



One Coherent Program

Learn about **New Digital Scoring** for Fluency Assessments on [Page 34](#)

Sample Reports

Reading

Math

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Personalize Learning, Accelerate Growth

Support every student with one coherent program that delivers clear data, connected to precise instruction, and backed by committed service. *i-Ready* is highly rated by the National Center on Intensive Intervention and helps make classrooms better for teachers and students.

Used by More Than

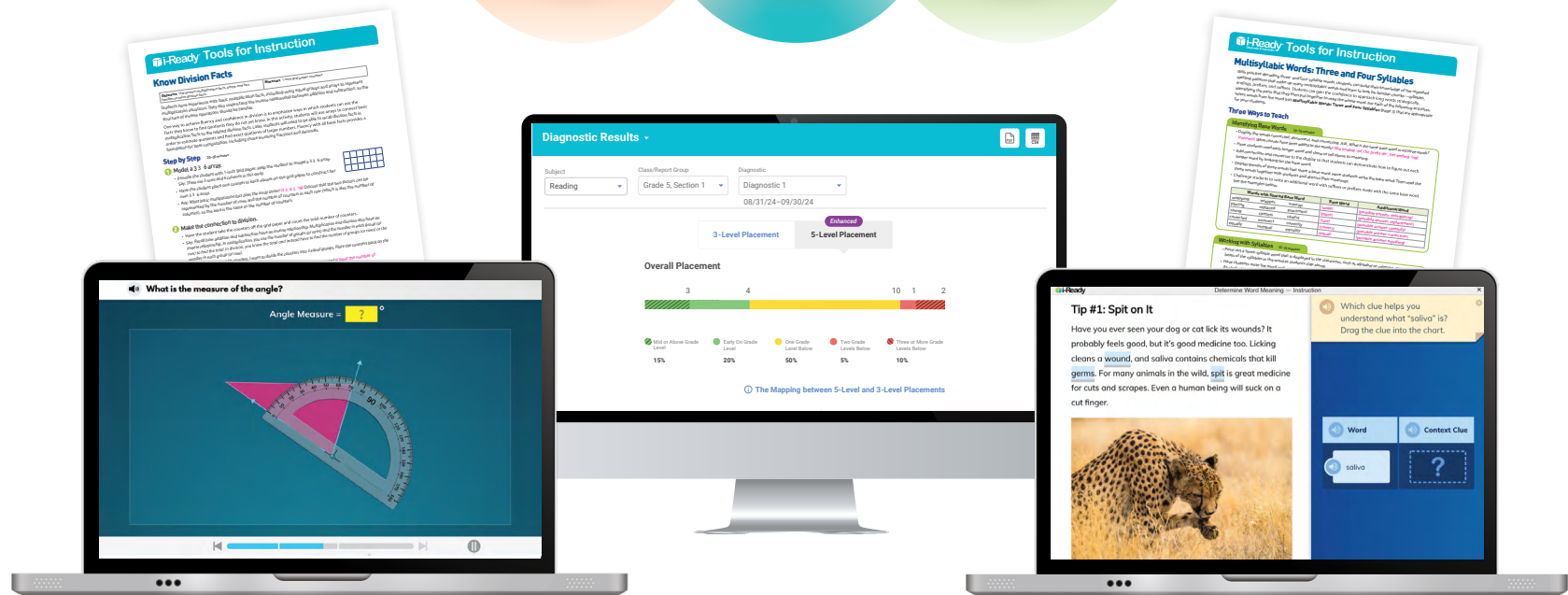
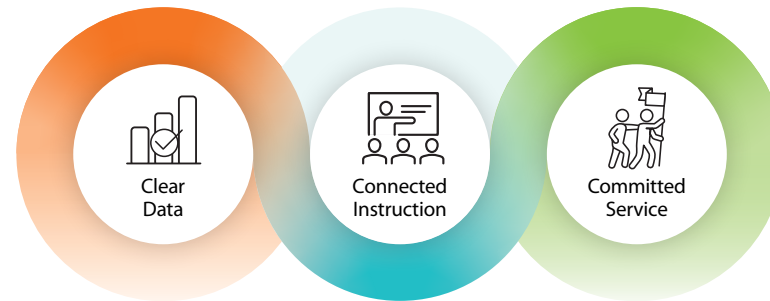
13 Million

Students Nationally

Trusted by More Than

One Million

Educators



Support Every Student with One Coherent Program

Included in the *i-Ready Assessment* Suite

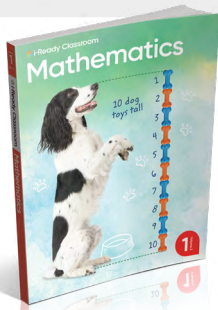
- ✓ **Assessments**
 - *i-Ready Diagnostic* in English for Mathematics and for Reading (K–12)
 - *i-Ready Diagnostic* in Spanish for Mathematics (K–12)
 - Assessment of Spanish Reading (K–8)
 - Standards Mastery (2–8)
 - Literacy Tasks (K–6) **Now with Digital Scoring**
Rapid Automatized Naming, Letter Naming Fluency, Letter Sound Fluency, Pseudoword Decoding, Phonological Awareness, Word Recognition Fluency, Passage Reading Fluency, and Spelling and Encoding
- ✓ **Instructional Resources**
 - Tools for Instruction
 - Tools for Scaffolding Comprehension
- ✓ **Implementation Support**
 - Partner Success Managers
 - Professional Learning
 - Online Educator Learning Platform
 - *i-Ready Central*® Access

Personalized Instruction*

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

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

Core Programs*



K–8 Mathematics

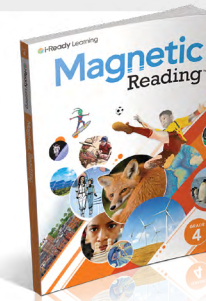


K–6 Literacy

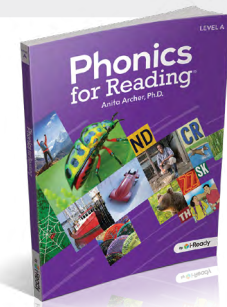
Supplemental Instruction and Intervention*



K–2 Foundational Skills



3–5 Comprehension



3–12 Phonics Intervention

The *i-Ready Diagnostic* will be renamed to more clearly convey the scope and purpose of the assessment beginning in the 2026–2027 school year.

*Available for separate purchase

READING Diagnostic Results for a Class

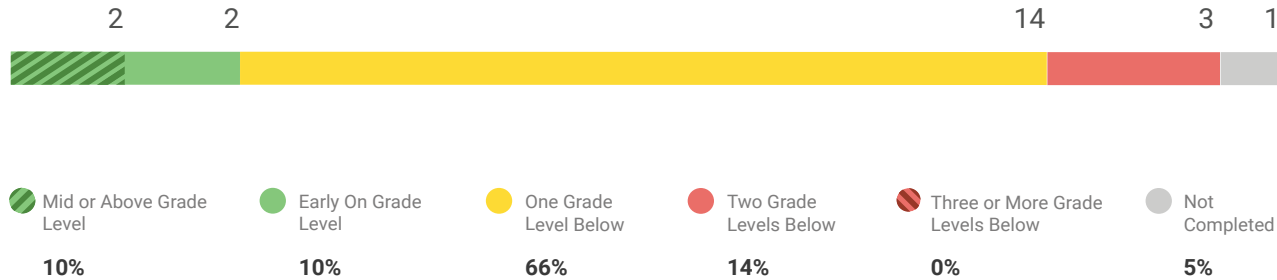
Diagnostic Results ▾



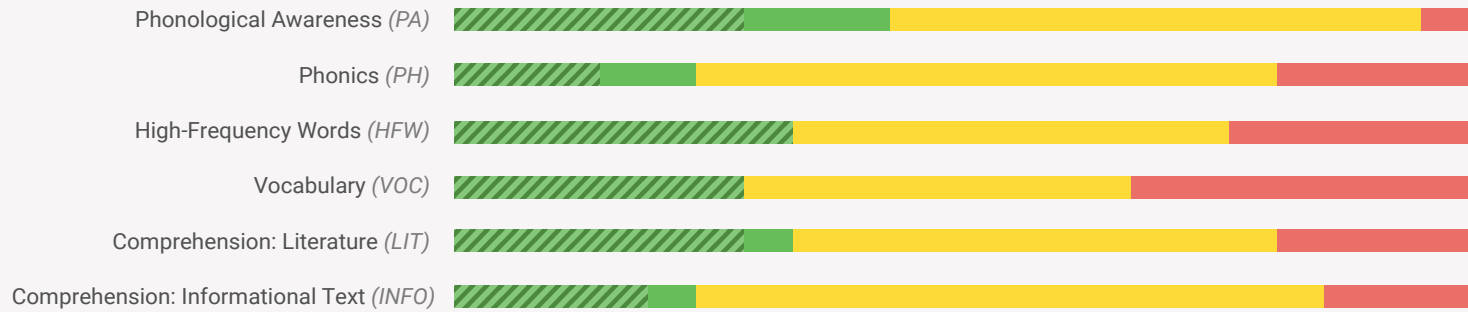
Subject: Reading ▾
 Class/Report Group: Grade 1, Section 1 ▾
 Diagnostic: Diagnostic 1 ▾
 08/31/24–09/30/24

Gives a comprehensive picture of class instructional needs, including criterion-referenced grade-level placements, national norms, and differentiated growth measures

Overall Placement



▾ Placement by Domain*



6 Students

*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						Choose Your Column:
		PA	PH	HFW	VOC	Show Comp: Overall <input type="checkbox"/> ?		National Norms
		LIT	INFO			Annual Growth Measures	Lexile® measure & range	National Norms
Harding, Grace	● Grade K (430)	Max Score	Grade K	Mid/Late 1	Grade K	Updated National Norms for the 2024–2025 school year		
Levine, Brian	● Grade K (430)	Early 1	Early 1	Grade 2	Grade K	Grade K	Mid 1	81st
Finch, Dylan	● Grade K (388) 🚩	Emerging K	Emerging K	Grade K	Grade K	Mid 1	Grade K	40th
Simpson, Roma	● Grade K (383)	Grade K	Grade K	Grade K	Grade K	Grade K	Grade K	37th
Melton, Anita	● Grade K (378)	Grade K	Grade K	Grade K	Emerging K	Grade K	Grade K	32nd
Lau, Martin	● Grade K (375)	Early 1	Grade K	Grade K	Emerging K	Grade K	Grade K	28th
Colon, Esteban	● Grade K (373)	Grade K	Emerging K	Emerging K	Emerging K	Grade K	Grade K	28th
Leone, Ito	● Grade K (373)	Grade K	Grade K	Grade K	Emerging K	Grade K	Grade K	28th
Morales, Cristobal	● Grade K (363)	Mid 1	Grade K	Emerging K	Emerging K	Grade K	Grade K	21st

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READING Diagnostic Results for a Student

Diagnostic Results ▾ Danielle Baker ▾ Grade 5



Subject

Reading ▾

Diagnostic

Diagnostic 1 (09/14/24) ▾

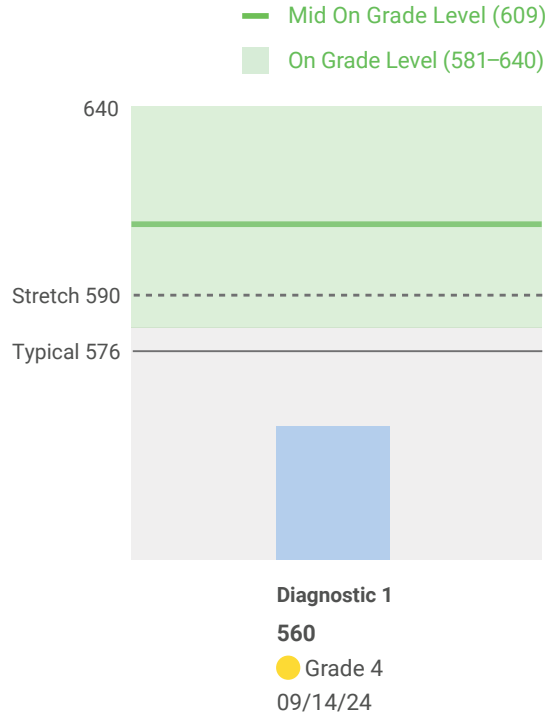
Diagnostic 1

Typical Growth

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

Stretch Growth®

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



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

Gives teachers insight into students' strengths, areas of need, and annual growth expectations using criterion-referenced grade-level placements, with specific recommendations and resources for differentiating instruction

Overall

Domain	Placement ⓘ	Can Dos & Next Steps
Phonological Awareness* ⓘ	Not Assessed	↓
Phonics* ⓘ	Grade 3	↓
High-Frequency Words* ⓘ	Surpassed Level	↓
Vocabulary	Grade 4	↓
Comprehension: Literature	Grade 4	↓
Comprehension: Informational Text	Grade 3	↓

Show C

Foundational skills can also be measured through the i-Ready Literacy Tasks and optional functionality available to districts.

Domains

National Norm Performance and Lexile® Framework for Reading Measure

National Norm

52nd Percentile ⓘ

Lexile® Reading

Measure:

830L

Lexile Range:

730L-880L

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](https://www.lexia.com/hub).

[Understanding Lexile Reading Measures](#) ⓘ

[How to Use the Lexile Find a Book Tool](#) ⓘ

Placement by Domain

Results in Phonics indicate that Danielle has difficulty decoding words accurately. Vocabulary is another cause for concern. This score indicates that Danielle has areas of need in grade-level word knowledge. Targeting Phonics and Vocabulary instruction is the best way to support this student's growth as a reader. Taken together, this information places Danielle in Instructional Grouping 1.

Phonological Awareness Not Assessed	Phonics Grade 3 514	High-Frequency Words Surpassed Level	Vocabulary Grade 4 561	Comprehension: Literature Grade 4 547	Comprehension: Informational Text Grade 3 519
-----------------------------------------------	----------------------------------	------------------------------------------------	-------------------------------------	----------------------------------------------------	------------------------------------------------------------

Developmental Analysis

This domain addresses Danielle's understanding of informational text. Results indicate that Danielle needs instruction in Grade 3 informational skills and strategies, such as identifying and evaluating an author's point of view or purpose, as well as analyzing cause-and-effect relationships. Teach a variety of informational genres, including biographies, autobiographies, and newspaper or magazine articles.

Can Dos

Danielle 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.

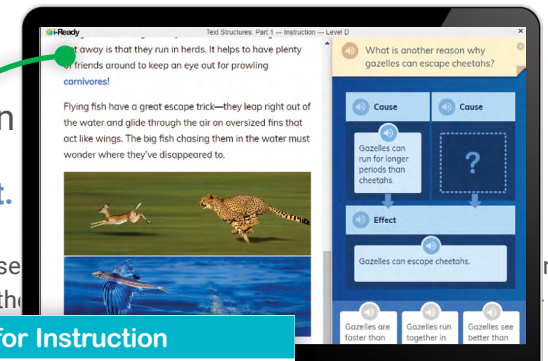
- Define effect as something that happens. Define cause as something that makes something else happen.
- Read aloud a Grade 3 informational book and model the effect relationships.
- Say, "When I read, I think about things that happen because of..."
- Model asking and answering questions such as "What happened?" and "Why did it happen?"
- Then have Danielle read an informational text and model asking and answering questions and to look for details in the text.

Tools for Instruction

Identify Cause and Effect

Additional Resources

Magnetic Reading



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 clear 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

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 eat inside before recess was over?" (The cause is **it rained** or **it was too hot**.)
 - 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 ate inside before recess was over. This was the effect. Why did it happen? (The cause is **it rained** or **it was too hot**.) That was the cause. Another way to say it would be, "It started to rain, and so we all ate 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.

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 or students follow along. Then model how you pause to think about what happened and why it happened. The following example is based on "The Fir Cat" by Esther Auerill.

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 a 2 in the "Effect" box on the chart. Now let's think about why the Chief said 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.

READING Literacy Tasks for a Student

Literacy Tasks ▾ Danielle Baker ▾ Grade 5



(2) ▾

Benchmark Assessments

Passage Reading Fluency

Showing 2 of 2

Also available for Rapid Automatized Naming, Letter Naming Fluency, Letter Sound Fluency, Pseudoword Decoding, Phonological Awareness, Word Recognition Fluency, and Spelling and Encoding

Provides insight into student performance in key foundational literacy skills with tools to support one-on-one assessment of literacy concepts
Now with digital markup and scoring!

