i-Ready One Coherent Program

The Power of One Coherent Program

Support every student with clear data, connected to precise instruction, and backed by committed service.

i-Ready Assessment Suite

i-Ready Inform

Know Students Deeply with an Adaptive Assessment for Grades K–12

READING | MATH
ENGLISH | SPANISH*

i-Ready Literacy Tasks	Focus Support on Foundational Literacy Skills **ENGLISH | SPANISH**	Grades K–6
i-Ready Standards Mastery	Evaluate Student Performance on Key Academic Standards	Grades 2–8

Also Included:

Connected Instructional Resources

Accelerate growth with targeted, teacher-led resources

Reading Fluency Practice
Grades 1–8

Tools for Instruction
Grades K–8

Tools for Scaffolding Comprehension
Grades 3–8

Implementation Support

Get comprehensive support that works as hard as you do

Partner Success Managers

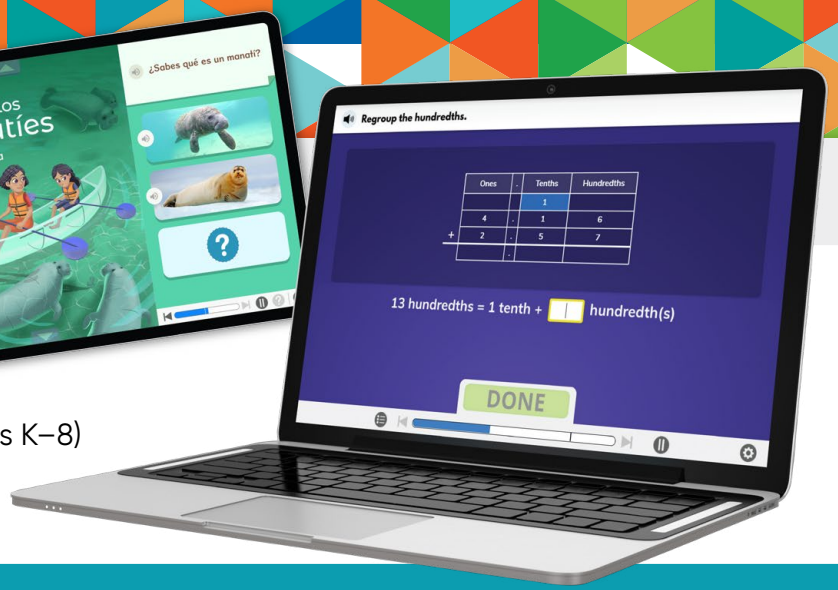
Professional Learning

Online Educator Learning Platform

i-Ready Success Central Access

**i-Ready Inform de lectura en español* is available for Grades K–6. Grades 7 and 8 have access to the fixed-form Assessment of Spanish Reading.

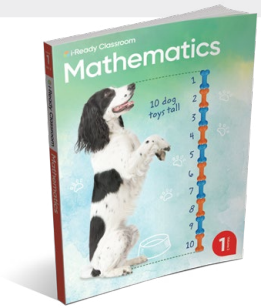
Personalized Instruction*



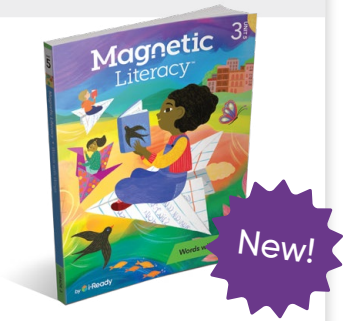
- Digital Instruction for Reading in English (Grades K–8)
- Digital Instruction for Reading in Spanish (Grades K–5)
- Digital Instruction for Mathematics in English and Spanish (Grades K–8)
- Learning Games for Mathematics (Grades K–8)

Better Together: *i-Ready Personalized Instruction* uses insights from students' *i-Ready Inform* results to deliver differentiated instruction for every student.

Core Programs*

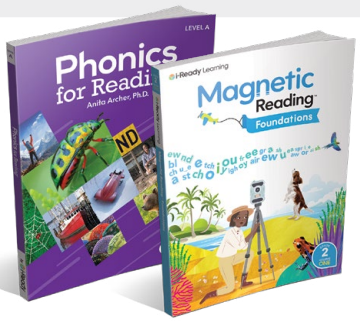


K–Algebra 1 Mathematics

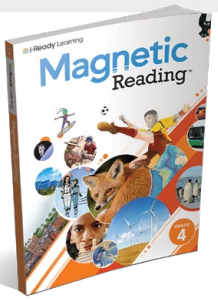


K–6 Literacy

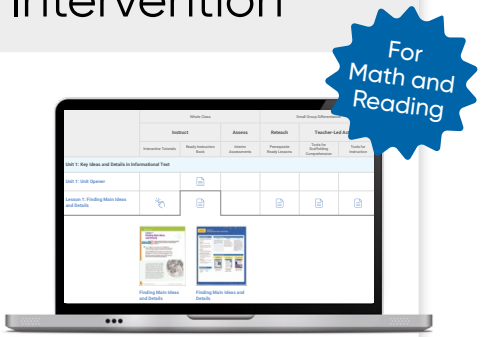
Supplemental Instruction and Intervention*



K–12 Foundational Skills



3–5 Comprehension



Teacher Toolbox K–8

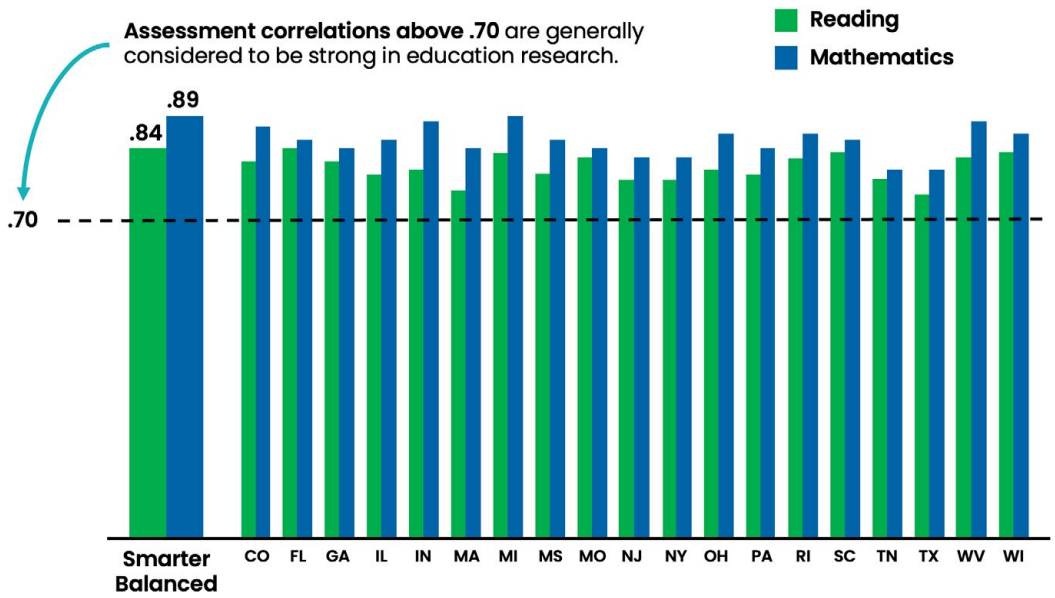
Starting in the 2026–2027 school year, the adaptive assessment from *i-Ready* will be named *i-Ready Inform*.

*Available for separate purchase

Help Make Every Minute Count for What Matters Most

Get valid, reliable data trusted by one million educators and counting.

Predict what students know with an assessment highly correlated with consortium and state summative assessments.



For individual states, visit CurriculumAssociates.com/Research.

Designed by Industry Leaders and Independently Validated

i-Ready was developed and is continually improved based on the guidance of our Technical Advisory Committee, an expert team of technical advisors.

Highly Rated by NCII

National Center on INTENSIVE INTERVENTION at the American Institutes for Research®

Learn More about the Science behind *i-Ready*

"... The heart of the program—the pool of test items—is superb."

—Buros Center for Testing

Prepare Students for State Assessments with High-Quality Items

Students using *i-Ready* can effectively demonstrate skills and their proficiency with state content standards while building comfort and familiarity with item types like the ones seen on state tests.

Our Items Are More Than Multiple Choice

Technology-Enhanced Items

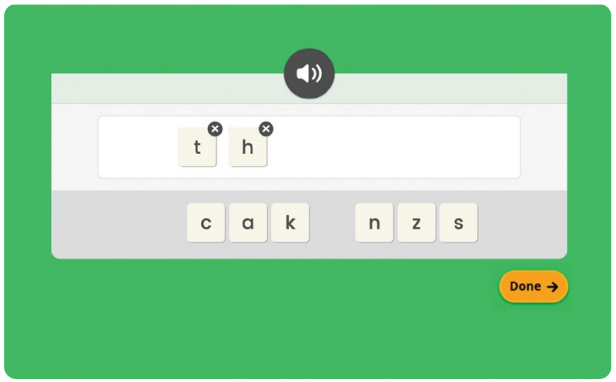
Drag-and-drop; dropdown; multi-select; text highlighting

Traditional Multiple Choice with Virtual Tools

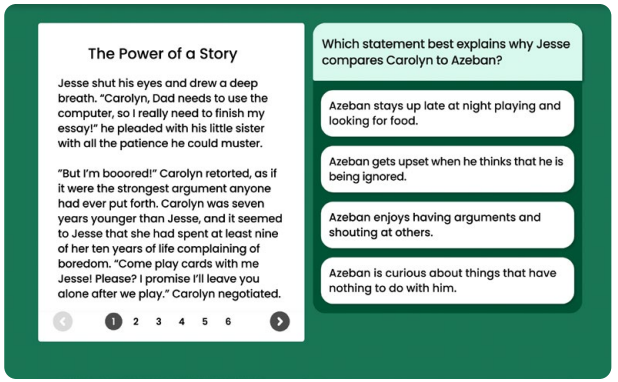
Ruler; protractor; number pad; ten-frame counter; unit square and cubes; base-ten blocks

Constructed Response

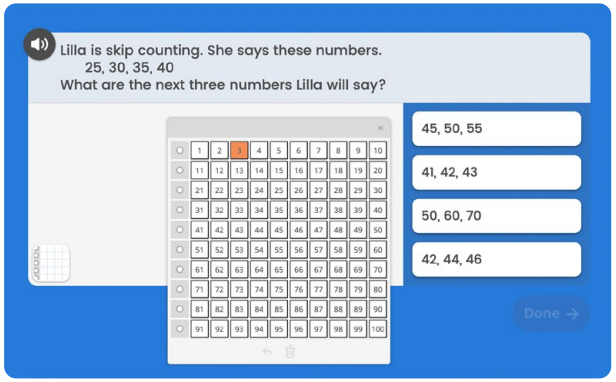
Short, open-ended response; graphing using tools; modeling using tools; equation builders; plotting on number lines



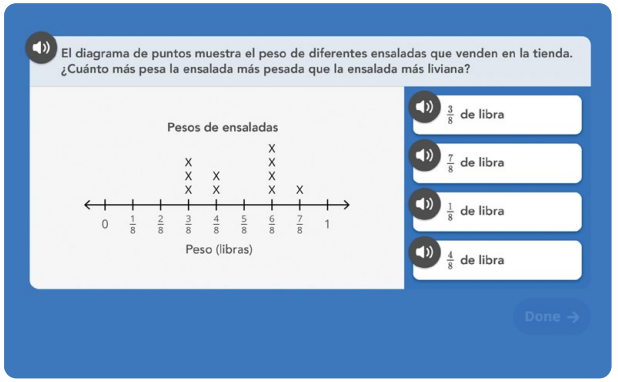
Grade 2—High-Frequency Words



Grade 7—Comprehension: Literature



Grade 2—Number and Operations



Grade 4—Measurement and Data

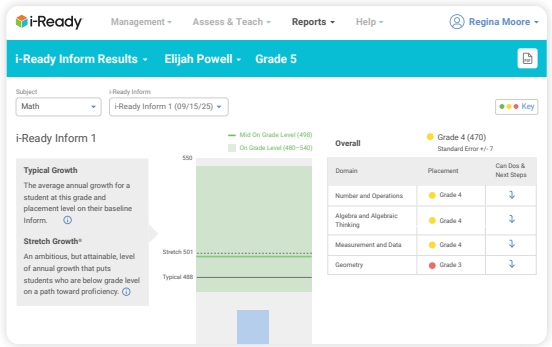
Easy for Educators, Students, and Families to Understand and Use

Confidently predict what students know.

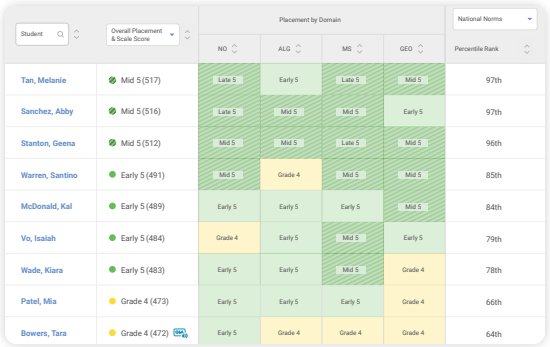
"Using [*i-Ready*] data to drive instruction allows me to support my students in a differentiated manner and watch them soar."

—**Jennifer Seitz**, Teacher, Yorkship Elementary School

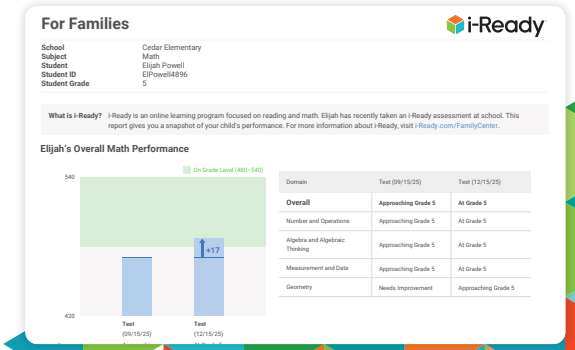
Help students with what they need next.



Understand how to optimize class time.

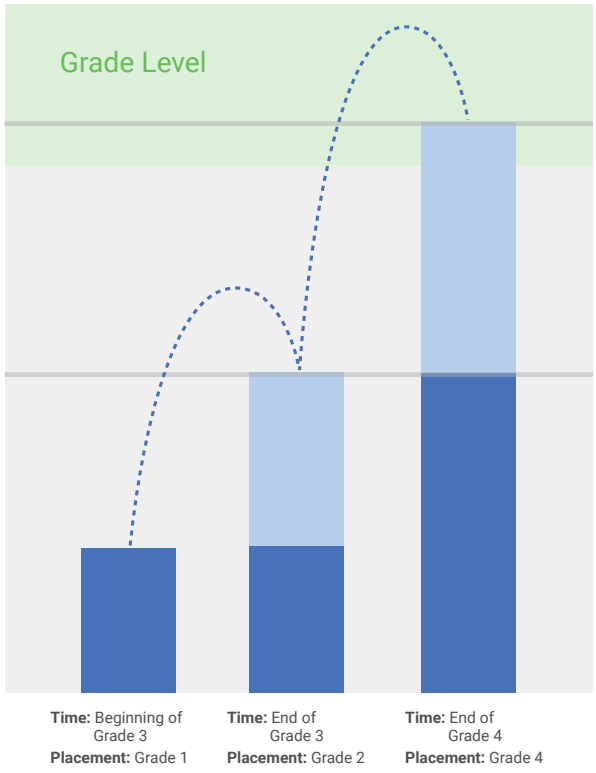


Clearly communicate with families.



Drive Growth with High Expectations and Tailored Support Every Student Deserves

Give students a proven path to proficiency with individualized goals they can own.

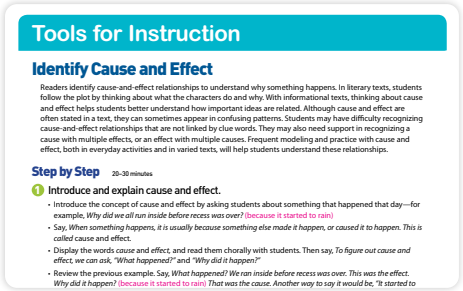


Research-Backed Goals

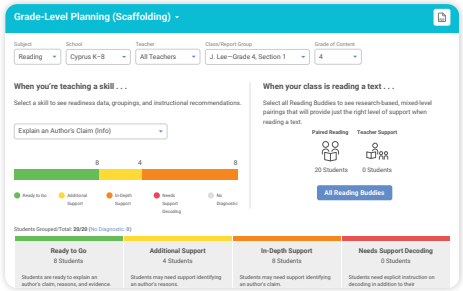
After two years of meeting Stretch Growth, 79 percent of students ended the second year proficient in Reading, and 82 percent of students ended the second year proficient in Mathematics.

Read the research at i-Ready.com/StretchGrowth.

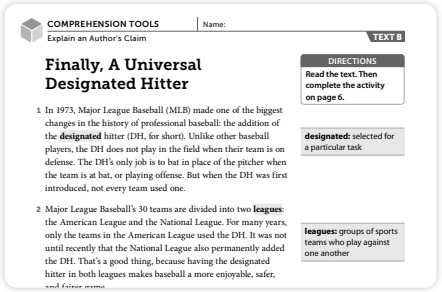
Teach with confidence using tailored recommendations and tools to help students reach their goals.



Short, research-backed lessons for what each student needs most at point of use



Smart groupings with embedded activities that provide a pathway to grade level

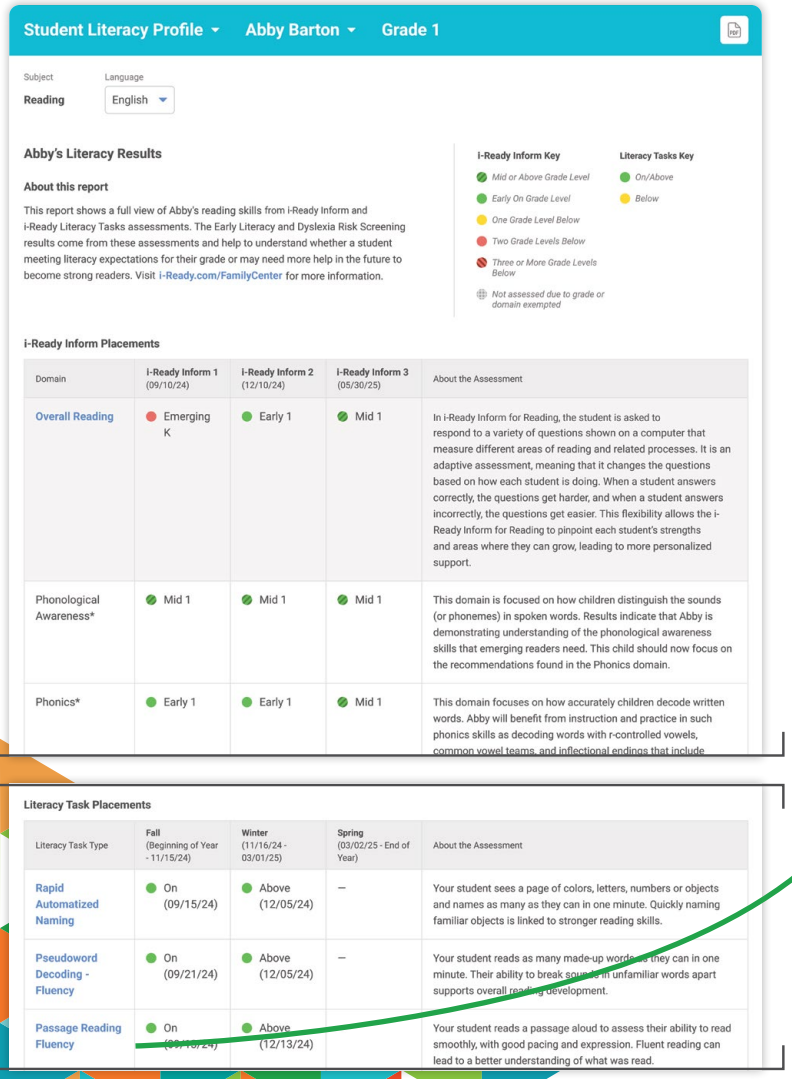


Scaffold comprehension and support students in accessing grade-level texts.

Early Literacy Insights That Lead to Lasting Impact

Deepen your understanding of essential literacy needs when it's most critical with ***i-Ready Literacy Tasks***.

NEW REPORT



Student Literacy Profile · Abby Barton · Grade 1

Subject: Reading | Language: English

Abby's Literacy Results

About this report

This report shows a full view of Abby's reading skills from i-Ready Inform and i-Ready Literacy Tasks assessments. The Early Literacy and Dyslexia Risk Screening results come from these assessments and help to understand whether a student meeting literacy expectations for their grade or may need more help in the future to become strong readers. Visit i-Ready.com/FamilyCenter for more information.

i-Ready Inform Key
- Mid or Above Grade Level
- Early On Grade Level
- One Grade Level Below
- Two Grade Levels Below
- Three or More Grade Levels Below
- Not assessed due to grade or domain exempted

Literacy Tasks Key
- On/Above
- Below

i-Ready Inform Placements

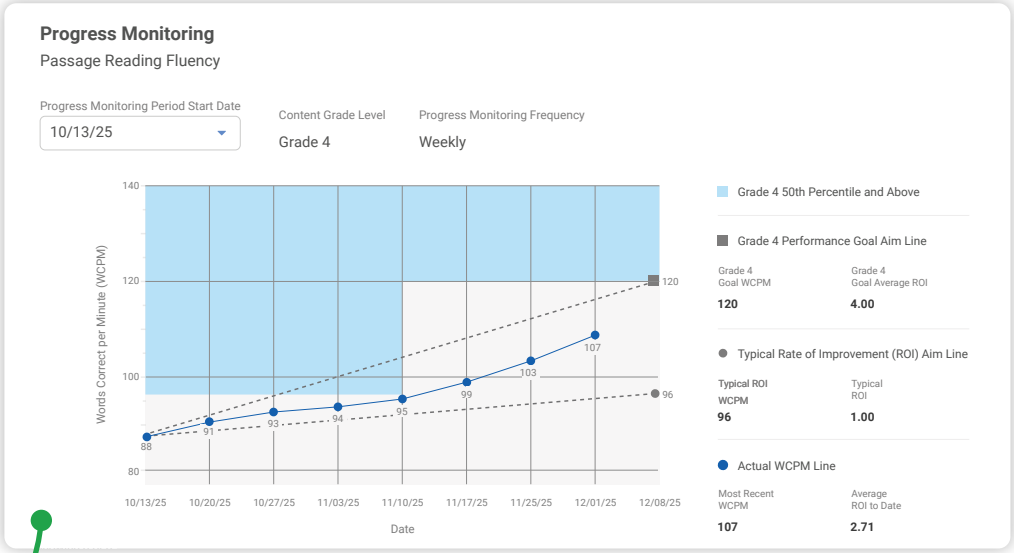
Domain	i-Ready Inform 1 (09/10/24)	i-Ready Inform 2 (12/10/24)	i-Ready Inform 3 (05/30/25)	About the Assessment
Overall Reading	Emerging K	Early 1	Mid 1	In i-Ready Inform for Reading, the student is asked to respond to a variety of questions shown on a computer that measure different areas of reading and related processes. It is an adaptive assessment, meaning that it changes the questions based on how each student is doing. When a student answers correctly, the questions get harder, and when a student answers incorrectly, the questions get easier. This flexibility allows the i-Ready Inform for Reading to pinpoint each student's strengths and areas where they can grow, leading to more personalized support.
Phonological Awareness*	Mid 1	Mid 1	Mid 1	This domain is focused on how children distinguish the sounds (or phonemes) in spoken words. Results indicate that Abby is demonstrating understanding of the phonological awareness skills that emerging readers need. This child should now focus on the recommendations found in the Phonics domain.
Phonics*	Early 1	Early 1	Mid 1	This domain focuses on how accurately children decode written words. Abby will benefit from instruction and practice in such phonics skills as decoding words with r-controlled vowels, common vowel teams, and inflectional endings that include

Literacy Task Placements

Literacy Task Type	Fall (Beginning of Year - 11/15/24)	Winter (11/16/24 - 03/01/25)	Spring (03/02/25 - End of Year)	About the Assessment
Rapid Automatized Naming	On (09/15/24)	Above (12/05/24)	–	Your student sees a page of colors, letters, numbers or objects and names as many as they can in one minute. Quickly naming familiar objects is linked to stronger reading skills.
Pseudoword Decoding - Fluency	On (09/21/24)	Above (12/05/24)	–	Your student reads as many made-up words as they can in one minute. Their ability to break sounds in unfamiliar words apart supports overall reading development.
Passage Reading Fluency	On	Above (12/13/24)		Your student reads a passage aloud to assess their ability to read smoothly, with good pacing and expression. Fluent reading can lead to a better understanding of what was read.

Gain both depth and breadth of literacy insights in one platform.

