



One Coherent Program



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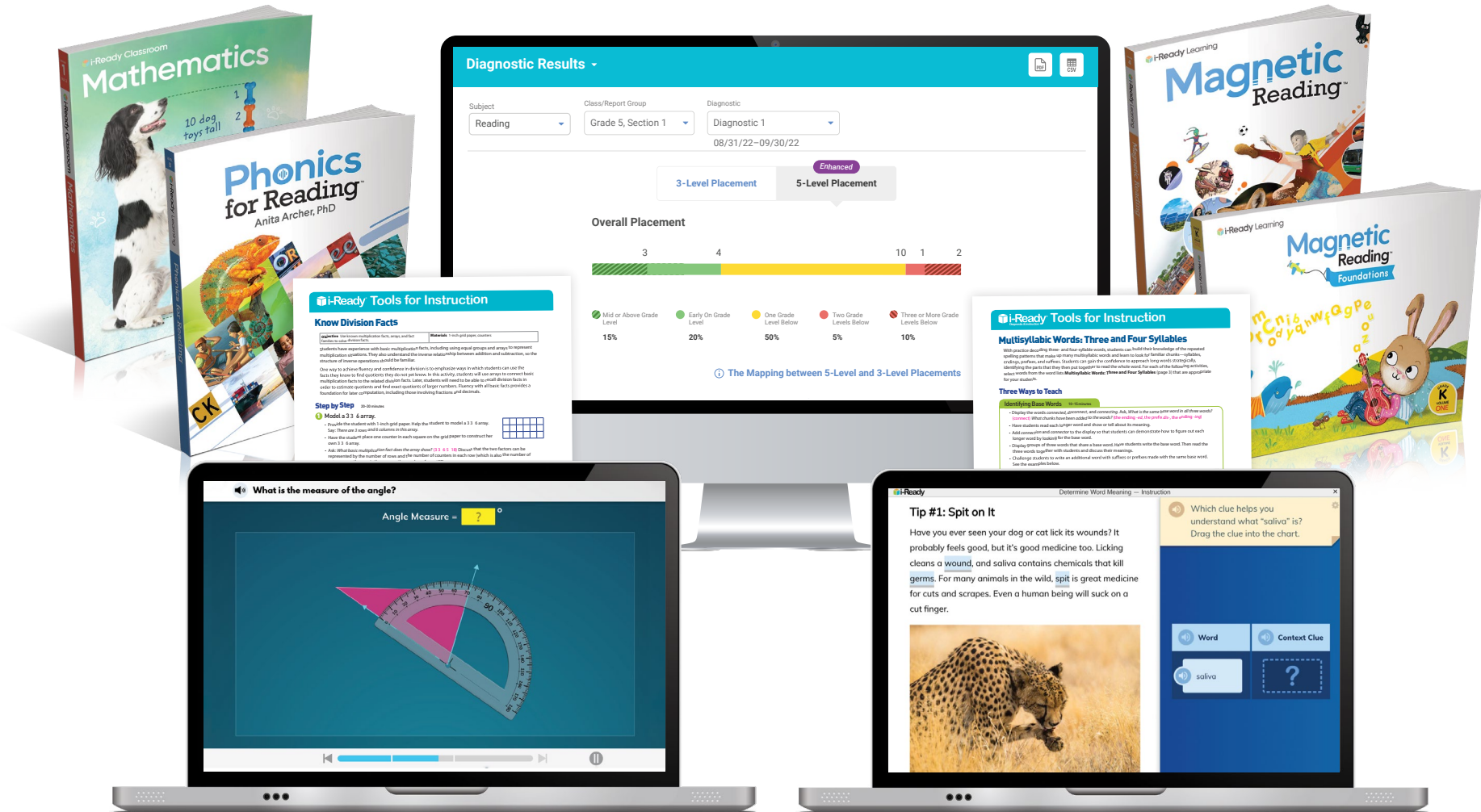
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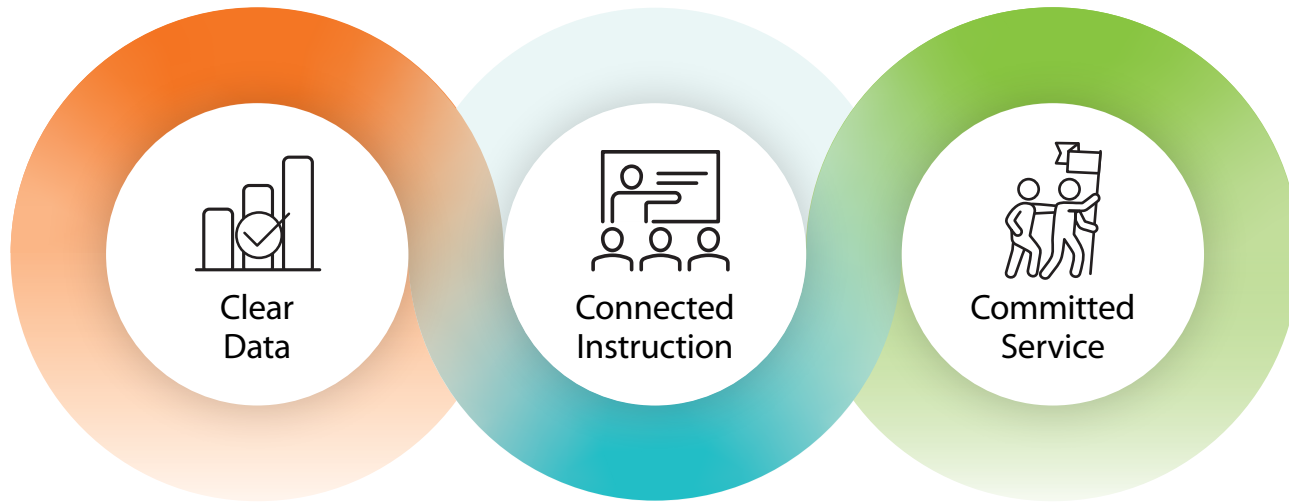
[25](#)

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 trusted by more than 7,500 educators to deliver accurate and actionable assessments to more than 11 million students nationwide.