Form	Time of Year ⓘ	Content Grade	Mean Words Correct per Minute (WCPM)	Result	Percentile	Date
+ Benchmark 1	Fall	Grade 5	89	● Below	25–49th	09/28/24
+ Benchmark 2	Winter	Grade 5	115	● Below	25–49th	12/14/24

Progress Monitoring

Passage Reading Fluency

Progress Monitoring Period Start Date

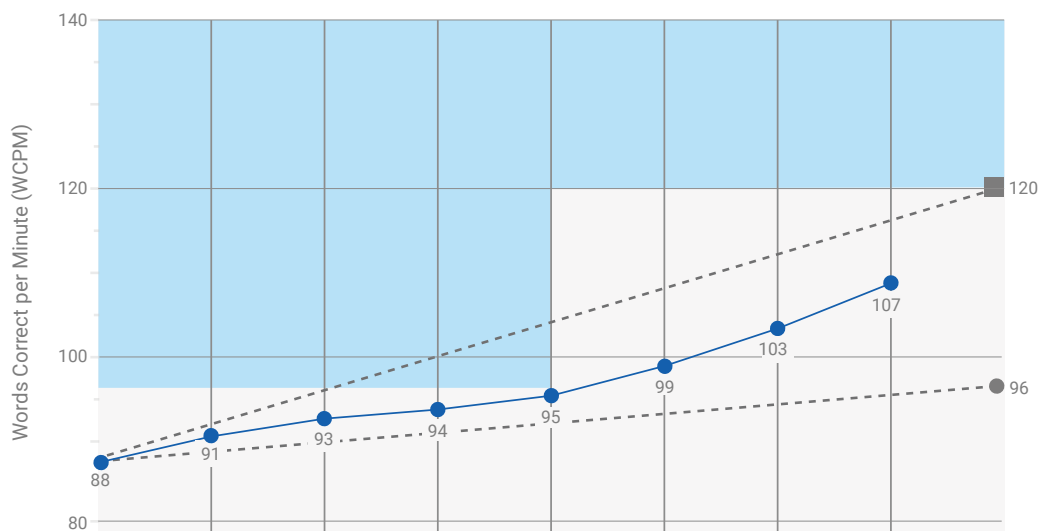
10/12/24 ▾

Content Grade Level

Grade 4

Progress Monitoring Frequency

Weekly



■ Grade 4 50th Percentile and Above

■ Grade 4 Performance Goal Aim Line

Grade 4 Goal WCPM

120

Grade 4 Goal Average ROI

4.00

● Typical Rate of Improvement (ROI) Aim Line

Typical ROI WCPM

96

Typical ROI

1.00

● Actual WCPM Line

Form	Date	Words Correct per Minute (WCPM)
+ Treasures at the Beach	10/12/24 (Baseline)	88
+ Time for It All	10/19/24	91
+ The Decision	10/26/24	93
+ A Portrait for Meema	11/02/24	94
+ Out of This World!	11/0	
+ Magic Mirrors	11/1	
+ Lani and the Birds	11/2	
+ Kenji and the Broken Shoe	11/3	

Literacy Tasks

Subject: Reading

Class/Report Group: Reading Class A

Task Type: Passage Reading Fluency

Language: English

Key

[View Progress Monitoring Status](#)

Benchmark Assessments

Showing 21 of 21

Student	Form	Content Grade Level	Result	Mean WCPM	Percentile	Date
Avina, Zandy	Benchmark 1	Grade 5	● Above	154	76–99%	09/18/24
Baker, Danielle	Benchmark 1	Grade 5	● Below	59	0–10%	09/18/24
Bowers, Tara	Benchmark 1	Grade 5	● Below	70	11–24%	09/18/24
Choi, Isabella	Benchmark 1	Grade 5	Data Not Entered	–	–	09/18/24
Cochran, Damon	Benchmark 1	Grade 5	● Below	24	0–10%	09/18/24
Heiss, Michael	Benchmark 2	Grade 5	● Below	100	25–49%	01/16/25
McDonald, Kai	Benchmark 1	Grade 5	● On	133	50–75%	09/18/24

View Benchmark Assessment data and Progress Monitoring status for each student in a class or Report Group in one place with the i-Ready Literacy Tasks (Class) report.

READING Grade-Level Planning (Scaffolding)

Grade-Level Planning (Scaffolding) ▾

Groups students by learning needs around grade-level comprehension skills, pinpoints resources to help prepare students for grade-level instruction, and identifies recommended reading pairs

Subject: Reading
 Class/Report Group: Reading Class A ▾
 Grade of Content: 5 ▾

When you're teaching a skill . . .

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

Summarize Literature (Lit) ▾



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

Students Grouped/Total: **20/21** (No Diagnostic: 1)

Ready to Go	Additional Support	In-Depth Support	Needs Support Decoding
Ready to Go 7 Students Students are ready to summarize a story.	Additional Support 5 Students Students may need support recalling events in a sequence.	In-Depth Support 5 Students Students may need support with narrative text structures.	Needs Support Decoding 3 Students Students need explicit instruction on decoding in addition to their comprehension instruction.
✓ Ready to Go	Tools for Scaffolding Comprehension: Summarize Literature PDF Teacher - Use Scaffold B PDF Student - Use Scaffold B	Tools for Scaffolding Comprehension: Summarize Literature PDF Teacher - Use Scaffold A PDF Student - Use Scaffold A	PDF Words with r-Controlled Vowels Consider using a phonics intervention program such as <i>Phonics for Reading</i>

When your class is reading a text . . .

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

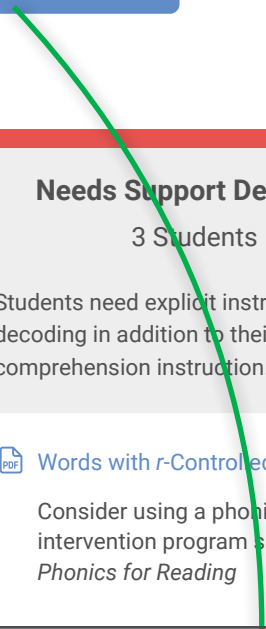
Paired Reading

17 Students

Teacher Support

3 Students

All Reading Buddies



Reading Buddies

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

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



Paired Reading (17 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.

Abby Sanchez Lexile: 1080L	Elijah Powell Lexile: 910L
	Brian Singh Lexile: 910L
Geena Stanton Lexile: 1070L	Justin Ruiz Lexile: 880L
Melanie Tan Lexile: 1060L	Isabelle Choi Lexile: 800L
Kiara Wade Lexile: 1025L	Michael Hess Lexile: 735L

Mia Patel Lexile: 1020L	Danielle Baker Lexile: 730L
Isaiah Vo Lexile: 1010L	Noah Lowe Lexile: 725L
Kal McDonald Lexile: 965L	Tara Bowers Lexile: 700L
Santino Warren Lexile: 925L	Gabriella Ramirez Lexile: 675L



Teacher Support (3 Students)

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

Damon Cochran	Carla Malone	Tristan Simmons
----------------------	---------------------	------------------------



No Diagnostic Data for Pairing (1 Student)

View the [Diagnostic Status](#) report, and have students complete the Diagnostic to generate pairs. Reading pairs may change until all students are administered the Diagnostic.

Zandy Avina

READING Instructional Groupings

Instructional Groupings ▾



Groups students with similar instructional needs and provides detailed instructional priorities and classroom resources to support differentiated instruction for each group

Subject: ▾

Class/Report Group: ▾

Diagnostic: ▾

Grade: ▾

08/31/24–09/30/24

[View All Groupings](#)

Grouping 1
(7 Students)

Grouping 2
(0 Students)

Grouping 3
(7 Students)

Grouping 4
(0 Students)

Grouping 5
(6 Students)

Students

Showing 7 of 7

Student	Overall Placement & Scale Score	PA ⓘ	PH ⓘ	HFW ⓘ	VOC	Show Comp: Overall <input type="checkbox"/> ⓘ	
						LIT	INFO
Baker, Danielle	● Grade 4 (560)	Not Assessed	Grade 3	Surpassed Level	Grade 4	Grade 4	Grade 3
Choi, Isabelle	● Grade 4 (568)	Not Assessed	Grade 3	Surpassed Level	Grade 4	Grade 4	Grade 4
Malone, Carla	● Grade 3 (522)	Not Assessed	Grade 3	Surpassed Level	Grade 3	Grade 3	Grade 3
Singh, Brian	● Grade 4 (577)	Not Assessed	Grade 3	Surpassed Level	Grade 4	Grade 4	Grade 4


– Hide Grouping Description

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

Activity Overview

Lessons Passed (YTD)
51/60 | 85%

Total Lesson Time-on-Task (YTD)
20h 17m

Domains	Passed/Completed	% Lessons Passed
Phonological Awareness (PA)	—	—
Phonics (PH)	3/3	100%
High-Frequency Words (HFW)	—	—
 Vocabulary (VOC)	25/34	74%
Comprehension (COMP)	23/25	96%
Comprehension: Close Reading		

Lesson Time-on-Task: Year to Date
20h 17m

Last Week
35m

Current Week
44m

Showing 14 of 60

Alerts 

Domains 

COMP

COMP

COMP

COMP

COMP

Comprehension Text Structures, Part 1

Objectives:

- Understand an overall cause-effect text structure in part of a text
- Understand an overall compare-contrast text structure in part of a text
- Read and understand science articles

Preview

Estimated Total Run Time: 24m

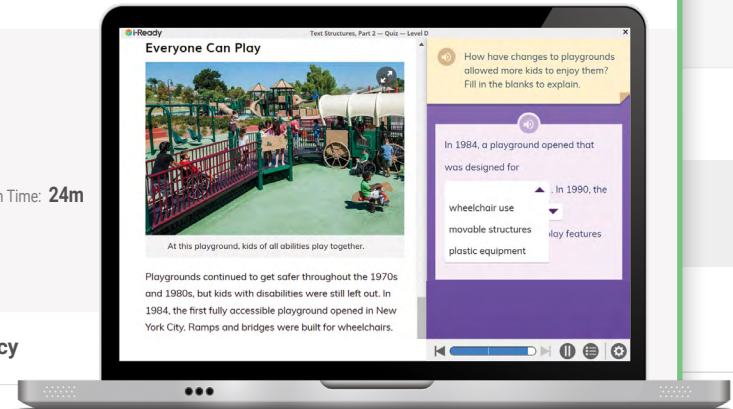
Instruction

Quiz

Curriculum Framework for English Language Arts and Literacy

Focus Standard(s)

RI.4.5 - Describe the overall structure (e.g., . . . comparison, cause/effect . . .) of events, ideas, concepts, or information in a text or part of a text.



Integrating Information

90%

Late 4

Text Structures, Part 2

Passed
90%

29m

02/25/25

02/25/25

Late 4

Text Structures, Part 1

Passed
90%

7m

02/25/25

02/25/25

READING Diagnostic Growth for a Student

Diagnostic Growth ▾ Danielle Baker ▾ Grade 5



Subject

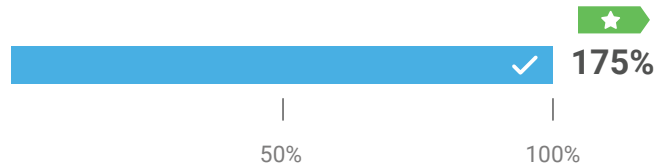
Reading ▾

Gives a clear view of progress toward proficiency and annual growth expectations for each student

Year-to-Date Growth [Learn More about Growth](#) ▶

Progress to Annual Typical Growth

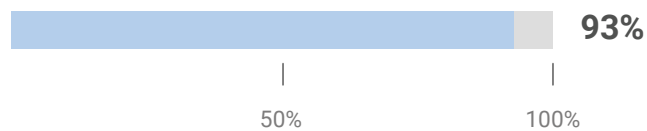
Scale Points: 28/16



This student has made 175% progress toward Annual Typical Growth. Typical Growth is the average annual growth for a student at this grade and placement level on their baseline Diagnostic.

Progress to Annual Stretch Growth®

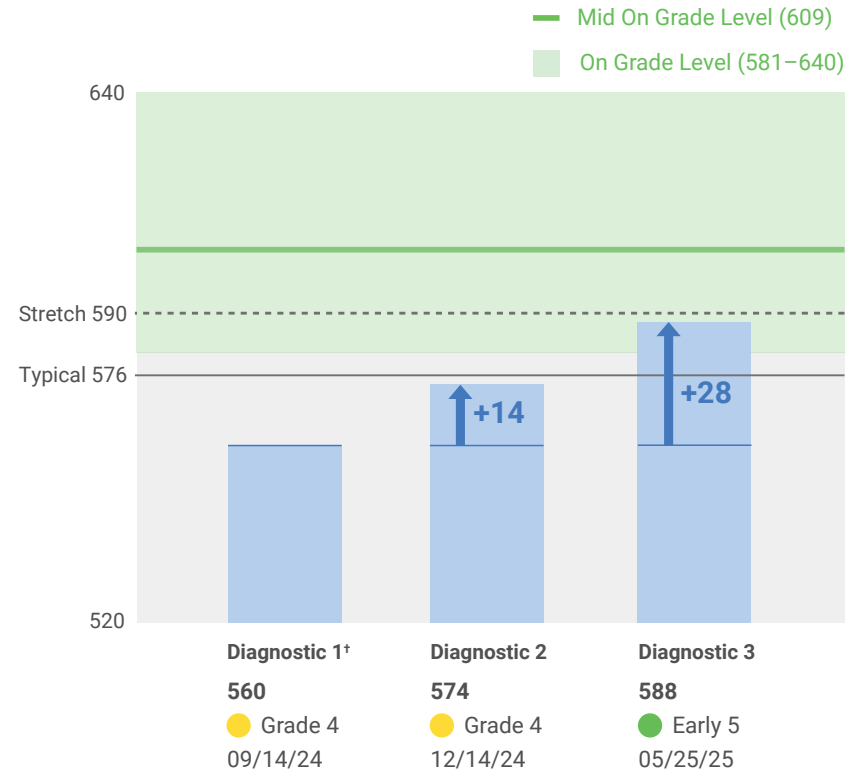
Scale Points: 28/30



This student has made 93% progress toward Stretch Growth. For students who are below grade level on their baseline Diagnostic, 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 two years 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 609.

Overall Diagnostic Growth



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

Placement by Domain ⓘ

Domain	Diagnostic 1	Diagnostic 2	Diagnostic 3
Overall ↑	● Grade 4	● Grade 4	● Early 5
Phonological Awareness*	⦿ Not Assessed	⦿ Not Assessed	⦿ Not Assessed
Phonics* ↑	● Grade 3	● Max Score	● Surpassed Level
High-Frequency Words*	● Surpassed Level	● Surpassed Level	● Surpassed Level
Vocabulary ↑	● Grade 4	● Early 5	● Mid 5
Comprehension: Literature ↑	● Grade 4	● Grade 4	● Early 5
Comprehension: Informational Text ↑	● Grade 3	● Grade 3	● Grade 4

Show Comprehension: Overall ⓘ

↑ Placement Improved from Baseline

*Foundational Domains

READING Diagnostic Growth for a Class

Diagnostic Growth ▾



Subject

Reading ▾

Class/Report Group

Grade 5, Section 1 ▾

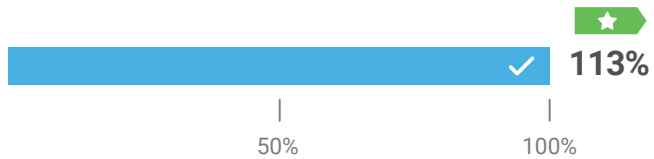
Comparison Diagnostic

Diagnostic Window 3 ▾

05/01/25–06/01/25

Gives a clear view of progress toward proficiency and annual growth expectations across a class and for each student

Progress to Annual Typical Growth (Median)



The median percent progress toward Typical Growth for this group is 113%. Typical Growth is the average annual growth for a student in their grade and baseline placement level.

[Learn More about Growth](#)

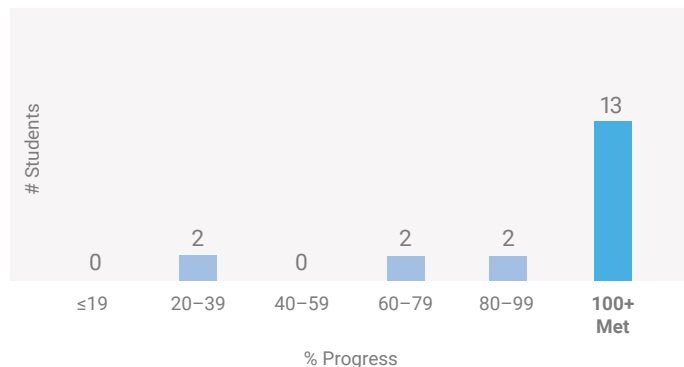
Current Placement Distribution



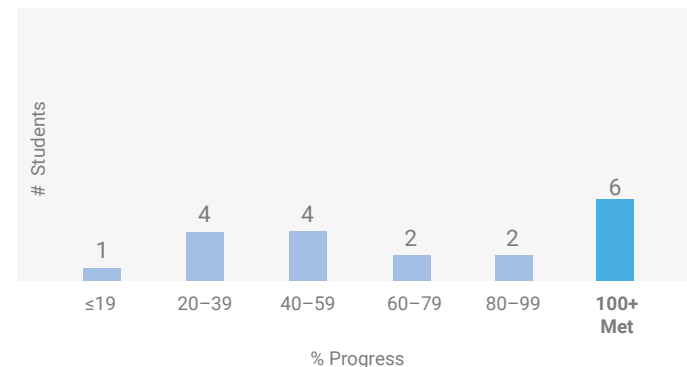
- Mid or Above Grade Level (From 15%)
- Early On Grade Level (From 20%)
- One Grade Level Below (From 50%)
- Two Grade Levels Below (From 5%)
- Three or More Grade Levels Below (From 10%)

– Progress Distributions


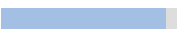
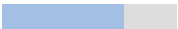









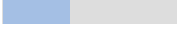
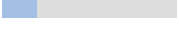



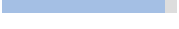








Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Showing 20 of 20

Student <input style="width: 100px;" type="text" value="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	 175%	28/16	 93%	28/30	● Grade 4 (560)	● Early 5 (588)
Bowers, Tara	 69%	11/16	 37%	11/30	● Grade 4 (547)	● Grade 4 (558)
Choi, Isabelle	 188%	30/16	 100%	30/30	● Grade 4 (568)	● Early 5 (598)
Cochran, Damon	 112%	29/26	 48%	29/61	● Grade 2 (490)	● Grade 3 (519)
Lowe, Noah	 113%	18/16	 60%	18/30	● Grade 4 (550)	● Grade 4 (568)
Malone, Carla	 245%	49/20	 104%	49/47	● Grade 3 (522)	● Grade 4 (571)
McDonald, Kal	 38%	5/13	 20%	5/25	● Early 5 (589)	● Early 5 (594)
Patel, Mia	 200%	32/16	 107%	32/30	● Grade 4 (560)	● Early 5 (592)
Powell, Elijah	 175%	28/16	 93%	28/30	● Grade 4 (577)	● Early 5 (605)
Ramirez, Gabriella	 138%	22/16	 73%	22/30	● Grade 4 (542)	● Grade 4 (564)
Ruiz, Justin	 75%	12/16	 40%	12/30	● Grade 4 (571)	● Early 5 (583)
Sanchez, Abby	 271%	19/7	 106%	19/18	● Mid 5 (615)	● Late 5 (634)
Simmons, Tristan	 31%	8/26	 13%	8/61	● Grade 2 (479)	● Grade 2 (487)

READING Diagnostic Growth for a School

Diagnostic Growth ▾

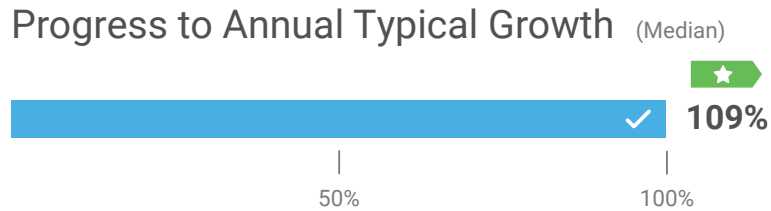


Subject: **Reading** ▾ School: **Cedar Elementary** ▾

Academic Year: **Current Year** ▾ Comparison Diagnostic: **Diagnostic 3** ▾
05/01/25–06/01/25

