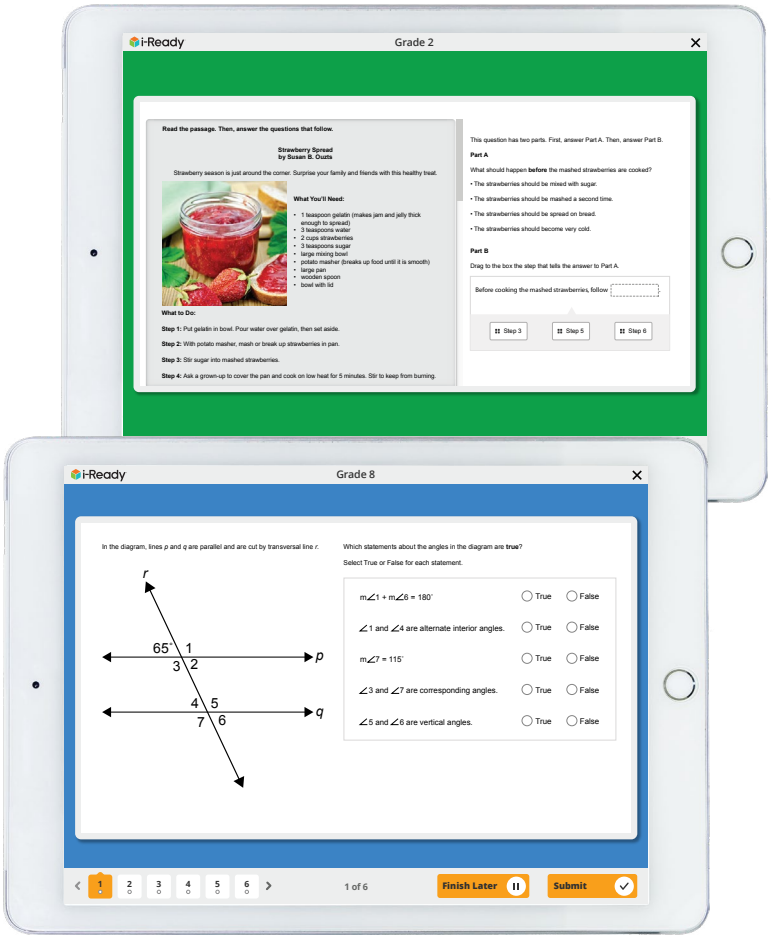
i-Ready

Standards Mastery

Powerful Insights into the TEKS; Powerfully Informed Teaching

What Is *i-Ready Standards Mastery*?

- Fully digital assessment to determine learning of a specific, targeted standard or set of standards for Grades 2–8
- Covers standards for Reading and Mathematics, including content that will be assessed on STAAR Redesign
- Offers two pre-built assessment forms per standard/skill, each known as a "Mastery Check"
- Each Mastery Check takes approximately 15 minutes to complete, and responses are instantly scored.
- Provides educators with specific feedback about what students know and can do with respect to a targeted standard or set of standards



i-Ready Standards Mastery Gives Educators:

Immediate insight into student understanding, progress, and need, including a response analysis for each student with common misconceptions about the standard

Instructional recommendations and resources best suited to support students based on their current understanding of specific skills and concepts

Assessments that are technically sound with actionable reports that provide immediate feedback about next steps in student learning

Formative and Interim Uses to Enhance Instruction

Part of the *i-Ready Assessment* suite, *i-Ready Standards Mastery* gives educators deep insight into their students' understanding of individual skills and concepts. Once students have taken an *i-Ready Diagnostic* to gain an overall picture of student performance, educators can use Standards Mastery to evaluate students' performance on key Texas Essential Knowledge and Skills (TEKS).

Used for *formative assessment* processes:

Formative assessment can have powerful effects on learning. Classroom teachers choose which assessments will help them gain insight into their students' understanding of specific concepts and skills. Teachers can determine next steps in standards-based instruction for their classes, small groups, or individual students who many need more support.

Used for *interim assessment*:

District administrators choose key standards to monitor throughout the year to inform resource allocation and instructional decisions. This can help school leaders track academic trajectories and help students practice and prepare for other testing.

Ideas for Use

- Use to help increase student familiarity with digital tests.
- Use one form before a lesson to see what students know and another form after a lesson to see what they learned.
- Use a Mastery Check during whole class instruction, then assign another Mastery Check on the same standard for small group work.