✓ *i-Ready Diagnostic* in English for Mathematics and for Reading (K-12)

✓ *i-Ready Diagnostic* in Spanish for Mathematics (K-12)

✓ *i-Ready Standards Mastery* (2-8)

✓ *i-Ready Assessment of Spanish Reading* (K-6)

✓ *i-Ready Literacy Tasks* (K-6)

✓ Personalized Instruction (K-8)

✓ Learning Games (K-8)

✓ Teacher Toolbox (K-8)

✓ Tools for Scaffolding Comprehension (3-8)

✓ *i-Ready Classroom Mathematics* (K-8)*

✓ *Magnetic Reading Foundations* (K-2)*

✓ *Magnetic Reading* (3-5)*

✓ *PHONICS for Reading* (3-12)*

✓ Integrated Platform

✓ Partner Success Managers

✓ Professional Learning

✓ Educational Consultants

✓ Technical Support

✓ Online Educator Learning Platform

✓ *i-Ready Central*[®]

✓ *i-Ready Success Central*

*Available for separate purchase

Diagnostic Results ▾



Subject

Reading ▾

Class/Report Group

Grade 5, Section 1 ▾

Diagnostic

Diagnostic 1 ▾

08/31/23–09/30/23

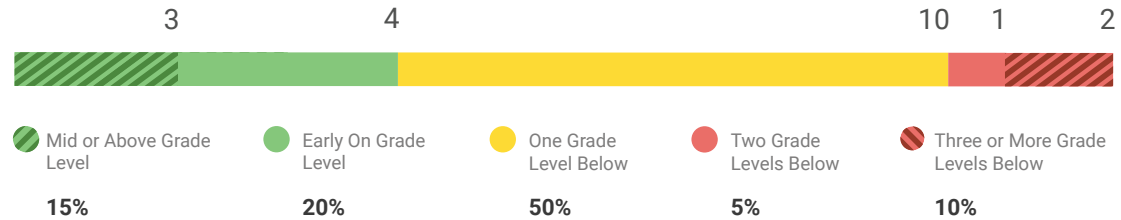
Gives a comprehensive picture of class instructional needs, including criterion-referenced grade-level placements, national norms, and differentiated growth measures

3-Level Placement

Enhanced

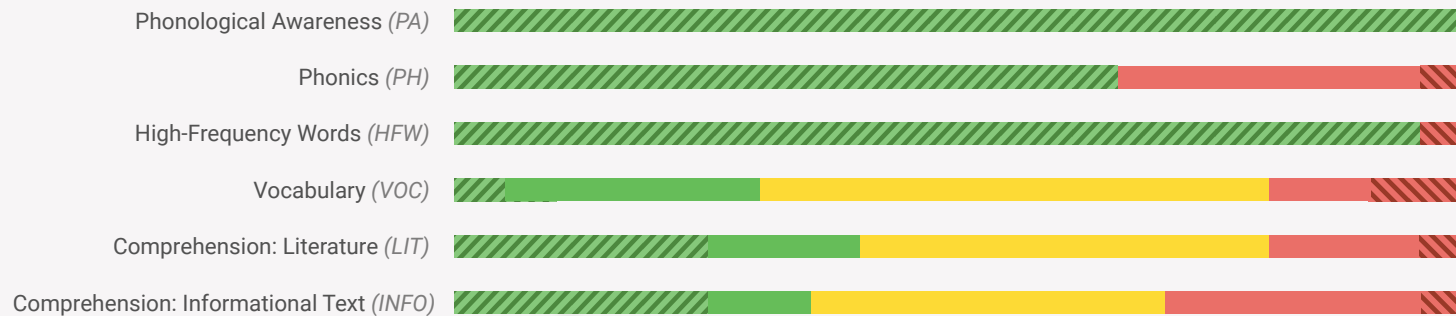
5-Level Placement

Overall Placement



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

▾ Placement by Domain*



6 Students

Student <input type="text"/> <input type="button" value="Search"/> <input type="button" value="Dropdown"/> Overall Placement & Scale Score <input type="button" value="Dropdown"/>		Placement by Domain						Show Comp: Overall <input type="checkbox"/> <input type="button" value="Info"/>	National Norms <input type="button" value="Dropdown"/> <ul style="list-style-type: none"> Annual Growth Measures Lexile® measure & range National Norms Date 	
		PA <input type="button" value="Info"/> <input type="button" value="Dropdown"/>	PH <input type="button" value="Info"/> <input type="button" value="Dropdown"/>	HFV <input type="button" value="Dropdown"/>	VOC <input type="button" value="Dropdown"/>	LIT <input type="button" value="Dropdown"/>				INFO <input type="button" value="Dropdown"/>
Sanchez, Abby	● Mid 5 (615)	Tested Out	Tested Out	Tested Out	Early 5	Mid 5	Mid 5			
Wade, Kiara	● Early 5 (603)	Tested Out	Tested Out	Tested Out	Early 5	Mid 5	Early 5	84th		
Vo, Isaiah	● Early 5 (599)	Tested Out	Tested Out	Tested Out	Early 5	Mid 5	Mid 5	82nd		
McDonald, Kal	● Early 5 (589)	Tested Out	Tested Out	Tested Out	Early 5	Early 5	Early 5	76th		
Powell, Elijah	● Grade 4 (577)	Tested Out	Grade 3	Tested Out	Grade 4	Grade 4	Grade 3	66th		
Ruiz, Justin	● Grade 4 (571)	Tested Out	Tested Out	Tested Out	Grade 4	Early 5	Grade 4	61st		
Hess, Michael	● Grade 4 (563)	Tested Out	Grade 3	Tested Out	Grade 3	Grade 4	Grade 3			
Baker, Danielle	● Grade 4 (560)	Tested Out	Grade 3	Tested Out	Grade 4	Grade 4	Grade 3	52nd		
Patel, Mia	● Grade 4 (560)	Tested Out	Tested Out	Tested Out	Grade 3	Grade 4	Grade 3	52nd		

Criterion Referenced

Norm Referenced



Subject

Reading ▾

Diagnostic

Diagnostic 1 (09/14/23) ▾

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

Diagnostic 1

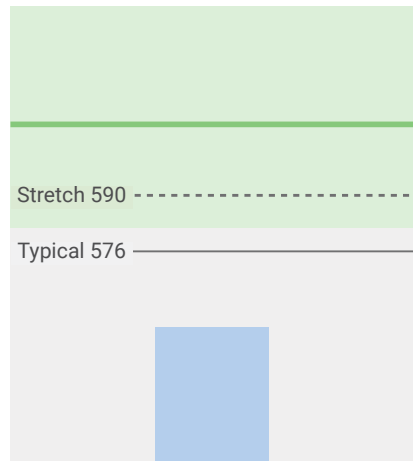
Typical Growth

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. ⓘ

— Mid On Grade Level (606)
 ■ On Grade Level (579–640)



Diagnostic 1
560
 ● Grade 4
 09/14/23

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

Overall

Domain	Placement ⓘ	Can Dos & Next Steps
Phonological Awareness* ⓘ	● Tested Out	↓
Phonics* ⓘ	● Grade 3	↓
High-Frequency Words*	● Tested Out	↓
Vocabulary	● Grade 4	↓
Comprehension: Literature	● Grade 4	↓
Comprehension: Informational Text	● Grade 3	↓

Show Comprehension: Overall ⓘ *Foundational Domains

National Norm Performance and Lexile® Framework for Reading Measure

National Norm

52nd Percentile ⓘ

Lexile® Reading Measure:

830L

[Understanding Lexile Reading Measures](#) ⓘ

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).

[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 Tested Out	Phonics Grade 3 514	High-Frequency Words Tested Out	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 would likely benefit from instruction in Grade 3 informational skills and strategies such as analyzing cause-and-effect relationships and determining main idea. Teach a variety of informational genres, including biographies, autobiographies, and newspaper or magazine articles.