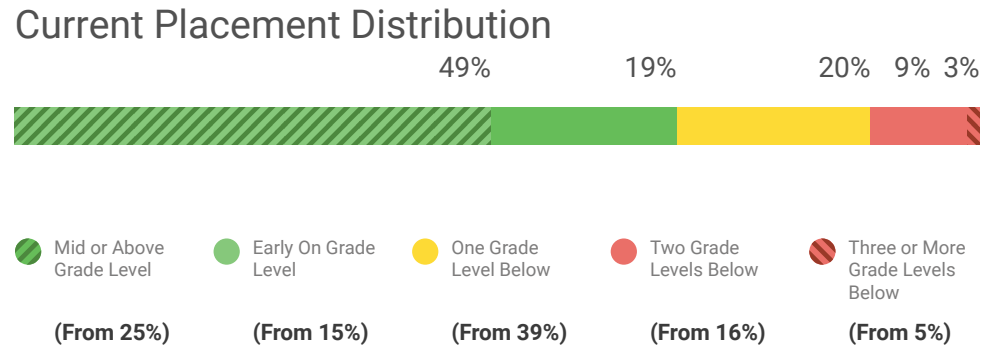
Gives a clear view of progress toward proficiency and annual growth expectations across a school, grade, or class

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

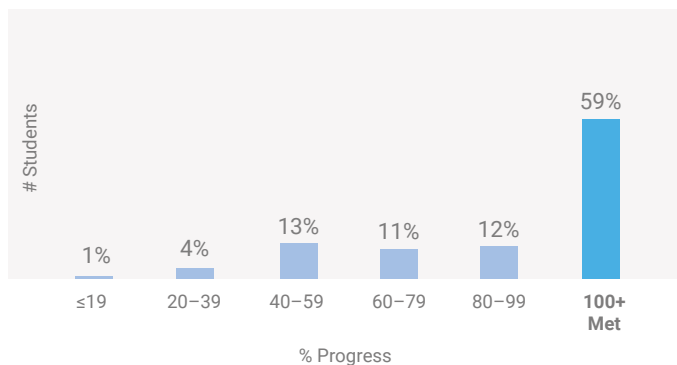


The median percent progress toward Typical Growth for this school is 109%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

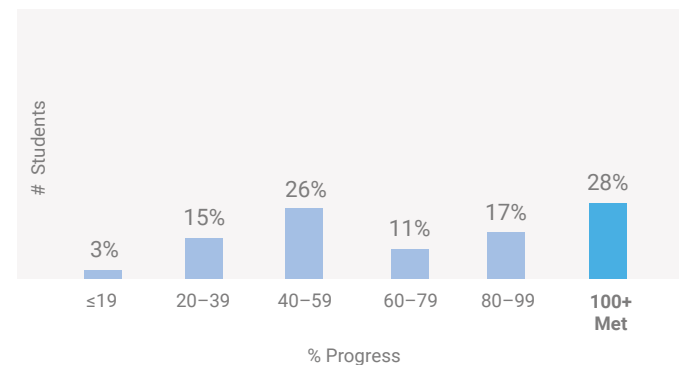
[Learn More about Growth](#) ▶



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 <i>i</i>		Annual Stretch Growth <i>i</i>		% 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%	80%	61/61
Grade 2						
Grade 3						
Grade 4						
Grade 5						

Diagnostic Status

Diagnostic Results

Instruction

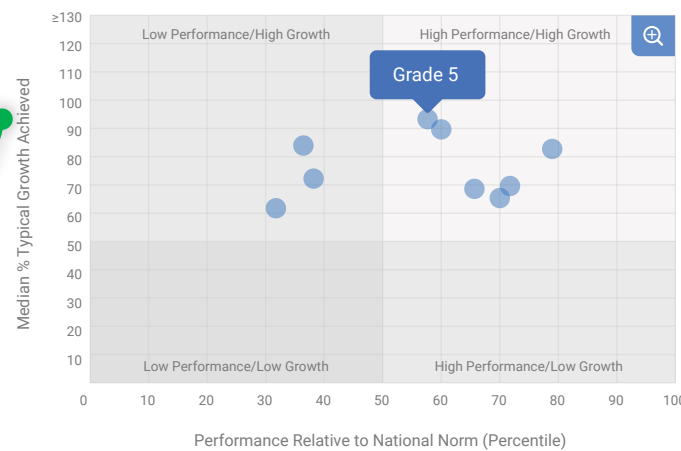
Standards Mastery

Diagnostic Growth

Student Growth in **Reading** Shown by **Grade**

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

03/02/25–06/30/25



[View Diagnostic Growth Report](#)

[Download CSV](#)



Online Educator Learning

Online courses that complement teacher PD



i-Ready Central

Tips, tools, and guidance to support use

Tools and Tips



[Diagnostic Growth Overview Video](#)



[Student Certificates of Progress](#)



[Helpful Resources for Understanding Student Growth](#)

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

READING Diagnostic Results for a District *Comparison View*

Diagnostic Results ▾



Subject

Reading ▾

School

All Schools ▾

Provides a comprehensive picture of student performance by school, grade, class, and district demographics, allowing administrators to set intervention strategies and make resource allocation decisions

Academic Year

Current Year ▾

Diagnostic

Diagnostic 2 ▾

Prior Diagnostic

Diagnostic 1 ▾

12/01/24–12/31/24

08/31/24–09/30/24

Criterion Referenced

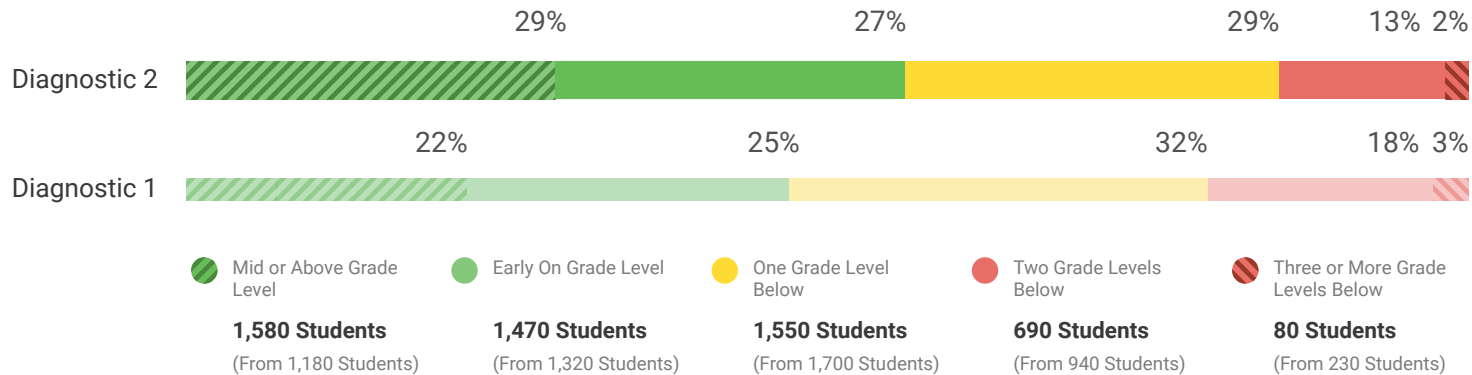
3-Level Placement

Enhanced

5-Level Placement

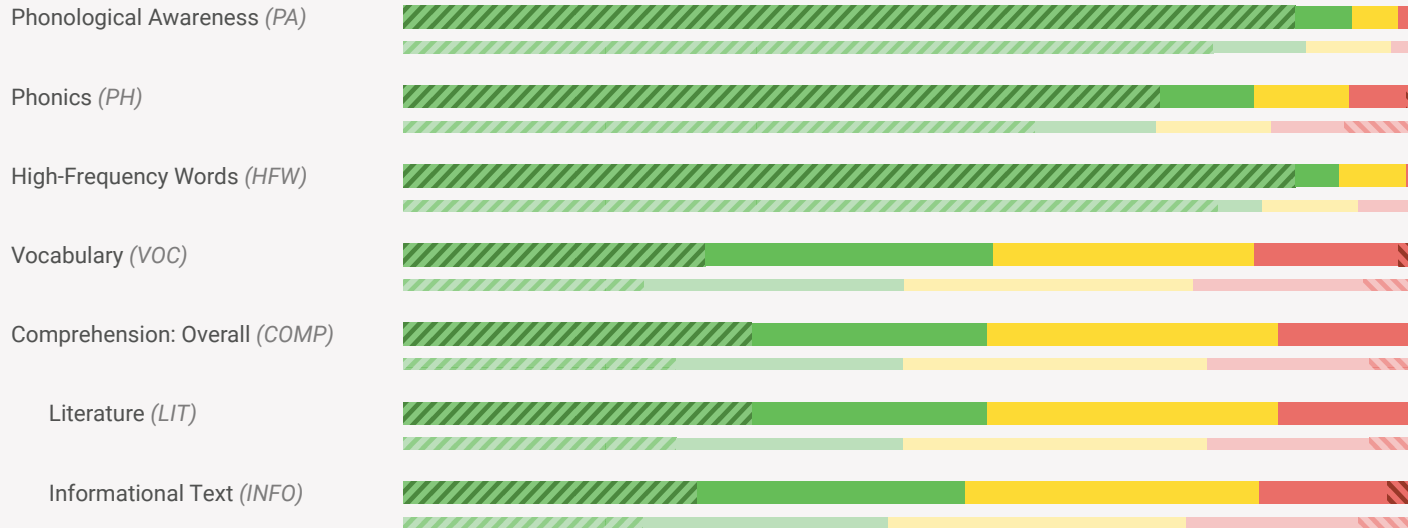
Overall Placement

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



[i The Mapping between 5-Level and 3-Level Placements](#)

▼ Placement by Domain



All School Groups > All Schools

Switch Table View

Placement Summary ▼

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

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...	Diagnostic 2		11%	46%	43%	18%	2%	1,150/1,165
		Diagnostic 1		4%	17%	48%	25%	7%	

READING Standards Performance for a Class

Standards Performance

State-specific
in most states!



Subject: Reading | Class/Report Group: Grade 5, Section 1 | Grade: 5 | Diagnostic: Diagnostic Window 1
08/31/24–09/30/24

Shows how students are performing against state standards, based on the results of each Diagnostic

Students Assessed/Total: 20/20

Common Core State Standards for English Language Arts

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

Showing 30 of 30

Standard Code	Standard Description	✓	✓	✗
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	7	0	13
RL.5.1	Quote accurately from a text when . . . drawing inferences from the text.	7	0	13
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	–	8	12
RL.5.2	. . . Summarize the text.	8	0	12
RL.5.2	Determine a theme of a story, drama, or poem from details in the text . . .	7	0	13
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	4	4	12
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	6	1	13

Standards Performance



Subject

Class/Report Group

Grade

5

Diagnostic

08/31/24–09/30/24

Students Assessed/Total: 20/20

Common Core State Standards for English Language Arts

Grade(s) of Standards

to

Switch Table View

All Students Performance



4



4



12

Standard Description

Reading Literature Key Ideas and Details

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Showing 20 of 20



Performance



Date



Sanchez, Abby



09/20/24

Stanton, Geena



09/20/24

Tan, Melanie



09/20/24

Wade, Kiara



09/20/24

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

Standards Mastery Results by Test ▾



Subject

Class/Report Group

Assessment

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

Students Completed/Assigned: **14/19**

Students Unassigned: **1**

Skills Summary

3 Skills Assigned

Standards	Skill	Performance Distribution	Avg. Score	Resources
RI.5.5	Compare Text Structures: Grade 5		57%	
RI.5.7	Find Information from Multiple Sources: Grade 5		43%	
RL.5.7	Analyze Visual Elements: Grade 5		39%	

Assessment Summary

46% Average Assessment Score

3
Proficient

5
Progressing

6
Beginning

Use dropdown to view Skill Summary

[View Assessment](#)



Showing 20 of 20

Skill Score

1

2

3

4A

4B

5

Class Summary	46%	60%	60%	85%	76%	64%	43%	35%
Ramirez, Gabriella	90%	100%	●	●	●	●	●	●
Tan, Melanie	85%	79%	●	●	○	◐	●	●
Sanchez, Abby	84%	79%						
Singh, Brian	64%	51%						
Baker, Danielle	55%	51%						
Powell, Elijah	51%	51%						
Wade, Kiara	42%	62%						
Stanton, Geena	34%	30%						
Ruiz, Justin	31%	30%						
McDonald, Kal	30%	30%	◐	○	◐	●	○	●

i-Ready Standards Mastery: Differentiated Instructional Support

Find Information from Multiple Sources

Standard
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Prerequisite Standard
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Overview of Tested Skills
On this assessment form, students read informational passages and draw on information to answer questions and solve problems. Students need to understand they must consult at least two passages with differing but complementary information about a topic.

Common Misconceptions and Errors

Errors may result from misunderstandings or if students:

- do not know how to draw on information from multiple sources to answer questions or solve problems.
- do not understand how to make use of text features to locate information quickly and efficiently, including subheads, key words, bullet points, time lines, and footnotes.
- do not understand how to navigate between passages in the user interface.
- do not understand academic language, including *information*, *description*, *topic*, or *quotation*.
- are unfamiliar with the various informational text structures.

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 draw information from sources quickly and efficiently. Share two short passages with common text features such as subheads, key words, footnotes, and even visual resources such as charts and graphs. Discuss how readers can use such features and resources to locate information quickly and efficiently. Talk about which school subjects have texts that commonly contain such features and resources and reasons why such texts have them.

Teacher-led Small Group
Toolbox: Ready Instruction
Grade 5, Lesson 18
• Finding Information from Multiple Sources

Progressing
Focus: Practicing and Building Confidence
Provide a strategy for locating information quickly and efficiently in multiple texts, such as scanning passages before reading them, locating text features intended to help the reader find information quickly, and thinking about what kind of information such features typically provide. Discuss circumstances in which finding information from more than one text is important.

Teacher-led Small Group
Toolbox: Ready Instruction
Grade 5, Lesson 18
• Finding Information from Multiple Sources

Proficient
Independent
Focus: Deepening Understanding
Using your classroom, school library, or a digital resource, have students choose two short informational texts that cover different aspects of the same topic and contain text features that can help them find information quickly. As students read, have them make a list of ways they can use such features to obtain information quickly.

i-Ready: Instruction
• Close Reading: Finding Information from Multiple Resources

Standards Mastery Results

Offers detailed, student-level item analysis and suggested resources for addressing gaps and reteaching grade-level standards at the district, school, and class level

School	Cedar Elementary
Subject	Reading
Student	Baker, Danielle
Student ID	013142
Student Grade	5
Assessment	Grade 5 Reading RI.5.5: Compare Text Structures
Score	55%
Completion Date	11/10/24

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.

Saving the Bald Eagle

A Bird in Need

1 The bald eagle is an important bird in the United States because it is the nation's symbol for freedom. However, this beautiful creature was almost destroyed in the very nation that honors it. The bald eagle was dying out slowly over hundreds of years due to a few major problems.

2 One problem was that people were taking over the eagle's habitat and destroying its home. People cut down trees where the birds nested and ate the eagle's food sources. As people moved into areas where the birds lived, they even killed eagles!

0.25/1 point

Parts of both passages use a similar structure. The problem of the disappearance of the bald eagle is described in both passages. The sentences below describe solutions for that problem. Decide whether each solution on the left below is found in Passage 1, Passage 2, or both passages. Drag your answers to the boxes on the right.

Special groups raised baby bald eagles and released them.	●—●	<div style="display: flex; align-items: center; justify-content: space-between;"> <div style="background-color: #4CAF50; color: white; padding: 5px 10px; border-radius: 5px;">1</div> <div style="text-align: center;"> Passage 1 ✓ </div> </div>
A poison that almost destroyed the bald eagle is gone.	●—●	<div style="display: flex; align-items: center; justify-content: space-between;"> <div style="background-color: #F44336; color: white; padding: 5px 10px; border-radius: 5px;">2</div> <div style="text-align: center;"> Passage 2 ✗ </div> </div>

3 Another problem was that people were using a pesticide¹ called DDT on plants. Fish ate the plants, and eagles, in turn, ate the fish. DDT made the eagles very sick, and their eggs could no longer hatch. Over time, there were very few bald eagles left in the United States.

Working Together

4 The government developed ways to solve the problems we had created. It did not want to lose its national symbol, so it listed the bald eagle as an “endangered species.” This meant that the bird was in danger of dying out completely. It became against the law to kill or hurt bald eagles. Another law was passed against the use of DDT, and this poison was no longer allowed to be used anywhere in the country.

5 The government and other groups also worked hard to protect the bald eagle’s habitat. Special groups raised baby bald eagles and then released the eagles into the wild. They also watched over nesting trees to make sure the eggs and babies were safe from harm.

6 All of these efforts greatly helped to solve many problems that the bald eagle faced. The number of bald eagles in the United States slowly increased until finally the bird was no longer an endangered species. Today, the government is still watching over the bald eagle even though it is out of danger. We do not want the nation’s bird to ever be threatened again!

Facts about the Bald Eagle

- Before settlers arrived, there were as many as 500,000 bald eagles in the United States.
- By 1963, there were fewer than 500 nesting pairs of bald eagles in the United States.
- Today, there are more than 9,500 nesting pairs of bald eagles in the United States.

A law was passed to prevent killing or hurting bald eagles.

3

Both Passages ✘

The bald eagle’s trees are no longer chopped down.

4

Passage 1 ✘

☒ Passage 1

☒ Passage 2

☒ Both Passages

Correct answers:

2

Both Passages

3

Passage 1

4

Passage 2

Students may have an incorrect response because they do not understand how to compare and contrast the overall structure of information in two texts. They may not understand that while both passages offer solutions to the same problem, some of the stated solutions are shared, and some are unique, to the specific passage. Both passages mention elimination of poison, but only Passage 1 talks about laws passed to eliminate DDT and to prevent killing or harming bald eagles. Both passages make reference to protecting the eagle’s habitat, but only Passage 2 describes specific actions regarding saving trees. Both passages talk about the efforts of people to prevent the disappearance of bald eagles, but only Passage 1 tells about special groups raising and releasing the birds.