Start by knowing students deeply with the *i-Ready Inform* assessment. Use Literacy Tasks to hear precisely where each student needs foundational reading support.



Progress Monitoring

Passage Reading Fluency

Progress Monitoring Period Start Date: 10/13/25 | Content Grade Level: Grade 4 | Progress Monitoring Frequency: Weekly

"One of the most valuable benefits of the Literacy Tasks is the ability to detect early indicators of literacy challenges."

—**Jenell Buday**, Reading Specialist, Michigan

Learn More about **Literacy Tasks**

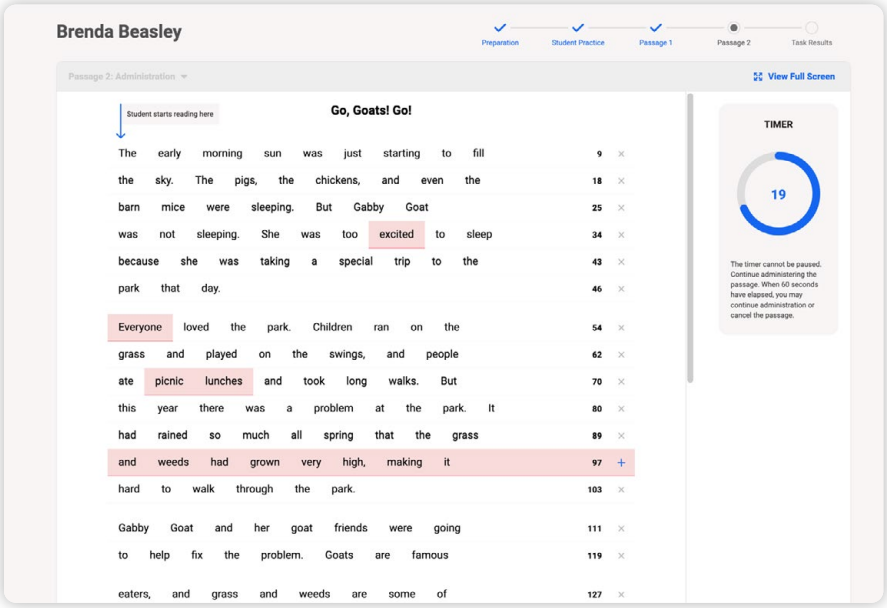
Trust your data is backed by substantial reliability and validity evidence for all students.

Complement foundational reading insights with more than 130 Benchmark Forms and 250 Progress Monitoring Forms available in English and Spanish:

- Rapid Automatized Naming
- Letter Naming Fluency
- Letter Sound Fluency
- Pseudoword Decoding
- Phonological Awareness
- Word Recognition Fluency
- Passage Reading Fluency
- Spelling and Encoding

i-Ready Literacy Tasks are:

- Highly rated by NCII for Academic Progress Monitoring
- Approved for screening across the nation
- Strongly aligned with DIBELS® 8th Edition



Maximize teaching time by minimizing administrative tasks.

Administer assessments more efficiently with a digital task library and digital markup and scoring.

- Digitally mark up and score assessments to save time with setup and scoring.*
- Choose to administer digitally or with paper-based materials, based on each classroom's needs.
- Easily find the right task for each student—in compliance with your state's guidance.**

Voice-Enabled Experiences Are Coming to Literacy Tasks!

This new technology allows students to complete digital assessments independently, which frees up educators and provides them reports in real time within *i-Ready*.

Learn More

*Literacy Tasks, including digital scoring, is currently included in the *i-Ready Assessment* package.
**Some guidance for some states is not yet available.

READING *i-Ready Inform* Results for a Class

i-Ready Inform Results

Subject: Reading

Class/Report Group: Grade 1, Section 1

i-Ready Inform: i-Ready Inform 1

08/29/25–09/30/25

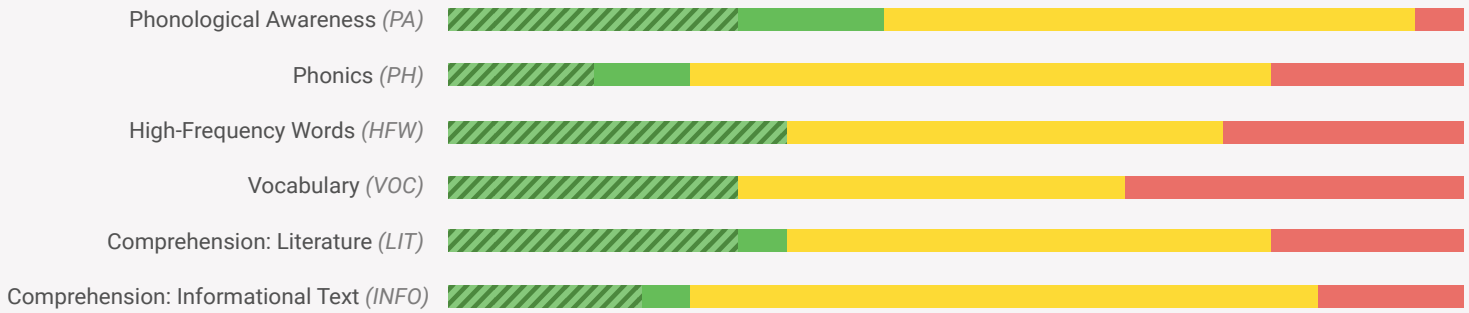
Gives a comprehensive picture of:

- Class instructional needs
- National norms
- Differentiated growth measures
- Criterion-referenced grade-level placements

Overall Placement

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Not Completed
10%	10%	66%	14%	0%	5%

Placement by Domain*



*Students not completed are not included.

Students not assessed due to grade or domain exempted

Showing 22 of 22

Student	Overall Placement & Scale Score	Placement by Domain: PA	PH	HFW	VOC	LIT	INFO	Choose Your Column: National Norms
						Show Comp: Overall		Annual Growth Measures / Lexile® measure & range / National Norms / Date
Levine, Brian	Grade K (430)	Early 1	Early 1	Grade 2	Grade K	Grade K	Mid 1	
Kana, Ryan	Grade K (410)	Early 1	Early 1	Grade K	Grade K	Emerging K	Grade K	62nd
Buckley, London	Grade K (396)	Grade K	Grade K	Grade K	Mid 1	Emerging K	Grade K	47th
Finch, Dylan	Grade K (388)	Emerging K	Emerging K	Grade K	Grade K	M…		
Simpson, Roma	Grade K (383)	Grade K	Emerging K	Grade K	Grade K	Grade K	Grade K	37th
Melton, Anita	Grade K (383)	Grade K	Grade K	Grade K	Emerging K	Grade K	Grade K	37th
Vargas, Diego	Grade K (378)	Grade K	Grade K	Emerging K	Grade K	Grade K	Grade K	32nd
Lau, Martin	Grade K (375)	Early 1	Grade K	Grade K	Emerging K	Grade K	Grade K	30th
Colon, Esteban	Grade K (373)	Grade K	Emerging K	Emerging K	Emerging K	Grade K	Grade K	28th

Criterion Referenced

Norm Referenced

Note: National norms updated for the 2024–2025 school year

READING *i-Ready Inform* Results for a Student (Grade 1)

i-Ready Inform Results ▾ Roma Simpson ▾ Grade 1

Gives teachers insight into:

- Students' strengths and areas of need
- Annual growth expectations using criterion-referenced placements
- Recommendations and resources for differentiating instruction

Subject: Reading ▾

i-Ready Inform: Inform 1 (09/15/25) ▾

i-Ready Inform 1

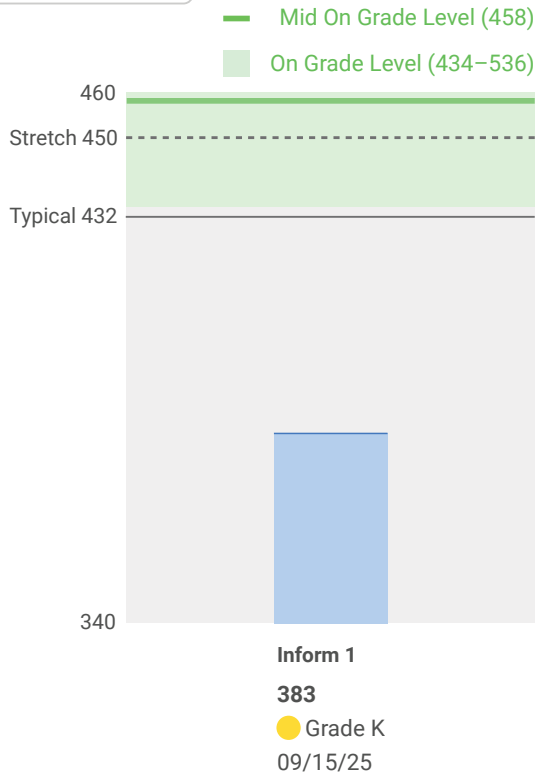
Typical Growth

The average annual growth for a student at this grade and placement level on their baseline Inform.

Stretch Growth®

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

Research-based growth goals



Overall

Domain	Placement	Can Dos & Next Steps
Phonological Awareness*	Grade K	↓
Phonics*	Emerging K	↓
High-Frequency Words*	Grade K	↓
Vocabulary	Grade K	↓
Comprehension: Literature	Grade K	↓
Comprehension: Informational Text	Grade K	↓

Show Comprehension: Overall ☐

*Foundational Domains

National Norm Performance and Lexile® Framework for Reading Measure

National Norm
37th Percentile

Lexile® Reading Measure:
BR320L

Lexile Range:
BR400L–BR270L

Understanding Lexile Reading Measures PDF

The Lexile® Find a Book tool enables you to search for books by grade, interest, and Lexile measure. You can view a book's most challenging words and build a customized reading list. Search for books and see additional Lexile tools now at Hub.Lexile.com.

How to Use the Lexile Find a Book Tool PDF

Placement by Domain

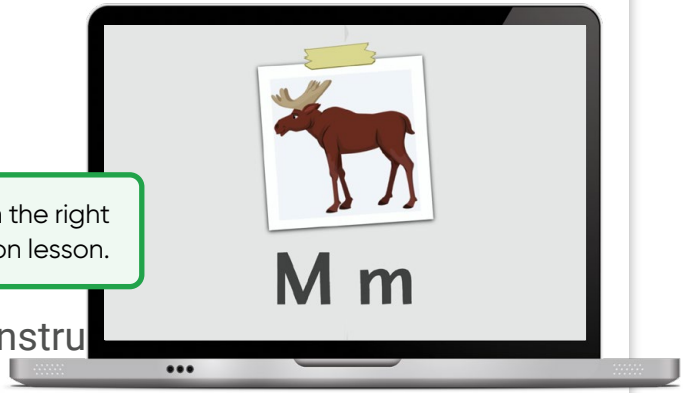
Results in Phonics point to difficulty with letter-sound relationships and decoding even simple words. The Vocabulary score indicates gaps in grade-level word knowledge. Instruction in Phonics is a priority. This child will also benefit from rich, engaging oral-language activities that target Vocabulary. This information places Roma in Instructional Grouping Profile 1.

Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Comprehension: Literature	Comprehension: Informational Text
Grade K **407**	Emerging K **339**	Grade K **396**	Grade K **349**	Grade K **403**	Grade K **388**

Developmental Analysis

This domain focuses on how accurately children decode written words. Results indicate that Roma would likely benefit from instruction and practice in recognizing and naming both lowercase and uppercase letters and would also benefit from instruction in basic print concepts.

The skills in this domain extend through Grade 3.



Support students with the right Personalized Instruction lesson.

Can Do

Roma is in the early stages of recognizing and naming letters of the alphabet, including both lowercase and uppercase letters.

Next Steps & Resources for Instru

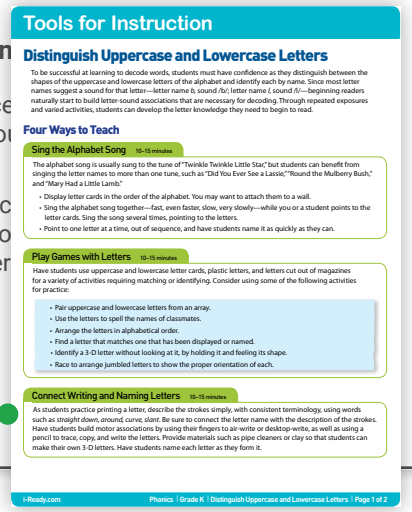
— Provide continued practice with recognizing lowercase and uppercase letters.

Provide continued practice with recognizing lowercase an

- Have students work in small groups to play Letter Draw. Place into a paper bag. Have each student reach into the bag, pull ou the letter.
- Then vary the activity. Place uppercase and lowercase letter c paper bags. Have each student reach into the two bags, pull o bag, name the letters, and then tell if the uppercase and lower for the same letter.

Tools for Instruction

Distinguish Uppercase and Lowercase Letters


Tools for Instruction

Distinguish Uppercase and Lowercase Letters

To be successful at learning to decode words, students must have confidence as they distinguish between the shapes of the uppercase and lowercase letters of the alphabet and identify each by name. Since most letter names suggest a sound for that letter—letter name *b*, sound /b/; letter name *t*, sound /t/—beginning readers naturally start to build letter-sound associations that are necessary for decoding. Through repeated exposures and varied activities, students can develop the letter knowledge they need to begin to read.

Four Ways to Teach

Sing the Alphabet Song 10–15 minutes

The alphabet song is usually sung to the tune of "Twinkle Twinkle Little Star," but students can benefit from singing the letter names to more than one tune, such as "Did You Ever See a Lassie," "Round the Mulberry Bush," and "Mary Had a Little Lamb."

- Display letter cards in the order of the alphabet. You may want to attach them to a wall.
- Sing the alphabet song together—fast, even faster, slow, very slowly—while you or a student points to the letter cards. Sing the song several times, pointing to the letters.
- Point to one letter at a time, out of sequence, and have students name it as quickly as they can.

Play Games with Letters 10–15 minutes

Have students use uppercase and lowercase letter cards, plastic letters, and letters cut out of magazines for a variety of activities requiring matching or identifying. Consider using some of the following activities for practice:

- Pair uppercase and lowercase letters from an array.
- Use the letters to spell the names of classmates.
- Arrange the letters in alphabetical order.
- Find a letter that matches one that has been displayed or named.
- Identify a 3-D letter without looking at it, by holding it and feeling its shape.
- Race to arrange jumbled letters to show the proper orientation of each.

Connect Writing and Naming Letters 10–15 minutes

As students practice printing a letter, describe the strokes simply, with consistent terminology, using words such as *straight down, around, curve, slant*. Be sure to connect the letter name with the description of the strokes. Have students build motor associations by using their fingers to air-write or desktop-write, as well as using a pencil to trace, copy, and write the letters. Provide materials such as pipe cleaners or clay so that students can make their own 3-D letters. Have students name each letter as they form it.

i-Ready.com Phonics | Grade K | Distinguish Uppercase and Lowercase Letters | Page 1 of 2

READING Literacy Tasks for a Student

Literacy Tasks ▾ Roma Simpson ▾ Grade 1

PDF | CSV (2) ▾

Benchmark Assessments

Passage Reading Fluency

Showing 2 of 2

Tasks available for:
- Rapid Automatized Naming
- Letter Naming Fluency
- Letter Sound Fluency
- Pseudoword Decoding
- Phonological Awareness
- Word Recognition Fluency
- Spelling and Encoding

Provides insight into students' essential literacy needs through short one-on-one measures that complement *i-Ready Inform*

Form	Time of Year	Content Grade	Mean Words Correct per Minute (WCPM)	Result	Percentile	Date
+ Benchmark 1	Winter	Grade 1	20	Below	25–49th	01/20/26
+ Benchmark 2	Spring	Grade 1	65	On	50–75th	04/06/26

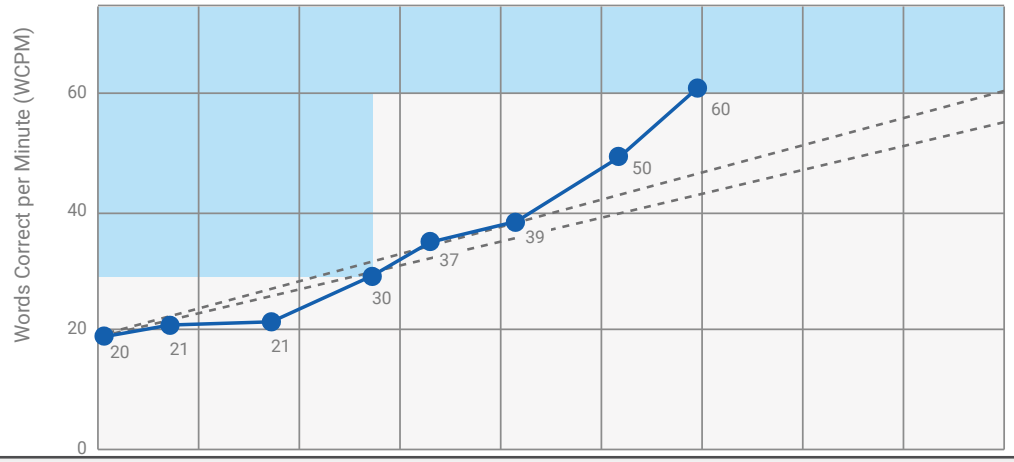
Progress Monitoring

Passage Reading Fluency

Progress Monitoring Period Start Date: 01/21/2026

Content Grade Level: Grade 1

Progress Monitoring Frequency: Weekly



Grade 1 50th Percentile and Above

Grade 1 Performance Goal Aim Line

Grade 1 Goal WCPM	Grade 1 Goal Average ROI
60	2.22

Typical Rate of Improvement (ROI) Aim Line

Typical ROI WCPM	Typical ROI
56	2.00

Actual WCPM Line

Form	Date	Words Correct per Minute (WCPM)
Class Trip	01/21/2026	20
The Last Hat	01/30/2026	21
Watch Out, Baby Ox!	02/14/2026	21
Rex	02/27/2026	30
Which Cat Is It?	03/07/2026	27
Alex and Baby Ana	03/2	
A New Home for Rob	04/0	
A Long Sea Animal	04/1	

Literacy Tasks

Subject: Reading | Class/Report Group: Reading Class A | Task Type: Passage Reading Fluency | Language: English | Key

Benchmark Assessments

View Progress Monitoring Status

Showing 21 of 21

Student	Form	Content Grade Level	Result	Mean WCPM	Percentile	Date
Buckley, London	Benchmark 3	Grade 1	Above	93	76–99th	05/27/26
Colon, Esteban	Benchmark 3	Grade 1	Below	15	0–10th	05/27/26
Contreras, Abby	Benchmark 3	Grade 1	Above	95	76–99th	05/27/26
Harding, Grace	Benchmark 3	Grade 1	On	90	50–75th	05/27/26
Leone, Ito	Benchmark 3	Grade 1	Below	3	0–10th	05/27/26
Morales, Cristobal	Benchmark 3	Grade 1	Below	42	25–49th	05/27/26
Simpson, Roma	Benchmark 3	Grade 1	On	87	50–75th	05/27/26

***i-Ready Literacy Tasks* (Class) Report**

View Benchmark Assessment data and Progress Monitoring status for each student in a class or Report Group in one place.

Aimlines available for Passage Reading Fluency only.

READING Literacy Profile for a Student

Literacy Profile ▾ Roma Simpson ▾ Grade 1

Subject
Reading

Language
English ▾

Provides a full view of a student's reading skills for educators and caregivers, using data from:

- *i-Ready Inform*
- *i-Ready Literacy Tasks*

Roma's Literacy Results

About This Report

This report shows a full view of Roma's reading skills from the i-Ready Inform and i-Ready Literacy Tasks assessments. The Early Literacy and Dyslexia Risk Screening results come from these assessments and help to understand whether a student meeting literacy expectations for their grade or may need more help in the future to become strong readers. Visit i-Ready.com/FamilyCenter for more information.

Diagnostic Key

- *Mid or Above Grade Level*
- *Early On Grade Level*
- *One Grade Level Below*
- *Two Grade Levels Below*
- *Three or More Grade Levels Below*
- *Not assessed due to grade or domain exempted*

i-Ready Inform Placements

Domain	**Inform 1** (09/15/25)	**Inform 2** (12/15/25)	**Inform 3** (05/15/26)	More Information
Overall Reading	Grade K	Mid 1	Late 1	In the i-Ready Inform for Reading, the student is asked to respond to a variety of questions shown on a computer that measure different areas of reading and related processes. It is an adaptive assessment, meaning that it changes the questions based on how each student is doing. When a student answers correctly, the questions get harder, and when a student answers incorrectly, the questions get easier. This flexibility allows the i-Ready Inform for Reading to pinpoint each student's strengths and areas where they can grow, leading to more personalized support.

Phonological Awareness*	Max Score	Max Score	Late 1	This domain is focused on how children distinguish the sounds (or phonemes) in spoken words. Results indicate that Roma is demonstrating understanding of the phonological awareness skills that emerging readers need. This child should now focus on the recommendations found in the Phonics domain.
Phonics*	Grade K	Mid 1	Grade 2	This domain focuses on how accurately children decode written words. Roma will benefit from instruction and practice in such phonics skills as decoding words with *r*-controlled vowels, common vowel teams, and inflectional endings that include spelling changes. This student will also benefit from instruction and practice in encoding one-syllable words with final consonant blends and common consonant digraphs.

Literacy Task Placements

On/Above Below

Literacy Task Type	**Fall** (Beginning of Year –11/15/25)	**Winter** (11/16/25 –03/01/26)	**Spring** (03/02/26–End of Year)	More Information
Pseudoword Decoding - Fluency	Below (09/21/25)	Below (12/01/25)	On (05/01/26)	Roma reads as many made-up words as she can in one minute. Her ability to break apart sounds in unfamiliar words supports overall reading development.
Passage Reading Fluency	*Not Taken*	Below (01/20/26)	On (04/06/26) *85% Accuracy*	Roma reads a passage aloud to assess her ability to read smoothly, with good pacing and expression. Fluent reading can lead to a better understanding of what was read. Accuracy is the percentage of words the student read correctly out of the total words read.
Letter Sound Fluency	Below (09/20/25)	On (12/01/25)	Above (05/01/26)	Roma shows how fast and correctly she can say the sounds that letters make.

READING Instructional Groupings

Instructional Groupings

Helps teachers differentiate instruction by providing:

- Groupings of students with similar instructional needs
- Detailed instructional priorities for each group
- Recommended classroom resources to support each group's needs

Subject: Reading | Class/Report Group: Grade 1, Section 1 | i-Ready Inform: Inform Window 1 | Grade: Grade 1

08/29/25–09/30/25

View All Groupings | **Grouping 1** *(13 Students)* | Grouping 2 *(3 Students)* | Grouping 3 *(2 Students)* | Grouping 4 *(1 Student)* | Grouping 5 *(2 Students)*

Students

Showing 3 of 3

Student	Overall Placement & Scale Score	PA	PH	HFW	VOC	Show Comp: Overall — LIT	Show Comp: Overall — INFO
Melton, Anita	Grade K (383)	Grade K	Grade K	Grade K	Emerging K	Grade K	Grade K
Finch, Dylan	Grade K (388)	Emerging K	Emerging K	Grade K	Grade K	Mid 1	Grade K
Simpson, Roma	Grade K (383)	Grade K	Emerging K	Grade K	Grade K	Grade K	Grade K

– Hide Grouping Description

Students in this Grouping are below grade level in Phonics and have a limited vocabulary.

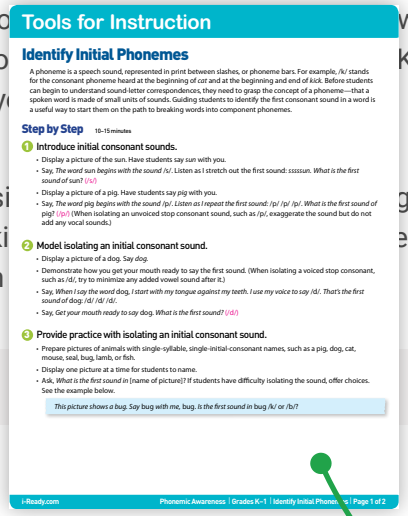
Instructional Priorities

Phonics

Results indicate that children in this profile are experiencing a slow start developing grade-level decoding skills. The immediate priority for small group work should be explicit and systematic instruction in bo wareness. Include instruction and practice to build automatic word recognition, and provide ample opportunity to Keep in mind that the end goal of reading is comprehension, and continue to work on comprehension as y

Comprehension

These children will benefit from more support in Comprehensi g good progress in Vocabulary. Make oral language an additional focus for small group time, as their decoding ski erary and informational text, engage children in discussion, and provide explicit instruction in Comprehension


Tools for Instruction

Identify Initial Phonemes

A phoneme is a speech sound, represented in print between slashes, or phoneme bars. For example, /k/ stands for the consonant phoneme heard at the beginning of *cat* and at the beginning and end of *kick*. Before students can begin to understand sound-letter correspondences, they need to grasp the concept of a phoneme—that a spoken word is made of small units of sounds. Guiding students to identify the first consonant sound in a word is a useful way to start them on the path to breaking words into component phonemes.