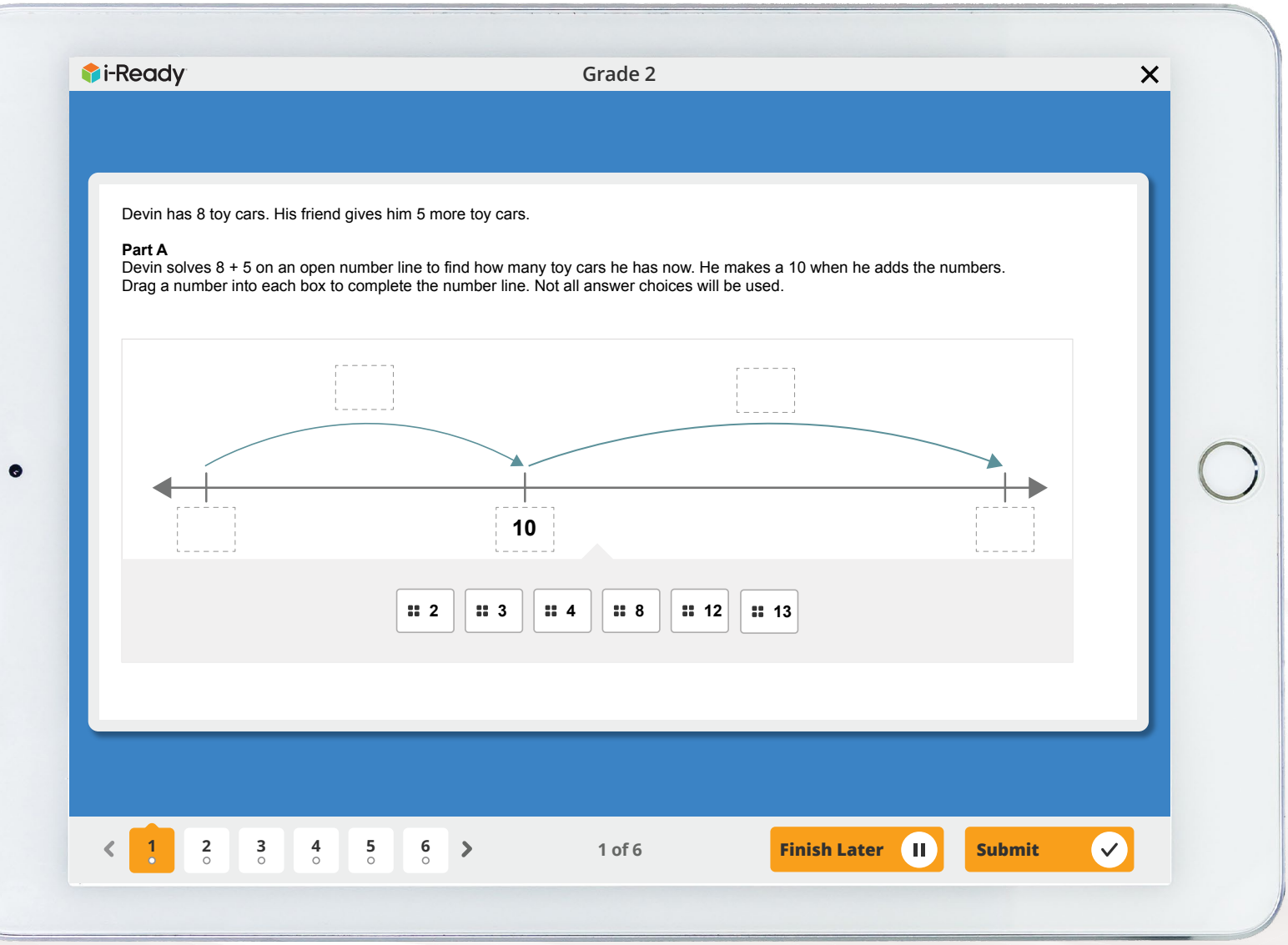
Insightful Items That Assess Targeted Skills and Concepts on the TEKS

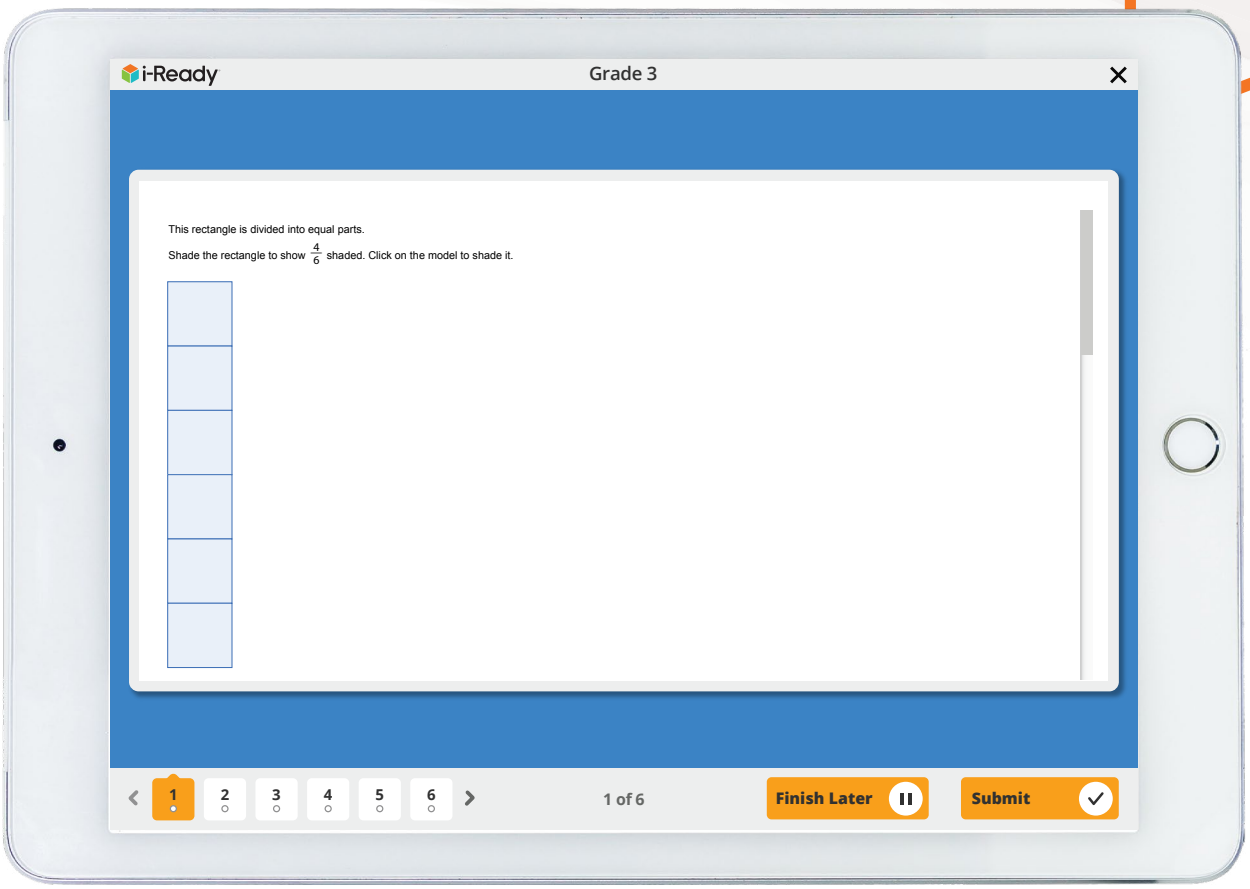
Many of the test questions on *i-Ready Standards Mastery* rely on technology to focus on critical-thinking or process skills that may not be as easily assessed with multiple-choice items. These items are generally more like the experiences students have in the classroom and therefore can be more engaging and relevant to day-to-day classwork. The benefits of these items include that they:

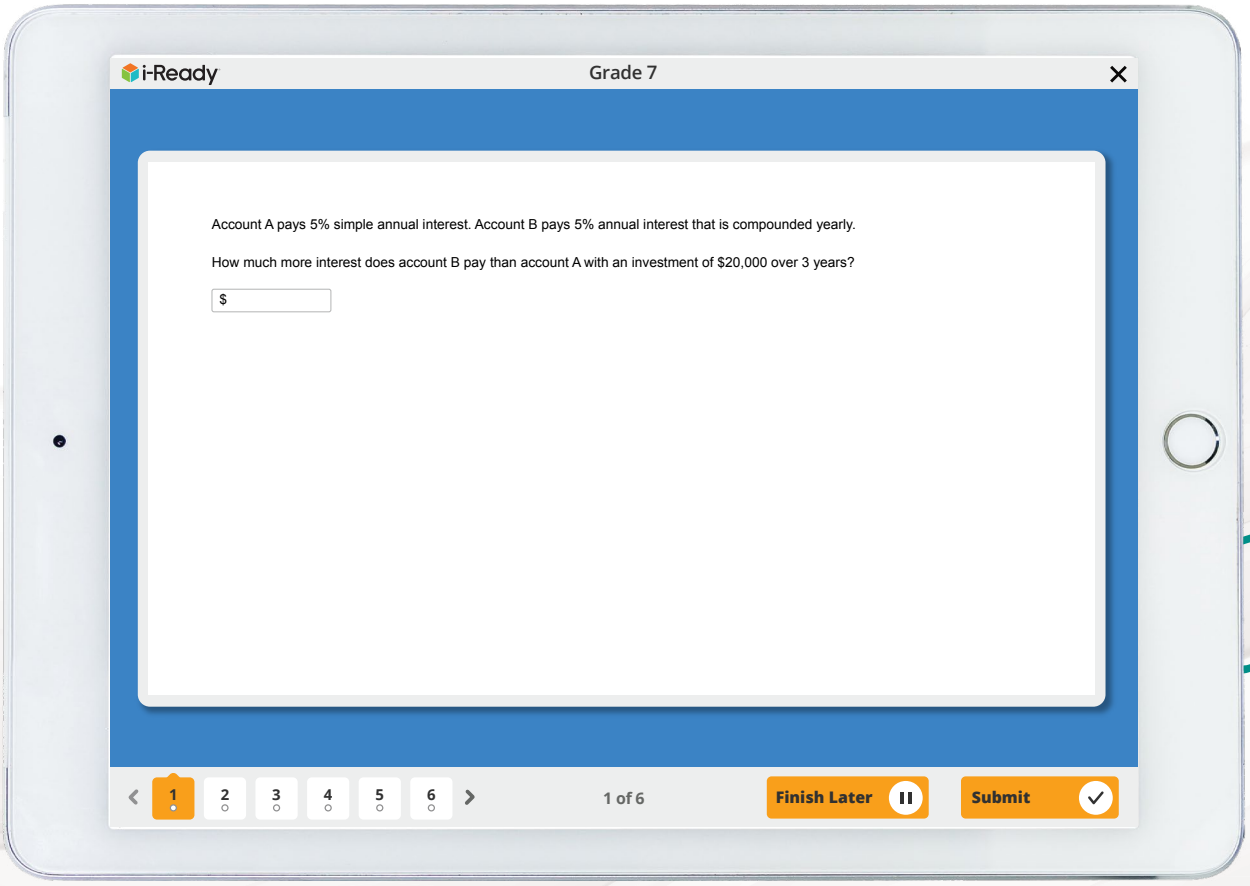
- Assess knowledge and skills that require applying critical thinking and/or involve complex processes
- Represent authentic, real-world tasks while aligning more closely with classroom instruction
- Increase students' engagement and thus allow for better assessment of skills and concepts
- Allow for more nuanced breakdown of content, which allows for more information about what students know

Technology-Enhanced Items: Mathematics

- **Short Constructed Response and Text Entry**
- **Drag-and-Drop**
- **Dropdown Menus**
- **Graphing**
- **Ordered List**
- **Shading and Hotspot**
- **Selected Response (Multiple Choice, Multiple Response, Checklist)**