MATHEMATICS Diagnostic Results for a Class

Diagnostic Results ▾



Subject

Math ▾

Class/Report Group

Grade 5, Section 1 ▾

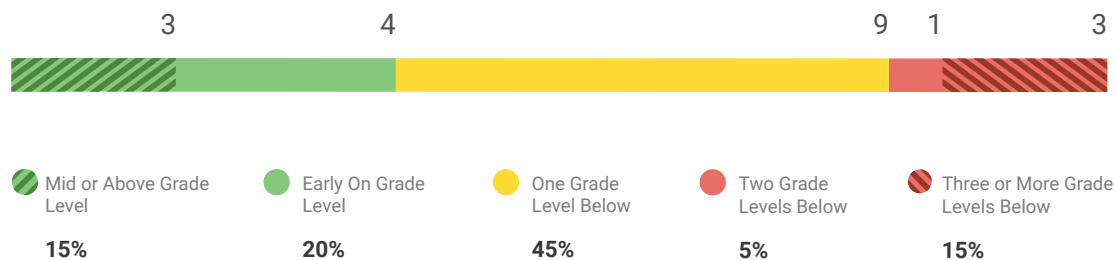
Diagnostic

Diagnostic 1 ▾

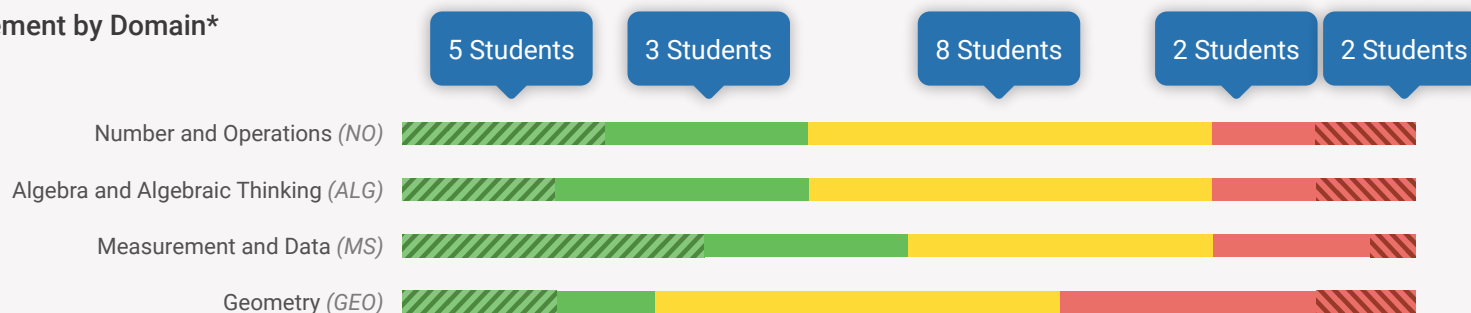
08/31/24–09/30/24

Gives a comprehensive picture of class instructional needs, including criterion-referenced grade-level placements, national norms, and differentiated growth measures

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		
Tan, Melanie	Mid 5 (517)	Late 5	Early 5	Mid 5	Mid 5	National Norms Annual Growth Measures Quantile® measure & range National Norms Date Diagnostic Language	
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 4	Grade 4		60th
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	

Updated National Norms for the 2024–2025 school year

Criterion Referenced

Norm Referenced

MATHEMATICS Diagnostic Results for a Student

Diagnostic Results ▾ Elijah Powell ▾ Grade 5



Subject

Math ▾

Diagnostic

Diagnostic 1 (09/14/24) ▾

●●● Key

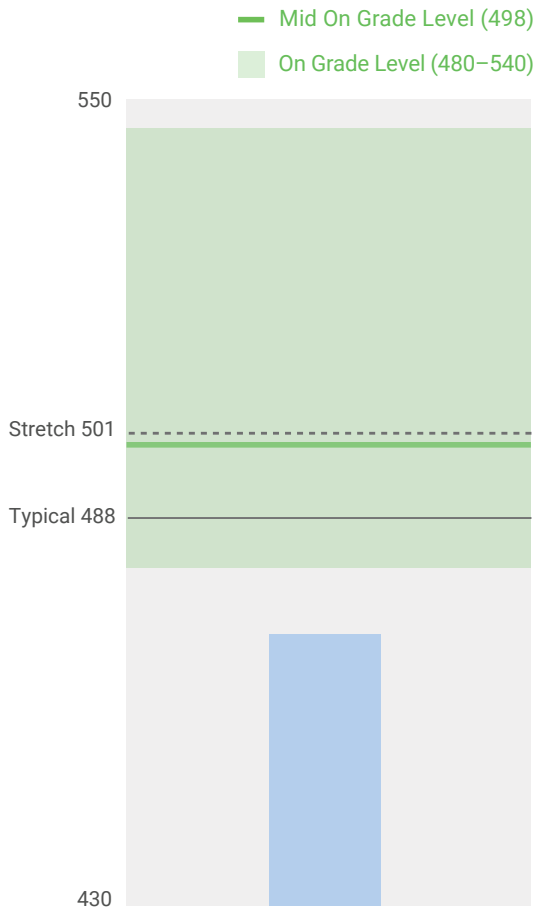
Diagnostic 1

Typical Growth

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

Stretch Growth®

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



Diagnostic 1
470
● Grade 4
 09/14/24

This Diagnostic 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, areas of need, and annual growth expectations using criterion-referenced grade-level placements, with specific 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

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](https://www.hub.lexile.com).

[Understanding Quantile Measures](#) PDF

[How to Use Quantile Tools on the Hub](#) PDF

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

● Grade 4
449

Algebra and Algebraic Thinking

● Grade 4
457

Measurement and Data

● Grade 4
466

Geometry

● 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

– Subtract multi-digit numbers.

Subtract multi-digit numbers.

Tools for Instruction

[Subtract Multi-Digit Numbers](#) PDF

[Restar números enteros de varios dígitos](#) PDF

Additional Resources

Ready® Mathematics Instruction

Or

Digital Access to Ready through Teacher Toolbox



The screenshot shows a digital interface for a subtraction lesson. At the top, it says "Subtract the ones." Below that, a number line shows 12 ones minus 5 ones. A vertical subtraction problem is displayed: $12 - 5 = 7$. The numbers are arranged in columns: 12 above 5, with a 7 below the 2. To the right, there is a card titled "i-Ready Tools for Instruction" with the heading "Subtract Multi-Digit Numbers". The card includes an objective, a step-by-step guide, and a support for English learners. The step-by-step guide includes: 1. Provide a multi-digit subtraction problem. 2. Use place-value concepts to subtract. The support for English learners includes a word difference and a word bank.

Grade-Level Planning (Prerequisites) ▾



Subject: ▾
 Class/Report Group: ▾
 Grade:
 Topic: ▾

Helps teachers strategically and efficiently prepare students for upcoming topics in grade-level Mathematics instruction and recommends resources teachers can use to address prerequisites with small groups

Know the Math: i-Ready Topic Overview

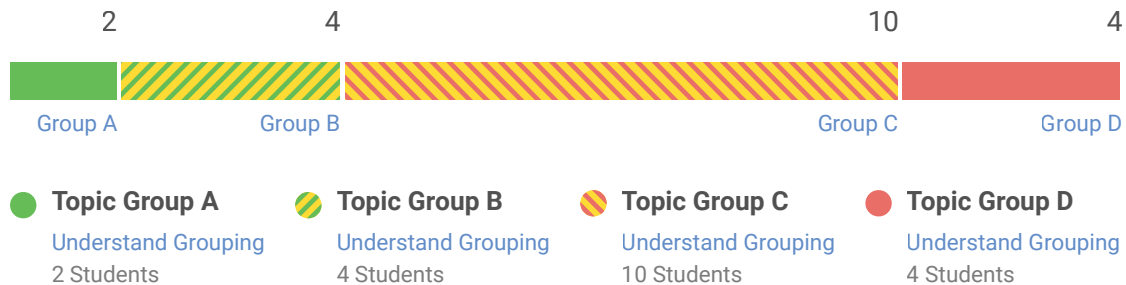
Fraction Operations, Part 1

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](#)



Identify Class Prerequisite Needs



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 \(On-the-Spot Teaching Tips\)](#)

[▶ View All Students](#)

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

Add and subtract fractions with like denominators
(Prerequisite Skill)

Understand equivalent fractions
(Prerequisite Skill)

Fractions as Division
Understand Products of Fractions

Multiply Fractions Using an Area Model

Understand division as equal sharing
(Prerequisite Skill)

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

← Back

Recommended Resources for Prerequisite Skill:

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

Supporting: Fractions as Division, Understand Products of Fractions, Multiply Fractions Using an Area Model

View Resources

All Students

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

Prerequisite skill learning progression for Fractions as Division, Understand Products of Fractions, and Multiply Fractions Using an Area Model

Grade 4
Understand Fraction Multiplications

→

Grade 4
Multiply Fractions
(Priority Prerequisite Skill)

Tools for Instruction

Teacher-Led Small Groups

Understand Fraction Multiplication

Tools for Instruction

Multiply a Whole Number and a Fraction

Learning Games

Cloud Machine

Independent Reinforcement

Tools for Instruction

Multiply a Whole Number and a Fraction

Objective: Use repeated addition and fraction sense to multiply a whole number by a fraction.

Materials: square-inch grid paper, inch rulers marked in eighths

Prior to introducing fraction multiplication, make sure students know that a fraction $\frac{a}{b}$ is the sum of a total of a of the unit fractions $\frac{1}{b}$ and understand multiplication as repeated addition. Building on this knowledge, this activity helps students begin to understand fraction multiplication by computing the product of a whole number and a fraction using models and repeated addition. Simplifying fractions and converting improper fractions to mixed numbers is not emphasized, although these concepts may help some students better grasp the size of the products. Understanding the size of the product will help students when they are introduced to division with fractions, the concept of multiplication as scaling, and computations with proportions.

Step by Step

- Multiply using a fraction array.**
 - Give the student a sheet of grid paper. Show how to model $\frac{2}{5}$ by drawing a 1-inch high by 8-inch long rectangle, and shading five of the squares in the rectangle.
 - Prior to introducing fraction multiplication, make sure students know that a fraction $\frac{a}{b}$ is the sum of a total of a of the unit fractions $\frac{1}{b}$ and understand multiplication as repeated addition. Building on this knowledge, this activity helps students begin to understand fraction multiplication by computing the product of a whole number and a fraction using models and repeated addition. Simplifying fractions and converting improper fractions to mixed numbers is not emphasized, although these concepts may help some students better grasp the size of the products. Understanding the size of the product will help students when they are introduced to division with fractions, the concept of multiplication as scaling, and computations with proportions.
 - Have the student draw three models of $\frac{2}{5}$ stacked on each other. Explain that the drawing shows three equal groups of $\frac{2}{5}$. Ask: What operation is modeled by combining equal groups? (multiplication)
 - Ask: How many fifths are shaded? Write $3 \times \frac{2}{5} = \frac{6}{5}$ on the board. Have the student verbally explain the expression in terms of the model. "Three groups of five eighths equal fifteen eighths."
- Multiply by modeling repeated addition.**
 - Instruct the student to draw three line segments, connected end-to-end, each of which is $\frac{2}{5}$ of an inch long.
 - Have the student find the total length of the connected line. ($\frac{2}{5} + \frac{2}{5} + \frac{2}{5}$ inches)
 - Explain that addition is used to combine separate lengths into one. Write the following equation: $\frac{2}{5} + \frac{2}{5} + \frac{2}{5} = \frac{6}{5}$
 - Have the student rewrite the equation using multiplication: $3 \times \frac{2}{5} = \frac{6}{5}$
 - Ensure that the student understands both models represent the same product. Tell the student to mark $\frac{1}{5}$ of an inch line segments on his or her line model and count to see if there are 11 eighths in the line. Explain that this model also shows that $\frac{6}{5}$ repeated three times is one whole and seven eighths, or fifteen eighths.
- Multiply with repeated addition.**
 - Write $6 \times \frac{1}{5} = \frac{6}{5}$ on the board. Ask: Will the product be greater than one or less than one? Why? The student might say that it will be greater than one because $\frac{6}{5}$ is close to half, or because there will be more than 5 fifths combined.
 - Ask the student to rewrite the expression using repeated addition: $\frac{2}{5} + \frac{2}{5} + \frac{2}{5} = \frac{6}{5}$
 - Then have the student find the sum and explain his or her method. Be sure the student understands to add only the numerators for multiply 2 by 6) but to leave the denominator as 5. ($\frac{2}{5} + \frac{2}{5}$ or $\frac{4}{5}$)
 - Ask the student to give a verbal explanation of the product, such as: "Two fifths repeated six times is twelve fifths."

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View Resources ▾



View Resources ▾

MATHEMATICS Instructional Groupings

Instructional Groupings ▾



Groups students with similar instructional needs and provides detailed instructional priorities and classroom resources to support differentiated instruction for each group

Subject: ▾
 Class/Report Group: ▾
 Diagnostic: ▾
 Grade: ▾
 08/31/24–09/30/24

- [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 <input type="text" value=""/> 🔍	Diagnostic Language ⓘ	Scale Score	Overall Placement	NO	ALG	MS	GEO
Baker, Danielle		459	● Grade 4	Grade 4	Grade 3	Grade 3	Grade 4
Bowers, Tara		472	● Grade 4	Early 5	Grade 4	Grade 4	Grade 4
Choi, Isabelle		470	● Grade 4	Grade 4	Grade 4	Grade 4	Grade 4
Jones, Anna	Spanish	472	● Grade 4	Grade 4	Mid 5	Grade 4	Grade 4
Powell, Elijah		470	● Grade 4	Grade 4	Grade 4	Grade 4	Grade 4

– 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 struggle with skills and concepts related to fractions and whole number operations, or they may struggle 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 different denominators or how to express fractions as equivalent fractions or decimals.

Those students with a low score in Algebra and Algebraic Thinking and Multiples and may be held back by lack of fluency with multiplication facts, all students in this profile are also likely to need

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.

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 $\frac{1}{2}$ and $\frac{1}{4}$ 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, $\frac{1}{2}$, and 1 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 $\frac{1}{3}$, $\frac{1}{4}$, and $\frac{1}{5}$, 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 $\frac{2}{3}$ and $\frac{2}{4}$. Discuss that 3 is less than half of 6, so $\frac{2}{3}$ is less than $\frac{2}{4}$. Also, 3 is more than half of 6, so $\frac{3}{4}$ is greater than $\frac{2}{4}$. Ask the student to give a comparison statement for these two fractions. Check by pointing out that $\frac{2}{4}$ must be less than $\frac{3}{4}$ because the numerators are the same and an eighth is smaller than a fifth.

Find Equivalent Fractions 10–15 minutes

Write $\frac{1}{2} = \frac{2}{4}$ on the board. Review the process for finding equivalent fractions using multiplication, and have the student find an equivalent fraction for $\frac{1}{2}$ that has a denominator of 8. Under the original comparison, write $\frac{2}{4} = \frac{4}{8}$. Ask the student to replace the 7 with the appropriate symbol, $<$ or $>$. Continue with other comparisons, such as $\frac{2}{3}$ and $\frac{2}{4}$ and $\frac{2}{3}$ and $\frac{2}{5}$ and $\frac{1}{2}$ and $\frac{1}{3}$. Encourage the student to explain the method used to make each comparison.

Understanding of the relationship between factors and particularly benefit from instruction on the to develop fluency with basic multiplication and

Resources

Tools for Instruction

English (21)

Spanish (21)

Number and Operations

[Add Multi-Digit Numbers](#) PDF

[Subtract Multi-Digit Numbers](#) PDF

[Multiply by One-Digit Numbers](#) PDF

[Divide Three-Digit by One-Digit Numbers](#) PDF

[Compare Fractions](#) PDF

[Equivalent Fractions](#) PDF

[Write Fractions as Decimals](#) PDF

[Compare Decimals to Hundredths](#) PDF

[Multiply by Two-Digit Numbers](#) PDF

[Divide Four-Digit by One-Digit Numbers](#) PDF

[Understand Fraction Addition and Subtraction](#) PDF


[Add and Subtract Fractions](#) PDF

[Add Tenths and Hundredths](#) PDF

Activity Overview

Lessons Passed (YTD)
55/65 | 85%

Total Lesson Time-on-Task (YTD)
23h 26m

Domains	Passed/Completed	% Lessons Passed
 Number and Operations (NO)	22/28	79%
Algebra and Algebraic Thinking (ALG)	22/25	88%
Measurement and Data (MS)	6/7	86%
Geometry (GEO)	5/5	100%

Lesson Time-on-Task: Year to Date

23h 26m

Last Week Current Week

Showing 9 of 60

Alerts 

Domains 

Number and Operations

Number and Operations

Number and Operations

Number and Operations

Number and Operations Add and Subtract Decimals

Objectives:

- Add decimals to hundredths.
- Subtract decimals to hundredths.
- Use models to show how to add and subtract decimals to hundredths.