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.

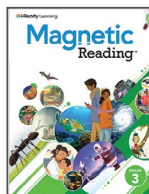
Extend understanding of cause and effect.

- Define effect as something that happens. Define cause as something that causes something else to happen.
- Read aloud a Grade 3 informational book and model the thought process for identifying cause and effect relationships.
- Say, "When I read, I think about things that happen and why they happen."
- 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 and model asking and answering questions and to look for details in the text to find answers.

Tools for Instruction

Identify Cause and Effect

Additional Resources



Magnetic Reading Learn More

- **Grade 3**
Lesson 7: Group Survival
Lesson 13: Travel Before and After Trains

The screenshot shows a digital learning environment. At the top, there's a text passage: "get away is that they run in herds. It helps to have plenty of friends around to keep an eye out for prowling carnivores!" Below this is a diagram with two boxes labeled "Cause" and "Effect". The "Cause" box contains the text "Gazelles can run for longer periods than cheetahs." and the "Effect" box contains "Gazelles can escape cheetahs." To the right, there's a sidebar titled "Tools for Instruction" with a section "Identify Cause and Effect". This section includes a "Step by Step" guide with numbered steps: 1. Introduce the concept of cause and effect, 2. Display the words cause and effect, 3. Review the previous example, 4. Repeat the explanation with different examples, and 5. Teach and model identifying cause and effect. The sidebar also includes a "Magnetic Reading" logo and a "Learn More" link.

Grade-Level Scaffolding ▾



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

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

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

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

Instructional Groupings ▾



Subject: ▾
 Class/Report Group: ▾
 Diagnostic: ▾
 Grade: ▾
 08/31/23–09/30/23

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

- [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	Scale Score	Overall Placement	PA ⓘ	PH ⓘ	HFW	VOC	LIT	INFO
Baker, Danielle	560	● Grade 4	Tested Out	Grade 3	Tested Out	Grade 4	Grade 4	Grade 3
Choi, Isabelle	568	● Grade 4	Tested Out	Grade 3	Tested Out	Grade 4	Grade 4	Grade 4
Malone, Carla	522	● Grade 3	Tested Out	Grade 3	Grade 2	Grade 3	Grade 3	Grade 3
Singh, Brian	577	● Grade 4	Tested Out	Grade 3	Max Score	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)	23/24	96%
Comprehension: Close Reading		

Lesson Time-on-Task: Year to Date	
20h 17m	
Last Week	Current Week
35m	44m

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

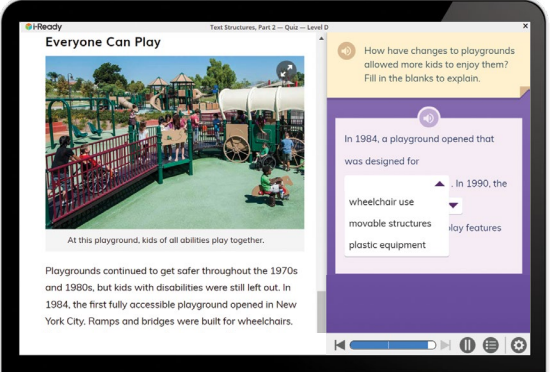
Preview Estimated Total Run Time: 24m

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.



Showing 14 of 60

Alerts	Domains	Progress	Standard	Subject	Score	Time	Start Date	End Date
	COMP	28/24			90%			
	COMP	28/24			90%	29m	02/24/24	02/24/24
	COMP	28/24	Text Structures, Part 2	English	90%	29m	02/24/24	02/24/24
	COMP	28/24	Text Structures, Part 1	English	90%	7m	02/24/24	02/24/24

Literacy Tasks ▾ Danielle Baker ▾ Grade 5



(2) ▾

Benchmark Assessments

Passage Reading Fluency

Showing 2 of 2

Provides insight into student performance in key foundational literacy skills with tools to support one-on-one assessment of literacy concepts

Form	Time of Year ⓘ	Content Grade	Mean Words Correct per Minute (WCPM)	Result	Percentile	Date
+ Benchmark 1	Fall	Grade 5	89	● Below	25–49th	09/28/23
+ Benchmark 2	Winter	Grade 5	115	● Below	25–49th	12/14/23

Progress Monitoring

Passage Reading Fluency

Progress Monitoring Period Start Date

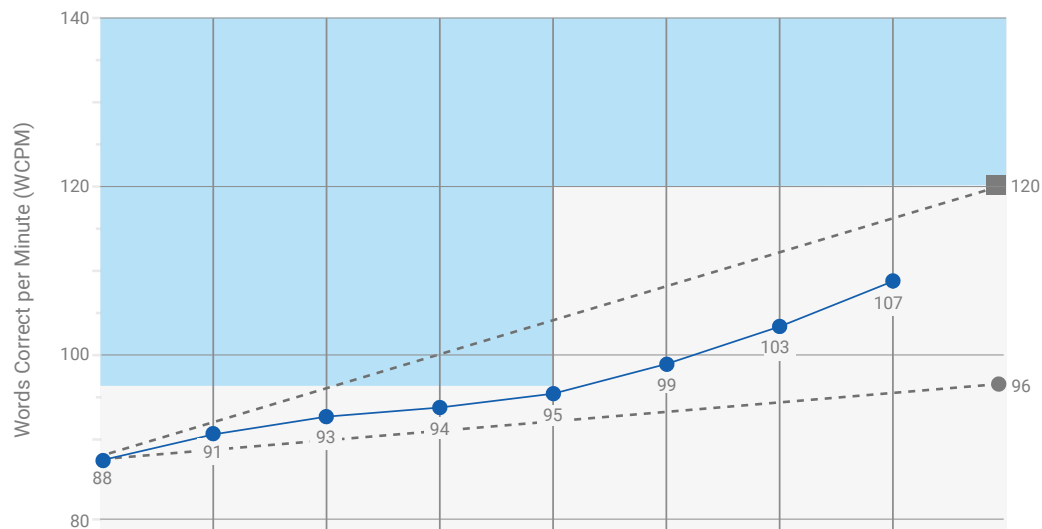
10/12/23 ▾

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	10/12/23 (Baseline)	88
+ Time for It All	10/19/23	91
+ The Decision	10/26/23	93
+ A Portrait for Meema	11/02/23	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

PDF
CSV

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

Benchmark Assessments View Progress Monitoring Status

Showing 21 of 21

Student	Form	Content Grade Level	Result	Mean WCPM	Percentile	Date
Avina, Zandy	Benchmark 1	Grade 5	● Above	154	76–99%	09/18/23
Baker, Danielle	Benchmark 1	Grade 5	● Below	59	0–10%	09/18/23
Bowers, Tara	Benchmark 1	Grade 5	● Below	70	11–24%	09/18/23
Choi, Isabella	Benchmark 1	Grade 5	Data Not Entered	–	–	09/18/23
Cochran, Damon	Benchmark 1	Grade 5	● Below	24	0–10%	09/18/23
Heiss, Michael	Benchmark 2	Grade 5	● Below	100	25–49%	01/16/24
McDonald, Kai	Benchmark 1	Grade 5	● On	133	50–75%	09/18/23

