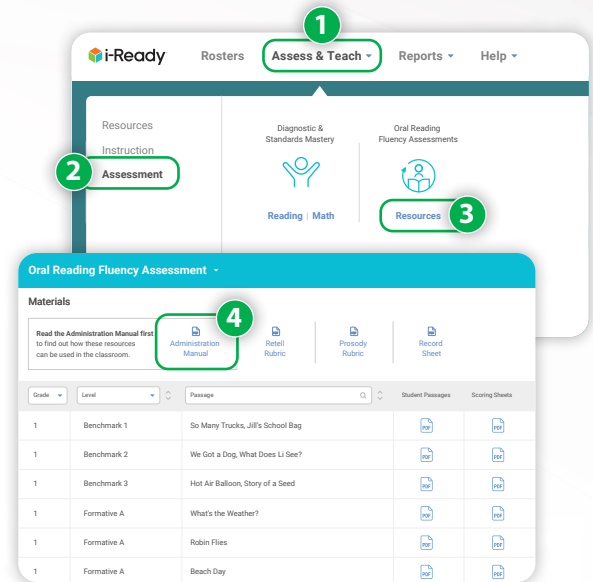
Additional Assessment Tools

Accessing Materials for *i-Ready* Oral Reading Fluency Assessments

These materials can help you assess your students' oral reading fluency. While the Oral Reading Fluency Assessments are available for use by classroom teachers, you will want to check with your administrator before assessing students, as your district or school may have a structured plan for use of these assessments. See the Oral Reading Fluency Administration Manual for full details.

1. Select **Assess & Teach** from the top navigation.
2. Select the **Assessment** category at left.
3. Click **Resources** under *Oral Reading Fluency Assessment*.
4. In the *Oral Reading Fluency Assessment* view, download the **Administration Manual**. The Administration Manual will walk you through options for administering the Benchmark Assessment and/or Formative Assessment, including what additional materials you will need to download from this page.

Note: The Oral Reading Fluency Benchmark Assessment is intended for use with students enrolled in Grades 1–4. The Formative Assessment, however, can be used with students at developmental reading levels from Grades 1–4. For example, a Grade 5 or Grade 6 student reading below their grade level could be assessed with the Formative Assessment.



Notes:

Notes:

Notes:

Fill out our Professional Development Survey: [SurveyMonkey.com/r/iReadyPD](https://www.surveymonkey.com/r/iReadyPD)



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Date:

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