Preview

Estimated

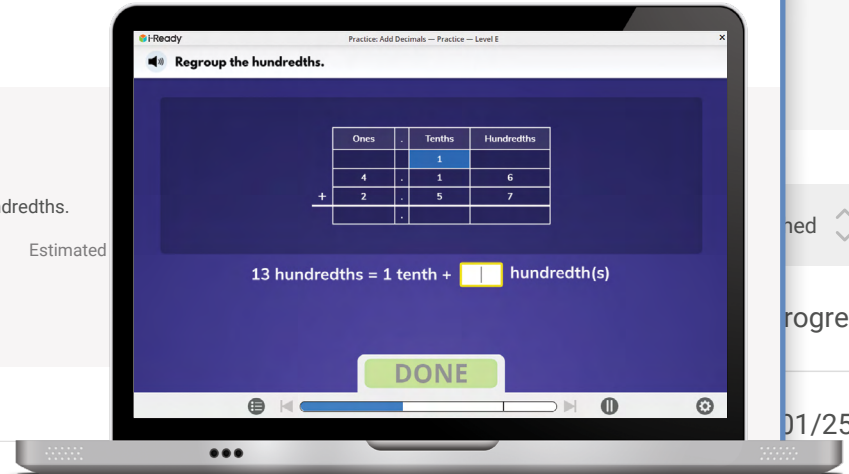
Instruction

Quiz

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



ned 

progress

01/25

02/25



Mid 5

[Add and Subtract Decimals](#)

Not Passed
60%

28m

02/13/25

02/14/25

MATHEMATICS Diagnostic Growth for a Student

Diagnostic Growth ▾

Elijah Powell ▾

Grade 5



Gives a clear view of progress toward proficiency and annual growth expectations for each student

●●● Key

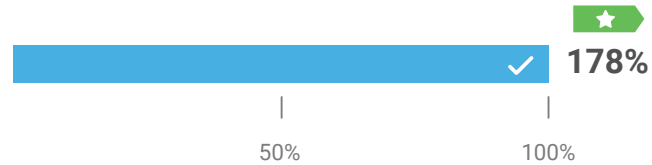
Subject

Math ▾

Year-to-Date Growth

Progress to Annual Typical Growth

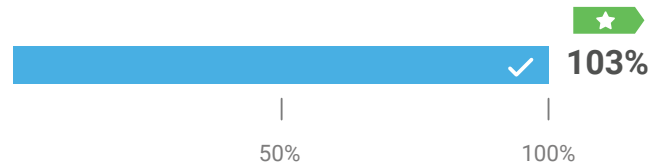
Scale Points: 32/18



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 Diagnostic.

Progress to Annual Stretch Growth®

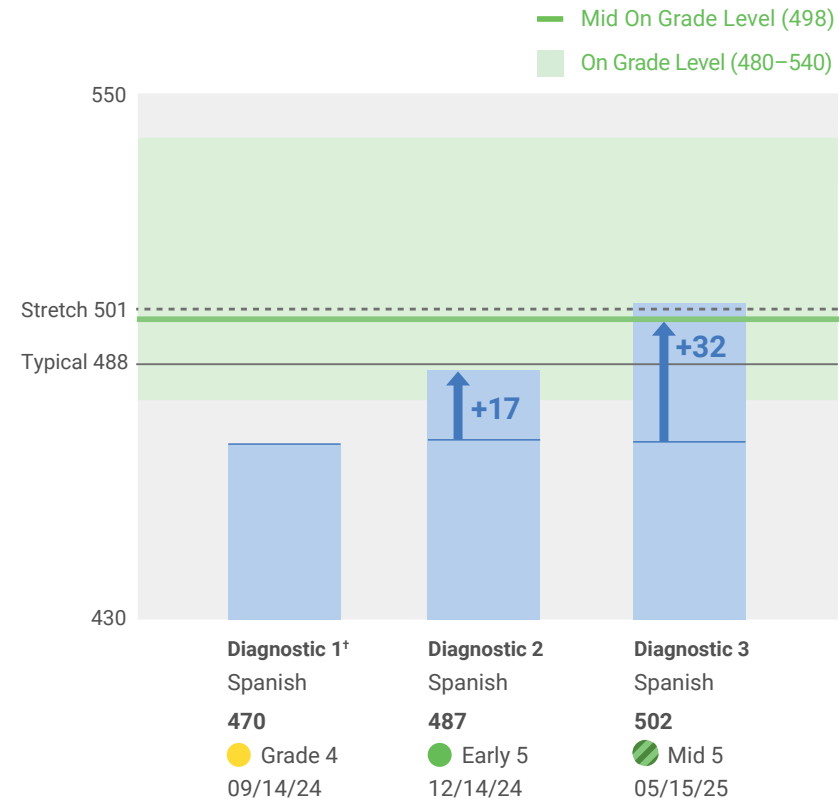
Scale Points: 32/31



This student has made 103% progress toward Annual Stretch Growth. For students who are below grade level on their baseline Diagnostic, 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 Diagnostic Growth



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

Placement by Domain ⓘ

Domain	Diagnostic 1	Diagnostic 2	Diagnostic 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

MATHEMATICS Diagnostic Growth for a Class

Diagnostic Growth ▾



Subject

Math ▾

Class/Group

Grade 5, Section 1 ▾

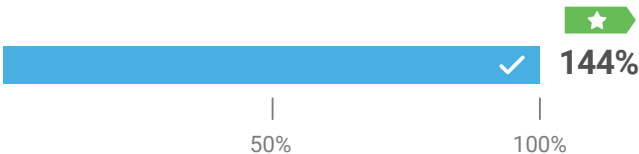
Comparison Diagnostic

Diagnostic Window 3 ▾

05/01/25–06/01/25

Gives a clear view of progress toward proficiency and annual growth expectations across a class and for each student

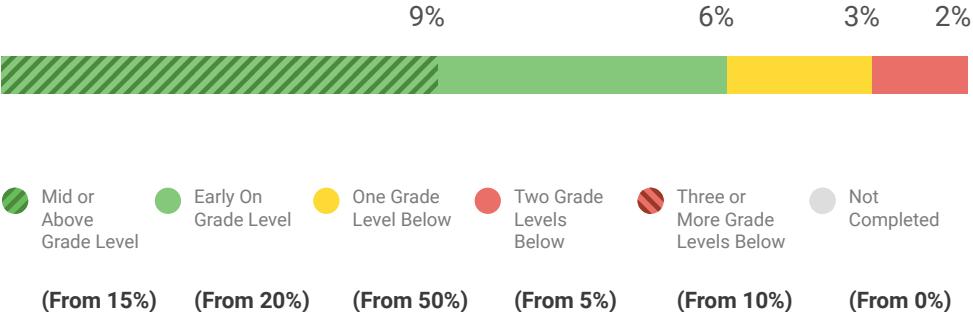
Progress to Annual Typical Growth (Median)



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.

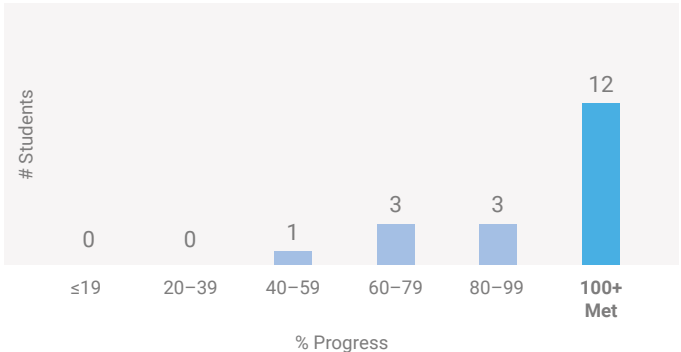
[Learn More about Growth](#) ▶

Current Placement Distribution

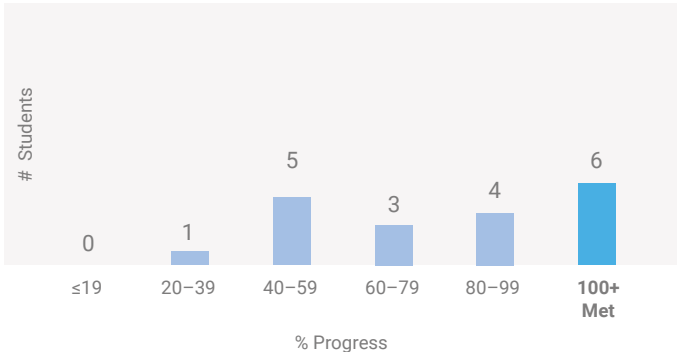


Progress Distributions







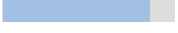

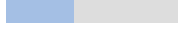
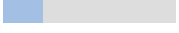
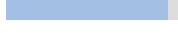


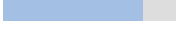







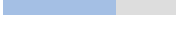




Distribution of Progress to Annual Typical Growth



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)

MATHEMATICS Diagnostic Growth for a School

Diagnostic Growth ▾



Subject

Math ▾

School

Cedar Elementary ▾

Academic Year

Current Year ▾

Comparison Diagnostic

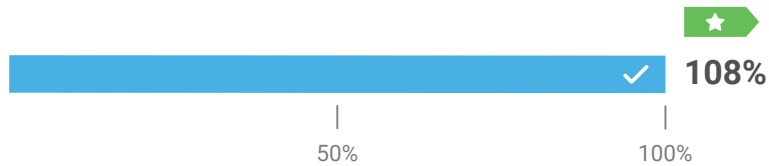
Diagnostic 3 ▾

05/01/25–06/01/25

Students Assessed/Total: 555/569

Gives a clear view of progress toward proficiency and annual growth expectations across a school, grade, or class

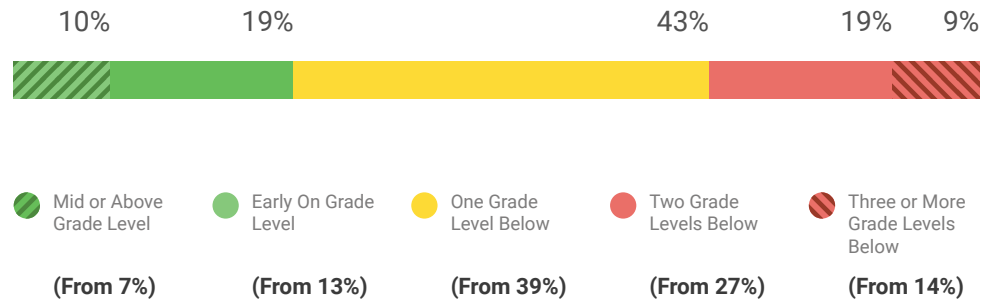
Progress to Annual Typical Growth (Median)



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.

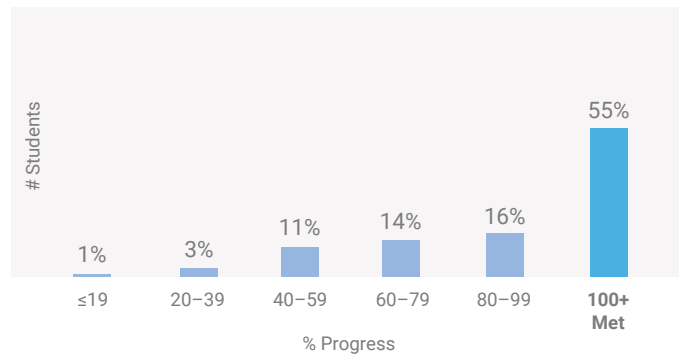
[Learn More about Growth](#)

Current Placement Distribution

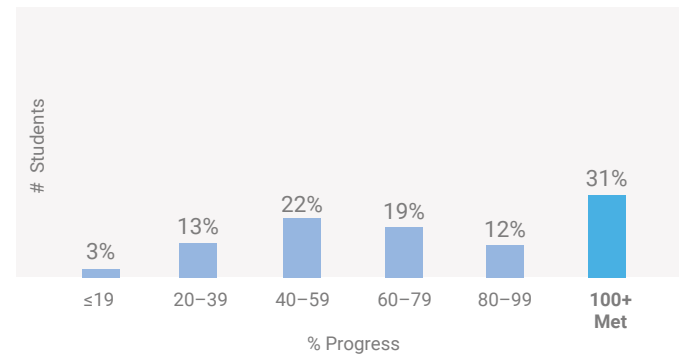


[The Mapping between 5-Level and 3-Level Placements](#)

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%					
Grade 3	110%					
Grade 4	111%					
Grade 5	108%					
Grade 6	114%					
Grade 7	108%					
Grade 8	109%					

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

Diagnostic Status

Diagnostic Results

Instruction

Standards Mastery

Diagnostic Growth

Student Growth in **Math** Shown by **Grade**

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

03/02/25–06/30/25

View Diagnostic Growth Report | Download CSV

Online Educator Learning
Online courses that complement teacher PD

i-Ready Central
Tips, tools, and guidance to support use

Tools and Tips

- Diagnostic Growth Overview Video
- Student Certificates of Progress
- Helpful Resources for Understanding Student Growth

MATHEMATICS Diagnostic Results for a District *Comparison View*

Diagnostic Results ▾



Subject

Math ▾

School

All Schools ▾

Academic Year

Current Year ▾

Diagnostic

Diagnostic 2 ▾

12/01/24–12/31/24

Prior Diagnostic

Diagnostic 1 ▾

08/31/24–09/30/24

Provides a comprehensive picture of student performance by school, grade, class, and district demographics, allowing administrators to set intervention strategies and make resource allocation decisions

Criterion Referenced

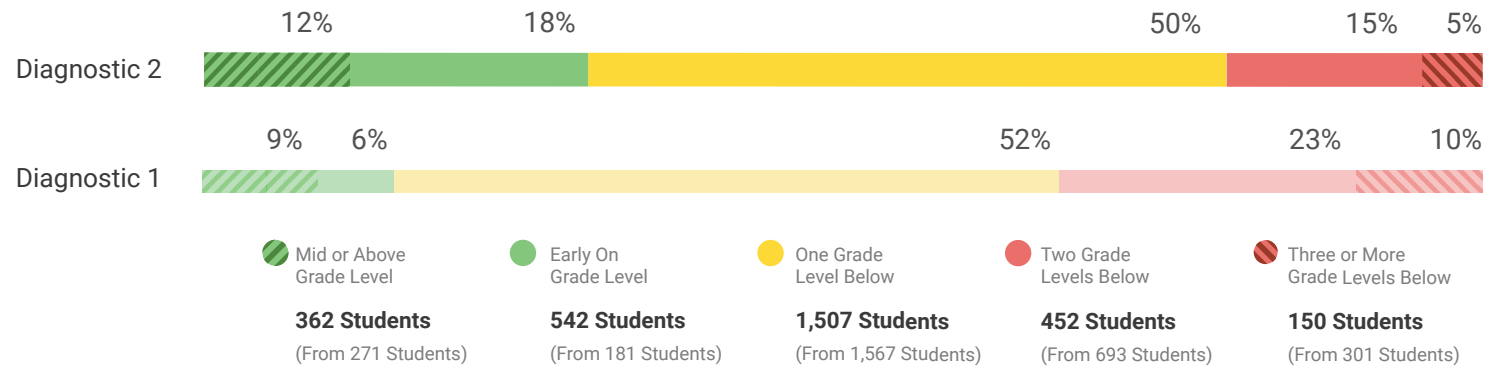
3-Level Placement

Enhanced

5-Level Placement

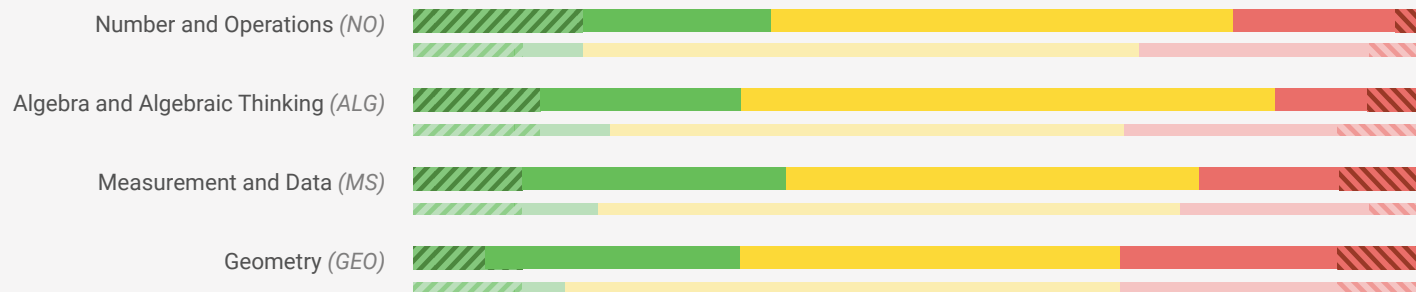
Overall Placement

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



[i The Mapping between 5-Level and 3-Level Placements](#)

▼ Placement by Domain



All School Groups > All Schools

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.

Showing 3 of 3

All ▼

All ▼

Overall Grade-Level Placement



Students Assessed/Total

Female	Yes - Economically D...	Diagnostic 2	15%	22%	43%	16%	4%	646/646
		Diagnostic 1	9%	14%	46%	22%	9%	
	No - Economically D...	Diagnostic 2	43%	19%	31%	5%	2%	1,011/1,011
		Diagnostic 1	26%	26%	33%	12%	2%	
		Diagnostic 2						
		Diagnostic 1						
		Diagnostic 2						
		Diagnostic 1						

MATHEMATICS Standards Performance for a Class

Standards Performance

State-specific
in most states!



Subject: Class/Report Group: Grade: Diagnostic:
08/31/24–09/30/24

Shows how students are performing against state standards, based on the results of each Diagnostic

Students Assessed/Total: 20/20

Common Core State Standards for Mathematics

Grade(s) of Standards: to Switch Table View:

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., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1,000)$.	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

Diagnostic

Diagnostic Window 1

08/31/24–09/30/24

✓✓✗ Key

Students Assessed/Total: 20/20

Common Core State Standards for Mathematics

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



Diagnostic Language



Date



Student	Performance	Diagnostic Language	Date
Patel, Mia	✓		09/20/24
Ramirez, Gabriella	✓	Spanish	09/20/24
Sanchez, Abby	✓	Spanish	09/20/24
Tan, Melanie	✓		09/20/24
Vo, Isaiah	✓		09/20/24

Standards Mastery Results by Test ▾



Subject: ▾
 Class/Report Group: ▾
 Assessment: ▾

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

Students Completed/Assigned: **16/19** Students Unassigned: **1**

Skills Summary 3 Skills Assigned

Standards	Skill	Performance Distribution	Avg. Score	Resources
5.NF.A.1 ⓘ	Equivalent Fractions		72%	PDF
5.NF.A.2 ⓘ	Compare Two Fractions		43%	PDF
5.NF.B.4.A... + (1) ⓘ	Understand Fraction Addition and Subtraction		38%	PDF

Assessment Summary

46% Average Assessment Score

3
Proficient

6
Progressing

7
Beginning

▾

Use dropdown to view Skill Summary

[View Assessment](#)



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.

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

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.

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

Standards Mastery Results

Offers detailed, student-level item analysis and suggested resources for addressing gaps and reteaching grade-level standards at the district, school, and class level

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	11/10/24

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.