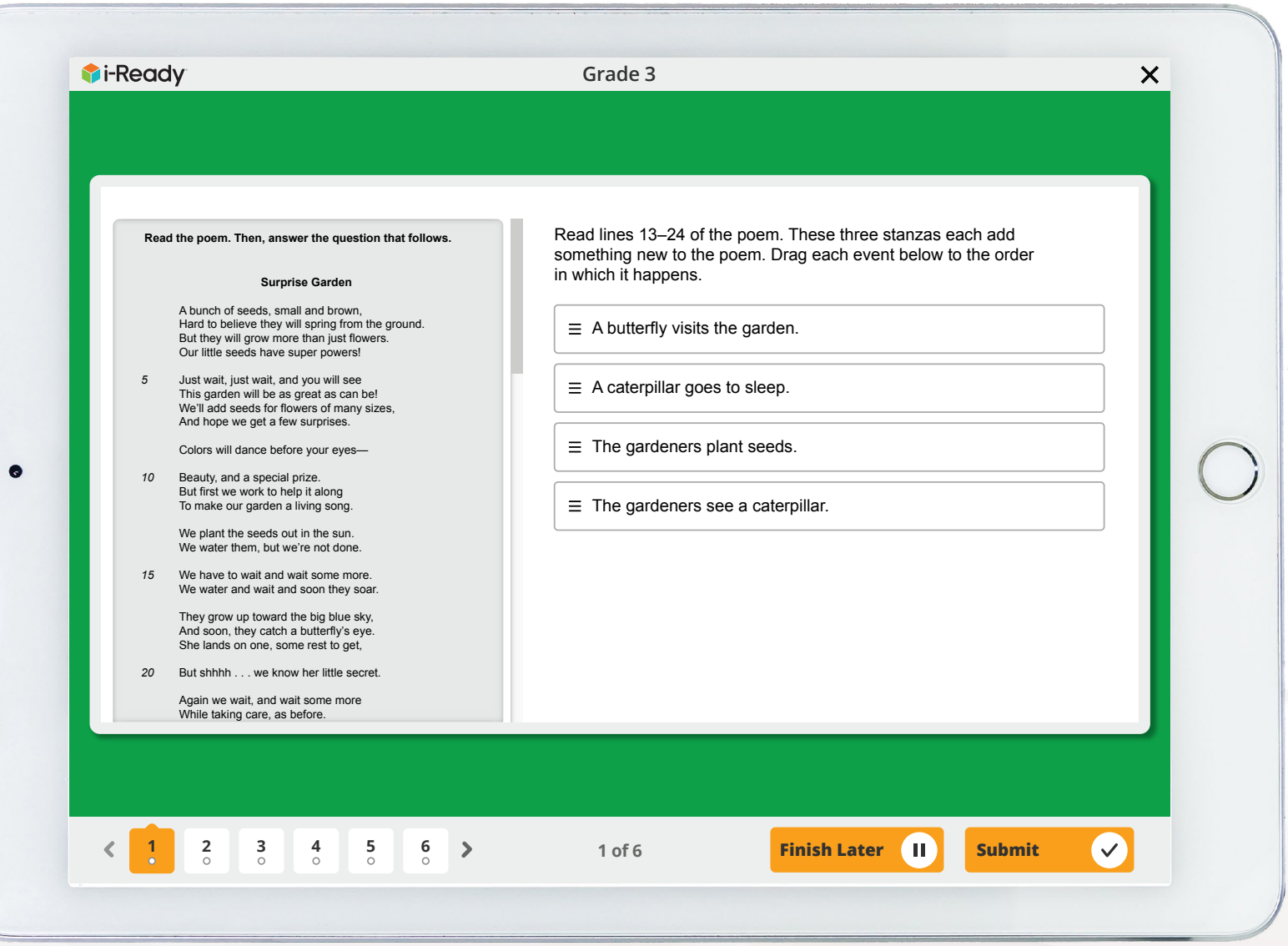






Technology-Enhanced Items: Reading

- **Highlight Text**
- **Drag-and-Drop**
- **Inline Choice**
- **Choice Matrix**
- **Ordered List**
- **Cloze (Fill in the Blank, Text Entry)**
- **Selected Response (Multiselect and Multipart)**



i-Ready Grade 2

Read the passage. Then, answer the questions that follow.

Strawberry Spread
by Susan B. Ouzts

Strawberry season is just around the corner. Surprise your family and friends with this healthy treat.

What You'll Need:

- 1 teaspoon gelatin (makes jam and jelly thick enough to spread)
- 3 teaspoons water
- 2 cups strawberries
- 3 teaspoons sugar
- large mixing bowl
- potato masher (breaks up food until it is smooth)
- large pan
- wooden spoon
- bowl with lid

What to Do:

Step 1: Put gelatin in bowl. Pour water over gelatin, then set aside.

Step 2: With potato masher, mash or break up strawberries in pan.

Step 3: Stir sugar into mashed strawberries.

Step 4: Ask a grown-up to cover the pan and cook on low heat for 5 minutes. Stir to keep from burning.

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What should happen **before** the mashed strawberries are cooked?

• The strawberries should be mixed with sugar.

• The strawberries should be mashed a second time.

• The strawberries should be spread on bread.

• The strawberries should become very cold.

Part B

Drag to the box the step that tells the answer to Part A.

Before cooking the mashed strawberries, follow [ ].

Step 3 | Step 5 | Step 6

1 2 3 4 5 6 1 of 6 Finish Later Submit

i-Ready Grade 5

Read the passage. Then, answer the questions that follow.

The Thing about Rocks

1 "It's a beautiful day to go to the creek," Liza's mom said.

2 Liza, who was lying on the couch reading a book, shook her head miserably. She didn't want to go to the creek ever again. Going to the creek was something special that she did with her best friend, Devin. The girls had gone together every Tuesday afternoon for three years. They loved to take off their shoes and dip their toes in the chilly water and to look for frogs, turtles, fish, and bugs. Their favorite thing to do, though, was to collect interesting rocks.

3 "Come on!" Liza's mom urged. "I know you miss Devin, but you can't give up on your favorite activity because she moved away."

4 Liza sighed. She just didn't see how she could possibly have fun without Devin, the only other person she'd ever met who got as excited about rocks as Liza did.

5 "Let's try it, just this once and see if you can have any fun," Liza's mom urged.

6 Liza agreed and walked alongside her mom to the creek, but the whole way she hung her head and tried hard not to let tears fall from her eyes.

7 "Have you written Devin a letter yet?" Liza's mom asked.

8 "I tried," Liza answered, "but I couldn't think of anything to say except 'I miss you,' and that would make a really boring letter."

9 When they got to the creek, Liza's mom sat down on a rock as she always did. Liza took off her shoes and dipped her toes in the water. A frog hopped along beside her, and a school of tiny fish swam by. Still, Liza felt sad.

10 Then suddenly, she saw something gleaming in the dirt and picked it up. It was the most beautiful rock Liza had ever seen. It was mostly gray with sparkly silver bits in it, and it was shaped like a heart.

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which sentence **best** expresses a theme of the story?

- A letter to a friend can make a visit unimportant.
- Time spent in nature can replace a good friend.
- Good friends can share special things from afar.
- A day at the creek can help a person who is sad.

Part B

Choose **one** sentence from below that **most clearly** supports the theme in Part A.