Step by Step 10–15 minutes

1. Introduce initial consonant sounds.
   - Display a picture of the sun. Have students say *sun* with you.
   - Say, *The word sun begins with the sound /s/.* Listen as I stretch out the first sound: *ssssun. What is the first sound of sun?* (/s/)
   - Display a picture of a pig. Have students say *pig* with you.
   - Say, *The word pig begins with the sound /p/. Listen as I repeat the first sound: /p/ /p/ /p/. What is the first sound of pig?* (/p/) (When isolating an unvoiced stop consonant sound, such as /p/, exaggerate the sound but do not add any vocal sounds.)
2. Model isolating an initial consonant sound.
   - Display a picture of a dog. Say *dog.*
   - Demonstrate how you get your mouth ready to say the first sound. (When isolating a voiced stop consonant, such as /d/, try to minimize any added vowel sound after it.)
   - Say, *When I say the word dog, I start with my tongue against my teeth. I use my voice to say /d/. That's the first sound of dog: /d/ /d/ /d/.*
   - Say, *Get your mouth ready to say dog. What is the first sound?* (/d/)
3. Provide practice with isolating an initial consonant sound.
   - Prepare pictures of animals with single-syllable, single-initial-consonant names, such as a pig, dog, cat, mouse, seal, bug, lamb, or fish.
   - Display one picture at a time for students to name.
   - Ask, *What is the first sound in* [name of picture]? If students have difficulty isolating the sound, offer choices. See the example below.

This picture shows a bug. Say bug *with me,* bug. *Is the first sound in* bug */k/* or */b/*?

i-Ready.com Phonemic Awareness | Grades K–1 | Identify Initial Phonem | Page 1 of 2

Recommendations for Teacher-Led Instruction

PHONOLOGICAL AWARENESS

Provide practice and instruction in phonological awareness tasks.

Research indicates that phoneme segmentation is particularly important to developing decoding ability. Focus on one or two types of tasks at a time, and maintain a playful tone:

Resources

Tools for Instruction

Phonological Awareness, Phonics, and High-Frequency Words

Identify Initial Phonemes

Identify Final Phonemes

Focus on expanding knowledge of general academic language.

- Teach words that are useful for many academic tasks such as *beyond*, *cause*, *chance*, *complete*, *continue*, *discuss*, *familiar*, *locate*, *provide*, and *reason*.
- Remember that in order to learn a new word, children need to read, hear, and use the word multiple times in different contexts.
- Encourage children to play with these words and connect them to everyday life. Ask questions such as "If you saw a spaceship on the playground, would that be a familiar or unfamiliar sight?" "Which is a more likely reason for being late to school: missing the bus or needing to help someone find a missing parakeet?"

Support for English Learners Use extensive oral language activities to accelerate the rate at which these children learn new words. Focus on concrete words, and use pictures to support understanding.

Additional Resources

Ready® Reading Instruction
Or
Digital access to Ready® through Teacher Toolbox

Learn More

Grade K

All the Read Aloud lessons in this book

READING *i-Ready Inform* Growth for a Student

i-Ready Inform **Roma Simpson** **Grade 1**

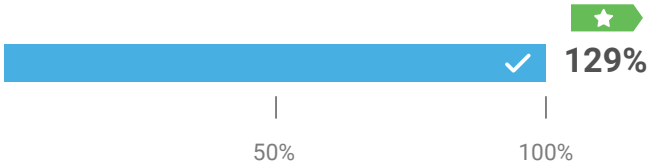
Gives a clear view of a student's:
- Progress toward proficiency
- Annual growth expectations

Subject: Reading

Year-to-Date Growth Learn More about Growth

Progress to Annual Typical Growth

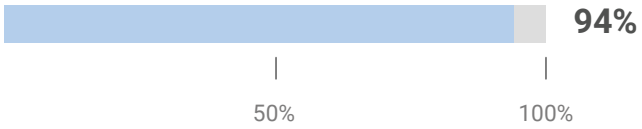
Scale Points: 63/49



This student has made 129% progress toward Annual Typical Growth. Typical Growth is the average annual growth for a student at this grade and placement level on their baseline i-Ready Inform.

Progress to Annual Stretch Growth®

Scale Points: 63/67

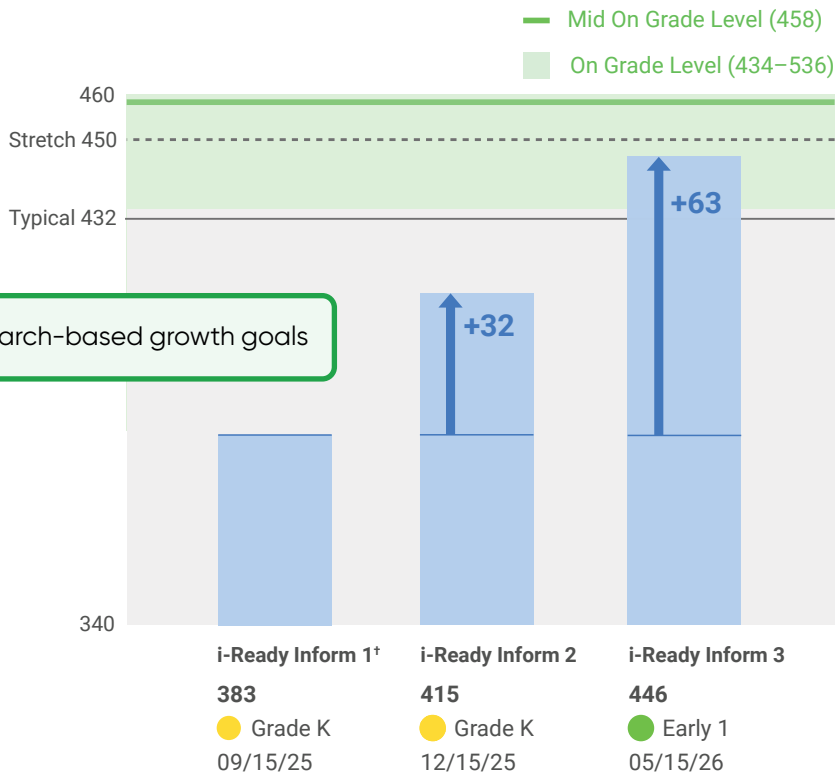


This student has made 94% progress toward Stretch Growth. For students who are below grade level on their baseline i-Ready Inform, Stretch Growth is an ambitious, but attainable, level of annual growth that puts them on a path toward proficiency.

This student will likely need to meet or exceed their Annual Stretch Growth target for at least one year to be proficient if the student is not proficient already. This is based on students with the same baseline placement who eventually achieved proficiency. Proficient for Grade 1 is a Mid On Grade Level scale score of 458.

Overall i-Ready Inform Growth

Research-based growth goals



†This i-Ready Inform is considered the baseline and is used to establish growth measures for this student.

Placement by Domain

Domain	i-Ready Inform 1	i-Ready Inform 2	i-Ready Inform 3
Overall ↑	**Grade K**	**Mid 1**	**Late 1**
Phonological Awareness*	Max Score	Max Score	Late 1
Phonics* ↑	Grade K	Mid 1	Grade 2
High-Frequency Words*	Mid/Late 1	Grade 2	Mid/Late 1
Vocabulary ↑	Grade K	Early 1	Late 1
Comprehension: Literature ↑	Grade K	Grade K	Late 1
Comprehension: Informational Text ↑	Grade K	Early 1	Grade 2

Show Comprehension: Overall ☐

↑ Placement Improved from Baseline

*Foundational Domains

See a student's placement and progress toward proficiency at the domain level.

READING *i-Ready Inform* Growth for a Class

i-Ready Inform Growth

For a **class** or **Report Group**, gives a clear view of:

- Progress toward proficiency
- Annual growth expectations

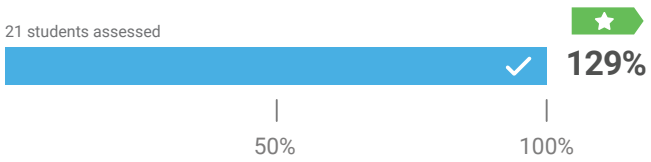
Subject: Reading

Class/Report Group: Grade 5, Section 1

Comparison i-Ready Inform: Inform Window 3

05/01/26–06/01/26

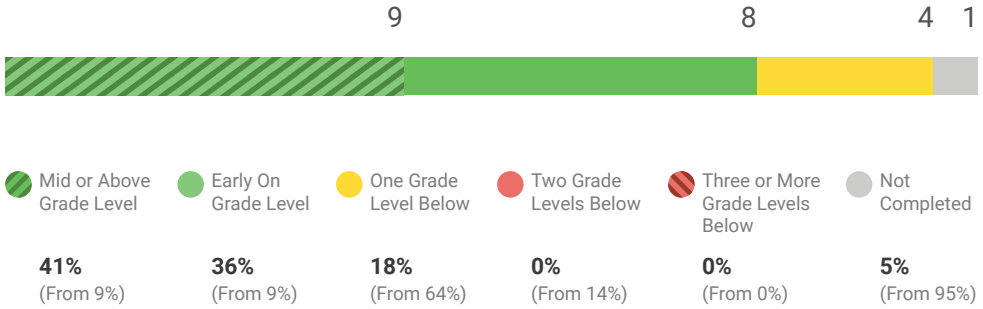
Progress to Annual Typical Growth (Median)



The median percent progress toward Typical Growth for this group is 129%. Typical Growth is the average annual growth for a student in their grade and baseline placement level.

Learn More about Growth

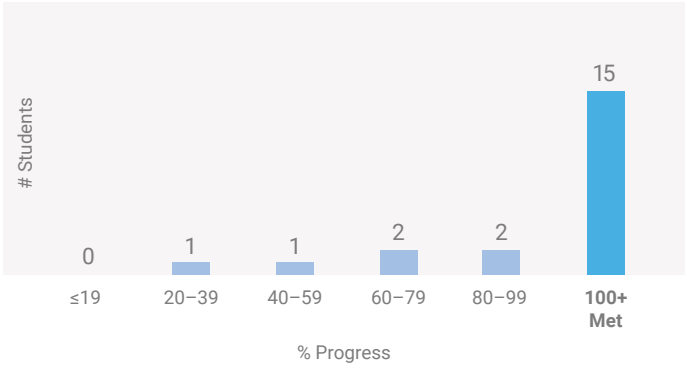
Current Placement Distribution



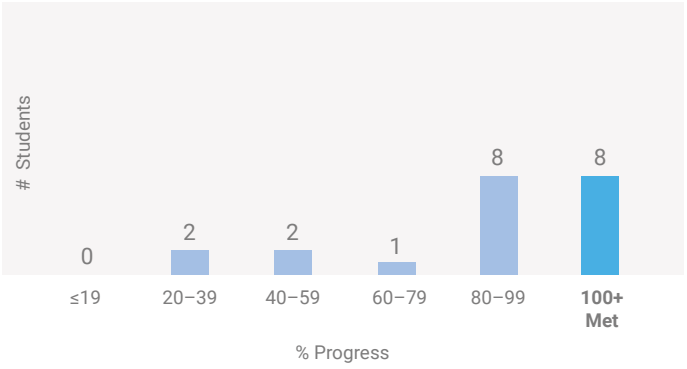
The Mapping between 5-Level and 3-Level Placements

– Progress Distributions

Distribution of Progress to Annual
Typical Growth



Distribution of Progress to Annual
Stretch Growth®



Student	Annual Typical Growth		Annual Stretch Growth		Baseline Placement & Scale Score	Current Placement & Scale Score
	Percent Progress	Scale Score Progress	Percent Progress	Scale Score Progress		
Ayers, Avani	133%	65/49	97%	65/67	Grade K (433)	Late 1 (498)
Buckley, London	253%	124/49	185%	124/67	Grade K (396)	Late 1 (520)
Colon, Esteban	73%	36/49	54%	36/67	Grade K (373)	Grade K (409)
Contreras, Abby	168%	62/37	141%	62/44	Mid 1 (470)	Late 1 (532)
Dobson, Bela	172%	93/54	97%	93/96	Emerging K (345)	Early 1 (438)
Finch, Dylan	33%	16/49	24%	16/67	Grade K (388)	Grade K (404)
Gross, Sara Sofia	98%	46/47	82%	46/56	Early 1 (442)	Late 1 (488)
Harding, Grace	120%	59/49	88%	59/67	Grade K (430)	Late 1 (489)
Kana, Ryan	114%	56/49	84%	56/67	Grade K (410)	Mid 1 (466)
Lau, Martin	96%	47/49	70%	47/67	Grade K (375)	Grade K (422)
Leone, Ito	53%	26/49	39%	26/67	Grade K (373)	Grade K (399)
Levine, Brian	159%	78/49	116%	78/67	Grade K (430)	Late 1 (508)
Melton, Anita	135%	66/49	99%	66/67	Grade K (378)	Early 1 (444)
Morales, Cristobal	153%	75/49	112%	75/67	Grade K (363)	Early 1 (438)

READING *i-Ready Inform* Growth for a School

i-Ready Inform Growth

Subject: Reading

School: Cedar Elementary

Academic Year: Current Year

Comparison i-Ready Inform: i-Ready Inform 3

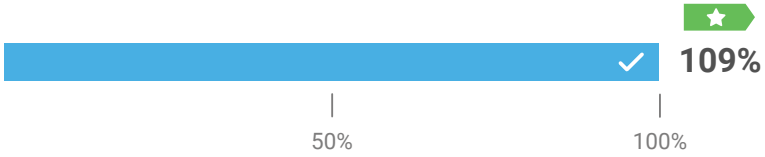
05/01/26–06/01/26

For a **school** and across **grades**, **classes**, and **Report Groups**, gives a clear view of:

- Progress toward proficiency
- Annual growth expectations

Students Assessed/Total: **359/362**

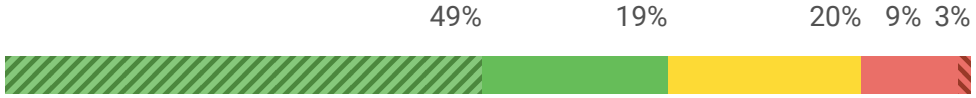
Progress to Annual Typical Growth (Median)



The median percent progress toward Typical Growth for this school is 109%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More about Growth

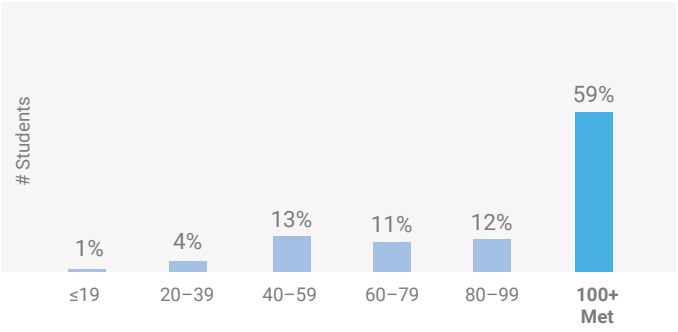
Current Placement Distribution



Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
(From 25%)	**(From 15%)**	**(From 39%)**	**(From 16%)**	**(From 5%)**

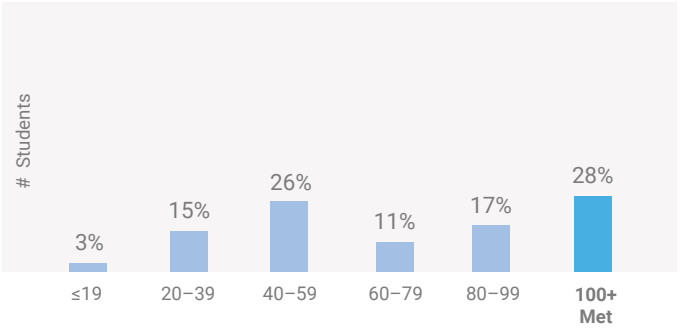
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Show Results By

Grade

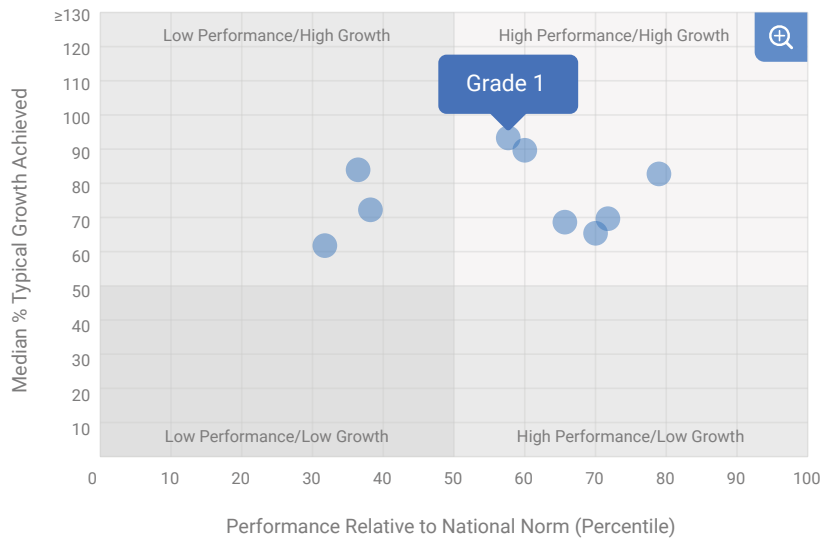
Showing 9 of 9

Grade	Annual Typical Growth		Annual Stretch Growth		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	114%	58%	84%	30%	73%	60/60
Grade 1	100%	52%	82%	23%	89%	61/61
Grade 2	106%	57%				
Grade 3	106%	53%				
Grade 4	112%	54%				
Grade 5	138%	79%				

Student Growth in Reading Shown by Grade

Across the District from Fall to Spring (March 2 to End...

03/02/26–06/30/26



View i-Ready Inform Growth Report | Download CSV

Shows how schools and grades across the district are growing and performing in a single view to inform planning and resource allocation

READING *i-Ready Inform* Results for a District *Comparison View*

i-Ready Inform Results

Subject: Reading

School: All Schools

Academic Year: Current Year

i-Ready Inform: i-Ready Inform 2 — 12/01/25–12/31/25

Prior i-Ready Inform: i-Ready Inform 1 — 08/29/25–09/30/25

For a **district**, by **school**, **grade**, **class**, and **demographic**:

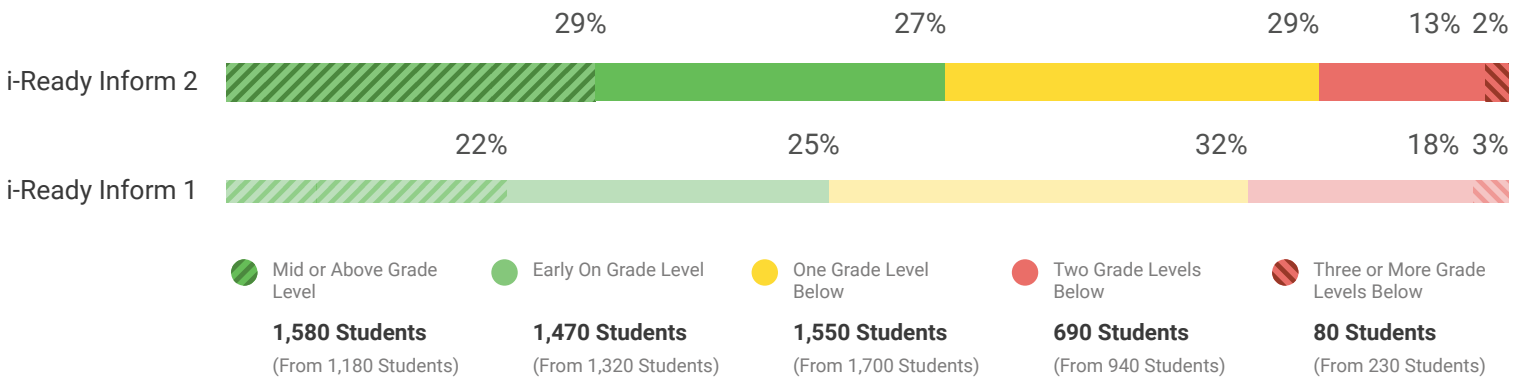
- Provides a comprehensive picture of student performance
- Allows administrators to set intervention strategies and make resource allocation decisions

Criterion Referenced

3-Level Placement | **5-Level Placement** (*Enhanced*)

Overall Placement

Students Assessed/Total: **5,370/5,430**



The Mapping between 5-Level and 3-Level Placements

Switch Table View

Placement Summary

Choose to Show Results By

Sex

Secondary Demographic to Show Results By

Economically Disadvan...

Remove

Filter your data by two attributes for a more granular analysis within demographic groups:

- 504 Eligible
- Combined Race and Ethnicity
- Early Intervention Program (EIP)
- Economically Disadvantaged
- English Learner
- Foster Youth
- Gifted Eligibility
- Hispanic or Latino
- Homeless Youth
- Migrant
- Military Family
- Race
- Sex
- Special Education
- Student with Disabilities

All | All

Overall Grade-Level Placement

Assessed/Total

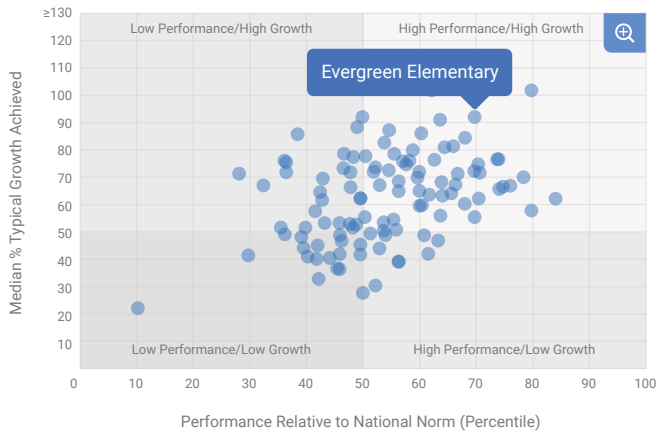
Female	**Yes - Economically D...**	Inform 2	11%	46%	43%	18%	2%	1,150/1,165
		Inform 1	4%	17%	48%	25%	7%	
	No - Economically D...	Inform 2	36%					
		Inform 1	28%					
	Not Reported	Inform 2	—					
		Inform 1	—					
Male	**Yes - Economically D...**	Inform 2	11%					
		Inform 1	4%	17%	48%	25%	7%	

Shows how schools and grades across the district are growing and performing in a single view to inform planning and resource allocation

Student Growth in Reading Shown by School

Across the District from Fall to Spring (March 2 to End of Ye...

03/02/26–06/30/26



View i-Ready Inform Growth Report | Download CSV

READING *i-Ready Inform* Results for a Student (Grade 4)

i-Ready Inform Results ▾ Lucia Mendoza ▾ Grade 4

Gives teachers insight into:

- Students' strengths and areas of need
- Annual growth expectations using criterion-referenced placements
- Recommendations and resources for differentiating instruction

Subject: Reading

i-Ready Inform: i-Ready Inform 1 (07/21/25)

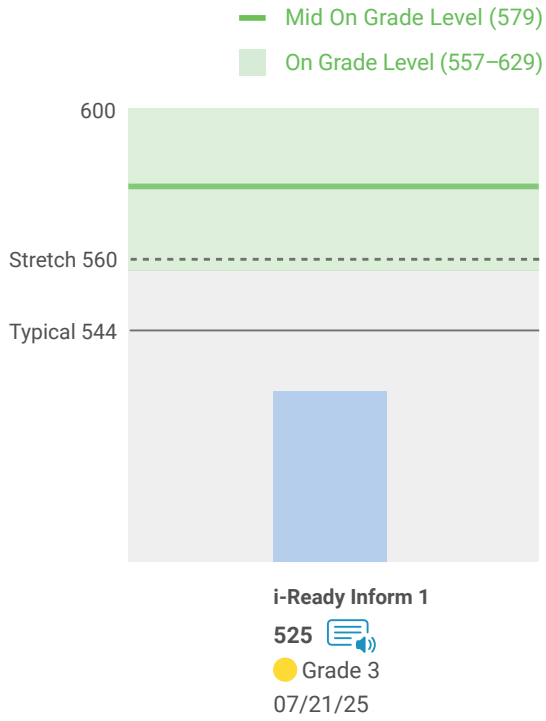
i-Ready Inform 1

Typical Growth

The average annual growth for a student at this grade and placement level on their baseline i-Ready Inform.

Stretch Growth®

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



This Inform is considered the baseline and is used to establish growth measures for this student.