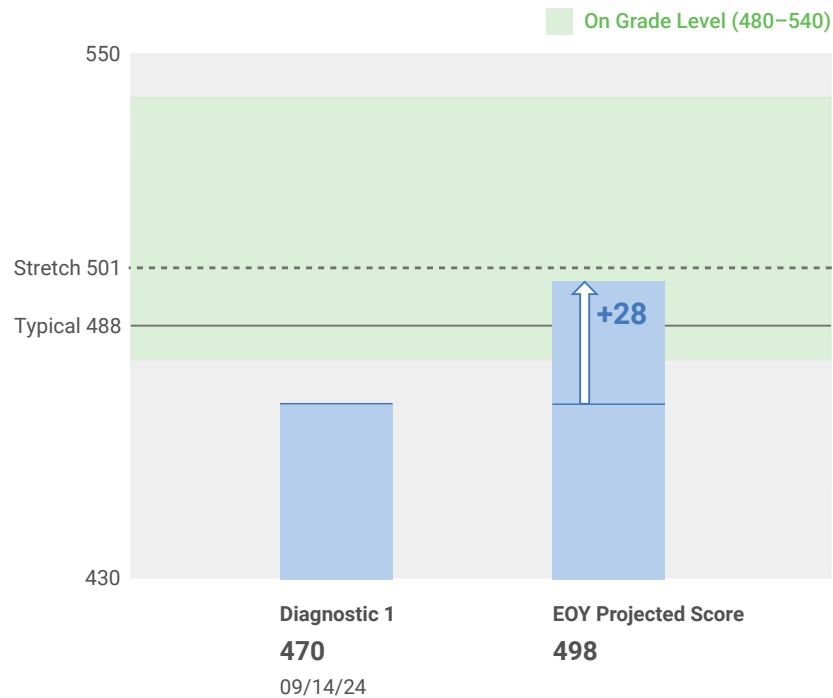
Subject

Math ▾

Projects student's likelihood of meeting growth and proficiency targets by the end of the year with data from the Diagnostic 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
Mid On Grade or Above	Somewhat Unlikely <50% Probable	+28/28

- Supporting Data

Test Date	Test Type	Scale Score	Standard Error
09/14/24	Diagnostic*	470	+/- 12
10/12/24	Growth Monitoring	473	+/- 18
11/05/24	Growth Monitoring	476	+/- 18

[Learn More about Growth Monitoring](#)

*This Diagnostic was designated as the baseline Diagnostic for this student and was used to establish Typical Growth and Stretch Growth measures.



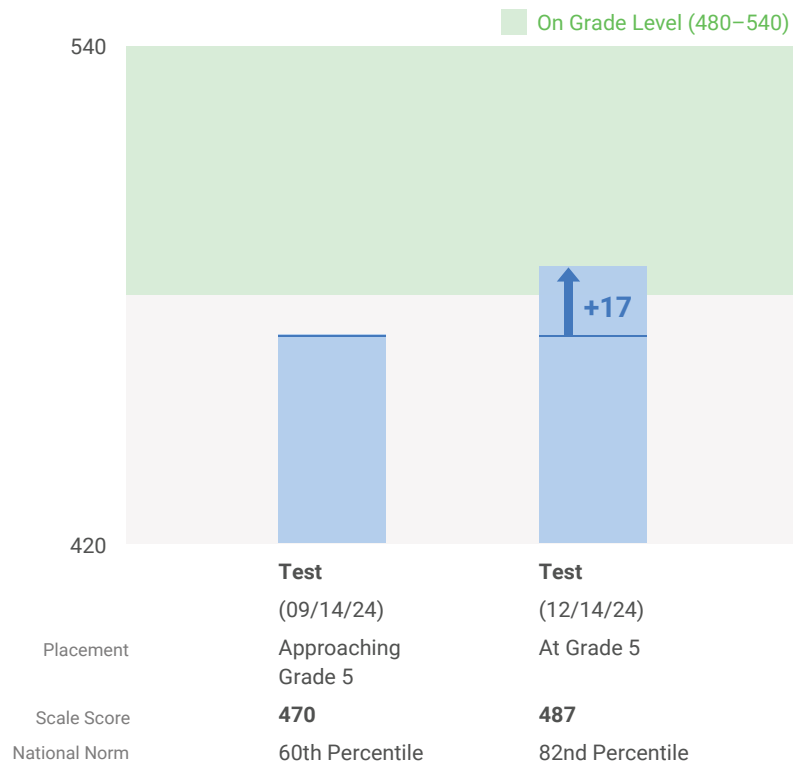
For Families

School Cedar Elementary
Subject Math
Student Elijah Powell
Student ID EIPowell4896
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](https://www.i-Ready.com/FamilyCenter).

Elijah's Overall Math Performance



Domain	Test (09/14/24)	Test (12/14/24)
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 the

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

The four possible placement levels are:

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

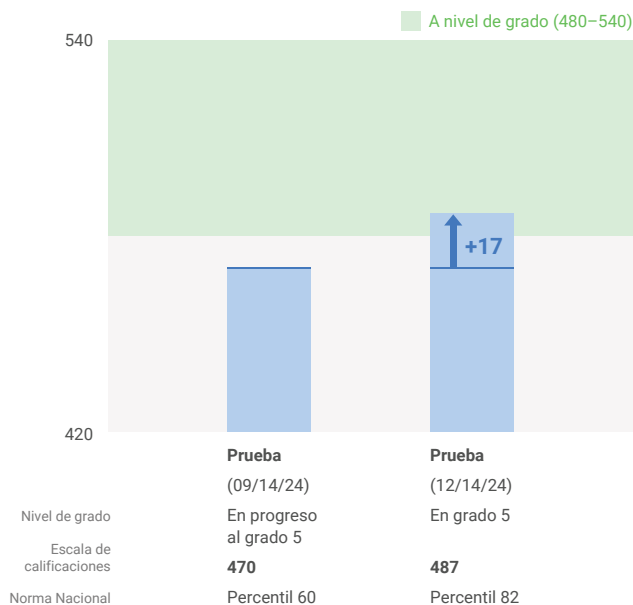
Informe Para La Familia



Escuela Cedar Elementary
Materia Matemáticas
Estudiante Elijah Powell
Identificación del estudiante EIPowell4896
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](https://www.i-Ready.com/FamilyCenter-es).

Desempeño general de Elijah en matemáticas



Dominio	Prueba (09/14/24)	Prueba (12/14/24)
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 progreso al grado 5

MATHEMATICS Historical Results for a Student

Historical Results ▾ Elijah Powell ▾ Grade 5



Subject

Math ▾



Provides an overview of Diagnostic scores and placements, growth progress, and lesson data for teachers with additional historical reporting for administrators

Also available for Reading

Grade 2 (2021–2022) Grade 3 (2022–2023) **Grade 4 (2023–2024)**

2023–2024 Diagnostic Performance Summary (Grade 4)

Diagnostic 1
09/14/23

Diagnostic 2
01/21/24

Diagnostic 3
05/22/24

Diagnostic Growth

	Diagnostic 1 09/14/23	Diagnostic 2 01/21/24	Diagnostic 3 05/22/24
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
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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		

2023–2024 Personalized Instruction Activity Summary

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

% Lessons Passed: **76%**

Domain	Lessons Passed/Completed
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 - 2023–2024

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

Progress to Annual Typical Growth (Median)
20 Students Assessed

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 Diagnostic placement level.

105%

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.

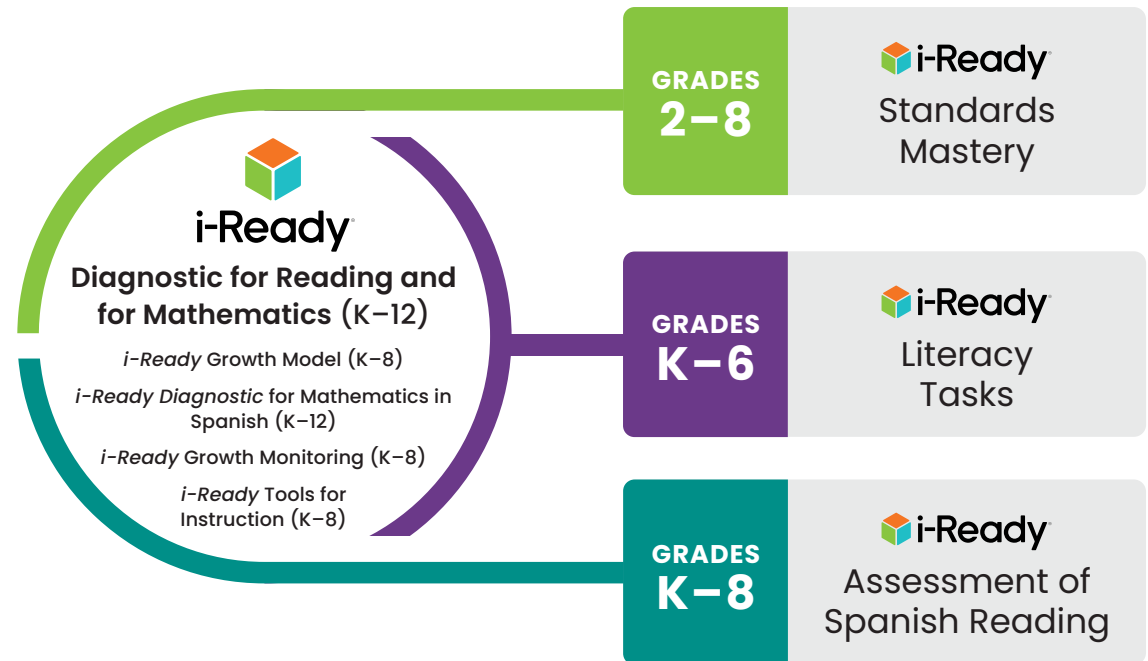
Showing 20 of 20

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	

Clear Data

*Easily Understand Precisely
What Students Can Do with a
Full Suite of Assessments*

At the heart of the *i-Ready Assessment* suite is the *i-Ready Diagnostic* for Reading and for Mathematics in Grades K–12.



Know Students Deeply with a Powerful Diagnostic



Adaptive Is Better

The *i-Ready Diagnostic* changes based on student responses to find the precise performance level of each student in the quickest, most efficient way possible.



Highly Correlated with State Tests

The *i-Ready Diagnostic* is highly correlated with Smarter Balanced Assessment (SBA) and many state assessments. See correlations at CurriculumAssociates.com/Research.



Goals to Get to Grade Level

Criterion-referenced placements demonstrate student performance relative to grade level, and the *i-Ready* growth model helps set ambitious yet attainable goals to put students on a path toward proficiency.

Quality Results Start with Quality Items

i-Ready Assessment items are built by design to measure college- and career-readiness standards. 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.



Examples of Tech-Enhanced Item Types Include:

Technology-Enhanced Items

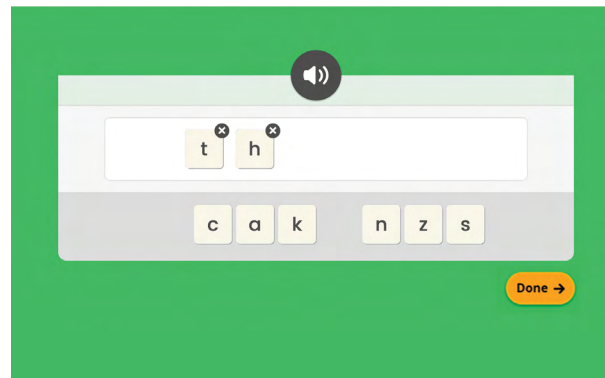
Drag-and-drop; dropdown; multi-select; text highlighting

Traditional Multiple Choice with Virtual Tools

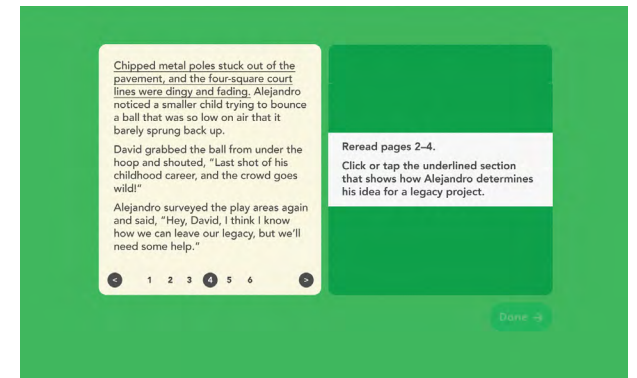
Ruler; protractor; number pad; ten-frame counter; unit square and cubes; base-ten blocks

Constructed Response

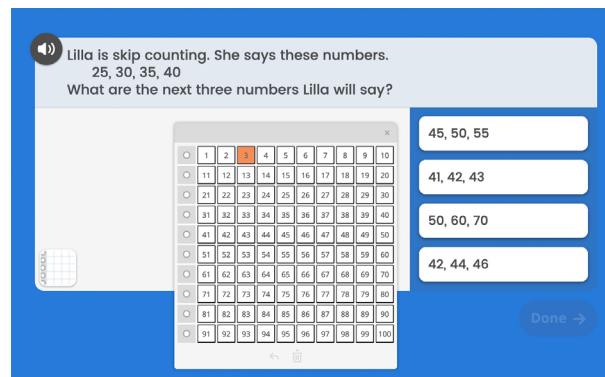
Short, open-ended response; graphing using tools; modeling using tools; equation builders; plotting on number lines



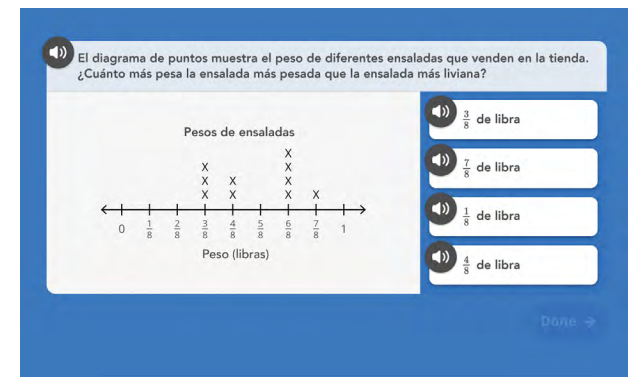
Grade 2—High-Frequency Words



Grade 6—Comprehension



Grade 2—Number and Operations



Grade 4—Measurement and Data

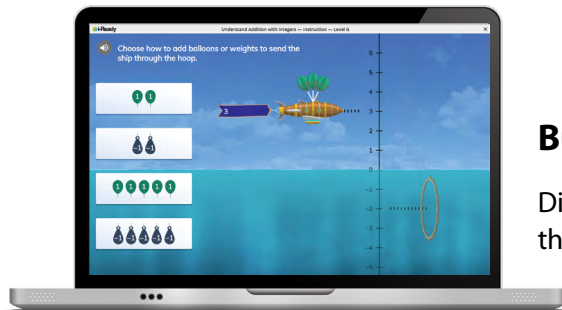
Connected Instruction

*Multiple Instructional Opportunities
Tailored to Students' Needs*



Personalize Learning with Digital Instruction

i-Ready Personalized Instruction for Reading and for Mathematics in Grades K–8 is demonstrated to support growth with tailored instruction based on assessment results.



Grade 7—Number and Operations Lesson on
Understanding Addition with Integers

Build the Skills Needed to Progress toward Grade Level and Beyond

Direct connection to industry-leading and extensively researched assessment means your students start their differentiated lesson path in precisely the right place to build the skills they need most.

Engage Students Actively in Their Own Learning

i-Ready Personalized Instruction offers a balance of instruction and practice in which students dive right into content, then receive strategic and interactive scaffolds when and where they need them.



Grade 1—The Sound /ou/ Spelled ou, ow



i-Ready Student Dashboard

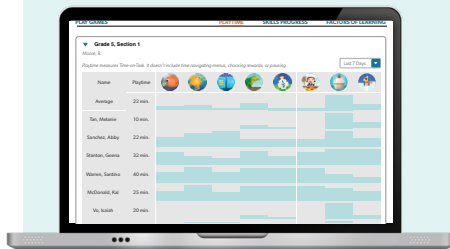
Support Every Learner with Flexible Implementation Options

Designed to complement teacher-led instruction, students can work on tailored My Path lessons or engage in strategically assigned lessons that align with class initiatives. Personalized Instruction can be used for intervention, on-grade level content practice, and enrichment opportunities.

Fun and Engaging Math Practice Personalized for Your Students

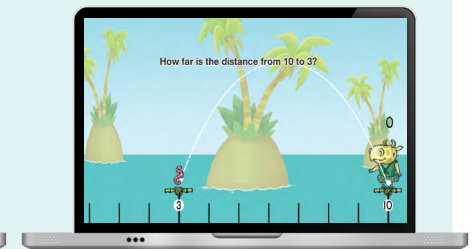
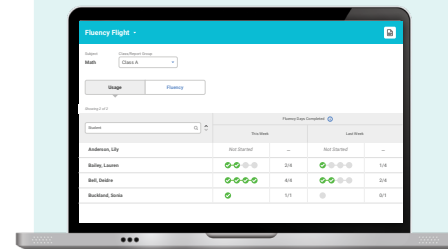
Learning Games (Grades K–8)

i-Ready's interactive Learning Games for Grades K–8 provide engaging mathematics practice that strengthens understanding of mathematical concepts and fosters a positive relationship to challenging elementary standards. Teachers are provided real-time snapshots of student performance, including skills progress and growth mindset.