10 Then suddenly, she saw something gleaming in the dirt and picked it up. It was the most beautiful rock Liza had ever seen. It was mostly gray with sparkly silver bits in it, and it was shaped like a heart.

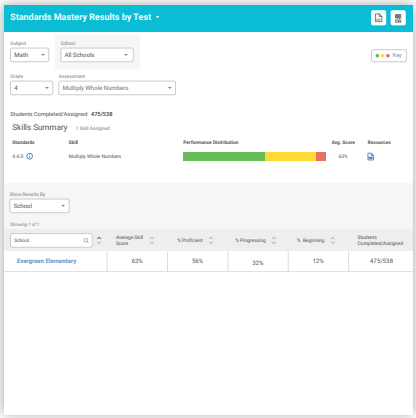
11 As Liza slipped the rock into her pocket, an idea popped into her head. She ran over to her mother and said, "I am so glad we came here! I am going to find lots of rocks, and then I am going to write a letter to Devin telling her all about what I found!"

1 2 3 4 5 6 1 of 6 Finish Later Submit

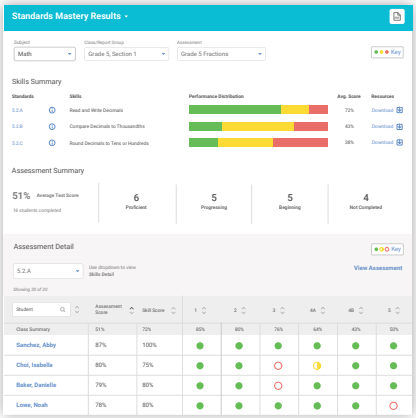
Informative Reports That Provide an In-Depth Picture of Student Learning

Standards Mastery Reports:

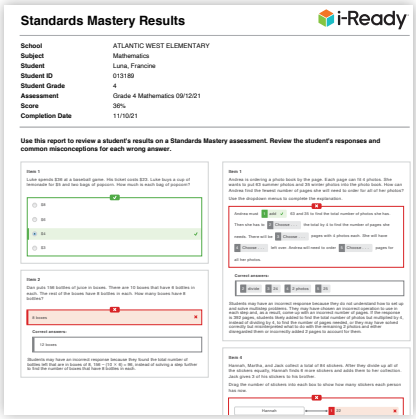
- Can be used to show performance on particular standards for a specific classroom, within a school, or across an entire district
- Provide an in-depth and comprehensive look at the standards. It is possible for an educator to see the distribution of the class across each standard to determine opportunities for extended learning and reteaching.



School or District



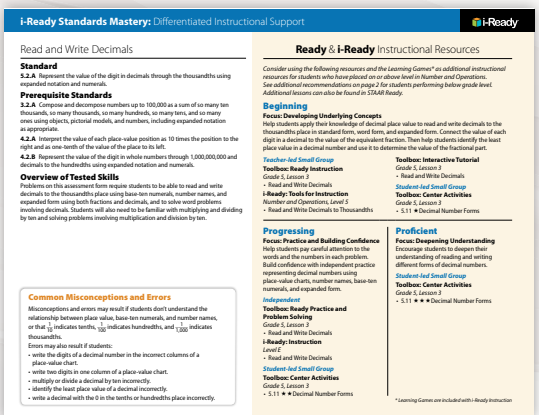
Class

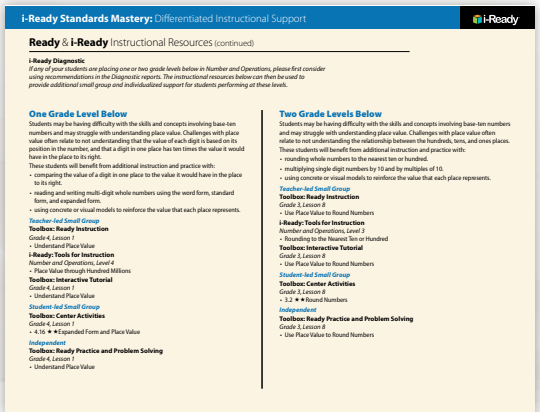


Student

Differentiated Instructional Support to Meet Students on Their Learning Journey

For every standard that is assessed in Standards Mastery, there is a Differentiated Instructional Support resource. This resource provides information about a standard, potential and possible misunderstandings, prerequisite skills, and information to help teachers understand where students might be in their learning of the specific standard. This support can help teachers determine the content and skills that need more targeted focus and how to do this strategically.