Overall

Domain	Placement	Can Dos & Next Steps
Phonological Awareness*	Not Assessed	
Phonics*	Surpassed Level	
High-Frequency Words*	Surpassed Level	
Vocabulary	Grade 2	
Comprehension: Literature	Grade 3	
Comprehension: Informational Text	Grade 3	

Show Comprehension: Overall

*Foundational Domains

National Norm Performance and Lexile® Framework for Reading Measure

National Norm
46th Percentile

Lexile Reading Measure:
670L

Lexile Range:
570L–720L

Understanding Lexile Reading Measures

The Lexile® Find a Book tool enables you to search for books by grade, interest, and Lexile measure. You can view a book's most challenging words and build a customized reading list. Search for books and see additional Lexile tools now at Hub.Lexile.com.

How to use the Lexile Find a Book Tool

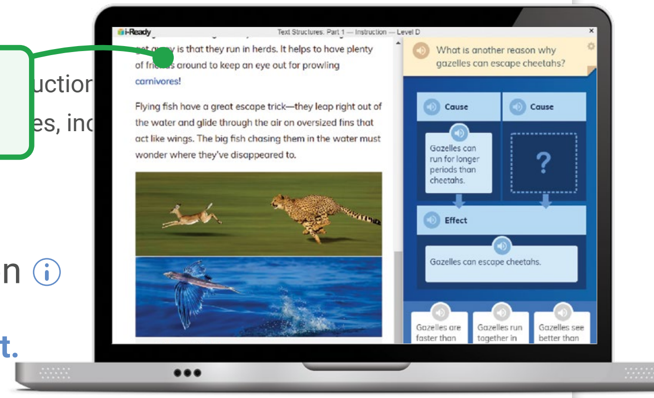
Results indicate that Lucia is decoding accurately, but the Vocabulary score suggests that substantial gaps in word knowledge are making it very hard to read for meaning. Instruction in word meanings and word-learning strategies will support Lucia's continued growth in overall Comprehension. Taken together, this information places Lucia in Instructional Grouping Profile 3.

Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Comprehension: Literature	Comprehension: Informational Text
Not Assessed	Surpassed Level	Surpassed Level	Grade 2 477	Grade 3 520	Grade 3 556

Developmental Analysis

This domain addresses Lucia's understanding of informational text. Results indicate ... uction ... strategies such as analyzing cause-and-effect relationships and determining main i... es, inc... and newspaper or magazine articles.

Support students with the right Personalized Instruction lesson.



Can Dos

Lucia is developing proficiency with below-grade level informational texts in skills such as:

- Demonstrating understanding of key ideas and details
- Using text features to locate information
- Identifying reasons that support an author's point
- Retelling the most important ideas
- Comparing and contrasting information between two texts

Standards

Next Steps & Resources for Instruction

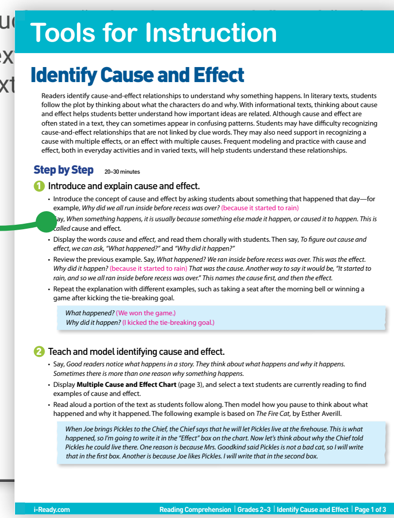
– Extend understanding of cause and effect.

Extend understanding of cause and effect.

- Define *effect* as something that happens. Define *cause* as something that makes something else happen.
- Read aloud a Grade 3 informational book, and model the thought process behind discovering cause-and-effect relationships.
- Say, "When I read, I think about things that happen and why those things happened."
- Model asking and answering questions su... ...id it happen?"
- Then, have Lucia read an informational tex... ...o ask these same questions and to look for details in the text...

Tools for Instruction

Identify Cause and Effect



Tools for Instruction

Identify Cause and Effect

Readers identify cause-and-effect relationships to understand why something happens. In literary texts, students follow the plot by thinking about what the characters do and why. With informational texts, thinking about cause and effect helps students better understand how important ideas are related. Although cause and effect are often stated in a text, they can sometimes appear in confusing patterns. Students may have difficulty recognizing cause-and-effect relationships that are not linked by clue words. They may also need support in recognizing a cause with multiple effects, or an effect with multiple causes. Frequent modeling and practice with cause and effect, both in everyday activities and in varied texts, will help students understand these relationships.

Step by Step 20–30 minutes

1. Introduce and explain cause and effect.
   - Introduce the concept of cause and effect by asking students about something that happened that day—for example, *Why did we all run inside before recess was over?* (because it started to rain)
   - Say, *When something happens, it is usually because something else made it happen, or caused it to happen. This is called* cause and effect.
   - Display the words *cause* and *effect*, and read them chorally with students. Then say, *To figure out cause and effect, we can ask, "What happened?"* and *"Why did it happen?"*
   - Review the previous example. Say, *What happened? We ran inside before recess was over. This was the effect. Why did it happen?* (because it started to rain) *That was the cause. Another way to say it would be, "It started to rain, and so we all ran inside before recess was over." This names the cause first, and then the effect.*
   - Repeat the explanation with different examples, such as taking a seat after the morning bell or winning a game after kicking the tie-breaking goal.

   What happened? (We won the game.)
   Why did it happen? (I kicked the tie-breaking goal.)

2. Teach and model identifying cause and effect.
   - Say, *Good readers notice what happens in a story. They think about what happens and why it happens. Sometimes there is more than one reason why something happens.*
   - Display **Multiple Cause and Effect Chart** (page 3), and select a text students are currently reading to find examples of cause and effect.
   - Read aloud a portion of the text as students follow along. Then model how you pause to think about what happened and why it happened. The following example is based on *The Fire Cat,* by Esther Averill.

   When Joe brings Pickles to the Chief, the Chief says that he will let Pickles live at the firehouse. This is what happened, so I'm going to write it in the "Effect" box on the chart. Now let's think about why the Chief told Pickles he could live there. One reason is because Mrs. Goodkind said Pickles is not a bad cat, so I will write that in the first box. Another is because Joe likes Pickles. I will write that in the second box.

i-Ready.com | Reading Comprehension | Grades 2–3 | Identify Cause and Effect | Page 1 of 3

Additional Resources

Magnetic Reading

Magnetic Reading™

Grade-Level Planning (Scaffolding)

Helps teachers plan grade-level instruction by:

- Grouping students by learning needs around grade-level comprehension skills
- Pinpointing resources to help prepare students for grade-level instruction
- Identifying recommended reading pairs

Subject: Reading | School: Cyprus K–8 | Teacher: All Teachers | Class/Report Group: J. Lee—Grade 4, Section 1 | Grade: 4

When you're teaching a skill . . .

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

Explain an Author's Claim (Info)

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

Students Grouped/Total: **20/20** (No i-Ready Inform: **0**)

When your class is

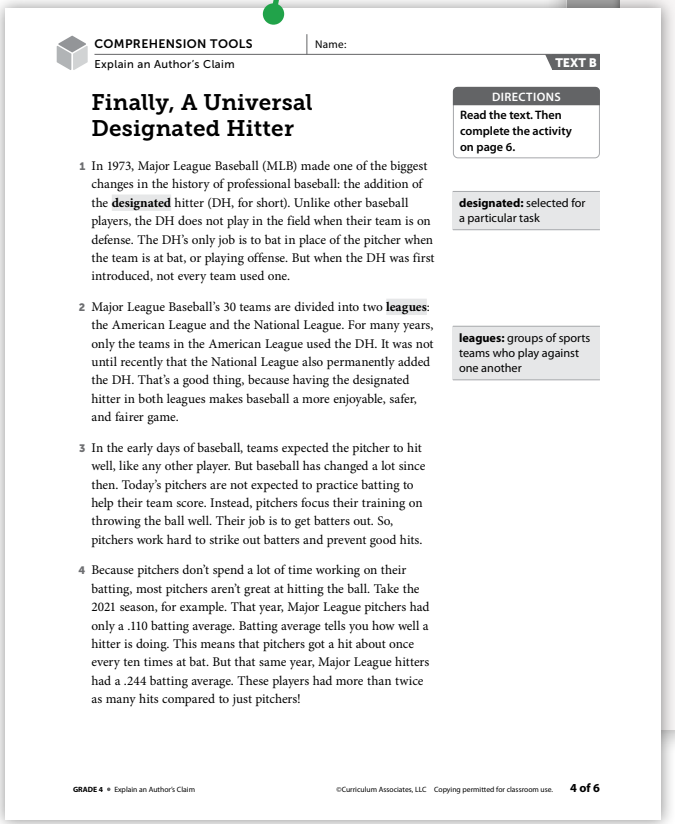
Select all Reading Buddies to see research-based, mixed-level pairings that will provide just the right level of support when reading a text.

Paired Reading	Teacher Support
20 Students	0 Students

All Reading Buddies

Ready to Go	Additional Support	In-Depth Support	Needs Support Decoding
8 Students	4 Students	8 Students	0 Students
Students are ready to explain an author's claim, reasons, and evidence.	Students may need support identifying an author's reasons.	Students may need support identifying an author's claim.	Students need explicit instruction on decoding in addition to their comprehension instruction.
✓ Ready to Go	Tools for Scaffolding Comprehension: Explain an Author's Claim Teacher - Use Scaffold B Student - Use Scaffold B	Tools for Scaffolding Comprehension: Explain an Author's Claim Teacher - Use Scaffold A Student - Use Scaffold A	Distinguish Open and Closed Syllables Consider using a phonics intervention program such as *Phonics for Reading®*.

Tools for Scaffolding Comprehension help students access grade-level texts.



COMPREHENSION TOOLS | Name:

Explain an Author's Claim

TEXT B

Finally, A Universal Designated Hitter

DIRECTIONS
Read the text. Then complete the activity on page 6.

1 In 1973, Major League Baseball (MLB) made one of the biggest changes in the history of professional baseball: the addition of the **designated** hitter (DH, for short). Unlike other baseball players, the DH does not play in the field when their team is on defense. The DH's only job is to bat in place of the pitcher when the team is at bat, or playing offense. But when the DH was first introduced, not every team used one.

designated: selected for a particular task

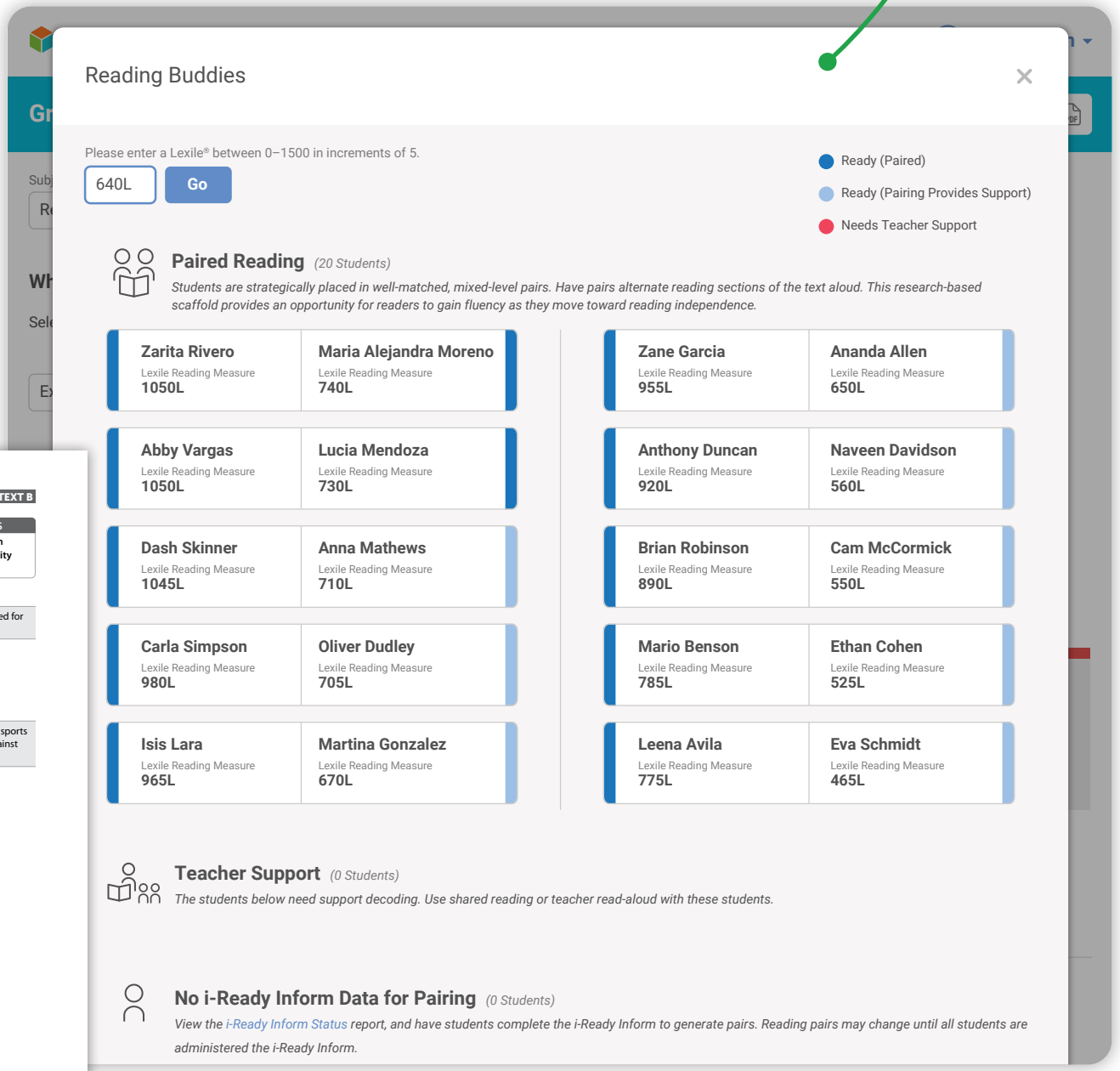
2 Major League Baseball's 30 teams are divided into two **leagues**: the American League and the National League. For many years, only the teams in the American League used the DH. It was not until recently that the National League also permanently added the DH. That's a good thing, because having the designated hitter in both leagues makes baseball a more enjoyable, safer, and fairer game.

leagues: groups of sports teams who play against one another

3 In the early days of baseball, teams expected the pitcher to hit well, like any other player. But baseball has changed a lot since then. Today's pitchers are not expected to practice batting to help their team score. Instead, pitchers focus their training on throwing the ball well. Their job is to get batters out. So, pitchers work hard to strike out batters and prevent good hits.

4 Because pitchers don't spend a lot of time working on their batting, most pitchers aren't great at hitting the ball. Take the 2021 season, for example. That year, Major League pitchers had only a .110 batting average. Batting average tells you how well a hitter is doing. This means that pitchers got a hit about once every ten times at bat. But that same year, Major League hitters had a .244 batting average. These players had more than twice as many hits compared to just pitchers!

GRADE 4 • Explain an Author's Claim ©Curriculum Associates, LLC Copying permitted for classroom use. 4 of 6



Reading Buddies

Please enter a Lexile® between 0–1500 in increments of 5.

640L Go

Ready (Paired)
Ready (Pairing Provides Support)
Needs Teacher Support

Paired Reading (20 Students)

Students are strategically placed in well-matched, mixed-level pairs. Have pairs alternate reading sections of the text aloud. This research-based scaffold provides an opportunity for readers to gain fluency as they move toward reading independence.

Zarita Rivero Lexile Reading Measure 1050L	Maria Alejandra Moreno Lexile Reading Measure 740L	Zane Garcia Lexile Reading Measure 955L	Ananda Allen Lexile Reading Measure 650L
Abby Vargas Lexile Reading Measure 1050L	Lucia Mendoza Lexile Reading Measure 730L	Anthony Duncan Lexile Reading Measure 920L	Naveen Davidson Lexile Reading Measure 560L
Dash Skinner Lexile Reading Measure 1045L	Anna Mathews Lexile Reading Measure 710L	Brian Robinson Lexile Reading Measure 890L	Cam McCormick Lexile Reading Measure 550L
Carla Simpson Lexile Reading Measure 980L	Oliver Dudley Lexile Reading Measure 705L	Mario Benson Lexile Reading Measure 785L	Ethan Cohen Lexile Reading Measure 525L
Isis Lara Lexile Reading Measure 965L	Martina Gonzalez Lexile Reading Measure 670L	Leena Avila Lexile Reading Measure 775L	Eva Schmidt Lexile Reading Measure 465L

Teacher Support (0 Students)

The students below need support decoding. Use shared reading or teacher read-aloud with these students.

No i-Ready Inform Data for Pairing (0 Students)

View the i-Ready Inform Status report, and have students complete the i-Ready Inform to generate pairs. Reading pairs may change until all students are administered the i-Ready Inform.

READING Standards Performance for a Class

State-specific in most states!

Standards Performance

Subject: Reading | Class/Report Group: Grade 4, Section 1 | Grade: 4 | i-Ready Inform: i-Ready Inform Window 1 | 08/29/25–09/30/25

Shows how students are performing against state standards

Students Assessed/Total: **17/17**

Grade(s) of Standards: Grade 4 to Grade 4 | Switch Table View: Skill Summary

Showing 30 of 30

Standard Code	Standard Description	✓	✓✓	✗
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	7	0	13
RL.4.1	Refer to details and examples in a text . . . when drawing inferences from the text.	9	0	11
RL.4.2	. . . Summarize the text.	7	0	13
RL.4.2	Determine a theme of a story, drama, or poem from details in the text . . .	7	0	13
RL.4.3	Describe in depth a . . . setting . . . in a story or drama, drawing on specific details in the text . . .	7	0	13
RL.4.3	Describe in depth a character . . . in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	7	0	13
RL.4.3	Describe in depth a[n] . . . event in a story or drama, drawing on specific details in the text . . .	9	0	11

Standards Performance

Subject: Reading | Class/Report Group: Grade 4, Section 1 | Grade: 4 | i-Ready Inform: i-Ready Inform Window 1 (08/29/25–09/30/25) | Key

Students Assessed/Total: **17/17**

Grade(s) of Standards: Grade 4 to Grade 4 | Switch Table View: RL.4.3

All Students Performance

✓ 7 ✓ 0 ✗ 13

Standard Description

Reading
Literature
Key Ideas and Details

Describe in depth a . . . setting . . . in a story or drama, drawing on specific details in the text . . .

Showing 20 of 20

Student	Performance	Date
Duncan, Anthony	✓	09/19/25
Garcia, Zane	✓	09/19/25
Lara, Isis	✓	09/19/25
Mathews, Anna	✓	09/19/25

READING Standards Mastery Results by Test for a Class *Item Analysis View*

Standards Mastery Results by Test

Subject: Reading | Class/Report Group: Grade 4, Section 1 | Assessment: Grade 4 Reading | Key

Students Completed/Assigned: **19/19** Students Unassigned: **1**

Shows student performance on recently taught standards to guide reteaching, down to the question level

Skills Summary

1 Skill Assigned

Standards	Skill	Performance Distribution	
RI.4.6	Compare Accounts of the Same Topic: Grade 4		46%

Assessment Summary

46% Average Assessment Score | **9** Proficient | **1** Progressing | **9** Beginning

RI.4.6 — Use dropdown to view Skill Summary — View Assessment — Key

Showing 20 of 20

Student	Assessment Score	Skill Score	1	2A	2B	3	4	5
Class Summary	46%	46%	42%	53%	32%	63%	32%	53%
Cohen, Ethan	100%	100%						

Robinson, Brian	100%	100%	●	●	●	●	●	●	
Simpson, Carla	100%	100%	●	●	●	●	●	●	
Duncan, Anthony	83%	83%	○	●	●	●	●	●	
Allen, Ananda	67%	67%							
Mathews, Anna	67%	67%							
McCormick, Cam	67%	67%							
Schmidt, Eva	67%	67%							
Skinner, Dash	67%	67%							
Vargas, Abby	42%	42%							
Avila, Leena	17%	17%	○	●	○	○	○	○	
Benson, Mario	17%	17%	○	○	○	●	○	○	

i-Ready Standards Mastery: Differentiated Instructional Support

i-Ready

Compare Accounts of the Same Topic

Standard

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Prerequisite Standards

RI.3.6 Distinguish their own point of view from that of the author of a text.

Overview of Tested Skills

On this assessment form, students read paired informational passages and demonstrate their understanding of firsthand and secondhand accounts of the same topic. Students must be able to identify the features of firsthand and secondhand accounts, locate relevant information, and compare and contrast the accounts in terms of focus and the information provided in each account.

Common Misconceptions and Errors

Errors may result from misunderstandings or if students:

- have difficulty identifying the features of firsthand and secondhand accounts.
- have difficulty comparing information from two texts.
- are unable to identify the focus of a text.
- are unable to identify key details and cite textual evidence.
- do not understand academic language, including *firsthand*, *secondhand*, or *account*.

Ready & **i-Ready** Instructional Resources

Consider using the following as additional instructional resources for students who have placed on or above level in Comprehension: Informational Text. See additional recommendations on page 2 for students performing below grade level.

Beginning

Focus: Developing Underlying Concepts

Help students understand how to distinguish a firsthand account from a secondhand account. Explain that authors of firsthand accounts saw or experienced an event, whereas authors of secondhand accounts got information about the event from other sources. Go through a firsthand account and a secondhand account with students, and work with them to find details that indicate which type of account each is.

Teacher-led Small Group

Teacher Toolbox: Ready Instruction
Grade 4, Lesson 16
- Comparing Accounts of the Same Topic

Teacher Toolbox: Interactive Tutorial
Grade 4, Lesson 16
- Analyzing Accounts of the Same Topic

Progressing

Focus: Practicing and Building Confidence

Provide students with a strategy for comparing the information and focus in a firsthand and a secondhand account. Make sure that students know the difference between a firsthand account and a secondhand account. Then, using a Venn diagram, work with students to record similar and different details from a firsthand and a secondhand account on the same topic.

Teacher-led Small Group

Teacher Toolbox: Ready Instruction
Grade 4, Lesson 16

Proficient

Independent

Focus: Deepening Understanding

Have students choose one firsthand account and one secondhand account on the same topic. Then provide them with a Venn diagram to compare the two accounts. After students finish reading, have them go back to the texts to complete the Venn diagram, using details that are unique to each text and similar to both.

i-Ready: Personalized Instruction
Grade 4
- Close Reading: Comparing Accounts of the Same Topic

Standards Mastery Results

School	Cyprus K–8
Subject	Reading
Student	Mendoza, Lucia
Student ID	ID:013143
Student Grade	4
Assessment	Compare Accounts of the Same Topic: Grade 4 Form A
Score	60%
Completion Date	06/27/25

For a district, school, class, and student, offers:

- Detailed view of student performance on grade-level standards
- Student-level item analysis
- Suggested resources for addressing gaps and reteaching standards

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.

Read the passages. Then answer the questions that follow.

Joshua Slocum:

Sailing Solo

1 It was a dark night near Newport, Rhode Island's harbor on June 27, 1898. A small banana-shaped moon hung in the sky. A light breeze pushed the sails of the *Spray* forward. It had been more than three long years since Joshua Slocum had been in New England. The 54-year-old man had left Boston Harbor on April 24, 1895, and started sailing north on the Atlantic Ocean. He kept sailing and sailing until he had finally sailed all the way around the world.

2 Slocum certainly wasn't the first man to sail around the

0/1 point

Select **two** statements that explain how Passage 2 is **different** from Passage 1.

- [ ] Passage 2 describes what the writer did and saw and how he felt at the time. ✓
- [x] Passage 2 was written by someone with an interest in Slocum's life. ✗
- [ ] Passage 2 reports on important facts but does not include any personal feelings.
- [x] Passage 2 was written by Slocum himself about his solo trip around the world. ✓
- [ ] Passage 2 explains that people still learn about Slocum's life and trip today

2 Slocum certainly wasn't the first man to sail around the globe. Other sailors had done it centuries before him. Yet, Slocum did do something very important with his voyage. When he sailed into Newport, Rhode Island's harbor, he became the very first person to travel *alone* on a boat around the world. Slocum sailed about 46,000 miles without anyone else on board his ship the entire time.

3 The *Spray* was just a simple boat and Slocum only had basic tools. He had a compass to tell direction, a windup clock to tell time, some old charts and maps, a tool called a sextant to find the angle of the stars, and a chunk of lead on a rope to measure the water's depth. At first, no one believed that he really traveled alone all that way in his small boat with such simple equipment. Yet, Slocum could easily prove his tale. He kept a record of his journey and wrote down many important details. In addition, at every place he stopped, he got an official stamp on the *Spray*'s paperwork. He had stamps from about 12 countries and 20 ports.

and trip today.

1) Missed: Students who did not choose this response may not fully understand how to compare and contrast a firsthand and secondhand account of the same event. They did not recognize that Passage 2 is a firsthand account that describes the experiences and reactions of the writer.
2) Incorrect: Students may have chosen this response because they have confused firsthand and secondhand accounts. Passage 2 is a firsthand account, which involves personal experience of an event.