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



Subject

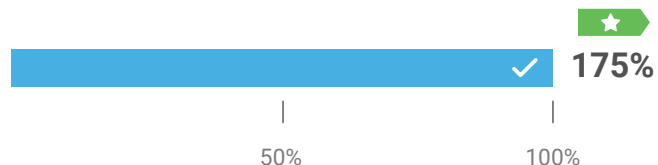
Reading ▾

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

Year-to-Date Growth

Progress to Annual Typical Growth

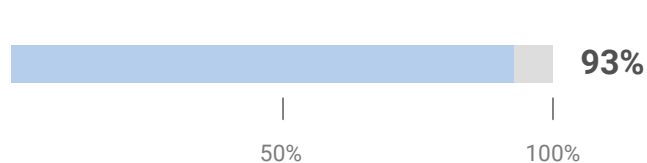
Scale Points: 28/16



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®

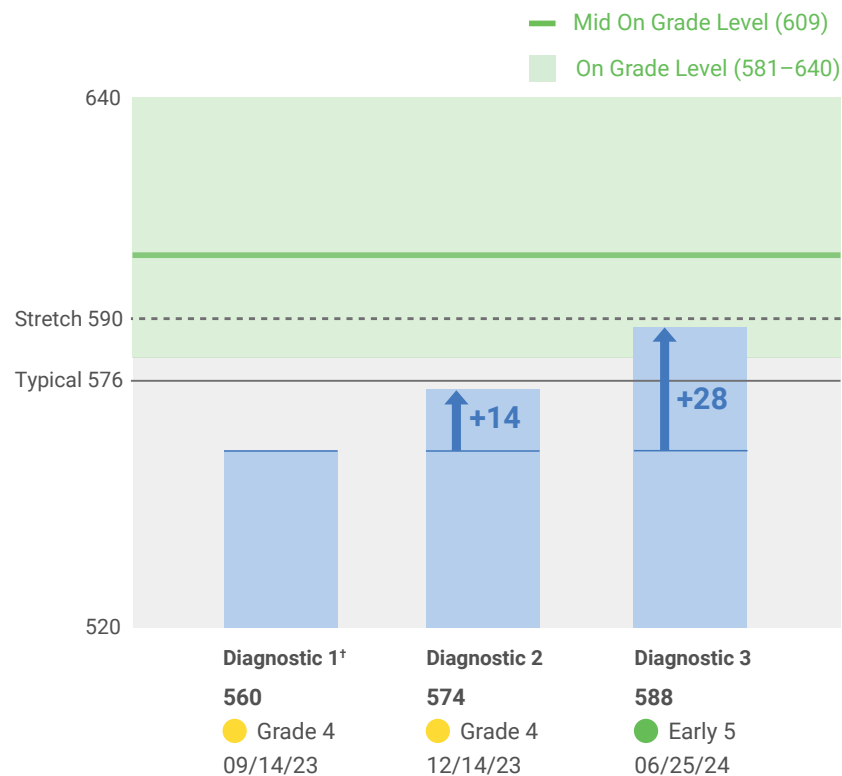
Scale Points: 28/30



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*	● Tested Out	● Tested Out	● Tested Out
Phonics* ↑	● Grade 3	● Max Score	● Tested Out
High-Frequency Words*	● Tested Out	● Tested Out	● Tested Out
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 Overall Comprehension ⓘ

↑ Placement Improved from Baseline

*Foundational Domains

Diagnostic Growth ▾



Subject

Reading ▾

Class/Report Group

Grade 5, Section 1 ▾

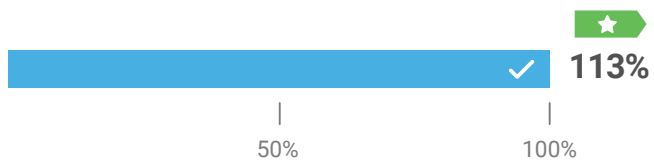
Comparison Diagnostic

Diagnostic Window 3 ▾

05/01/24–06/01/24

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)

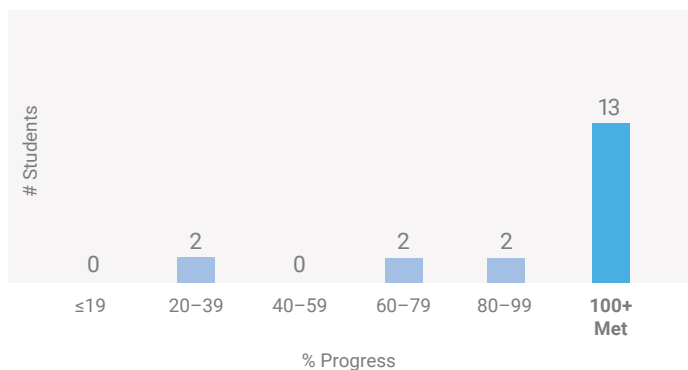


The median percent progress toward Typical Growth for this group is 113%. Typical Growth is the average annual growth for a student in their grade and baseline placement level.

[Learn More about Growth](#)

– Progress Distributions

Distribution of Progress to Annual Typical Growth

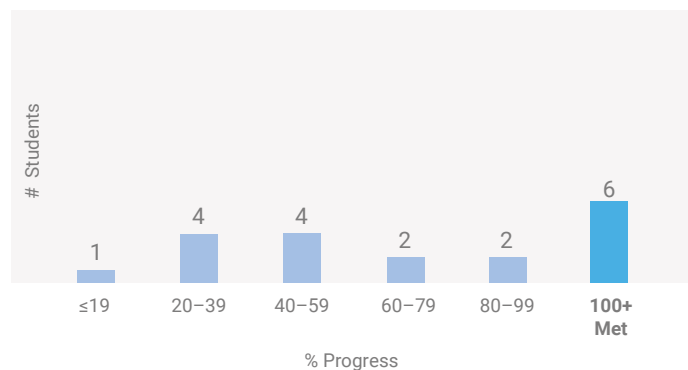


Current Placement Distribution



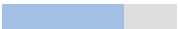

























- Mid or Above Grade Level (From 15%)
- Early On Grade Level (From 20%)
- One Grade Level Below (From 50%)
- Two Grade Levels Below (From 5%)
- Three or More Grade Levels Below (From 10%)

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)

Diagnostic Growth ▾



Subject

Reading ▾

School

Cedar Elementary ▾

Academic Year

Current Year ▾

Comparison Diagnostic

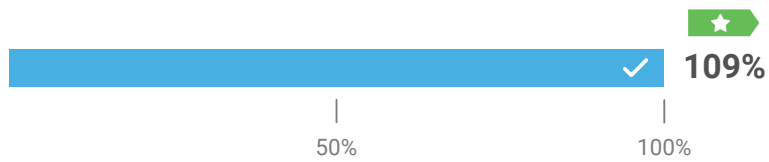
Diagnostic 3 ▾

05/01/24–06/01/24

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

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

Progress to Annual Typical Growth (Median)