Fluency Flight (Grades 2–5)

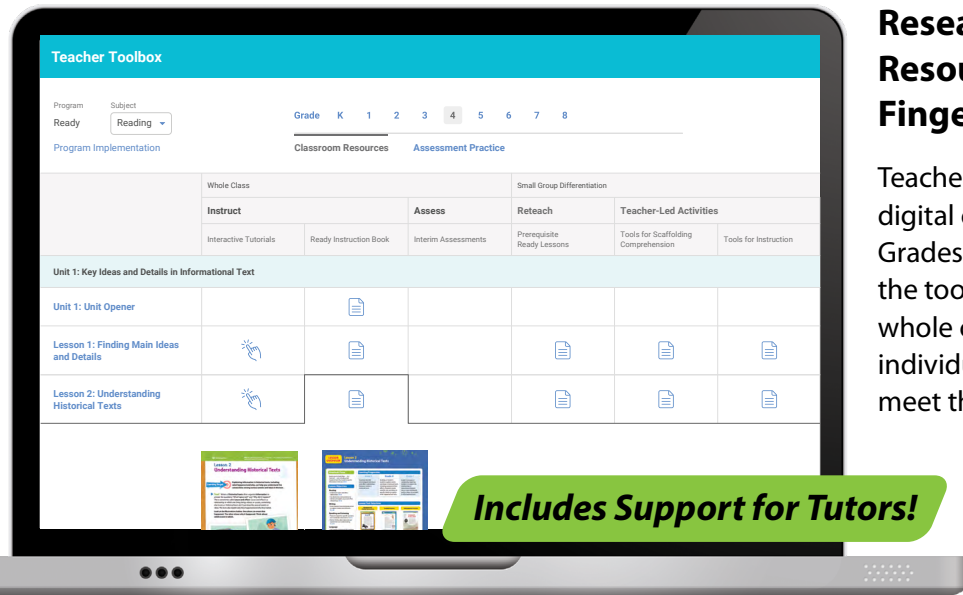
i-Ready's Fluency Flight helps students achieve automaticity of essential addition, subtraction, multiplication, and division facts with understanding and without speed anxiety. Reports provide teachers with insight into student performance and progress toward fluency and automaticity.



Also available in Spanish

Instruction Driven by Teachers, Tailored for Students

i-Ready uses rich assessment data to provide teachers with a complete picture of student performance and ties this data directly to teacher-led resources that can accelerate growth.



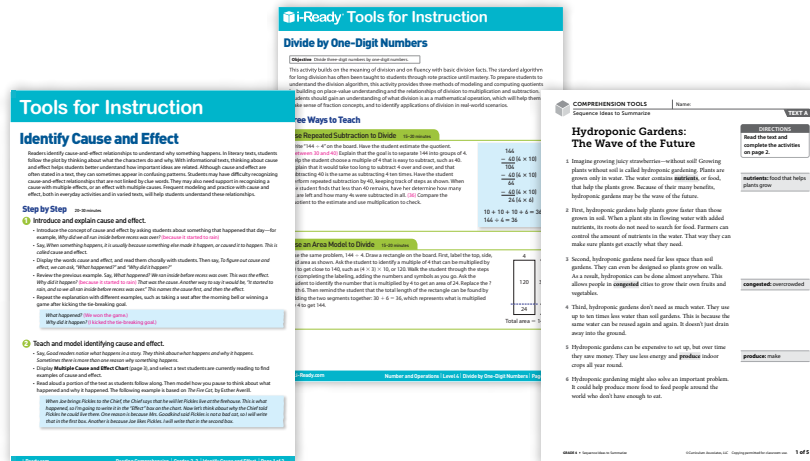
Research-Based Resources at Your Fingertips

Teacher Toolbox provides a digital collection of resources for Grades K–8 that gives teachers the tools they need to implement whole class, small group, and individualized instruction to meet the needs of all learners.



Target Student Needs

Tools for Instruction for Grades K–8, embedded in Diagnostic Results reports, are short, skill-specific lessons designed to address a variety of Reading and Mathematics domains.



Provide a Pathway to Grade-Level Instruction

Tools for Scaffolding Comprehension for Grades 3–8, embedded in the Grade-Level Planning (Scaffolding) report, support priority comprehension skills and empower every learner to access grade-level texts.

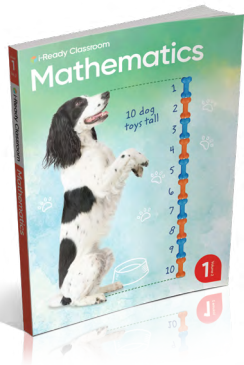
Research-Backed, Proven Teacher-Led Programs

i-Ready works seamlessly with our proven supplemental and core instructional programs, providing recommendations for differentiated instruction and effective teaching of grade-level materials.



See Our Recent
EdReports Scores

CurriculumAssociates.com/EdReports



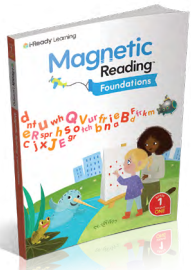
Core Mathematics Instruction

i-Ready Classroom Mathematics is a comprehensive core mathematics program for Grades K–8 that uses mathematical discourse and rigorous practice opportunities to help students take ownership of their learning.



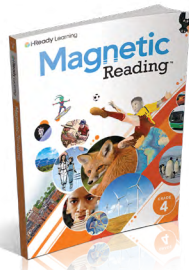
Core Literacy Instruction

Magnetic Literacy and *Mosaico Lectoescritura* deliver comprehensive literacy education that empowers students as critical thinkers, readers, writers, and speakers. Designed for Grades K–6, this structured literacy program challenges students to apply knowledge with purpose.



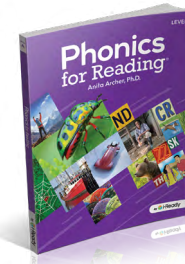
Foundational Reading Instruction

Magnetic Reading Foundations is a comprehensive foundational skills program for Grades K–2 that includes everything educators need to deliver explicit, systematic foundational skills instruction for students to become confident and skilled readers.



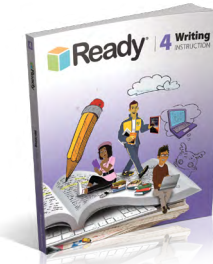
Reading Comprehension Instruction

Magnetic Reading is a reading comprehension program for Grades 3–5 that builds knowledge, scaffolds instruction to support all learners, and uses actionable data to help teachers support student learning. Built in partnership with the Johns Hopkins Institute for Education Policy.



Phonics Intervention for Striving Readers

Authored by literacy expert Dr. Anita Archer, *Phonics for Reading* is an explicit and systematic intervention program that honors Grades 3–12 students with age-appropriate content while accelerating learning using the Science of Reading.



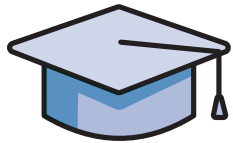
Mathematics, Reading, and Writing Instruction

Ready programs support teachers in differentiating instruction for small groups and individuals, enabling all students to receive the instruction they need to build their confidence and help them grow.

Committed Service

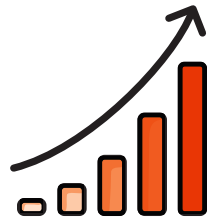
Powered by People and an Educator-Friendly Platform to Reach a Shared Goal

Unparalleled service and educator support is the *i-Ready* difference that empowers educator confidence and student achievement. Establish a culture of high expectations with the guidance that fits your needs. We align program, technical, professional learning, and strategic expertise to your goals, so you get the most out of *i-Ready*.



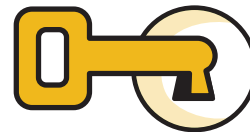
Professional Learning

Experienced educators focused on best teaching practices to drive student growth



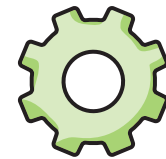
Achievement Analytics

Periodic placement and progress analyses with ongoing analytic support



Educational Consultants

Program design and pedagogy experts providing strategic guidance



Technical Support

Responsive technical support and proactive issue identification



Partner Success Managers

Dedicated partners working with you to integrate *i-Ready* data into classroom instruction and address your district goals



Professional Learning Designed to Grow with You

Create a learning implementation plan as unique as your goals, your users, and your schedules.

Product Knowledge ●.....▶ **Practice Change**

New Users
Connecting
 data to
 instruction

Practicing Users
Embedding
 data in daily
 instruction

Advanced Users
Expanding
 use of data for
 broader impact

A System of Support to Meet in-the-Moment Needs

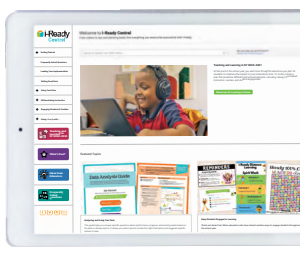
Coaching by i-Ready

Empowered Instruction, Impactful Learning

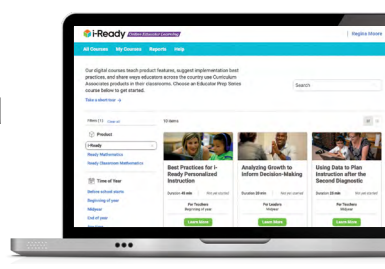
Professional Learning Sessions

Expert-Facilitated, Sustained Support

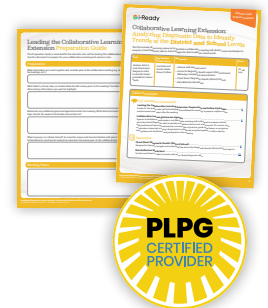
i-Ready Central
**Curated
 Resources
 on a Single
 Platform**



Online Educator
 Learning
**On-Demand
 Interactive
 Learning**

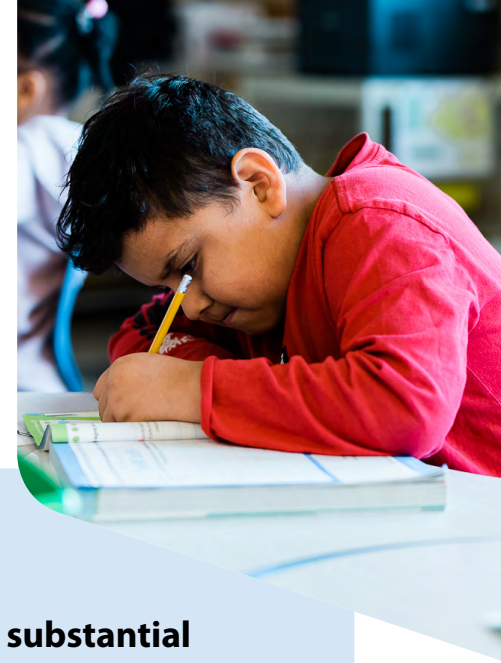


Collaborative
 Learning Extensions
**Tools to Build
 a Collaborative
 Learning
 Community**



i-Ready Literacy Tasks

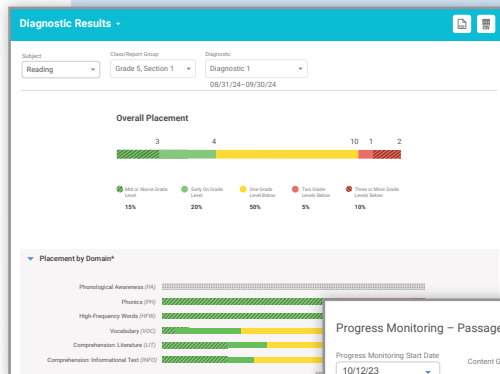
i-Ready Literacy Tasks deepen your understanding of essential literacy needs when it's most critical, with valid data brought together in a complete picture and a commitment to continuously making administration more efficient.



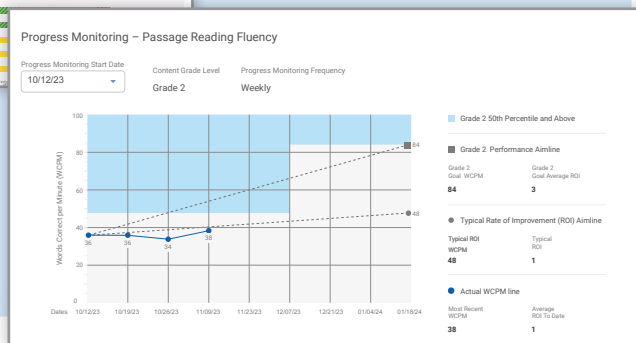
Complete Picture

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

Get a complete picture of what each student needs and capture scores in one place.



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



Valid Data

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

Complement foundational reading insights with rigorously built and tested measures, including more than 130 benchmark forms and 250 progress monitoring forms available in English and Spanish.

Rapid Automatized Naming

Pseudoword Decoding—Fluency

Letter Naming Fluency

Pseudoword Decoding—Multisyllabic

Letter Sound Fluency

Spelling and Encoding

Word Recognition Fluency

Passage Reading Fluency

Phonological and Phonemic Awareness, Including Phoneme Segmentation Fluency

Efficient Administration



Maximize teaching time by minimizing administrative tasks.

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

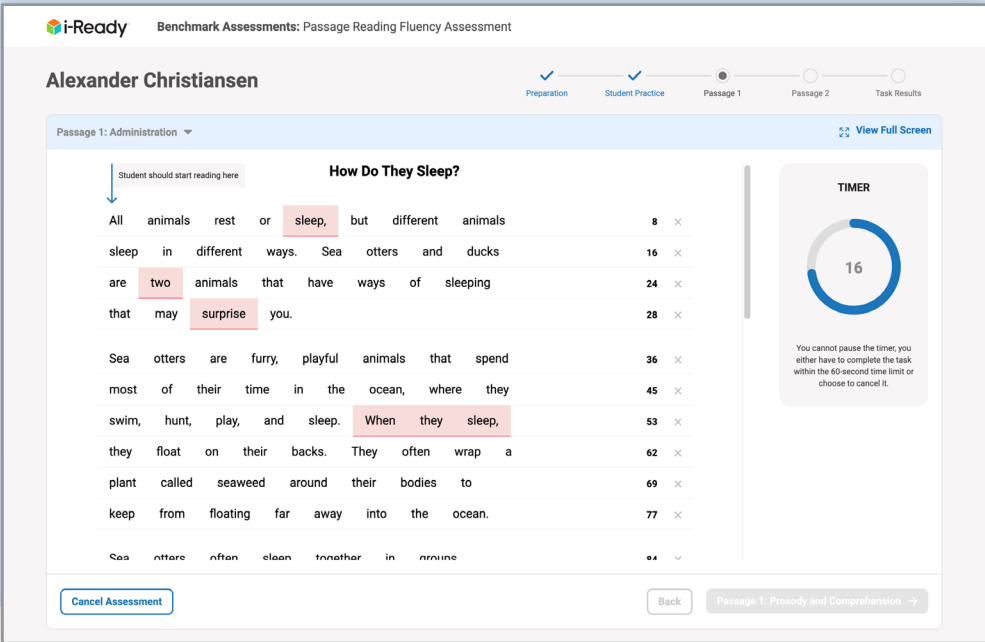
Digitally mark up and score assessments to save time with setup and scoring.*

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.**



Learn More about Literacy Tasks
CurriculumAssociates.com/LiteracyTasks



*Literacy Tasks, including digital scoring, is currently included in the *i-Ready Assessment* package.

**Some guidance for some states is not yet available.



New voice recognition features coming soon 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*.

Advancing Equity for All Students



Can Do

Danielle 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 such as, "What happened?" and "Why did it happen?"
- Then have Danielle read an informational text in a small group. Remind the child to ask these same questions and to look for details in the text to find answers.

Tools for Instruction
Identify Cause and Effect

Additional Resources

Diagnostic 1

Typical Growth

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

Stretch Growth®

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

Category	Score
Diagnostic 1	560
Grade 4	576
Stretch Growth	590
Typical Growth	576
On Grade Level Range	579-640
Mid On Grade Level	606

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 for students 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 Students

Increase engagement when you expose students to diverse content to help them feel seen and valued.

Understand Solutions of Inequalities — Instruction — Level 6

An oud is a stringed instrument that is often used in Middle Eastern music. Unlike a guitar, an oud has a rounded back and 11 or 13 strings.

Halimah asks her grandfather to teach her to play the oud. She saves \$10 per week so she can buy one. The price of the oud she wants is \$300.

Understand Solutions of Inequalities

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

i-Ready Personalized Instruction, Mathematics, Grade 7

What does the inequality $10w < 300$ represent in this situation?

The total amount Halimah saves is less than \$300.

Complete the table. For each value of w , determine whether Halimah will put the money in the bank instead of buying an oud.

w	27	29	30	32
Put money in the bank?	?	?	?	?

Understand Solutions of Inequalities

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

i-Ready Personalized Instruction, Mathematics, Grade 7



“Punks Don’t Get Nervous” from *The First Rule of Punk* by Celia C. Pérez

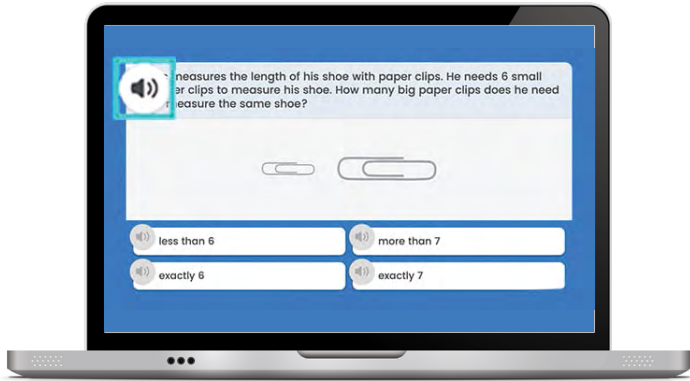
Mexican American 12-year-old Malú, who loves punk rock, works on a ‘zine to express her reluctance to move with her mother to Chicago and far from her father for two years.

i-Ready Personalized Instruction, Reading, Grade 5

Creating Accessible Experiences for All

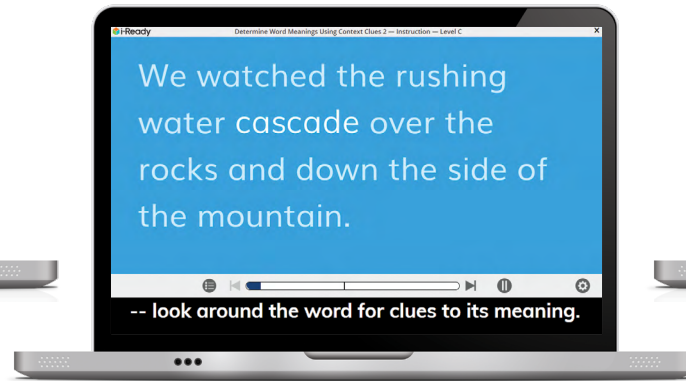
Every student has the potential for educational excellence and providing access to unique learning experiences is one way to meet their needs. We strive to ensure accessibility and accommodations support considerations are incorporated into our product development process from the very beginning, and we have created a cycle of continuous improvement and ongoing evaluation so students and educators with disabilities will have what they need to grow and achieve.