MATHEMATICS *i-Ready Inform* Results for a Class

i-Ready Inform Results

Subject: Math

Class/Report Group: Grade 5, Section 1

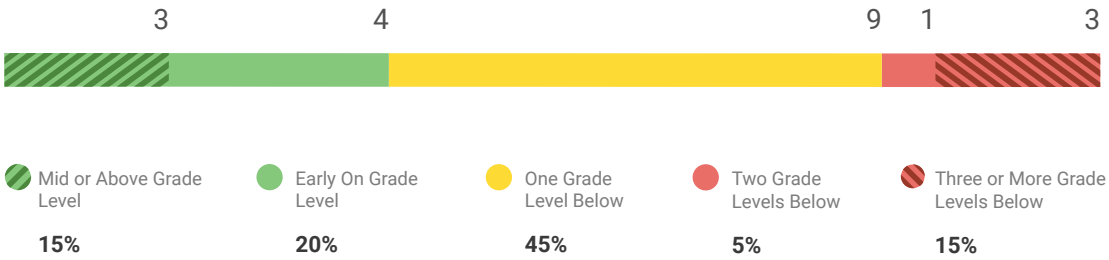
i-Ready Inform: i-Ready Inform 1

08/29/25–09/30/25

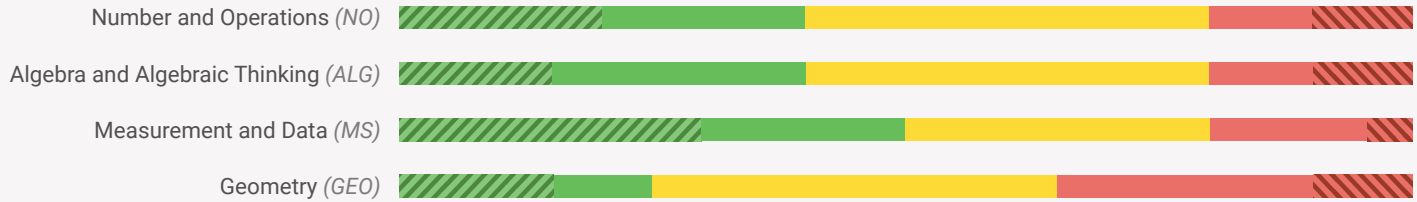
Gives a comprehensive picture of:

- Class instructional needs
- National norms
- Differentiated growth measures
- Criterion-referenced grade-level placements

Overall Placement



Placement by Domain*



*Students not completed are not included.

Learn about Max Score and Surpassed Level

Student	Overall Placement & Scale Score	Placement by Domain				National Norms
		NO	ALG	MS	GEO	Annual Growth Measures Quantile® measure & range National Norms Date Inform Language
Tan, Melanie	Mid 5 (517)	Late 5	Early 5	Late 5	Mid 5	
Sanchez, Abby	Mid 5 (516)	Late 5	Mid 5	Mid 5	Early 5	97th
Stanton, Geena	Mid 5 (512)	Mid 5	Mid 5	Late 5	Mid 5	96th
Warren, Santino	Early 5 (491)	Mid 5	Grade 4	Mid 5	Mid 5	85th
Bowers, Tara	Grade 4 (472) Q&A	Early 5	Grade 4	Grade 4	Grade 4	64th
Jones, Anna	Grade 4 (472)	Grade 4	Mid 5	Grade		
Powell, Elijah	Grade 4 (470)	Grade 4	Grade 4	Grade 4	Grade 3	60th
Lowe, Noah	Grade 4 (470)	Grade 4	Grade 4	Early 5	Grade 4	60th
Baker, Danielle	Grade 4 (459)	Grade 4	Grade 3	Grade 3	Grade 4	45th
Ruiz, Justin	Grade 4 (450)	Grade 4	Grade 4	Grade 3	Grade 3	35th
Malone, Carla	Grade 3 (440)	Grade 3	Grade 3	Grade 3	Grade 3	25th

Criterion Referenced

Norm Referenced

Note: National norms updated for the 2024–2025 school year

MATHEMATICS *i-Ready Inform* Results for a Student

i-Ready Inform Results ▾ Elijah Powell ▾ Grade 5

Subject: Math ▾

i-Ready Inform: i-Ready Inform 1 (09/15/25) ▾

Key

i-Ready Inform 1

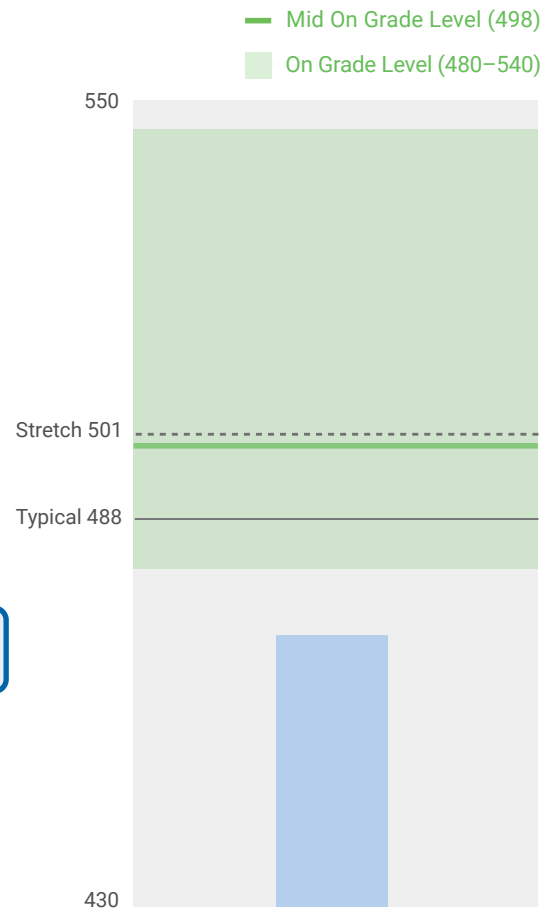
Typical Growth

The average annual growth for a student at this grade and placement level on their baseline Inform.

Stretch Growth®

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

Research-based growth goals



i-Ready Inform 1
470
Grade 4
09/15/25

This i-Ready Inform is considered the baseline and is used to establish growth measures for this student.

Overall

Grade 4 (470)
Standard Error +/- 7

Domain	Placement	Can Dos & Next Steps
Number and Operations	Grade 4	↓
Algebra and Algebraic Thinking	Grade 4	↓
Measurement and Data	Grade 4	↓
Geometry	Grade 3	↓

Gives teachers insight into:

- Students' strengths and areas of need
- Annual growth expectations using criterion-referenced placements
- Recommendations and resources for differentiating instruction

National Norm Performance and Quantile® Framework for Mathematics Measure

National Norm
60th Percentile

Quantile Measure:
685Q

Quantile Range:
635Q–735Q

Understanding Quantile Measures

The Lexile® and Quantile Hub provides educators, parents, and students with easy access to math tools. Discover new and enhanced Quantile tools that support student learning and growth at Hub.Lexile.com.

How to Use Quantile Tools on the Hub

Placement by Domain

Test results suggest that Elijah would benefit from intervention focused on skills and concepts related to quantitative reasoning and representation. Instruction that connects understanding of number relationships with computation and problem-solving skills will strengthen Elijah's mathematics abilities across domains. This priority places Elijah in Instructional Grouping 2.

Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
Grade 4 449	Grade 4 457	Grade 4 466	Grade 3 436

Developmental Analysis

At placement levels 3–5, this domain addresses four operations with whole numbers with an emphasis on multiplication and division, as well as understanding of and computation with decimals and fractions. Test results indicate that Elijah could benefit from practicing multi-digit whole number operations and fraction concepts.

Can Dos

Base Ten

Read and write whole numbers through thousands in expanded form and standard form, and identify the value of the digits.

Standards

Standards

Curriculum Framework for Mathematics

Focus Standard(s)

5.NBT.B.7 - Add [and] subtract . . . decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Next Steps & Resources for Instruction

Base Ten

Support students with the right Personalized Instruction lesson.

– **Subtract multi-digit numbers.**

Subtract multi-digit numbers.

Tools for Instruction

Subtract Multi-Digit Numbers

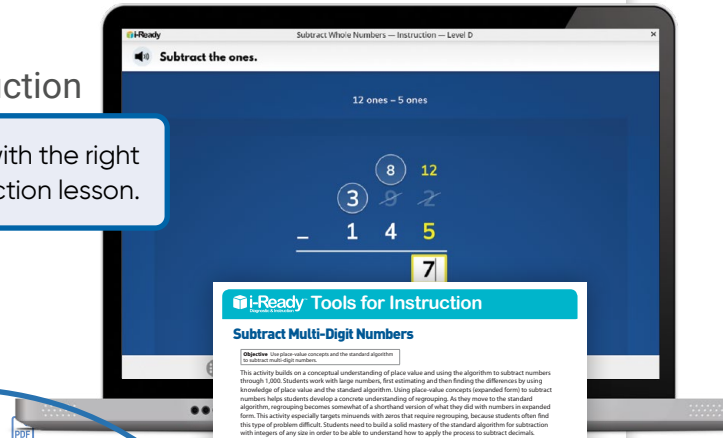
Restar números enteros de varios dígitos

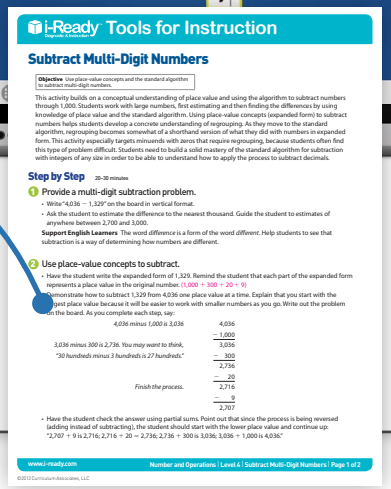
Additional Resources

***Ready® Mathematics* Instruction**

Or

Digital Access to *Ready* through Teacher Toolbox





Grade-Level Planning (Prerequisites)

Helps teachers plan grade-level instruction by:

- Providing a high-level overview of whole class readiness for grade-level topics
- Grouping students with similar prerequisite needs
- Identifying the Learning Progression of prerequisite skills across grades and instructional resources to support acquisition

Subject: Math | Class/Report Group: Grade 5, Section 1 | Grade: 5 | Topic: Fraction Operations, Pa...

Know the Math: i-Ready Topic Overview

Fraction Operations, Part 1

Students build on their knowledge of adding and subtracting fractions with like denominators and of equivalent fractions to learn to add and subtract fractions and mixed numbers with unlike denominators. They go on to solve word problems involving adding and subtracting fractions a . . .

+ Show More

Learning Progression

Identify Class Prerequisite Needs

Topic Group A
Understand Grouping
2 Students

Topic Group B
Understand Grouping
4 Students

Topic Group C
Understand Grouping
10 Students

Topic Group D
Understand Grouping
4 Students

View All Students

Maximize Whole Class Instruction

Focus on grade-level instruction, integrating On-the-Spot-Teaching Tips to support students' connections to prerequisite skills. As needed, use the Recommended Resources to provide additional support for addressing prerequisite content ahead of upcoming lessons.

Topic Support (On-the-Spot Teaching Tips)

Prerequisite Skills for Upcoming Instruction

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

Add and Subtract Fractions

Add and Subtract Fractions i

Add and subtract fractions ar
like denominators
(Prerequisite Skill)

Understand equivalent fractio
(Prerequisite Skill)

Fractions as Division

Understand Products of Frac

Multiply Fractions Using an Area Model

Understand division as equal sharing
(Prerequisite Skill)

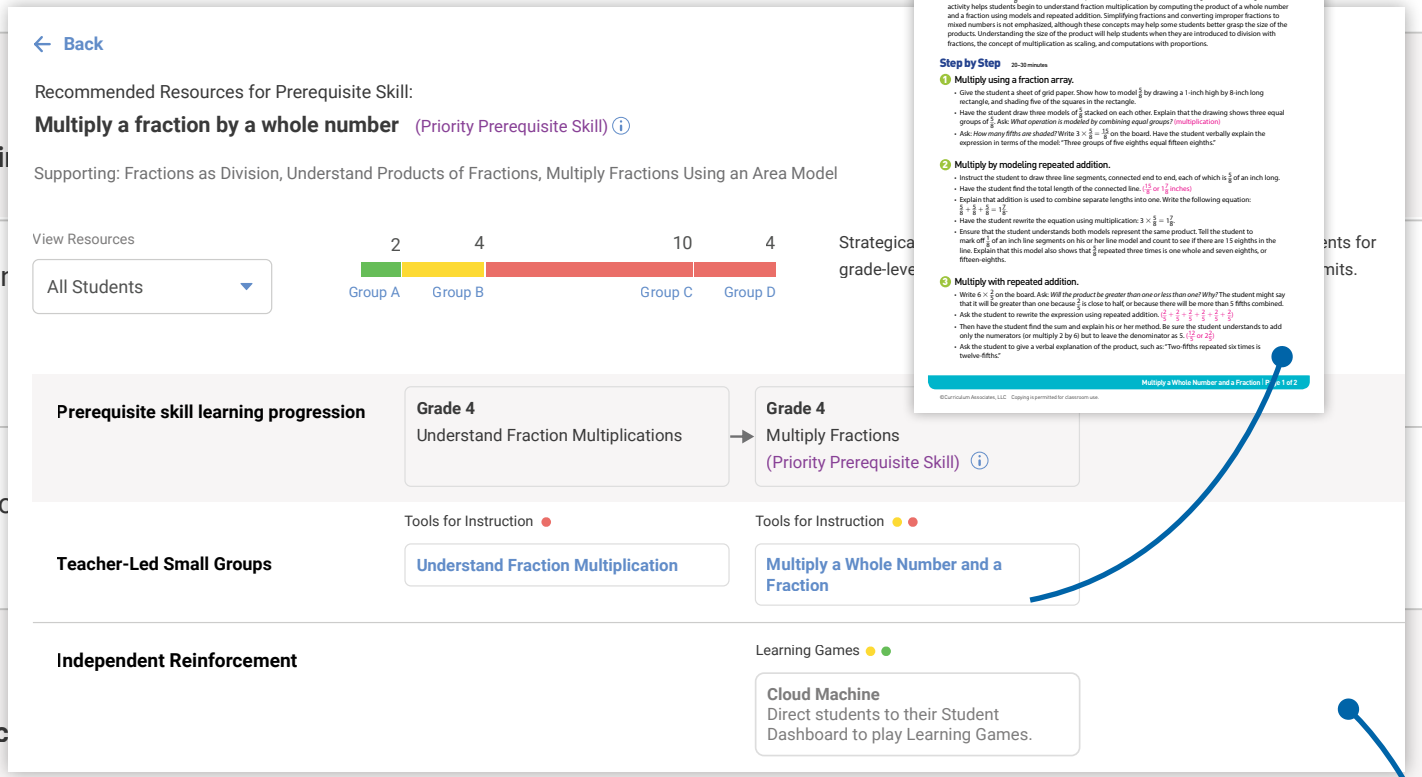
2 4 10 4
Group A Group B Group C Group D

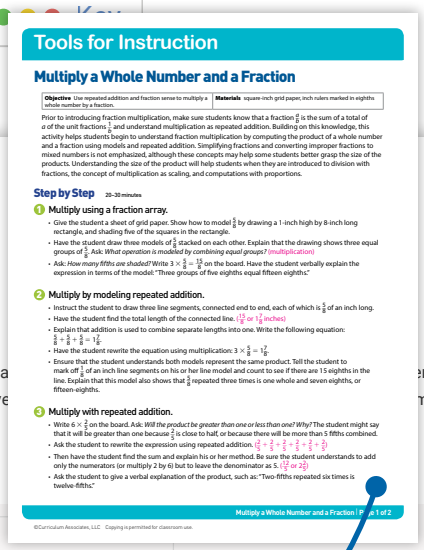
View Resources

Multiply a fraction by a whole number
(Priority Prerequisite Skill)

2 4 10 4
Group A Group B Group C Group D

View Resources





MATHEMATICS Instructional Groupings

Instructional Groupings

Helps teachers differentiate instruction by providing:

- Groupings of students with similar instructional needs
- Detailed instructional priorities for each group
- Recommended instructional resources to support each group's needs

Subject: Math

Class/Report Group: Grade 5, Section 1

i-Ready Inform: i-Ready Inform Window 1

08/29/25–09/30/25

Grade: Grade 5

View All Groupings | **Grouping 1** (4 Students) | **Grouping 2** (10 Students) | **Grouping 3** (0 Students) | **Grouping 4** (2 Students) | **Grouping 5** (4 Students)

Students

Showing 10 of 10

Student	Inform Language	Overall Placement & Scale Score	NO	ALG	MS	GEO
Baker, Danielle		Grade 4 (459)	Grade 4	Grade 3	Grade 3	Grade 4
Bowers, Tara		Grade 4 (472)	Early 5	Grade 4	Grade 4	Grade 4
Choi, Isabelle		Grade 4 (470)	Grade 4	Grade 4	Grade 4	Grade 4
Jones, Anna	*Spanish*	Grade 4 (472)	Grade 4	Mid 5	Grade 4	Grade 4
Powell, Elijah	*Spanish*	Grade 4 (470)	Grade 4	Grade 4	Grade 4	Grade 3

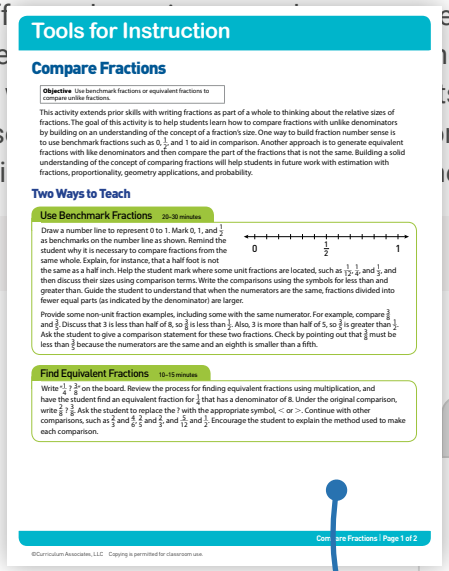
– Hide Grouping Description

Students in this Grouping are One Grade Level Below in Number and Operations or Algebra and Algebraic Thinking.

Instructional Priorities

Students in this Grouping are having difficulty with skills and concepts related to quantitative reasoning. They may need support with skills and concepts related to fractions and whole number operations, or they may need support with algebraic concepts related to factors and multiples, or both.

Those students with a low score in Number and Operations are probably most challenged by fractions. They will need to focus on foundational fraction concepts in order to understand that a fraction is one number that represents a quantity, not just "one number over another number." They will need practice with how to compare fractions with diff ess fractions as equivalent fractions or decimals. Those students with a low score in Algebra and Alge d understanding of the relationship between factors and multiples and may be held back by lack of fluency s. They will particularly benefit from instruction on the concepts and skills described below in the s n to daily practice to develop fluency with basic multiplication and division facts, all students in this profi ent of essential vocabulary.


Tools for Instruction

Compare Fractions

Objective Use benchmark fractions or equivalent fractions to compare unlike fractions.

This activity extends prior skills with writing fractions as part of a whole to thinking about the relative sizes of fractions. The goal of this activity is to help students learn how to compare fractions with unlike denominators by building on an understanding of the concept of a fraction's size. One way to build fraction number sense is to use benchmark fractions such as 0, $\frac{1}{2}$, and 1 to aid in comparison. Another approach is to generate equivalent fractions with like denominators and then compare the part of the fractions that is not the same. Building a solid understanding of the concept of comparing fractions will help students in future work with estimation with fractions, proportionality, geometry applications, and probability.

Two Ways to Teach

Use Benchmark Fractions 20–30 minutes

Draw a number line to represent 0 to 1. Mark 0, 1, and $\frac{1}{2}$ as benchmarks on the number line as shown. Remind the student why it is necessary to compare fractions from the same whole. Explain, for instance, that a half foot is not the same as a half inch. Help the student mark where some unit fractions are located, such as $\frac{1}{12}$, $\frac{1}{4}$, and $\frac{1}{3}$, and then discuss their sizes using comparison terms. Write the comparisons using the symbols for less than and greater than. Guide the student to understand that when the numerators are the same, fractions divided into fewer equal parts (as indicated by the denominator) are larger.

Provide some non-unit fraction examples, including some with the same numerator. For example, compare $\frac{3}{8}$ and $\frac{3}{5}$. Discuss that 3 is less than half of 8, so $\frac{3}{8}$ is less than $\frac{1}{2}$. Also, 3 is more than half of 5, so $\frac{3}{5}$ is greater than $\frac{1}{2}$. Ask the student to give a comparison statement for these two fractions. Check by pointing out that $\frac{3}{8}$ must be less than $\frac{3}{5}$ because the numerators are the same and an eighth is smaller than a fifth.

Find Equivalent Fractions 10–15 minutes

Write $\frac{1}{4} ? \frac{3}{8}$ on the board. Review the process for finding equivalent fractions using multiplication, and have the student find an equivalent fraction for $\frac{1}{4}$ that has a denominator of 8. Under the original comparison, write $\frac{2}{8} ? \frac{3}{8}$. Ask the student to replace the ? with the appropriate symbol, < or >. Continue with other comparisons, such as $\frac{5}{6}$ and $\frac{4}{5}$, $\frac{2}{3}$ and $\frac{5}{12}$, and $\frac{1}{2}$ and $\frac{1}{3}$. Encourage the student to explain the method used to make each comparison.

Compare Fractions | Page 1 of 2

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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 need support 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. Once 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.

Resources

Tools for Instruction

English (21) Spanish (21)

Number and Operations

- Add Multi-Digit Numbers
- Subtract Multi-Digit Numbers
- Multiply by One-Digit Numbers
- Divide Three-Digit by One-Digit Numbers
- Compare Fractions
- Equivalent Fractions
- Write Fractions as Decimals
- Compare Decimals to Hundredths
- Multiply by Two-Digit Numbers
- Divide Four-Digit by One-Digit Numbers
- Understand Fraction Addition and Subtraction
- Add and Subtract Fractions
- Add Tenths and Hundredths

MATHEMATICS *i-Ready Inform* Growth for a Student

i-Ready Inform Growth ▾ **Elijah Powell** ▾ **Grade 5**

Gives a clear view of a student's:
- Progress toward proficiency
- Annual growth expectations

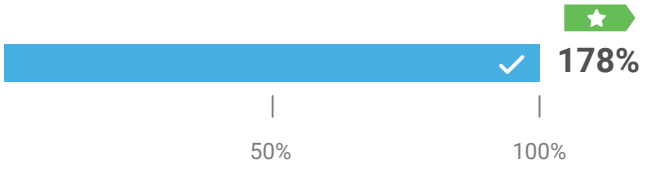
Subject

Math ▾

Year-to-Date Growth

Progress to Annual Typical Growth

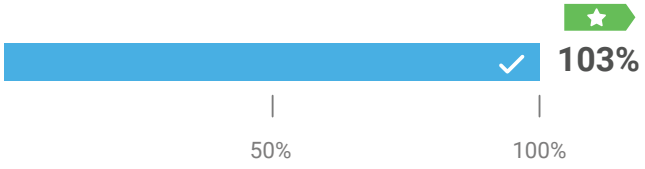
Scale Points: 32/18



This student has made 178% progress toward Annual Typical Growth. Typical Growth is the average annual growth of students at this grade and placement level on their baseline i-Ready Inform.

Progress to Annual Stretch Growth®

Scale Points: 32/31

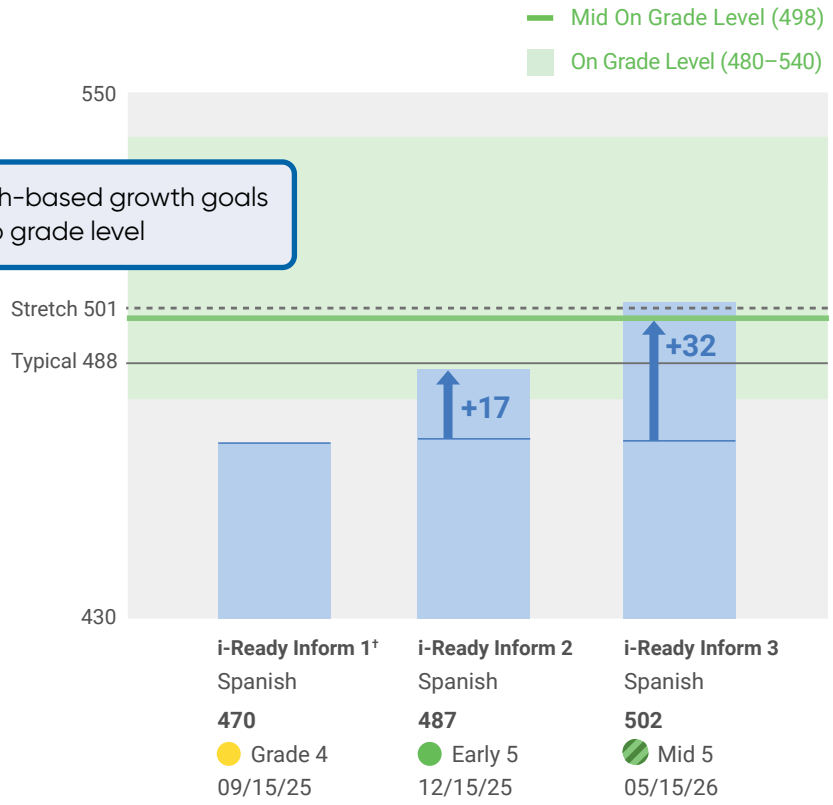


This student has made 103% progress toward Annual Stretch Growth. For students who are below grade level on their baseline i-Ready Inform, Stretch Growth is an ambitious, but attainable, level of annual growth that puts them on a path toward proficiency.