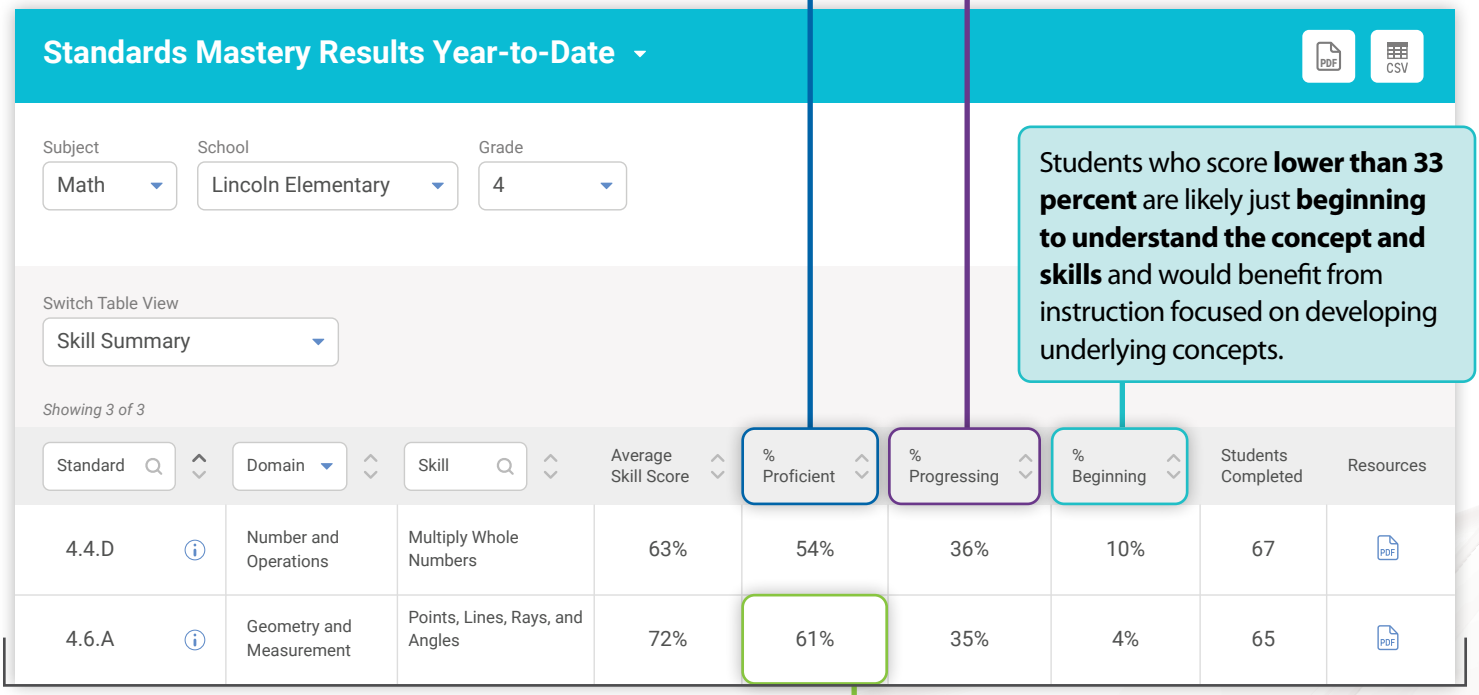
Categories Designed to Make Reports Even More Actionable

Show how students are performing as a group in certain standards, such as those standards that are particularly important to the school or district.

Students who score **higher than 66 percent** on a Mastery Check are **proficient** and would benefit from instruction focused on deepening understanding.

Students who score **between 33 percent and 66 percent** would benefit from **more practice and instruction**.

Students who score **lower than 33 percent** are likely just **beginning to understand the concept and skills** and would benefit from instruction focused on developing underlying concepts.



61 percent of students at this elementary school are Proficient in the skill of Points, Lines, Rays, and Angles.

Let's take a closer look at these reports.

Standards Mastery Results by Test—*for a School or District*

Standards Mastery Results by Test

Subject: Math | School: All Schools | Key

Grade: 4 | Assessment: Multiply Whole Numbers

Understand quickly and easily **how students are performing on important TEKS**.

Students Completed/Assigned: **475/538**

Skills Summary 1 Skill Assigned

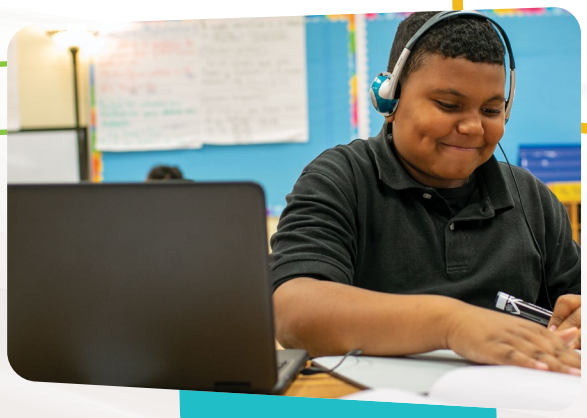
Standards	Skill	Performance Distribution	Avg. Score	Resources
4.4.D	Multiply Whole Numbers		63%	

Show Results By: School

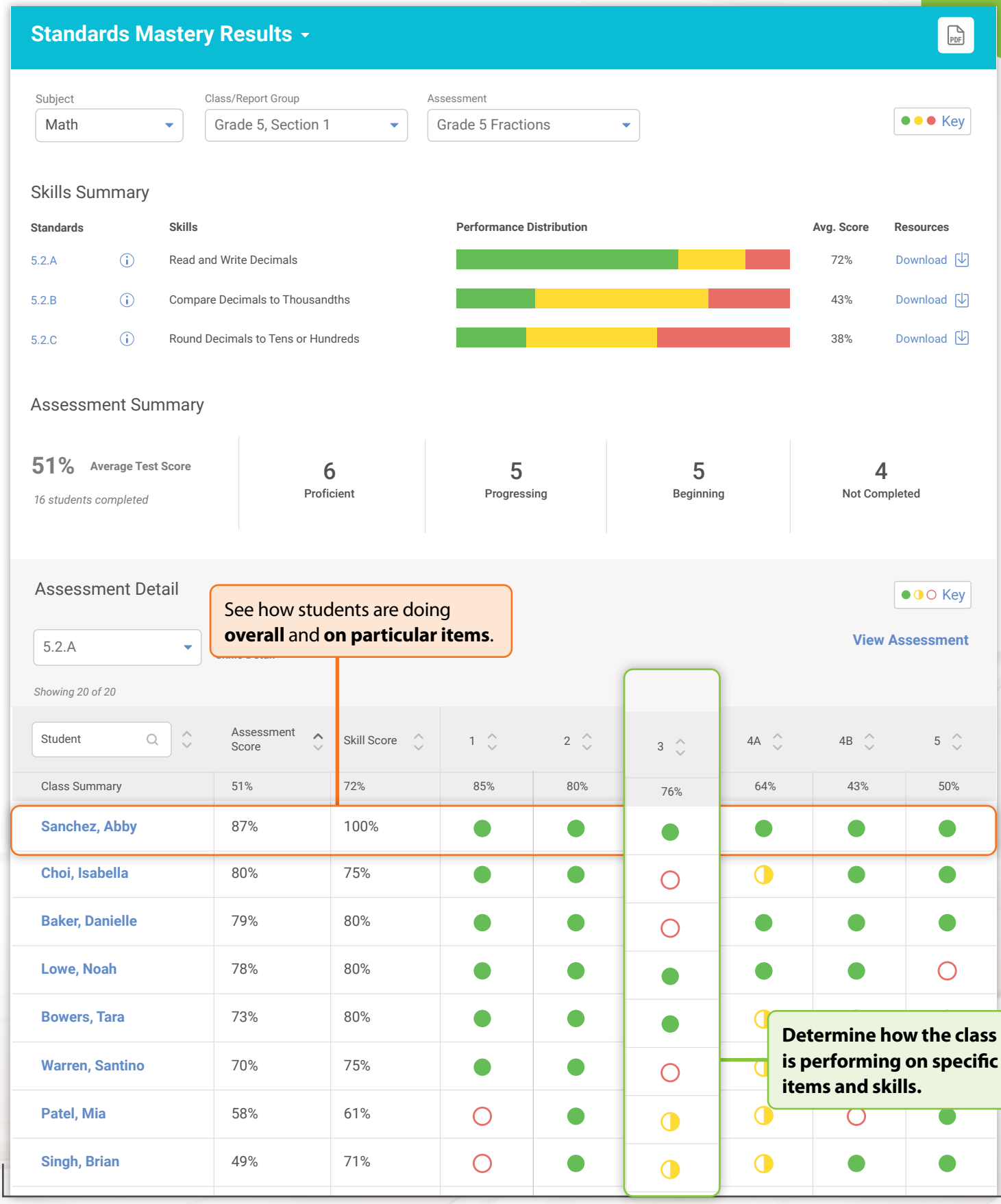
Understand class performance on recently taught standards.