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

[Learn More about Growth](#) ⓘ

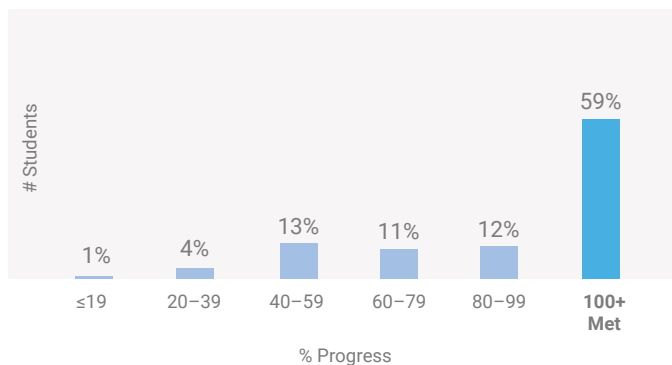
Current Placement Distribution



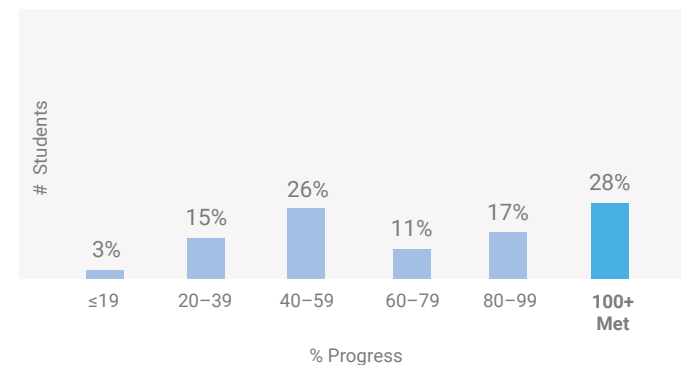
- Mid or Above Grade Level
(From 25%)
- Early On Grade Level
(From 15%)
- One Grade Level Below
(From 39%)
- Two Grade Levels Below
(From 16%)
- Three or More Grade Levels Below
(From 5%)

ⓘ 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 ⁱ		Annual Stretch Growth [®] 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

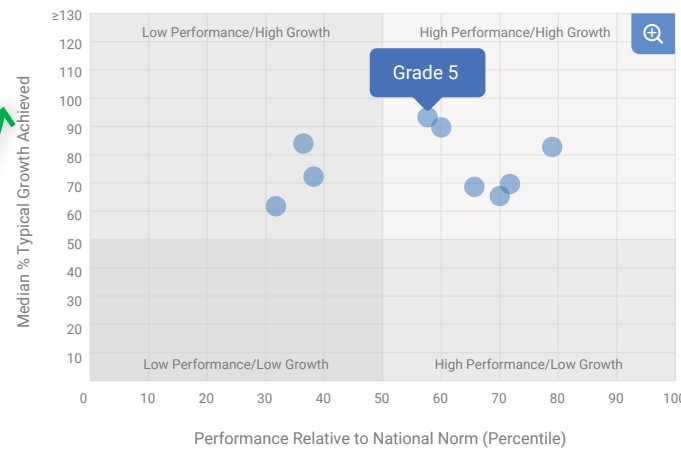
Standards Mastery

Diagnostic Growth

Student Growth in Reading Shown by Grade

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

03/02/24–06/30/24



[View Diagnostic Growth Report](#)

[Download CSV](#)



Grade-Level Support

Tools to address unfinished learning



Online Educator Learning

Online courses that complement teacher PD



i-Ready Central

Tips, tools, and guidance to support use

Tools and Tips



[Video: Using Diagnostic Results Reports](#)



[Kit for Using Data to Plan Instruction](#)