This student will likely need to meet or exceed their Annual Stretch Growth target for at least one year to be proficient if the student is not proficient already. This is based on students with the same baseline placement who eventually achieved proficiency. Proficient for Grade 5 is a Mid On Grade Level scale score of 498.

Overall i-Ready Inform Growth

Research-based growth goals to get to grade level



†This i-Ready Inform is considered the baseline and is used to establish growth measures for this student.

Learn More about Growth

Placement by Domain

Domain	i-Ready Inform 1	i-Ready Inform 2	i-Ready Inform 3
Overall ↑	**Grade 4**	**Early 5**	**Mid 5**
Number and Operations ↑	Grade 4	Early 5	Mid 5
Algebra and Algebraic Thinking ↑	Grade 4	Grade 4	Mid 5
Measurement and Data ↑	Grade 4	Early 5	Mid 5
Geometry ↑	Grade 3	Grade 4	Early 5

↑ Placement Improved from Baseline

See a student's placement and progress toward proficiency at the domain level.

MATHEMATICS *i-Ready Inform* Growth for a Class

i-Ready Inform Growth

Subject: Math

Class/Group: Grade 5, Section 1

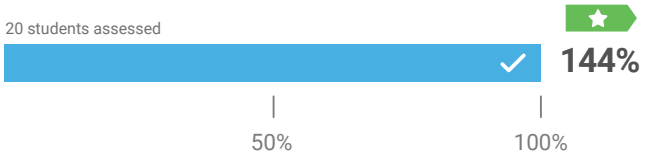
Comparison i-Ready Inform: i-Ready Inform Window 3

05/01/26–06/01/26

For a **class** or **Report Group**, gives a clear view of:

- Progress toward proficiency
- Annual growth expectations

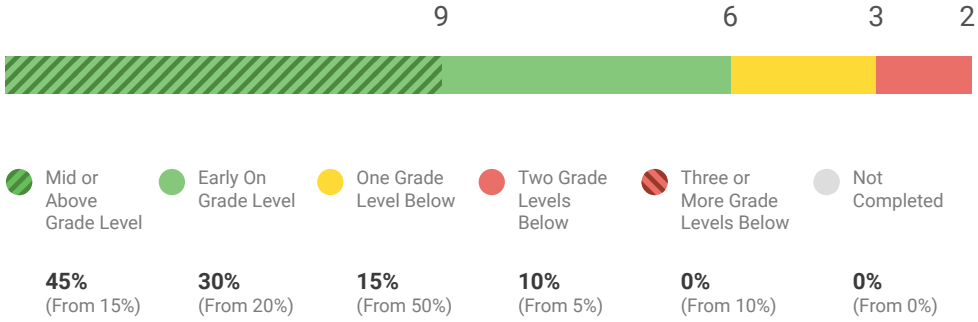
Progress to Annual Typical Growth (Median)



The median percent progress toward Typical Growth for this class is 144%. Typical Growth is the average annual growth for a student at their grade and placement level.

Learn More about Growth

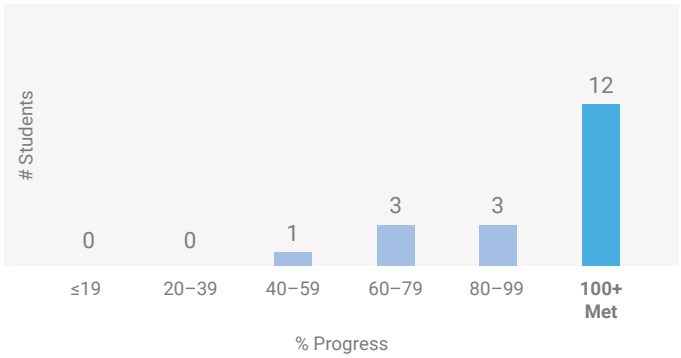
Current Placement Distribution



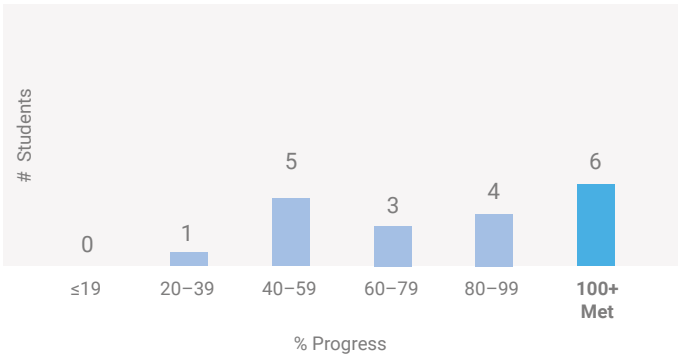
The Mapping between 5-Level and 3-Level Placements

Progress Distributions

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Showing 20 of 20

Student	Annual Typical Growth		Annual Stretch Growth		Baseline Placement & Scale Score	Current Placement & Scale Score
	Percent Progress	Scale Score Progress	Percent Progress	Scale Score Progress		
Baker, Danielle	161%	29/18	94%	29/31	Grade 4 (459)	Early 5 (488)
Bowers, Tara	78%	14/18	45%	14/31	Grade 4 (472)	Early 5 (486)
Choi, Isabelle	172%	31/18	100%	31/31	Grade 4 (459)	Early 5 (490)
Cochran, Damon	85%	17/20	41%	17/41	Grade 2 (429)	Grade 3 (446)
Hess, Michael	39%	7/18	23%	7/31	Grade 4 (453)	Grade 4 (460)
Lowe, Noah	94%	17/18	55%	17/31	Grade 4 (470)	Early 5 (487)
Malone, Carla	166%	30/18	86%	30/35	Grade 3 (440)	Grade 4 (470)
McDonald, Kal	161%	29/18	100%	29/29	Early 5 (489)	Mid 5 (518)
Patel, Mia	172%	31/18	100%	31/31	Grade 4 (473)	Mid 5 (504)
Powell, Elijah	178%	32/18	103%	32/31	Grade 4 (470)	Mid 5 (502)
Ramirez, Gabriella	111%	20/18	65%	20/31	Grade 4 (472)	Early 5 (492)
Ruiz, Justin	178%	32/18	103%	32/31	Grade 4 (450)	Grade 4 (472)
Sanchez, Abby	193%	27/14	135%	27/20	Mid 5 (516)	Grade 6 (543)

i-Ready Inform Growth

Subject: Math

School: Cedar Elementary

Academic Year: Current Year

Comparison i-Ready Inform: i-Ready Inform 3

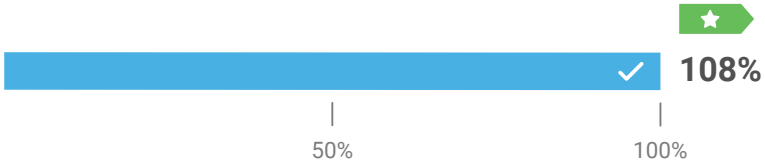
05/01/26–06/01/26

For a **school** and across **grades**, **classes**, and **Report Groups**, gives a clear view of:

- Progress toward proficiency
- Annual growth expectations

Students Assessed/Total: **555/569**

Progress to Annual Typical Growth (Median)



The median percent progress toward Typical Growth for this school is 108%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More about Growth

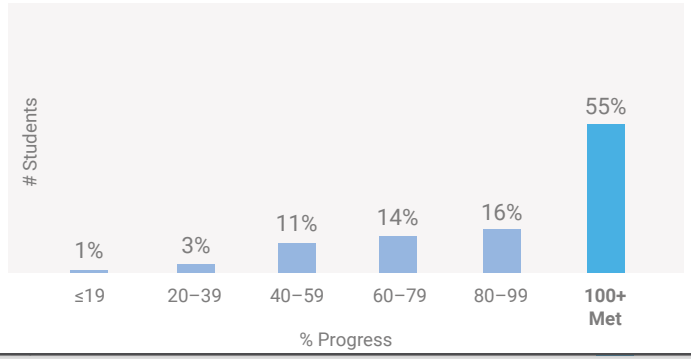
Current Placement Distribution

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
(From 7%)	**(From 13%)**	**(From 39%)**	**(From 27%)**	**(From 14%)**

The Mapping between 5-Level and 3-Level Placements

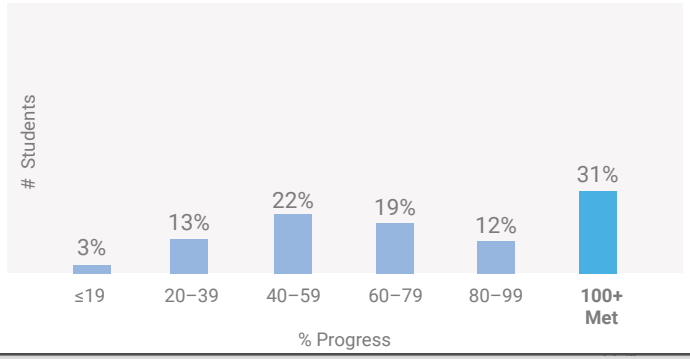
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Show Results By

Grade

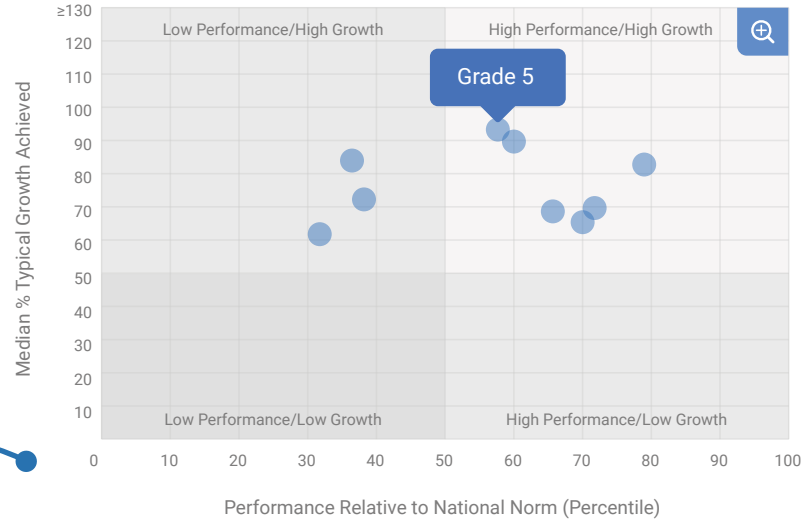
Showing 9 of 9

Grade	Annual Typical Growth		Annual Stretch Growth		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	114%	65%	79%	35%	65%	60/60
Grade 1	107%	67%	84%	33%	30%	63/63
Grade 2	106%	60%				
Grade 3	110%	80%				
Grade 4	111%	80%				
Grade 5	108%	65%				
Grade 6	114%	71%				
Grade 7	108%	85%				
Grade 8		5%				

Student Growth in Math Shown by Grade

Across the District from Fall to Spring (March 2 to End of Year)

03/02/26–06/30/26



View i-Ready Inform Growth Report | Download CSV

Shows how schools and grades across the district are growing and performing in a single view to inform planning and resource allocation

MATHEMATICS *i-Ready Inform* Results for a District *Comparison View*

i-Ready Inform Results

Subject: Math

School: All Schools

Academic Year: Current Year

i-Ready Inform: i-Ready Inform 2 — 12/01/25–12/31/25

Prior i-Ready Inform: i-Ready Inform 1 — 08/29/25–09/30/25

For a **district**, by **school**, **grade**, **class**, and **demographics**:

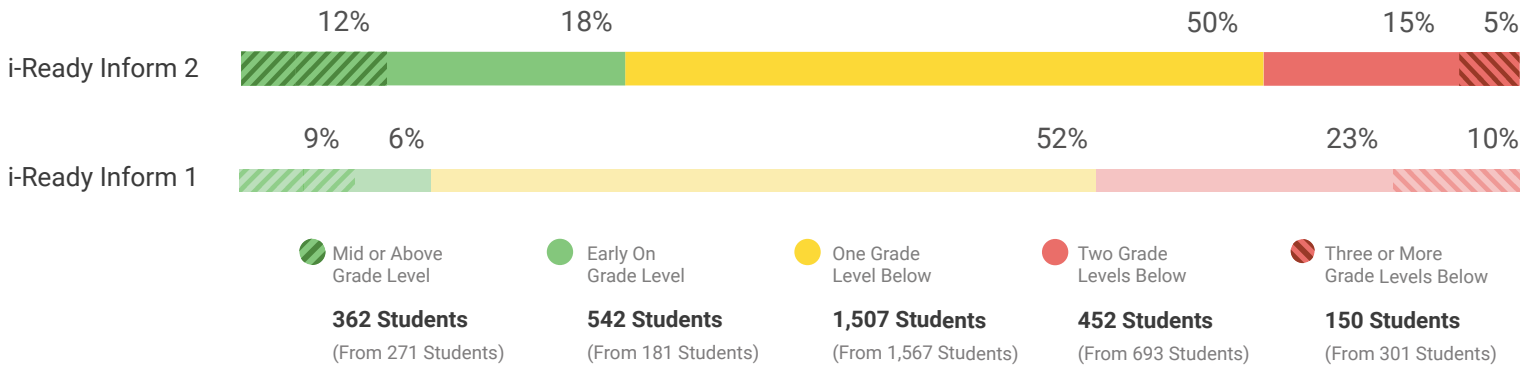
- Provides a comprehensive picture of student performance
- Allows administrators to set intervention strategies and make resource allocation decisions

Criterion Referenced

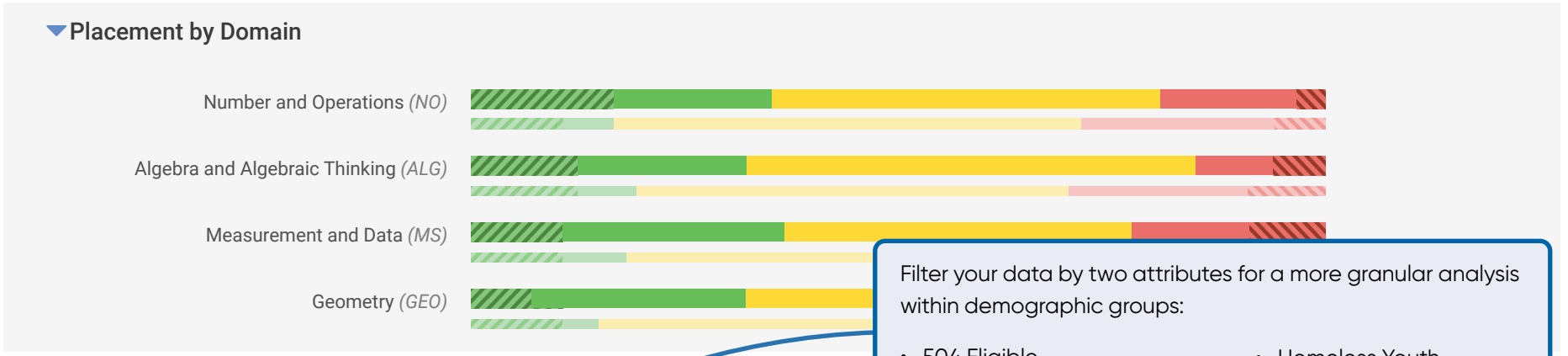
3-Level Placement | 5-Level Placement (*Enhanced*)

Overall Placement

Students Assessed/Total: **3,013/3,013**



The Mapping between 5-Level and 3-Level Placements



Filter your data by two attributes for a more granular analysis within demographic groups:

- 504 Eligible
- Combined Race and Ethnicity
- Early Intervention Program (EIP)
- Economically Disadvantaged
- English Learner
- Foster Youth
- Gifted Eligibility
- Hispanic or Latino
- Homeless Youth
- Migrant
- Military Family
- Race
- Sex
- Special Education
- Student with Disabilities

Switch Table View: Placement Summary

Choose to Show Results By: Sex

Secondary Demographic to Show Results By: Economically Disadvan... Remove

Showing 3 of 3

All	All		Overall Grade-Level Placement						Students Assessed/Total
Female	**Yes - Economically D...**	i-Ready Inform 2		15%	22%	43%	16%	4%	646/646
		i-Ready Inform 1		9%	14%	46%	22%	9%	
	No - Economically D...	i-Ready Inform 2		43%	19%	31%	5%	2%	1,011/1,011
		i-Ready Inform 1		26%	26%	33%	12%	2%	
		i-Ready Inform 2	—	—	—	—	—	—	

MATHEMATICS Standards Performance for a Class

State-specific in most states!

Standards Performance

PDF CSV

Subject: Math | Class/Report Group: Grade 5, Section 1 | Grade: 5 | i-Ready Inform: i-Ready Inform Window 1

08/29/25–09/30/25

✓✓✗ Key

Shows how students are performing against state standards

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

Grade(s) of Standards: Grade 5 to Grade 5 | Switch Table View: Skill Summary

Showing 12 of 43

Standard Code	Standard Description	✓	✓✓	✗
5.NBT.A.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	0	0	20
5.NBT.A.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	2	0	18
5.NBT.A.3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1,000).	2	0	18
5.NBT.A.3b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	5	5	10
5.NBT.A.4	Use place value understanding to round decimals to any place.	2	0	18
5.NBT.B.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	4	0	16

Standards Performance

Subject: Math | Class/Report Group: Grade 5, Section 1 | Grade: 5 | i-Ready Inform: i-Ready Inform Window 1 (08/29/25–09/30/25) | Key

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

Grade(s) of Standards: Grade 5 to Grade 5 | Switch Table View: 5.NBT.A.3b

All Students Performance: ✓ 5 | ✓ 5 | ✗ 10

Standard Description

Number and Operations in Base Ten
Understand the place value system. Read, write, and compare decimals to thousandths.

Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

Student	Performance	i-Ready Inform Language	Date
Patel, Mia	✓		09/19/25
Ramirez, Gabriella	✓	*Spanish*	09/19/25
Sanchez, Abby	✓	*Spanish*	09/19/25
Tan, Melanie	✓		09/19/25
Vo, Isaiah	✓		09/19/25

MATHEMATICS Standards Mastery Results by Test for a Class *Item Analysis View*

Standards Mastery Results by Test

Subject: Math

Class/Report Group: Grade 5, Section 1

Assessment: Grade 5 Fractions

Students Completed/Assigned: **16/19**

Students Unassigned: **1**

Shows student performance on recently taught standards to guide reteaching, down to the question level

Skills Summary

3 Skills Assigned

Standards	Skill	Performance Distribution	Avg. Score	Resources
5.NF.A.1	Add and Subtract Fractions with Unlike Denominators		72%	
5.NF.A.2	Compare Two Fractions		43%	
5.NF.B.4a	Understand Products of Fractions		38%	

Assessment Summary

46% Average Assessment Score

3 Proficient

6 Progressing

7 Beginning

5.NF.A.1

Use dropdown to view Skill Summary

View Assessment

Key

Showing 20 of 20

Student	Assessment Score	Skill Score	1	2	3	4A	4B	5
Class Summary	51%	72%	85%	80%	76%	64%	43%	50%
Sanchez, Abby	87%	100%	●	●	●	●	●	●
Choi, Isabella	80%	75%	●					
Baker, Danielle	79%	80%	●					
Lowe, Noah	78%	80%	●					
Bowers, Tara	73%	80%	●					
Warren, Santino	70%	75%	●					
Patel, Mia	58%	61%	○					
Powell, Elijah	58%	71%	○					
Malone, Carla	46%	57%	●					
Vo, Isaiah	41%	69%	●	◑	◑	●	○	●
Ramirez, Gabriella	32%	36%	○	◑	◑	●	○	○
Tan, Melanie	30%	36%	●	◑	◑	●	○	○
Ruiz, Justin	27%	30%	●	◑	◑	◑	○	◑

i-Ready Standards Mastery: Differentiated Instructional Support

Add and Subtract Fractions with Unlike Denominators

Standards

5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example,* $\frac{2}{3}+\frac{5}{4}=\frac{8}{12}+\frac{15}{12}=\frac{23}{12}$. *(In general,* $\frac{a}{b}+\frac{c}{d}=\frac{ad+bc}{bd}$.*)*

Prerequisite Standards

3.NF.A.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.

4.NF.B.3c Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.

4.NF.B.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

Overview of Tested Skills

Problems on this assessment form require students to be able to find sums or differences of fractions or mixed numbers with unlike denominators by using equivalent fractions to rewrite them as sums or differences with like denominators, and by drawing area models or number lines to represent the sums or differences. Students will also need to be familiar with multiplying whole numbers, adding and subtracting fractions and mixed numbers with like denominators, reading measurements shown in inches, and writing fractions greater than 1 as both mixed numbers and improper fractions.

Common Misconceptions and Errors

Misconceptions and errors may result if students don't understand how to write a mixed number as a fraction greater than 1, how to find a common denominator, or how to find equivalent fractions.

Errors may also result if students:

- do not multiply each numerator by the factor used to create the common denominator.
- add the numerators and add the denominators.
- add instead of subtracting, or vice versa.
- make a basic multiplication fact error.
- find a common denominator, but then add or subtract the original numerators, instead of subtracting the numerators of equivalent fractions.

Ready & i-Ready Instructional Resources

Consider using the following as additional instructional resources for students who have placed on or above level in Number and Operations and Algebra and Algebraic Thinking. See additional recommendations on page 2 for students performing below grade level.

Beginning

Focus: Developing Underlying Concepts

Help students remember how to find equivalent fractions by multiplying the numerator and denominator of a fraction by the same number. Discuss how students can use equivalent fractions to make same-size parts that can then be added or subtracted. Then help students use equivalent fractions to find common denominators before adding or subtracting fractions.

Teacher-led Small Group

Toolbox: Ready Instruction
Grade 5, Lesson 10
- Add and Subtract Fractions

i-Ready: Tools for Instruction
Number and Operations, Level 5
- Add and Subtract Unlike Fractions and Mixed Numbers

Toolbox: Interactive Tutorial
Grade 5, Lesson 10
- Add and Subtract Fractions

Student-led Small Group

Toolbox: Center Activities
Grade 5, Lesson 10
- 5.21 ★Add and Subtract Fractions

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 with rewriting sums or differences of fractions with unlike denominators as sums or differences with like denominators.

Independent

Toolbox: Ready Practice and Problem Solving
Grade 5, Lesson 10
- Add and Subtract Fractions

i-Ready: Instruction
Level E
- Add and Subtract Fractions

Student-led Small Group

Toolbox: Center Activities
Grade 5, Lesson 10
- 5.21 ★★Add and Subtract Fractions

Proficient

Focus: Deepening Understanding

Encourage students to deepen their understanding of fraction addition and subtraction by finding multiple ways to rewrite sums and differences of fractions.

Student-led Small Group

Toolbox: Center Activities
Grade 5, Lesson 10
- 5.21 ★★★Add and Subtract Fractions

For a district, school, class, and student, offers:

- Detailed view of student performance on grade-level standards
- Student-level item analysis
- Suggested resources for addressing gaps and reteaching standards

Standards Mastery Results

School	Cedar Elementary
Subject	Mathematics
Student	Powell, Elijah
Student ID	013189
Student Grade	5
Assessment	Grade 5 Mathematics 5.NF.A.1: Add and Subtract Fractions with Unlike Denominators Form A
Score	58%
Completion Date	11/10/25

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

0/1 point

Max has $3\frac{5}{6}$ pounds of potting soil. She uses $2\frac{3}{8}$ pounds to fill a pot. How many pounds of potting soil does Max have left?

- (●) $1\frac{2}{24}$ pounds
- ( ) $1\frac{1}{3}$ pounds
- ( ) $1\frac{11}{24}$ pounds
- ( ) $1\frac{1}{2}$ pounds

Incorrect: Students may have chosen this response because they found a common denominator for the two fractions but they subtracted the original numerators.

Item 2

1/1 point

Heidi has $2\frac{5}{6}$ cups of frozen blueberries and $1\frac{1}{3}$ cups of fresh blueberries. Does she have enough blueberries to make a recipe that uses 4 cups of blueberries?