Showing 1 of 1

School	Average Skill Score	% Proficient	% Progressing	% Beginning	Students Completed/Assigned
Evergreen Elementary	63%	56%	32%	12%	475/538



Standards Mastery Results by Test—*for a Class*



Standards Mastery Results by Test—*for a Student*

The incorrect response options for each question, which are commonly known as "distractors," are carefully developed by educators and content experts so each distractor represents a different common misconception about the standard that may lead students to answer incorrectly. The rationales for why a student may have chosen a given incorrect response is shared in each student's report, helping educators not only understand what a student knows, but also what a student may not know about a standard based on which distractor the student selected. Teachers can then use this information to target teaching around these misunderstandings.

Standards Mastery Results

School	ATLANTIC WEST ELEMENTARY
Subject	Mathematics
Student	Luna, Francine
Student ID	013189
Student Grade	4
Assessment	Grade 4 Mathematics 09/12/21
Score	36%
Completion Date	11/10/21

Use this report to review a student's results on a Standards Mastery assessment. Review the student's responses and common misconceptions for each wrong answer.

Item 1

Andrea is ordering a photo book by the page. Each page can fit 4 photos. She wants to put 63 summer photos and 35 winter photos into the photo book. How can Andrea find the fewest number of pages she will need to order for all of her photos?

Use the dropdown menus to complete the explanation.

Andrea must 1 add ✓ 63 and 35 to find the total number of photos she has. Then she has to 2 Choose . . . the total by 4 to find the number of pages she needs. There will be 3 Choose . . . pages with 4 photos each. She will have 4 Choose . . . left over. Andrea will need to order 5 Choose . . . pages for all her photos.

Correct answers:

2 divide 3 24 4 2 photos 5 25

Students may have an incorrect response because they do not understand how to set up and solve multistep problems. They may have chosen an incorrect operation to use in each step and, as a result, come up with an incorrect number of pages. If the response is 392 pages, students likely added to find the total number of photos but multiplied by 4, instead of dividing by 4, to find the number of pages needed, or they may have solved correctly but misinterpreted what to do with the remaining 2 photos and either disregarded them or incorrectly added 2 pages to account for them.

Student reports provide **item-by-item evidence of learning**.

Teachers can help students get where they need to be for continued learning.

Standards Mastery Differentiated Instructional Support

Know specifically **what's** being assessed.

Information to help teachers meet students where they are in their learning, with areas of focus and suggested activities

i-Ready Standards Mastery: Differentiated Instructional Support

Read and Write Decimals

Standard

5.2.A Represent the value of the digit in decimals through the thousandths using expanded notation and numerals.

Prerequisite Standards

3.2.A Compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate.

4.2.A Interpret the value of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left.

4.2.B Represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals.

Overview of Tested Skills

Problems on this assessment form require students to be able to read and write decimals to the thousandths place using base-ten numerals, number names, and expanded form using both fractions and decimals, and to solve word problems involving decimals. Students will also need to be familiar with multiplying and dividing by ten and solving problems involving multiplication and division by ten.

Common Misconceptions and Errors

Misconceptions and errors may result if students don't understand the relationship between place value, base-ten numerals, and number names, or that $\frac{1}{10}$ indicates tenths, $\frac{1}{100}$ indicates hundredths, and $\frac{1}{1,000}$ indicates thousandths.

Errors may also result if students:

- write the digits of a decimal number in the incorrect columns of a place-value chart.
- write two digits in one column of a place-value chart.
- multiply or divide a decimal by ten incorrectly.
- identify the least place value of a decimal incorrectly.
- write a decimal with the 0 in the tenths or hundredths place incorrectly.

Know why students may not understand the content, and address any underlying misconceptions.

Ready & i-Ready Instructional Resources

Consider using the following resources and the Learning Games as additional instructional resources for students who have placed on or above level in Number and Operations. See additional recommendations on page 2 for students performing below grade level. Additional lessons can also be found in STAAR Ready.*

Beginning

Focus: Developing Underlying Concepts

Help students apply their knowledge of decimal place value to read and write decimals to the thousandths place in standard form, word form, and expanded form. Connect the value of each digit in a decimal to the value of the equivalent fraction. Then help students identify the least place value in a decimal number and use it to determine the value of the fractional part.