Our Accessibility Features Include:



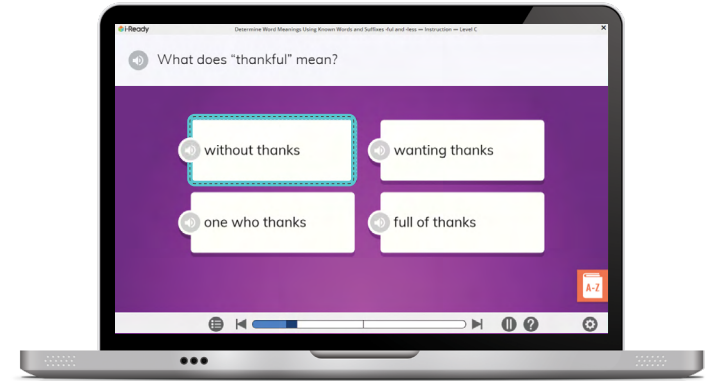
Universal Audio Support

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.

i-Ready en Español: Open a World to Biliteracy

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 all learners striving for biliteracy in Spanish and English achieve their academic goals.

Assessment and Connected Resources in Spanish

Mathematics

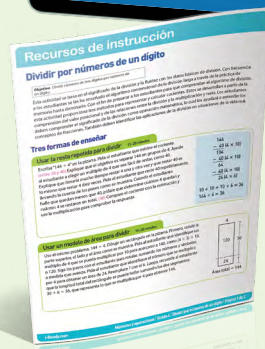
i-Ready Diagnostic for Mathematics in Spanish (Grades K–12)

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

Tools for Instruction

 (Grades K–8)

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



Reading

Assessment of Spanish Reading

 (Grades K–8)

Gain a better understanding of students' grade-level performance in Spanish reading.

Tools for Instruction

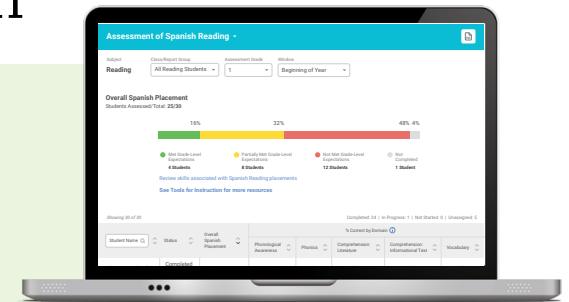
 (Grades K–8)

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

Literacy Tasks in Spanish

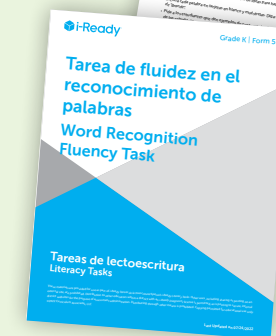
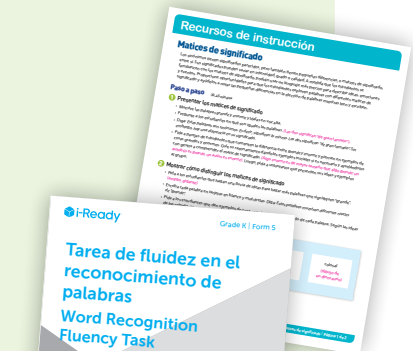
 (Grades K–6)

Measure and monitor students' critical literacy skills in Spanish.



Planned for Back to School
2025–2026

New *i-Ready Diagnostic* for Spanish Reading for Grades K–6 with domain-level placements and connections to instruction



Core Curriculum in Spanish

i-Ready Classroom Matemáticas (Grades K–8)

Increase mathematical proficiency with student-centered and activity-based learning. Includes digital access through the Teacher Toolbox.

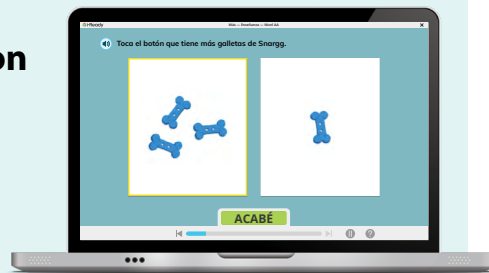


Digital Supplemental Instruction in Spanish

Mathematics

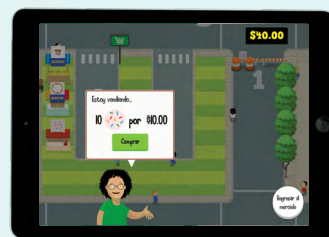
Personalized Instruction (Grades K–8)

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



Learning Games (Grades K–8)

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



Reading

Personalized Instruction (Grades K–5)

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



Coming for 2025, Mosaico Fundamentos, an authentic Grades K–2 Spanish foundational reading skills program!



Helping English Learners Achieve Their Highest Aspirations

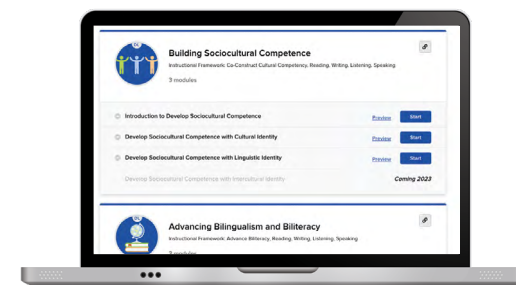
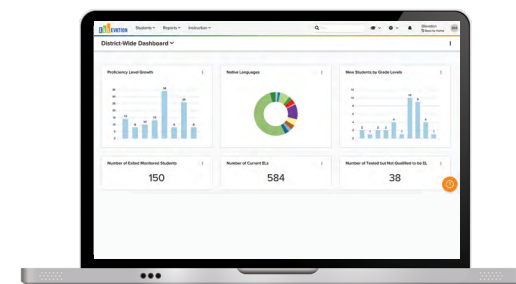
Ellevation—a Curriculum Associates company—is the nation’s leading Grades K–12 English Learners program management software to improve instruction, enhance collaboration, and maximize impact so educators can do what they love—help their Multilingual Learners thrive.

Improve Instructional Planning with Valuable English Learner Data

The **Ellevation Platform** allows administrators to make informed decisions about success and progress for English Learners that go beyond compliance. Across the district, everyone is able to access and understand student proficiency levels, descriptors, and supports. From there, you can easily track student progress, set informed goals, and share accommodations.

Empower Educators with ESSA-Aligned Professional Learning

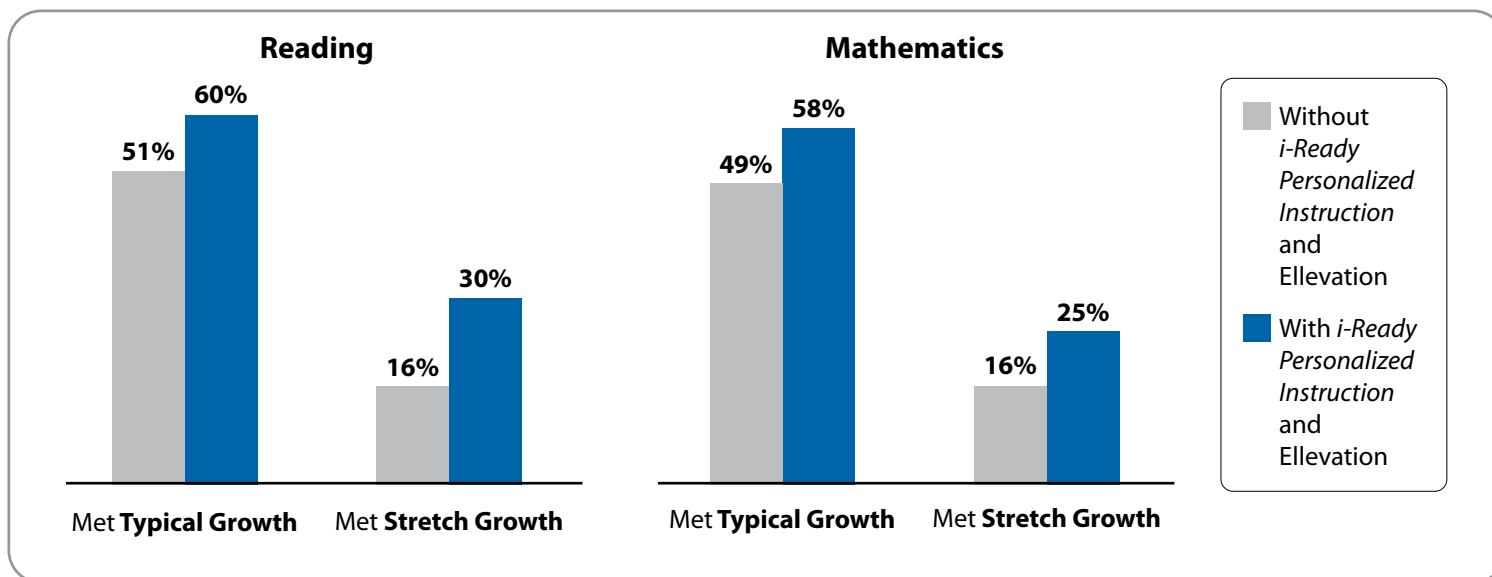
Ellevation Strategies provides short learning modules on a range of topics with real student data. Teachers can deepen knowledge through applied practice of embedded activities to fuel student growth. Districts in several states can grant educators professional learning credits for completing modules, which can be used for license renewal and other career advancement opportunities.



Achieve Greater Growth for Multilingual Learners

When districts use Ellevation and *i-Ready Personalized Instruction*, their Multilingual Learners achieve greater gains in reading and mathematics that far exceed those of Multilingual Learners in districts without these programs.

Percentage of Grade 4 Students Meeting Growth Targets



Ellevation and *i-Ready*: Designed to Support Multilingual Learners

Scaffolds to Access Grade-Level Instruction

Provide the right amount of scaffolded support to help Multilingual Learners build on their knowledge to achieve independence.

Academic Language Development

Offer multiple opportunities for Multilingual Learners to acquire and use language that moves toward complexity.

Student Engagement

Ensure Multilingual Learners acquire content knowledge while also acquiring language skills through content they personally connect with.



Efficacy ESSA Evidence

Grounded in Research, Informed by Experts, and Proven to Work

Students Learn
More with *i-Ready*
Personalized Instruction

A 2022 study of students in Grades K–8 who used *i-Ready* for Reading (more than 740,000) and *i-Ready* for Mathematics (more than 900,000) provides evidence that students in Grades K–8 who use *i-Ready* as recommended make greater learning gains than students who do not use *i-Ready* as recommended.



Students had **greater fall-to-spring gains**.



Students achieved a **higher grade-level placement** by spring.



Students exceeded their Typical Growth targets.



Students achieved a **higher percentage of their Stretch Growth targets** across all grade levels.¹



i-Ready Personalized Instruction meets Evidence for ESSA's Moderate Evidence rating. Students using *i-Ready Personalized Instruction* demonstrate positive and statistically significant gains above that of their control group counterparts on state tests.

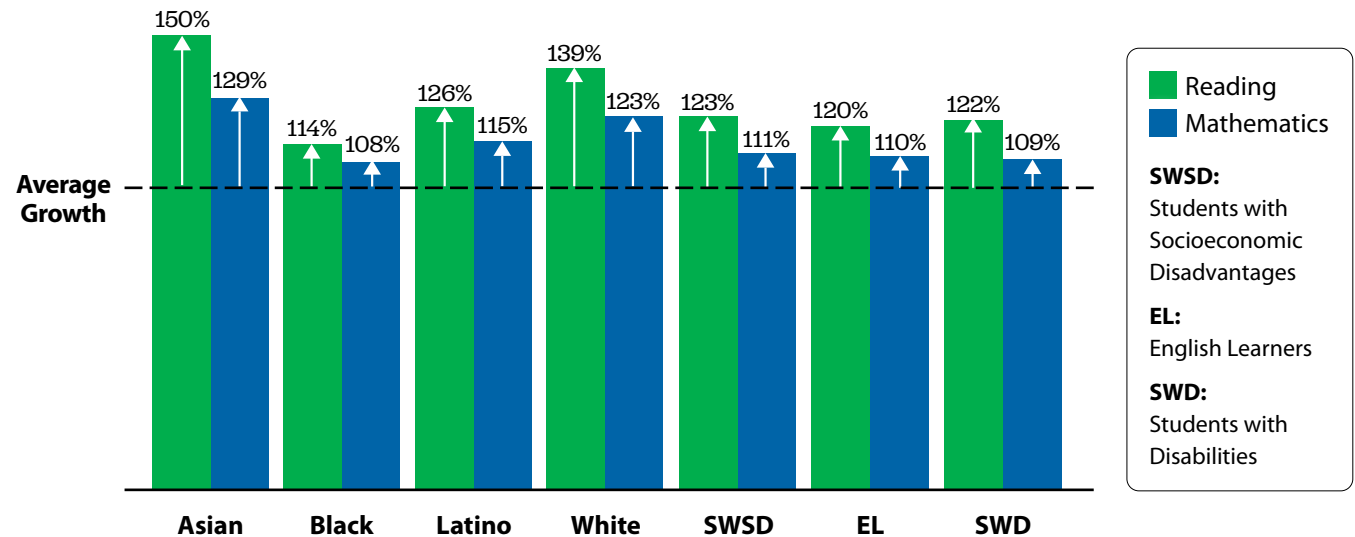
¹Curriculum Associates. (2022). *Using i-Ready Personalized Instruction with fidelity: Results from the 2018–2019 school year*. Author.

i-Ready Accelerates Growth for Student Groups

A study meeting ESSA Tier 3 evidence of students in Grades K–5 who used *i-Ready* for Reading (more than 570,000) and *i-Ready* for Mathematics (more than 700,000) found that students in various demographic groups who used *i-Ready* instruction as recommended exceeded their Typical Growth targets and achieved higher Typical Growth than comparison group students.²



Students in Diverse Demographic Groups Exceed Typical Growth Targets



²Curriculum Associates. (2022). *The impact of i-Ready Personalized Instruction during the 2020–2021 school year: Evidence to support historically marginalized student groups*. Author.

To read more about the extensive research behind *i-Ready*, including studies meeting ESSA evidence criteria, please visit CurriculumAssociates.com/Research-and-Efficacy.

To browse dozens of reports on *i-Ready* and the suite of Curriculum Associates solutions, see the Research Library at CurriculumAssociates.com/Research-and-Efficacy/Research-Library.

INTRODUCING

i-Ready[®] Pro



Propel Older Learners to Grade Level and Beyond By:



Maximizing Learning

with prioritized lesson progressions and streamlined content



Boosting Confidence

with an age-appropriate experience that offers autonomy and instills agency

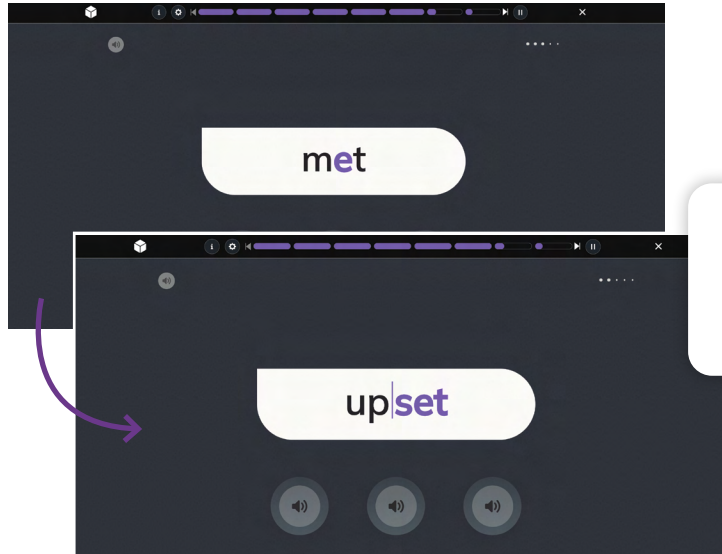


Empowering Educators

for greater impact with proven instruction and actionable insights at the skill level

During the 2024–2025 school year, older striving students will have early access to:

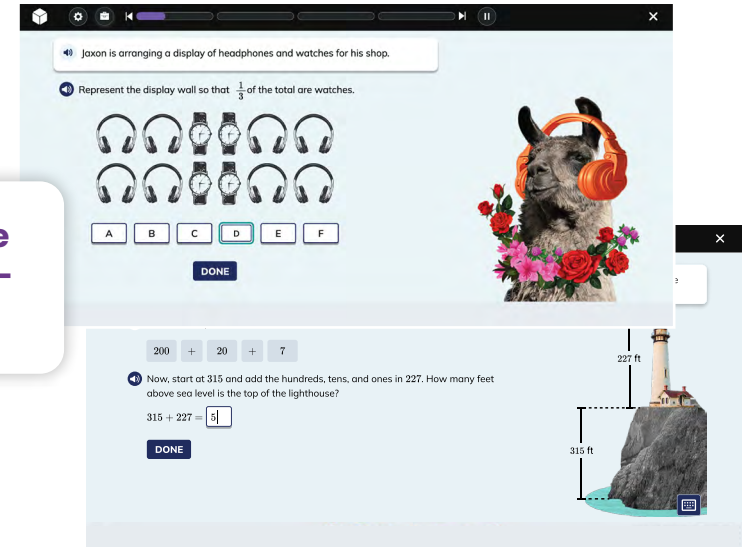
Essential Lessons in Foundational Skills



All lessons include reflow and screen-reader support.

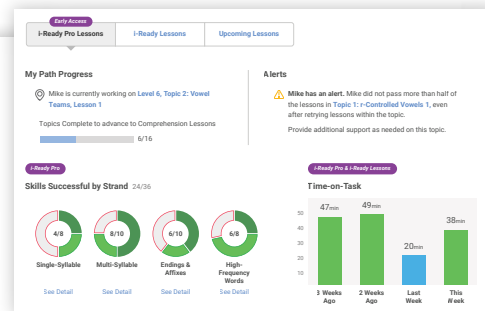
New Reading lessons build from single-syllable words to multisyllabic words and prepare students for words found in grade-level texts.

Essential Lessons in Core Numeracy Skills



New Mathematics lessons bridge content across different grade levels with a focus on developing critical skills.

With **enhanced** skill-level reporting for educators



Learn More about the Evolution and Explore Key Resources at [i-Ready.com/Pro](https://www.i-Ready.com/Pro)



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Want to Find Out More? i-Ready.com/Coherent