Use the drop-down menus to explain your answer.

Heidi 1 has ✓ enough blueberries. She has 2 four and one-sixth ✓ cups of blueberries, which is 3 more than ✓ she needs for the recipe.

MATHEMATICS Growth Monitoring Results for a Student

Growth Monitoring Results ▾ **Elijah Powell** ▾ **Grade 5**

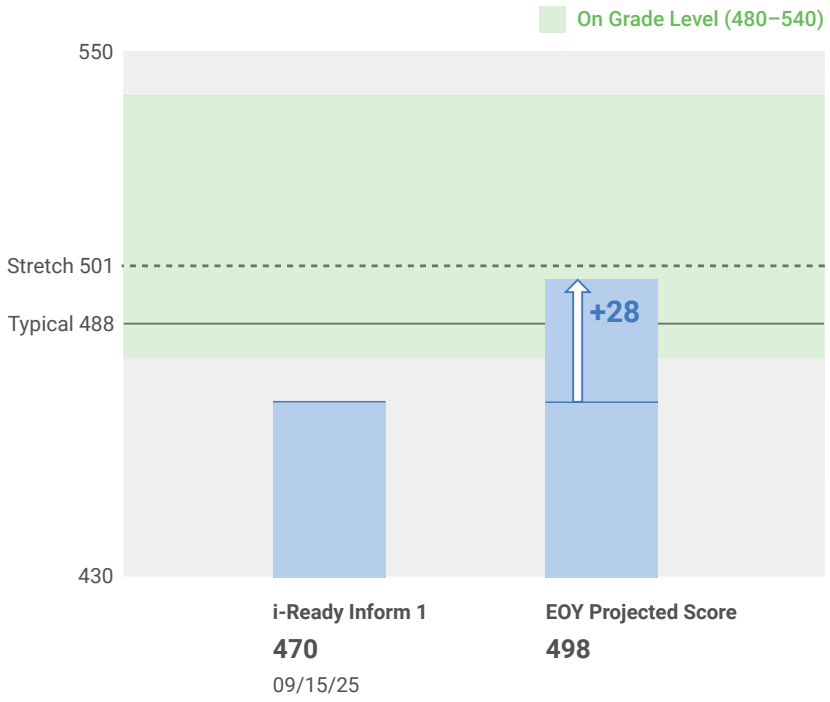
Subject

Math ▾

Projects student's likelihood of meeting growth and proficiency targets by the end of the year with data from the *i-Ready Inform* and Growth Monitoring assessments

Also available for Reading

Student Growth Monitoring Report



Initial Scale Score: **470** EOY Projected Growth: **+28**

	Likelihood of Meeting 100% Growth by EOY	Projected Growth/ Growth Measure
Typical Growth	Somewhat Likely 50–70% Probable	+28/18
Stretch Growth®	Somewhat Unlikely <50% Probable	+28/31
On (Mid/Late) or Above Grade Level	Somewhat Unlikely <50% Probable	+28/28

Supporting Data

Test Date	Test Type	Scale Score	Standard Error
09/15/25	i-Ready Inform*	470	+/- 12
10/13/25	Growth Monitoring	473	+/- 18
11/05/25	Growth Monitoring	476	+/- 18

*This i-Ready Inform was designated as the baseline i-Ready Inform for this student and was used to establish Typical Growth and Stretch Growth measures.

Learn More about Growth Monitoring

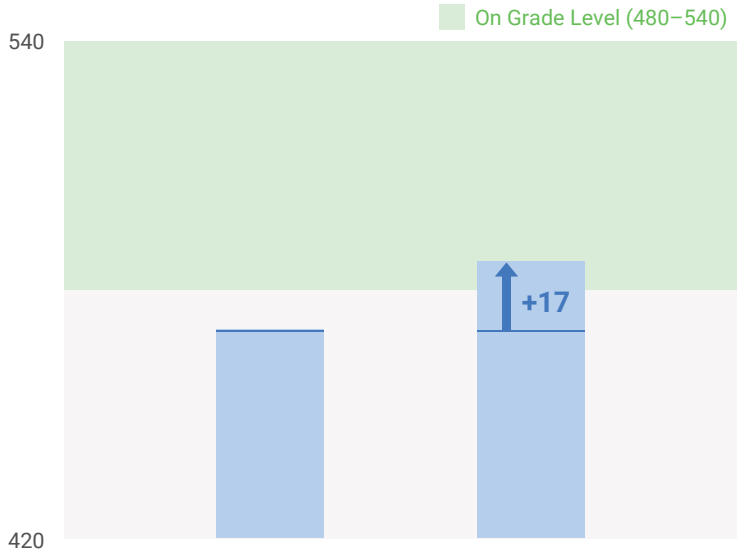
For Families

School	Cedar Elementary
Subject	Math
Student	Elijah Powell
Student ID	ElPowell4896
Student Grade	5

Uses accessible terminology and helpful context to share student progress and celebrate growth with families—available in English and Spanish for Mathematics and for Reading

What is i-Ready? i-Ready is an online learning program focused on reading and math. Elijah has recently taken an i-Ready assessment at school. This report gives you a snapshot of your child's performance. For more information about i-Ready, visit i-Ready.com/FamilyCenter.

Elijah's Overall Math Performance



	Test (09/15/25)	Test (12/15/25)
Placement	Approaching Grade 5	At Grade 5
Scale Score	**470**	**487**
National Norm	60th Percentile	82nd Percentile

Domain	Test (09/15/25)	Test (12/15/25)
Overall	**Approaching Grade 5**	**At Grade 5**
Number and Operations	Approaching Grade 5	At Grade 5
Algebra and Algebraic Thinking	Approaching Grade 5	At Grade 5
Measurement and Data	Approaching Grade 5	At Grade 5
Geometry	Needs Improvement	Approaching Grade 5

Additional Suggestions

Discuss these results with your child

Celebrate their strengths and progress, and collaborate with them on planning how they will reach their goals.

Reach out to the teacher

Ask your student's teacher for additional insight into their progress and to get ideas and resources to support your student's learning at home.

Understanding Key Terms

Placement levels are used to guide instruction in the classroom. Placement levels are based on Elijah's level of performance overall and on each subtest, and they describe th

The four possible placement levels a

- Above Grade Level
- At Grade Level
- Approaching Grade Level
- Needs Improvement

Scale scores provide a single, consistent way to measure growth across grade levels and domains. You can use a scale score to compare a

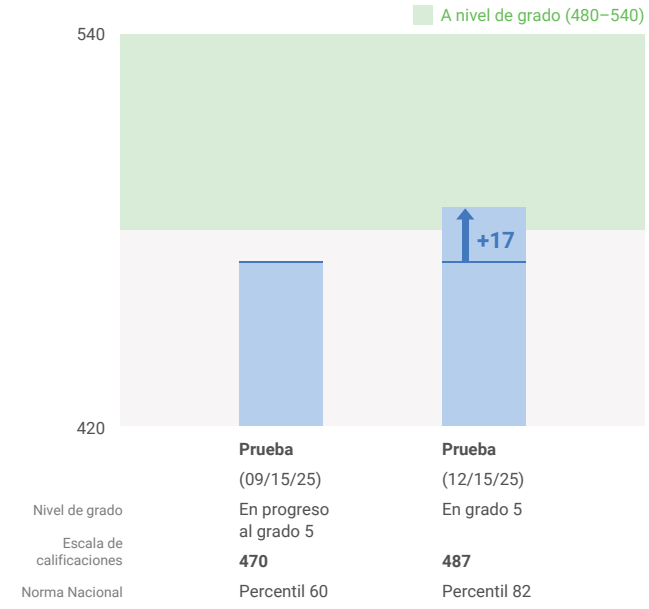
Informe Para La Familia

i-Ready

Escuela	Cedar Elementary
Materia	Matemáticas
Estudiante	Elijah Powell
Identificación del estudiante	ElPowell4896
Estudiante grado	5

¿Qué es i-Ready? i-Ready es un programa de aprendizaje en línea que se enfoca en lectura y matemáticas. Recientemente Elijah tomó una evaluación de i-Ready en su escuela. Dicha evaluación fue presentada en inglés. Este informe le ofrece un panorama general del desempeño de su hijo o hija. Para más información sobre i-Ready, visite i-Ready.com/FamilyCenter-es.

Desempeño general de Elijah en matemáticas



Dominio	Prueba (09/15/25)	Prueba (12/15/25)
Desempeño general	**En progreso al grado 5**	**En grado 5**
Números y operaciones	En progreso al grado 5	En grado 5
Álgebra y pensamiento algebraico	En progreso al grado 5	En grado 5
Medición y datos	En progreso al grado 5	En grado 5
Geometría	Necesita mejorar	En progresso al grado 5

MATHEMATICS Historical Results for a Student

Historical Results ▾ **Elijah Powell** ▾ **Grade 5**

PDF | CSV (2) ▾

Subject

Math ▾

Grade 2
2022–2023

Grade 3
2023–2024

Grade 4
2024–2025

Provides an overview of:

- *i-Ready Inform* scores and placements
- Student growth progress
- Student lesson data
- Additional historical reporting for administrators

Also available in Reading

2024–2025 i-Ready Inform Performance Summary (Grade 4)

	i-Ready Inform 1 *09/14/24*	i-Ready Inform 2 *12/14/24*	i-Ready Inform 3 *05/15/25*
i-Ready Inform Growth			
Progress to Typical Growth ⓘ	–	17/23 (74%)	31/23 (135%)
Progress to Stretch Growth® ⓘ	–	17/34 (50%)	31/34 (91%)
Overall Placement			
Placement & Scale Score ↑	Grade 3 (447) Standard Error +/- 6	Grade 3 (464) Standard Error +/- 6	Early 4 (478) Standard Error +/- 6

Placement by Domain

Number and Operations ↑	Grade 3	Grade 3	Mid 4
Algebra and Algebraic Thinking ↑	Grade 3	Early 4	Early 4
Measurement and Data ↑	Grade 3		
Geometry ↑	Grade 2		

2024–2025 Personalized Instruction Activity Summ

Lessons Passed/Completed: **37/49** % Lessons Passed: **76%**

Domain	Lessons Passed/Comp
Number and Operations	24/32
Algebra and Algebraic Thinking	6/8
Measurement and Data	5/6
Geometry	2/3

Historical data is also available at the class level.

Historical Results 2024–2025

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

Progress to Annual Typical Growth (Median)

20 Students Assessed

105%

50% 100%

The median percent progress toward Typical Growth for this class is 105%. Typical Growth is the average annual growth for a student in their grade and baseline i-Ready Inform placement level.

Final Overall Placement

4 5 7 2 2

4 Students 20% (From 15%) Mid or Above Grade Level
5 Students 25% (From 20%) Early On Grade Level
7 Students 35% (From 50%) One Grade Level Below
2 Students 10% (From 5%) Two Grade Levels Below
2 Students 10% (From 10%) Three or More Grade Levels Below

% Lessons Passed

12 Students 70–100% Passed
5 Students 50–69% Passed
3 Students 0–49% Passed

Personalized Instructi ... *Choose your table view.*

Showing 20 of 20

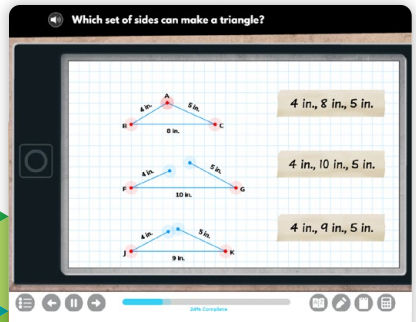
Student	Overall Lesson Summary			Domain Lessons Passed/Completed			
	Total Lesson Time-on-Task	Lessons Passed/ Completed		NO	ALG	MS	GEO
Bowers, Tara	22h 37m	44/64	69%	25/32	11/20	4/6	4/6
Powell, Elijah	23h 21m	45/61	74%	29/35	11/15	3/6	2/5
Ruiz, Justin	26h 56m	21/43	49%	15/29	4/12	1/1	1/1
Sanchez, Abby	22h 38m	37/49	76%	24/32	6/8	5/6	2/3

Connected Math Instruction

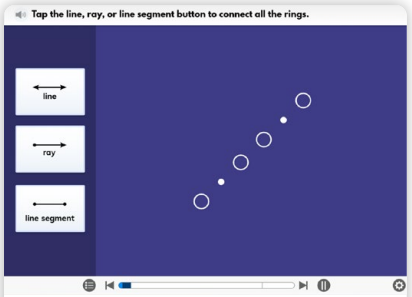
Research-backed and proven-to-work instruction—all connected by *i-Ready*

i-Ready Personalized Instruction is a digital instruction program for Grades K–8 that seamlessly connects assessment insights with engaging, evidence-based instruction to **build conceptual understanding, procedural fluency, and confidence in math**.

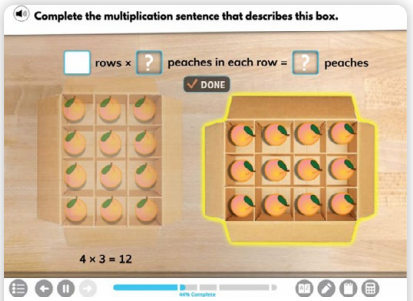
Lessons are designed to reflect research and expert recommendations for:



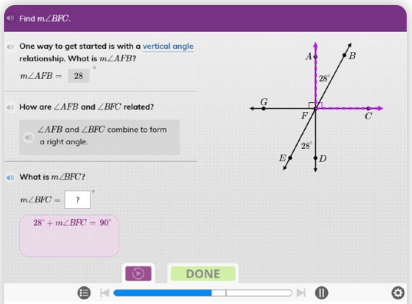
Meaning making in mathematics



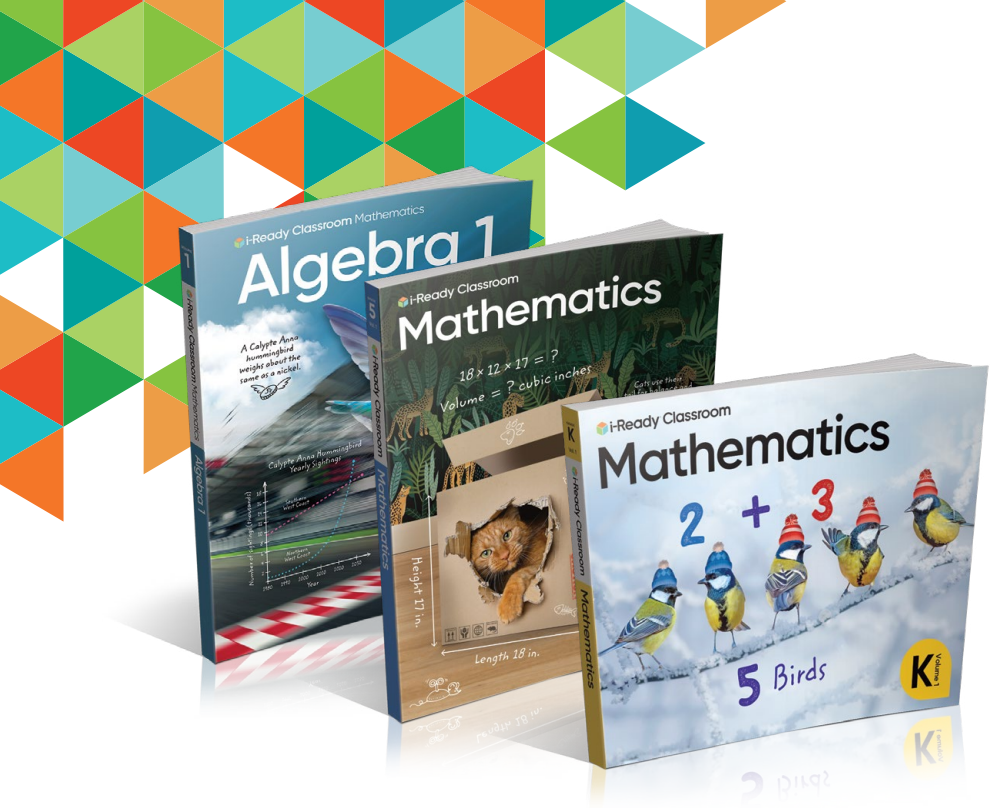
Developing conceptual, factual, and procedural knowledge



Problem solving, modeling, and representation



Growth mindset and persistence

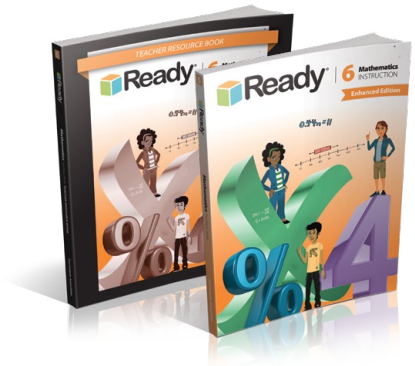


Mathematics Programs Designed for Impact

i-Ready works alongside our core and supplemental programs, providing targeted recommendations to support effective, data-informed instruction.

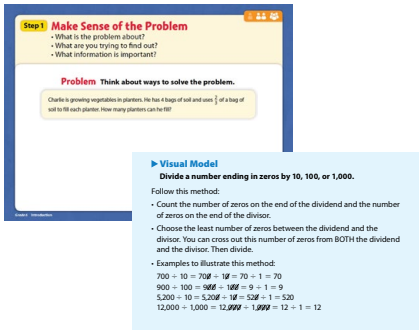
i-Ready Classroom Mathematics is a core, Grades K–Algebra 1 mathematics program designed to help all students succeed with rigorous, grade-level content. Lessons leverage high-impact teaching strategies to maximize instructional time and build independent mathematical thinkers. Integrated *i-Ready* data provides insights that accelerate learning through curated, scaffolded resources.

Support to Complement Core Instruction with Content That Engages Grades K–8

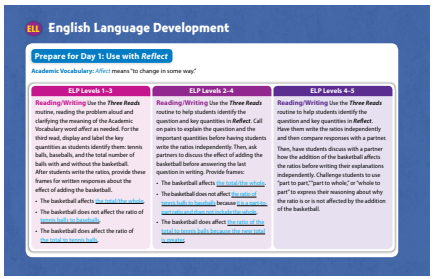


Clear, thoughtful instruction engages students and develops deep understanding.

Flexible practice opportunities for students show their understanding and build mastery with confidence.



Hands-on activities, visual models, and math discourse questions engage students with the content of the lesson.



Language routines support students as they make sense of the problems, learn content, develop mathematical practices, and master math language.

Connected Literacy Instruction

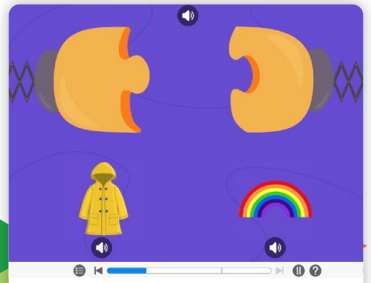
Research-backed and proven-to-work instruction—all connected by *i-Ready*

i-Ready Personalized Instruction is a digital instruction program for Grades K–8 that seamlessly connects assessment insights with engaging, evidence-based instruction to **empower all students to become skilled readers**.

New for 2025-2026

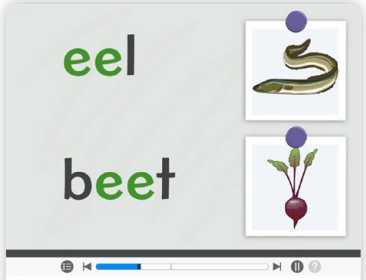
Essential and Elevate Lessons in ***i-Ready Pro*** meet the unique needs of older students—from foundational support to grade-level success.

Personalized Instruction lessons are aligned to reading science, focusing on domains critical to developing reading proficiency:



Phonological Awareness

Builds sound awareness with playful, connected practice

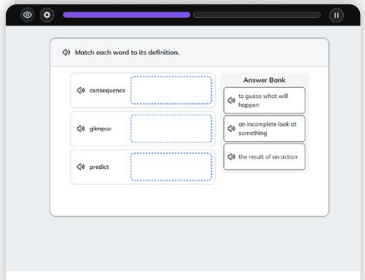


Phonics

Delivers systematic, explicit instruction to support letter-sound understanding

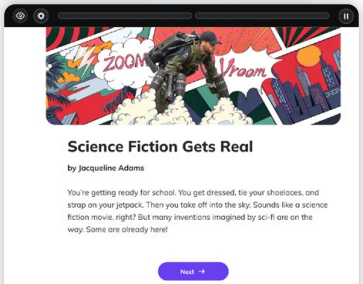
High-Frequency Words

Strengthens automacity to promote reading fluency*



Vocabulary

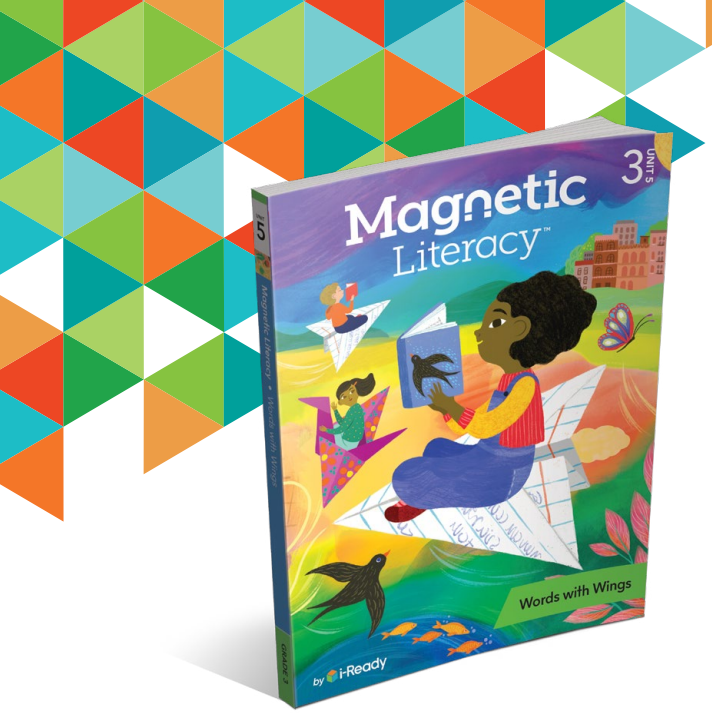
Grows the word knowledge students need for deep comprehension



Comprehension

Guides readers to think critically and make sense of complex texts

*Available in English only



Literacy Programs Designed for Impact

i-Ready works alongside our core and supplemental programs, providing targeted recommendations to support effective, data-informed instruction.

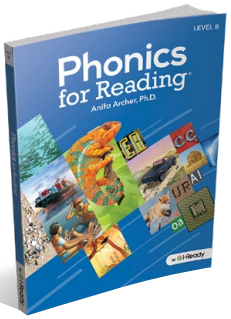
Magnetic Literacy is a core curriculum that equips Grades K–6 students to think critically, synthesize ideas, and communicate with purpose. Every lesson connects reading, writing, and speaking—supported by thoughtful scaffolds and data-informed instruction—to ensure every student succeeds and discovers the greatness within.

Develop a Strong Foundation

Grades K–2

Explicit, systematic foundational skills instruction for English and Spanish. **Programs pair seamlessly to develop biliteracy!**

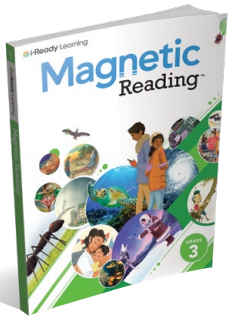
Grades 3–12



Intervention honors students with age-appropriate content while accelerating learning.

Build Comprehension Skills and Knowledge

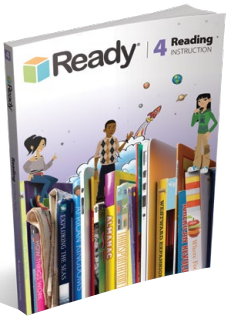
Grades 3–5



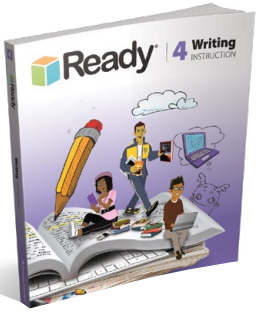
Knowledge-rich learning powered by actionable data helps students analyze and interpret texts with confidence.

Connect Reading and Writing

Grades K–8



Grades 2–5



Thematically connected lessons deepen comprehension and strengthen writing skills.