Teacher-led Small Group

Toolbox: Ready Instruction
Grade 5, Lesson 3
- Read and Write Decimals

i-Ready: Tools for Instruction
Number and Operations, Level 5
- Read and Write Decimals to Thousandths

Toolbox: Interactive Tutorial
Grade 5, Lesson 3
- Read and Write Decimals

Student-led Small Group

Toolbox: Center Activities
Grade 5, Lesson 3
- 5.11 ★Decimal Number Forms

Progressing

Focus: Practice and Building Confidence

Help students pay careful attention to the words and the numbers in each problem. Build confidence with independent practice representing decimal numbers using place-value charts, number names, base-ten numerals, and expanded form.

Independent

Toolbox: Ready Practice and Problem Solving
Grade 5, Lesson 3
- Read and Write Decimals

i-Ready: Instruction
Level E
- Read and Write Decimals

Student-led Small Group

Toolbox: Center Activities
Grade 5, Lesson 3
- 5.11 ★★Decimal Number Forms

Proficient

Focus: Deepening Understanding

Encourage students to deepen their understanding of reading and writing different forms of decimal numbers.

Student-led Small Group

Toolbox: Center Activities
Grade 5, Lesson 3
- 5.11 ★★★Decimal Number Forms

** Learning Games are included with i-Ready Instruction*

Teachers Love Standards Mastery

There are so many reasons educators are seeing results with Standards Mastery.

Increased Ownership for Teachers

With Standards Mastery, teachers gain confidence in knowing that students have learned the standard and are ready to succeed on the assessment. When students aren't yet ready, the teacher can reteach again until mastery is achieved.

Able to Assign Assessment to Small Groups

Teachers like that Standards Mastery gives them the ability to assign assessment to the individual small groups who need focused attention on a given standard. This gives teachers the freedom to do what they feel will work best in their own classroom.

Quality of Assessment Items

Teachers are impressed by the quality of the items in the bank and, again, with how easy it is to use the items they know are most suited to their learners.

Specific and Targeted Data

The standards-aligned data gives teachers the specific insights needed to understand exactly where and why students need support, along with the tools to reteach to fill instructional gaps. Because students are engaged in the process as well, they feel ownership of the learning and understand why they are being reassessed or receiving repeat instruction on a particular area.

"It really created some ownership and some buy-in for this reteaching process that we've never seen before. **Teachers now know they have the support** to use something that's been vetted and has been proven to be standards aligned."

—**Instructional Leadership Director,** Shelby County Schools, TN

"I love how *i-Ready Standards Mastery* allows **students to respond to a variety of question types**, giving them an opportunity to really show what they know!"

—**District Administrator,** Galena Park School District, TX

"**This is a good formative assessment for teachers.** It gives quick, instant feedback. The item analysis is very nice."

—**District Administrator,** Richmond City Public Schools, VA

Using Standards Mastery to Drive Instruction

How to Use Standards Mastery as Part of Classroom Formative Assessment

Standards Mastery is designed to be incredibly flexible in the ways it can be used to help improve student learning. This particular example illustrates one way an educator may want to use Standards Mastery as part of their regular classroom **formative assessment processes**.

Mr. Maldonado and Standards Mastery

A Grade 4 teacher, Mr. Maldonado, has been teaching a unit on multi-digit multiplication and division. He wants to check his students' understanding before moving on in the unit.

He has already administered the *i-Ready Diagnostic* and has used the information from that, but he is hoping for more detailed information specific to the unit he's teaching.

What Should Mr. Maldonado Do?

A **Search the web for a worksheet**, or he could make his own test.

B **Try and purchase another assessment system.**

C **Use *i-Ready Standards Mastery*!**

Let's see what Mr. Maldonado decides to do!

He Chooses *i-Ready Standards Mastery*!

Here are his next steps:

1 Identify

Identify the standard.

- First, Mr. Maldonado needs to determine which standard or standards he will assess. In this case, he is interested in his students' ability to multiply multi-digit numbers, so he selects a Standards Mastery Check that assesses this standard.
- Standards Mastery measures every standard, so he finds his assessment with no problem. He can preview it to ensure it measures the concepts he thinks his students need support with.

2 Assign

Assign the assessment to students.

- Next, he assigns the Mastery Check to his students. It only takes a few minutes to select the assessment and assign it.
- He could have assigned it to a single student, a group of students, or his entire class. In this case, he decides to assign a Mastery Check to the entire class.

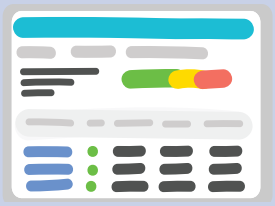
3 Assess

Assess students on the chosen standard.

- Next, Mr. Maldonado has his students take the assessment.
- It only takes about 15 minutes on the computer to complete!

4 Review

Review results, first looking at class performance and then individual students' performance.



- Mr. Maldonado wants to know how his class performed, so he opens *i-Ready* and looks at the report for his class.
- He sees that eight students are Proficient, four are Progressing, and seven are Beginning, with an average score of 51 percent correct.
- He can easily see which questions were most frequently answered correctly and incorrectly, and he can quickly look at the questions if needed.

- Mr. Maldonado uses one of the most powerful report features: the individual report with response analysis. This gives him insight about any student misunderstandings or misconceptions.

5 Instruct

Use information from Standards Mastery to help with classroom instruction.

- Mr. Maldonado can use information from the student-level reports to provide reteaching if needed.
- To make it even easier to use Standards Mastery in classroom instruction, a differentiated instructional resource is provided for each standard assessed in Standards Mastery.

Flexible and Informed Instruction

Mr. Maldonado can repeat the use of Standards Mastery throughout the year, being careful to find the right balance between ensuring he has enough information to inform his classroom instruction without over-assessing his students. Standards Mastery is an incredibly flexible assessment system that can help Mr. Maldonado meet the needs of his students.

Measure Mastery of the TEKS

i-Ready.com/StandardsMastery

To see how other educators are maximizing their *i-Ready* experience, follow us on social media!

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