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

Diagnostic Results ▾



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

Subject

Reading ▾

School

All Schools ▾

Academic Year

Current Year ▾

Diagnostic

Diagnostic 2 ▾

12/01/23–12/31/23

Prior Diagnostic

Diagnostic 1 ▾

08/31/23–09/30/23

Criterion Referenced

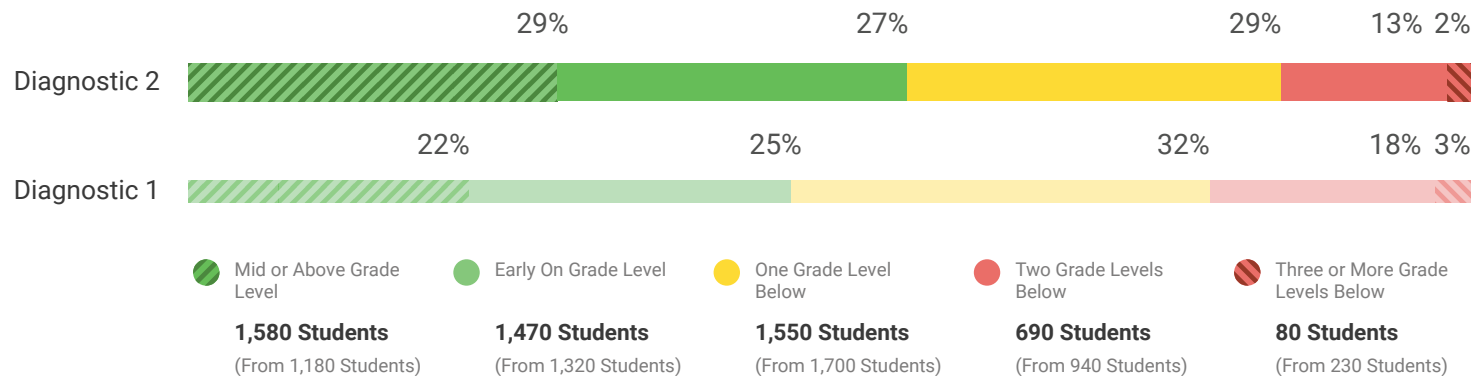
3-Level Placement

Enhanced

5-Level Placement

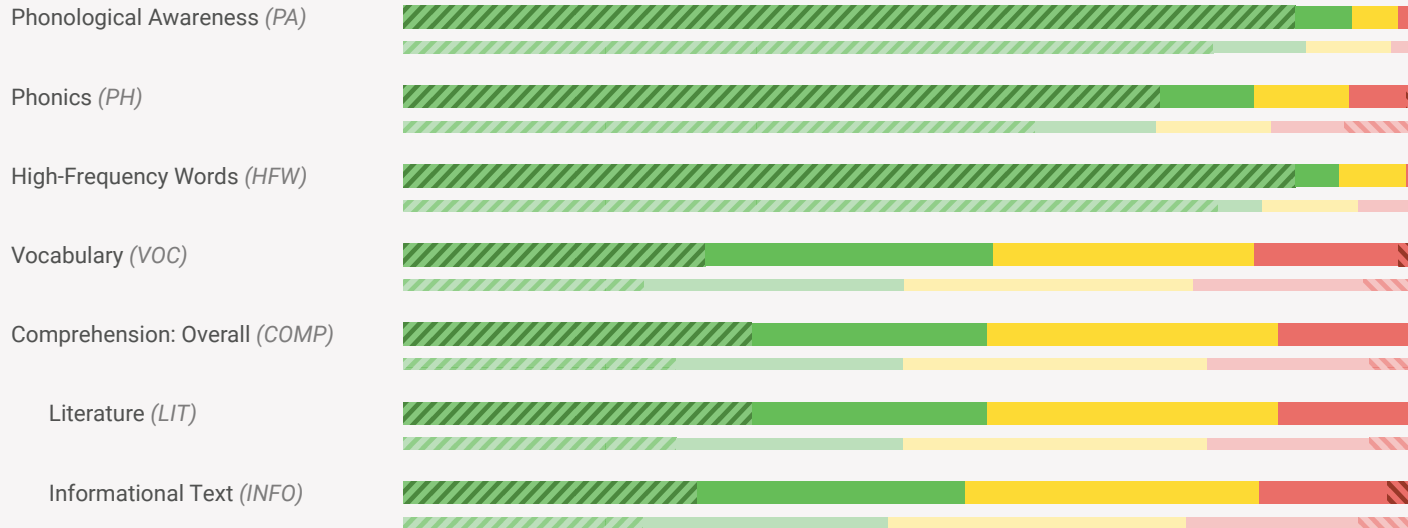
Overall Placement

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 ▼ [^](#) [v](#) All ▼ [^](#) [v](#)

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

CCSS Performance

**State-specific
in most states!**



Subject: | Class/Report Group: | Grade: | Diagnostic:
 08/31/23–09/30/23

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: to | Switch Table View:

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
RL.5.4	Determine the meaning of words and phrases as they are used in a text . . .	7	0	13



Subject

Class/Report Group

Grade

5

Diagnostic

08/31/23–09/30/23

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



Student	Performance	Date
Sanchez, Abby	✓	09/20/23
Stanton, Geena	✓	09/20/23
Tan, Melanie	✓	09/20/23
Wade, Kiara	✓	09/20/23

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



▾ Use dropdown to view Skill Summary

[View Assessment](#) Key

Showing 20 of 20

<input type="text" value="Student"/> 🔍	<input type="text" value="Assessment Score"/> ▾	<input type="text" value="Skill Score"/> ▾	<input type="text" value="1"/> ▾	<input type="text" value="2"/> ▾	<input type="text" value="3"/> ▾	<input type="text" value="4A"/> ▾	<input type="text" value="4B"/> ▾	<input type="text" value="5"/> ▾
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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	50%
Completion Date	11/10/23

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.

1

Passage 1 ✓

A poison that almost destroyed the bald eagle is gone.

2

Passage 2 ✗

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.

Diagnostic Results ▾



Subject

Math ▾

Class/Report Group

Grade 5, Section 1 ▾

Diagnostic

Diagnostic 1 ▾

08/31/23–09/30/23

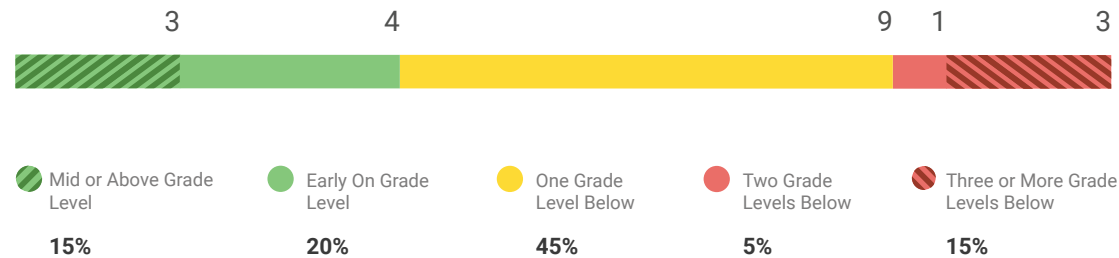
Gives a comprehensive picture of class instructional needs, including criterion-referenced grade-level placements, national norms, and differentiated growth measures

3-Level Placement

Enhanced

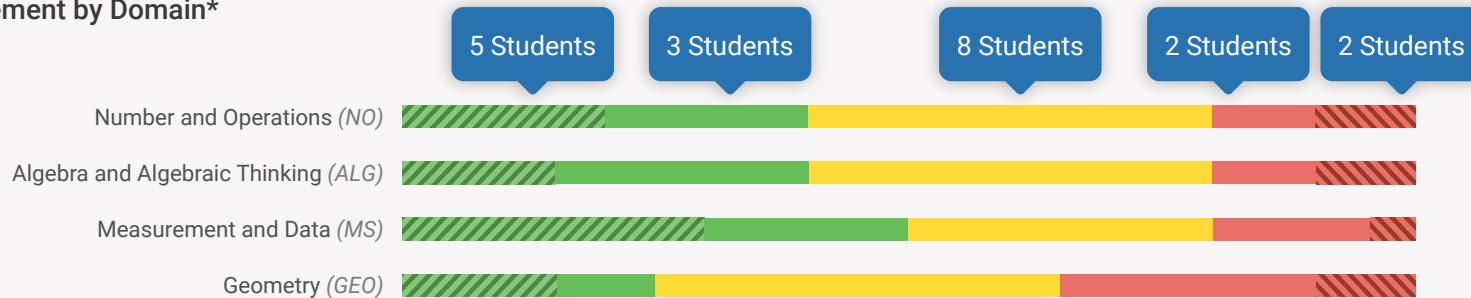
5-Level Placement

Overall Placement



i The Mapping between 5-Level and 3-Level Placements

▾ Placement by Domain*



*Students not completed are not included.

Student

Overall Placement & Scale Score

Placement by Domain

National Norms ▼

Annual Growth Measures
Quantile® measure & range
National Norms
Date
Diagnostic Language

NO ⌵ ALG ⌵ MS ⌵ GEO ⌵

Student	Overall Placement & Scale Score	NO	ALG	MS	GEO	Norms
Tan, Melanie	Mid 5 (517)	Late 5	Early 5	Late 5	Mid 5	
Sanchez, Abby	Mid 5 (516)	Late 5	Mid 5	Mid 5	Early 5	96th
Stanton, Geena	Mid 5 (512)	Mid 5	Mid 5	Late 5	Mid 5	94th
Warren, Santino	Early 5 (491)	Mid 5	Grade 4	Mid 5	Mid 5	79th
Bowers, Tara	Grade 4 (472)	Early 5	Grade 4	Grade 4	Grade 4	52nd
Jones, Anna	Grade 4 (472)	Grade 4	Mid 5	Grade 4	Grade 4	50th
Powell, Elijah	Grade 4 (470)	Grade 4	Grade 4	Grade 4	Grade 3	50th
Lowe, Noah	Grade 4 (470)	Grade 4	Grade 4	Early 5	Grade 4	50th
Baker, Danielle	Grade 4 (459)	Grade 4	Grade 4	Grade 4	Grade 3	35th
Ruiz, Justin	Grade 4 (450)	Grade 4	Grade 4	Grade 3	Grade 3	25th
Malone, Carla	Grade 3 (440)	Grade 3	Grade 3	Grade 3	Grade 3	17th