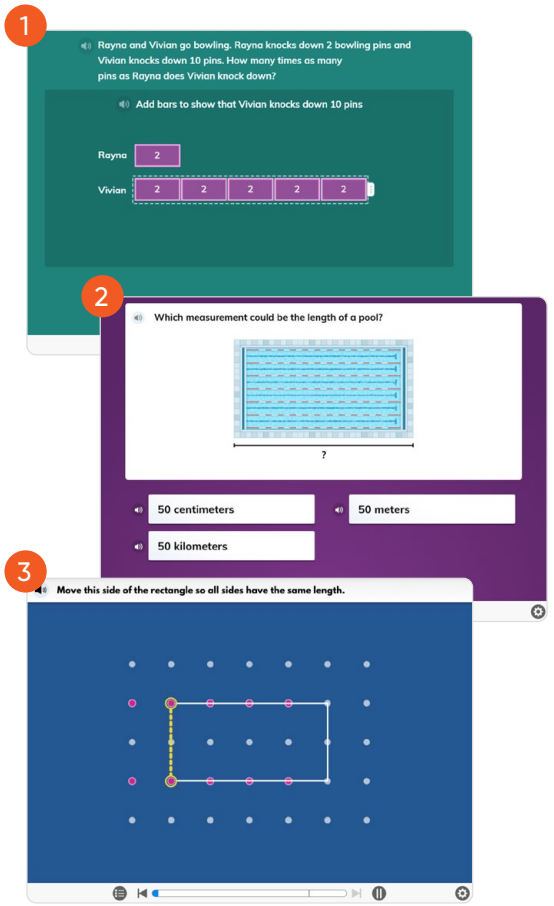
i-Ready Personalized Instruction

Integrated by Design. Proven to Work.

Seamlessly connect deep student insights with engaging, evidence-based digital instruction in Mathematics and Reading for Grades K–8.

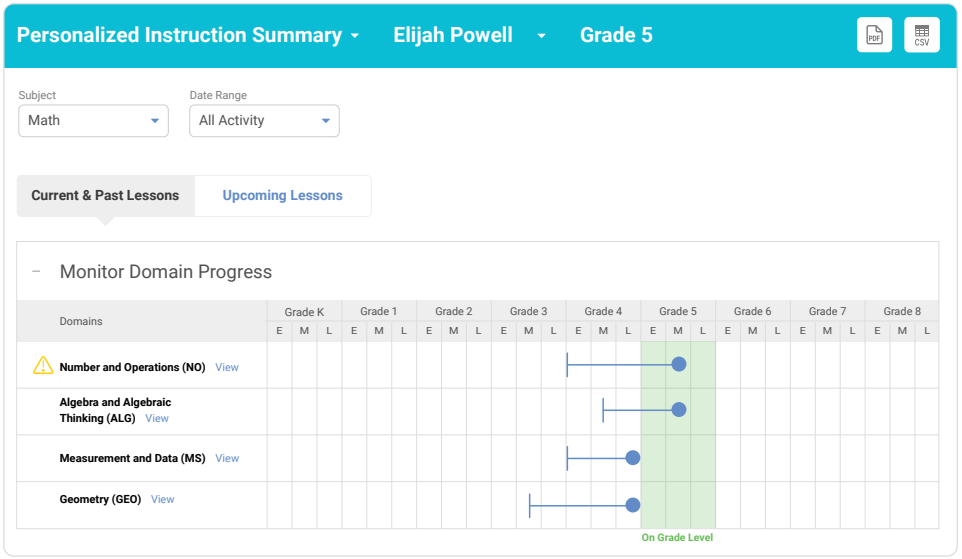
Give Students What They Need When They Need It—in an Engaging Student Experience

Student	Overall Placement & Scale Score	Placement by Domain: NO	ALG	MS	GEO	National Norms: Percentile Rank
Tan, Melanie	Mid 5 (517)	Late 5	Early 5	Late 5	Mid 5	97th
Sanchez, Abby	Mid 5 (516)	Late 5	Mid 5	Mid 5	Early 5	97th
Warren, Santino	Early 5 (491)	Mid 5	Grade 4	Mid 5	Mid 5	85th
McDonald, Kal	Early 5 (489)	Early 5	Early 5	Early 5	Mid 5	84th
Bowers, Tara	Grade 4 (472)	Early 5	Grade 4	Grade 4	Grade 4	64th
Jones, Anna	Grade 4 (472)	Grade 4	Mid 5	Grade 4	Grade 4	64th
Powell, Elijah	Grade 4 (470)	Grade 4	Grade 4	Grade 4	Grade 3	60th



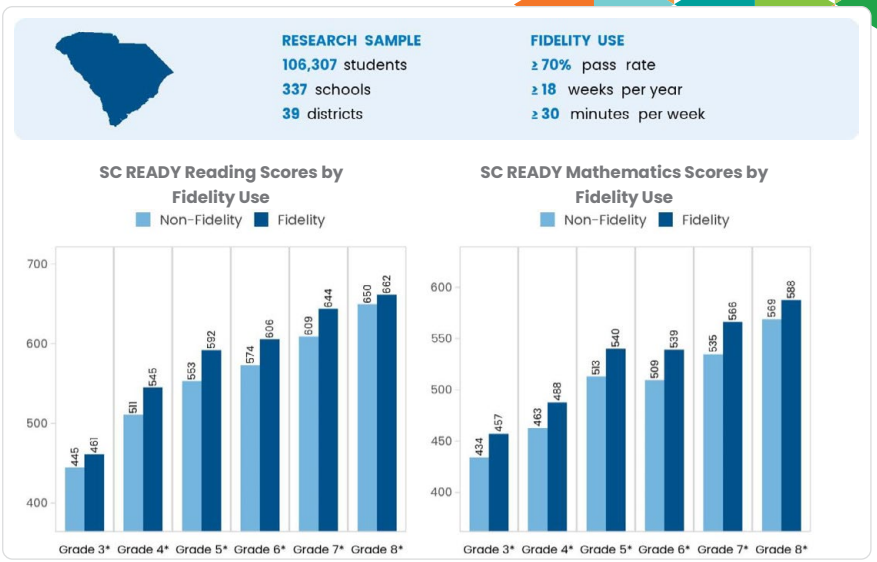
Personalized, adaptive, and engaging instruction for every student—driven directly by assessment results

Drive Growth with Purposeful, Evidence-Based Instruction and Practice



Easily Track Progress and Monitor Usage Metrics That Fuel Growth

i-Ready reports give teachers detailed insights into student progress across domains in Math and Reading.



Drive Stronger Performance on State Tests

In South Carolina, students who use *i-Ready Personalized Instruction* with fidelity score higher on state tests and are more likely to be proficient on state tests than those who did not.

Using *i-Ready Personalized Instruction* with fidelity is associated with higher scores on 26 statewide assessments in Reading and Mathematics.

Learn More about our Impact on Student Performance

Built for the Unique Needs of Middle School

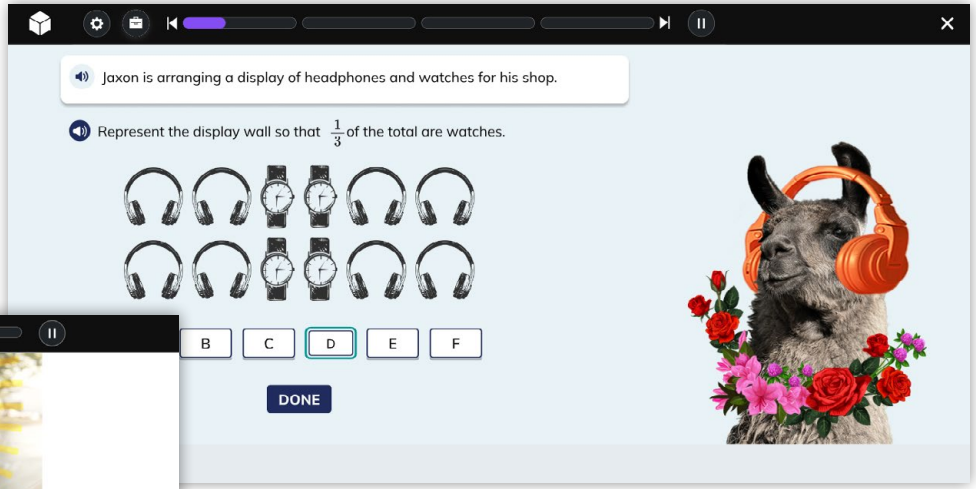
Introducing ***i-Ready Pro***, a first-of-its-kind learning experience for students in Grades 6+

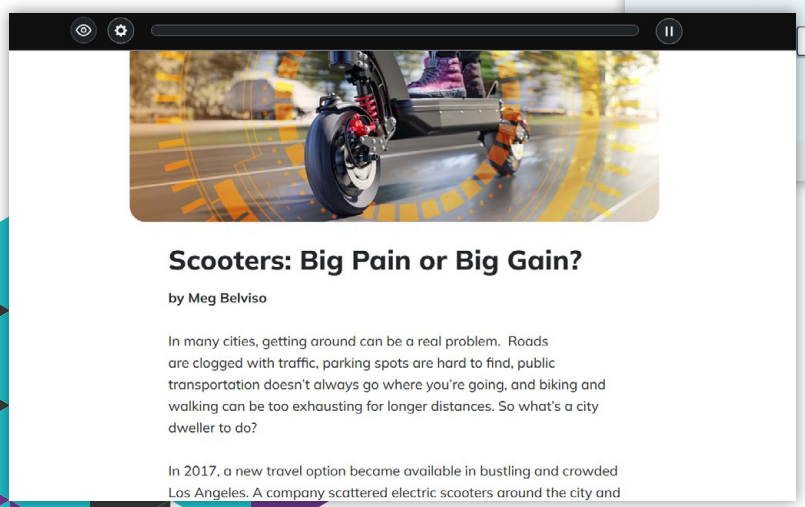
Discover How *i-Ready Pro*:

Maximizes Learning Time

Develop the most important skills and strategies needed for students in Grades 6–8 to confidently engage with grade-level content.

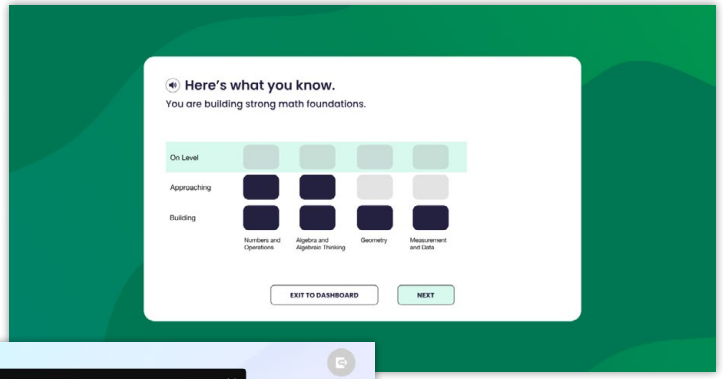
Essential Lessons unlock the skills needed for students to succeed in grade-level instruction.





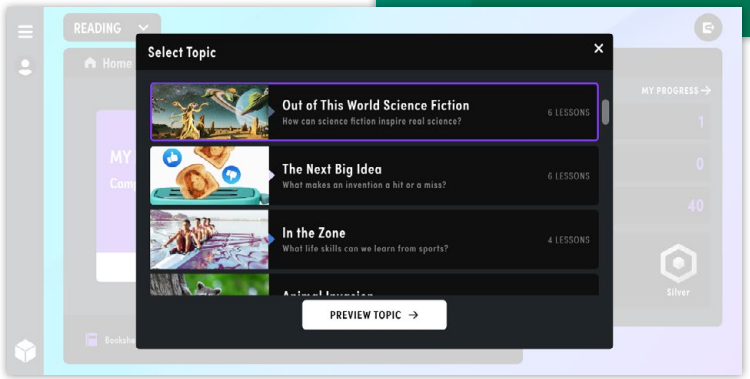
Elevate Lessons engage students in grade-level instruction with just-right supports to help them succeed.

Data reviews offer greater **visibility** into assessment results.



Boosts Student Confidence

Foster ownership in learning with an age-appropriate experience that offers autonomy and choice.



Students can **choose** topics of interest in Comprehension.

Empowers Lasting Impact

Address students' diverse needs and keep them engaged along the way with actionable insights and proven instruction.

Level 6: Topic 1	Lesson 3: Endings & Affixes *Retry Available*	✕ 2/4 Skills (50%)	**Inflectional -ed**, Morphemes	4/6 (67%)	12m	09/18/25
			Inflectional -ing, Morphemes	6/8 (75%)		
			Prefixes pre-, Morphemes	3/7 (43%)		
			Prefixes re-, Morphemes	2/6 (33%)		
Level 6: Topic 1	Lesson 2: Multi-Syllable Words *Retry Completed* + View Details	✕ 1/2 Skills (50%)	**Vowel Team Syllables aw/aw/**, Syllable Types	7/8 (88%)	*Two Attempts*	09/12/25
			Vowel Team Syllables au/aw/, Syllable Types	4/8 (50%)		
Level 6: Topic 1	Lesson 1: Single-Syllable Words	✓ 2/2 Skills (100%)	**Vowel Teams aw/aw/**, Syllable Types	8/8 (100%)	12m	09/10/25
			Vowel Teams au/aw/, Syllable Types	6/8 (75%)		

Educators can dig deep into student-level data with **skill-level insights**.

Learn More at **i-Ready.com/Pro**

i-Ready en español: Tools to Empower Spanish Speakers and Learners

Our Spanish-language components are designed to support students from a broad spectrum of learning backgrounds, experiences, and communities, recognizing the linguistic and cultural assets they bring to the classroom. Our assessments and instruction can help Spanish speakers and learners in traditional, transitional, bilingual, and biliteracy programs achieve their academic goals.

Help Your English Learners Thrive

Learn How You Can Improve Instruction and Maximize Impact for English Learners with **Ellevation**

Assessment and Connected Resources in Spanish

Mathematics

Understand students' overall mathematics performance, independent of English-language proficiency.

i-Ready Inform de matemáticas en español (Grades K–12)

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

Tools for Instruction (Grades K–8)

Reading

New Adaptive Reading Assessment for Grades K–6!

Understand students' Spanish reading performance and support their instructional needs.

i-Ready Inform de lectura en español (Grades K–6*)

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

Tools for Instruction (Grades K–8)

Measure and monitor students' critical literacy skills in Spanish.

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

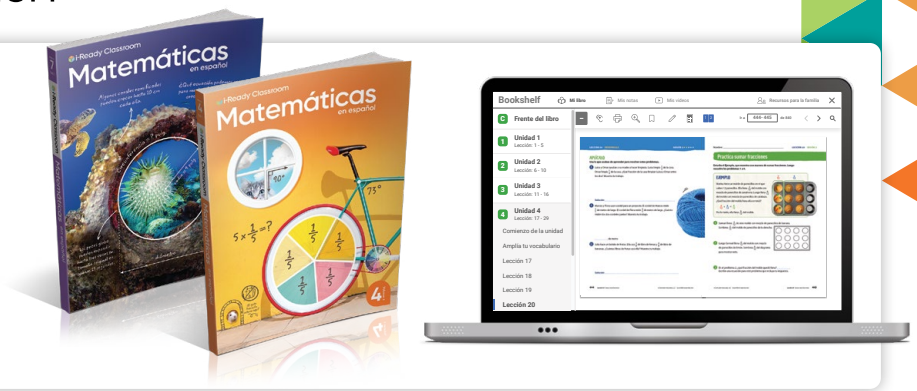
*Students in Grades 7 and 8 will continue using the fixed-form Assessment of Spanish Reading.

Core Curriculum in Spanish

Increase mathematical proficiency with student-centered and activity-based learning.

i-Ready Classroom Matemáticas
(Grades K–8)

Includes digital access through the Teacher Toolbox



Supplemental and Digital Instruction in Spanish

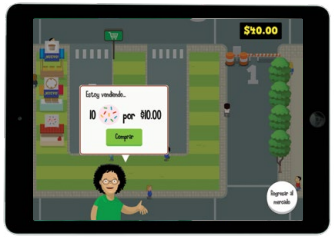
Mathematics

Help students meet their grade-level goals with tailored online mathematics instruction in Spanish.

i-Ready Personalized Instruction
(Grades K–8)

Motivate your students and foster a positive relationship to challenging mathematics standards.

Learning Games in Spanish
(Grades K–8)



Reading

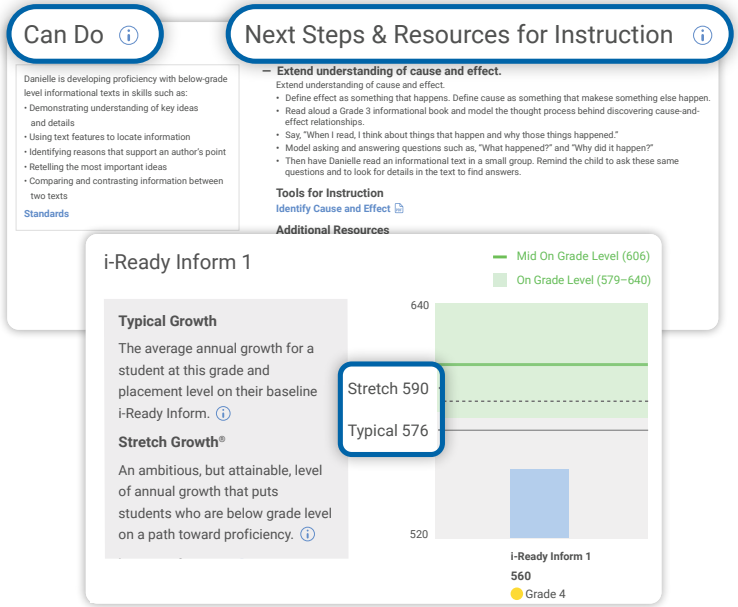
Support bilingual learners with structured, research-based early literacy instruction.

Mosaico: Fundamentos por i-Ready
(Grades K–2)

Assign authentic online Spanish reading lessons that build skills for grade-level success.

i-Ready Personalized Instruction
(Grades K–5)

Universal Access for Every Student



Gain Asset-Based Insight

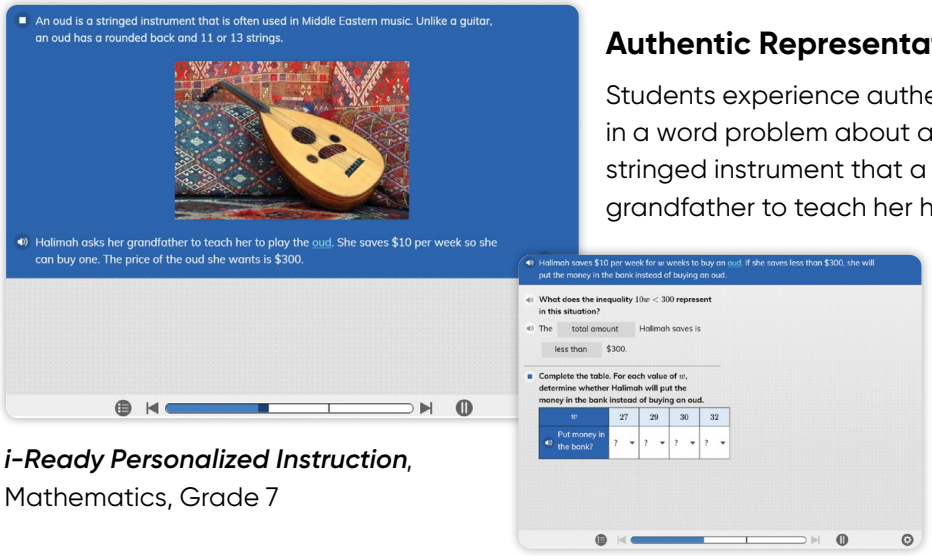
Educators can interpret assessment data by looking at Can Dos and Next Steps to understand what students know and where they need to go next.

Set Ambitious, Attainable Goals

Accelerate learning by using Stretch Growth to help students reach toward grade-level work and provide them with the instructional supports to get there.

Content That Engages All Learners

Increase engagement when you expose students to content that helps foster a sense of belonging and allows them to feel seen and be heard.



i-Ready Personalized Instruction, Mathematics, Grade 7

Authentic Representation

Students experience authentic representation in a word problem about a Middle Eastern stringed instrument that a character wants her grandfather to teach her how to play.

"Punks Don't Get Nervous" from *The First Rule of Punk* by Celia C. Pérez

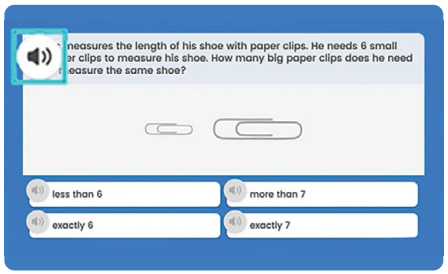
Mexican American 12-year-old Malú, who loves punk rock, works on a 'zine to express her reluctance to move with her mother to Chicago and far from her father for two years.

i-Ready Personalized Instruction, Reading, Grade 5

Creating Accessible Experiences for All

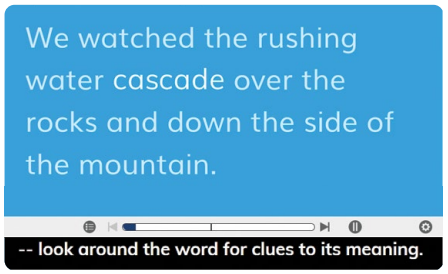
Find More Information on Our Dedicated **Accessibility Page**

We believe every student can excel. By embedding accessibility and accommodations support considerations into our product design from the start, and continuously improving, we ensure students with disabilities have the tools they need to grow and achieve.



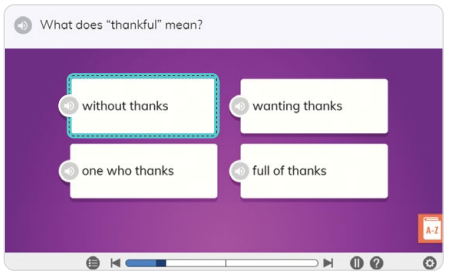
Universal Audio Support

Students can click on an audio button to hear the text of a question and/or answer read aloud. This feature can be used to support read-aloud accommodations.



Closed Captioning

Display text on a screen that aligns to the audio playing in a lesson with the use of closed captioning.



Keyboard Navigation

Students can interact with content by using the keyboard. When using keyboard navigation, a focus indicator appears around each element as the user tabs through the page.

Committed Service

Strengthen Your Implementation with Comprehensive Support

Data and Implementation Support

Dedicated partners working with you to integrate *i-Ready Personalized Instruction* into your classrooms

Instruction Analytics

Periodic usage and performance analysis with ongoing support

Implementation Resources

Comprehensive resources designed to drive success in any classroom

Strategic Guidance

Program design and pedagogy experts to provide thought leadership

Professional Learning

Experienced educators to drive learning focused on strong implementation practices

Technical Support

Responsive technical support and proactive issue identification

"I learn something new about our data every time we have a meeting!"

—**Amy Denney**, Director, Curriculum, Instruction, Assessment, and Professional Development, Sioux City Community School District

Professional Learning You'll Look Forward To

Flexible, relevant, and built to strengthen your practice to drive student growth

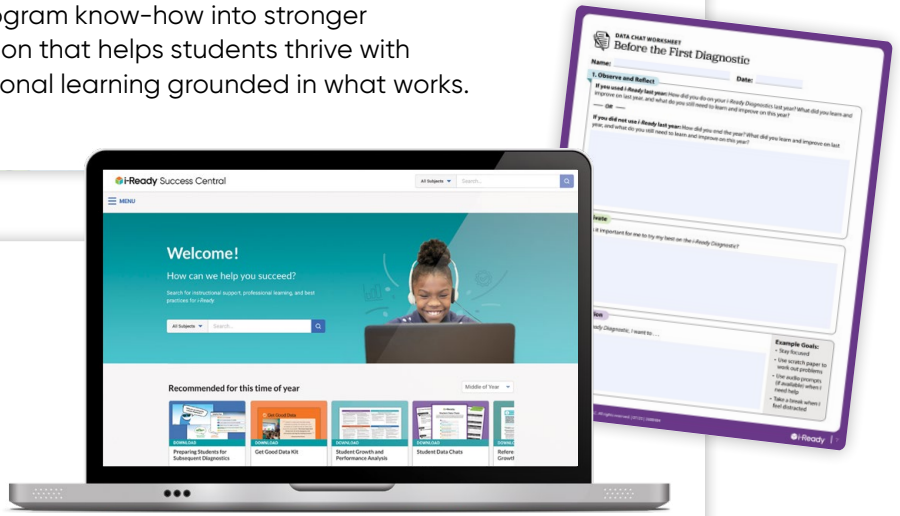
PLPG CERTIFIED PROVIDER

Emerge Inspired

Engage in learning experiences worthy of your time—rooted in classroom expertise and guided by certified experts committed to your success.

Bring Even More to Tomorrow

Turn program know-how into stronger instruction that helps students thrive with professional learning grounded in what works.



Tailor Your Learning to Your Needs

Get focused learning that flexes to fit your day and personalized resources aligned to your in-the-moment needs.

i-Ready

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National Center on
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at the American Institutes for Research®

BUROS CENTER FOR TESTING
i-Ready received a positive review in *The Twentieth Mental Measurements Yearbook* (published by the Buros Center for Testing).

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Ready to Find Out More?

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