Criterion Referenced

Norm Referenced



Subject

Math ▾

Diagnostic

Diagnostic 1 (09/14/23) ▾

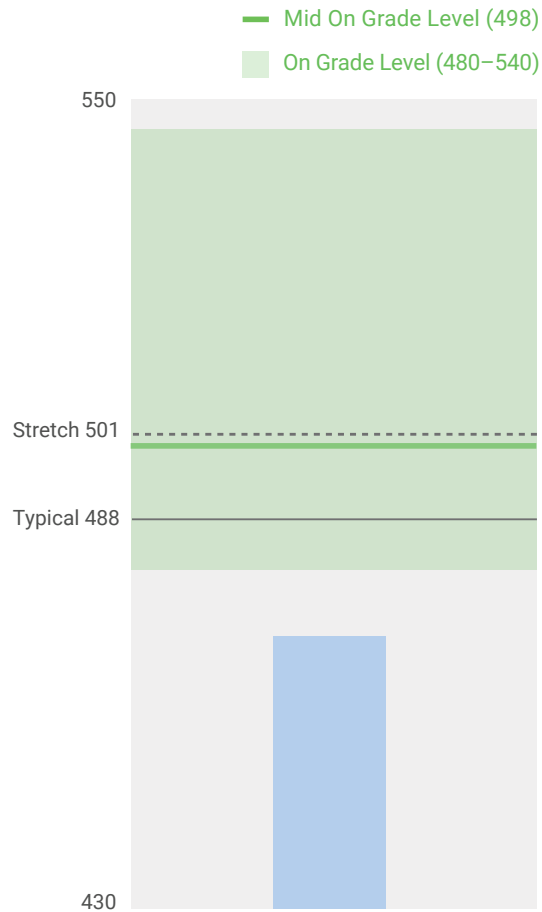
Diagnostic 1

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
09/14/23

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

● 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	↓

National Norm Performance and Quantile® Framework for Mathematics Measure

National Norm
51st Percentile ⓘ

Quantile® Measure: **685Q**
Quantile Range: 635Q–735Q

The Lexile® & 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.

[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 Do ⓘ

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® Math Instruction

Or

Digital Access to **Ready through Teacher Toolbox**



The screenshot shows a digital interface for teaching subtraction. At the top, it says "Subtract the ones." Below that is a number line showing 12 ones minus 5 ones. A vertical subtraction problem is shown: $\begin{array}{r} 8 \quad 12 \\ 3 \quad 8 \quad 2 \\ - 1 \quad 4 \quad 5 \\ \hline 7 \end{array}$. Below the problem is a detailed instruction card titled "Subtract Multi-Digit Numbers". The card includes an objective, a step-by-step guide, and 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 problem: "4,036 minus 1,000 is 3,036. 3,036 minus 300 is 2,736. You may want to think, '30 hundreds minus 3 hundreds is 27 hundreds.'" The card also shows a partial sum method: $\begin{array}{r} 4,036 \\ - 1,000 \\ \hline 3,036 \\ - 300 \\ \hline 2,736 \\ + 20 \\ \hline 2,756 \\ - 8 \\ \hline 2,748 \end{array}$

Instructional Groupings ▾



Subject: **Math** ▾
 Class/Report Group: **Grade 5, Section 1** ▾
 Diagnostic: **Diagnostic Window 1** ▾
 Grade: **Grade 5** ▾
 08/31/23–09/30/23

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

- [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	Diagnostic Language	Scale Score	Overall Placement	NO	ALG	MS	GEO
Baker, Danielle		459	● Grade 4	Grade 4	Grade 4	Grade 4	Grade 3
Bowers, Tara		472	● Grade 4	Early 5	Grade 4	Grade 4	Grade 4
Choi, Isabelle		470	● Grade 4	Grade 4	Grade 4	Grade 4	Grade 4
Jones, Anna	Spanish	472	● Grade 4	Grade 4	Mid 5	Grade 4	Grade 4
Lowe, Noah		470	● Grade 4	Grade 4	Grade 4	Early 5	Grade 3
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 struggle with operations involving regrouping in any of the four operations often lack the conceptual understanding that drives the algorithms. These students may benefit from working with concrete or visual models, or alternative algorithms, in order to focus on the place value concepts behind the process. 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

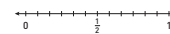
Objective: Use benchmark fractions or equivalent fractions to compare unlike fractions.

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 $\frac{1}{4}$ and $\frac{1}{3}$ 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 5, so $\frac{2}{3}$ is greater than $\frac{2}{5}$. Ask the student to give a comparison statement for these two fractions. Check by pointing out that $\frac{2}{5}$ must be less than $\frac{2}{3}$ 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 $\frac{2}{3}$ and $\frac{2}{6}$. 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 ary.

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

Prerequisites ▾



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

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

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 and mixed numbers with unlike denominators. Next students connect their understanding of division and of fractions to explore the idea of a fraction as the division of the numerator by the denominator. They use area models to represent fraction multiplication and compare to multiplying using equations to see that the products are the same.



Adjust lesson plans and address prerequisites during whole class instruction with on-the-spot prerequisite support during grade-level instruction.



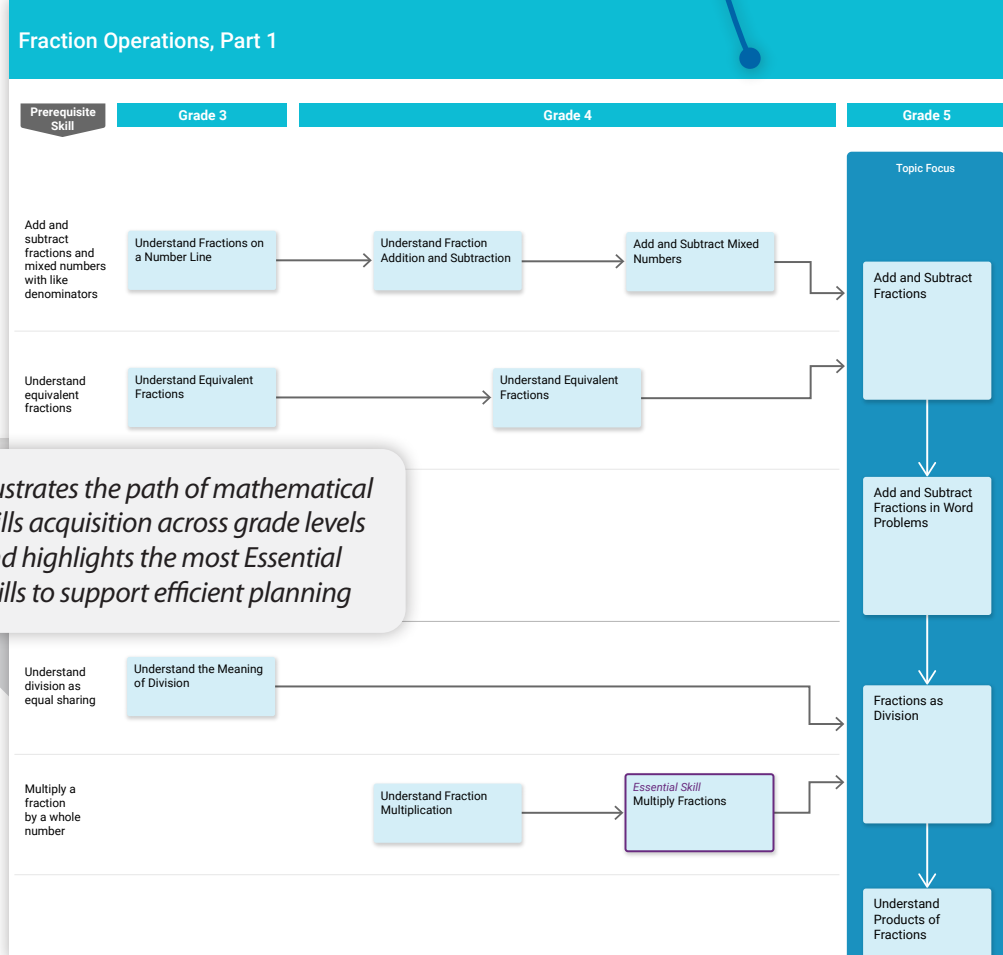
Whole Class

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

Prerequisite Groups

Prerequisites	Topic Group A 2 Students Recommendations	Topic Group B 4 Students Recommendations	Topic Group C 10 Students Recommendations	Topic Group D 4 Students Recommendations
Add and subtract fractions and mixed numbers with like denominators	✓	Additional Support	In-Depth Review	In-Depth Review
Understand equivalent fractions	✓	Additional Support	In-Depth Review	In-Depth Review

Understand division as equal sharing	✓	✓	Additional Support	In-Depth Review
Essential Skill Multiply a fraction by a whole number	✓	Additional Support	In-Depth Review	In-Depth Review
	Sanchez, Abby Stanton, Geena	McDonald, Kal Patel, Mia Tan, Melanie Wade, Kiara	Baker, Danielle Bowers, Tara Choi, Isabelle Lowe, Noah Powell, Elijah	Cochran, Damon Hess, Michael Malone, Carla Simmons, Tristan



Illustrates the path of mathematical skills acquisition across grade levels and highlights the most Essential Skills to support efficient planning

results. Consider le...
ing prerequisite w...

Recommendations: Group C

Grade: Grade 5

Recommended Resources
Students can access Learning Games through their dashboard.
Educators can find the Tools for Instruction under the Assess & Teach area of their experience.

Add and Subtract Fractions
Add and Subtract Fractions in Word Problems

Add and subtract fractions and mixed numbers with like denominators – In-depth Review

Skill: Understand Fractions on a Number Line (Grade 3)

Teacher-led Small Groups

- Tools for Instruction: Fractions on a Number Line

Independent Reinforcement

- Learning Games: Bounce

Skill: Understand Fraction Addition and Subtraction

Teacher-led Small Groups

- Tools for Instruction: Understand Fraction Addition

Skill: Add and Subtract Mixed Numbers (Grade 5)

Teacher-led Small Groups

- Tools for Instruction: Add and Subtract Mixed Numbers

Independent Reinforcement

- Learning Games: Cloud Machine

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Page: 2/4

Recommended resources for small group instruction give teachers the flexibility to strategically pace instructional supports and choose materials that best suit students' needs.



Subject

Math ▾

Date Range

All Activity ▾

Shows a student's progress through i-Ready lessons in real time and highlights where that student is succeeding and where teachers may need to offer additional support

Current & Past Lessons

Upcoming Lessons

– Monitor Domain Progress

Domains	Grade K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8								
	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L			
Number and Operations (NO) View																																	
Algebra and Algebraic Thinking (ALG) View																																	
Measurement and Data (MS) View																																	
Geometry (GEO) View																																	

On Grade Level


– 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

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.

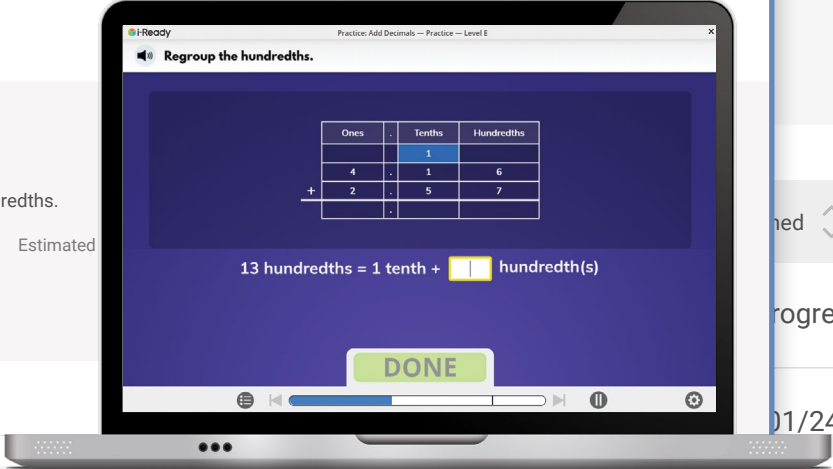
Preview Estimated

[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



Showing 9 of 60

Alerts 	Domains 
	Number and Operations
	Number and Operations
	Number and Operations
	Number and Operations
	Number and Operations
	Number and Operations

		Mid 5	Add and Subtract Decimals	Not Passed 60%	28m	02/13/24	02/14/24
		Mid 5	Add and Subtract Decimals	Not Passed 50%	34m	02/07/24	02/07/24
		Mid 5	Understand Place Value	Passed 100%	29m	02/06/24	02/06/24



Subject

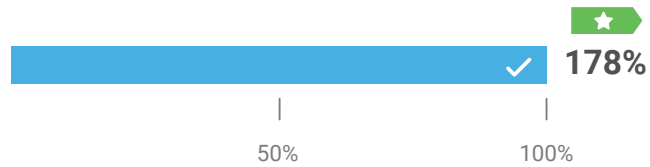
Math ▾

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

Year-to-Date Growth

Progress to Annual Typical Growth

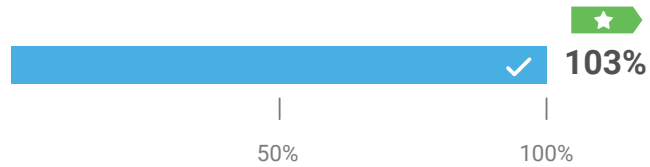
Scale Points: 32/18



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®

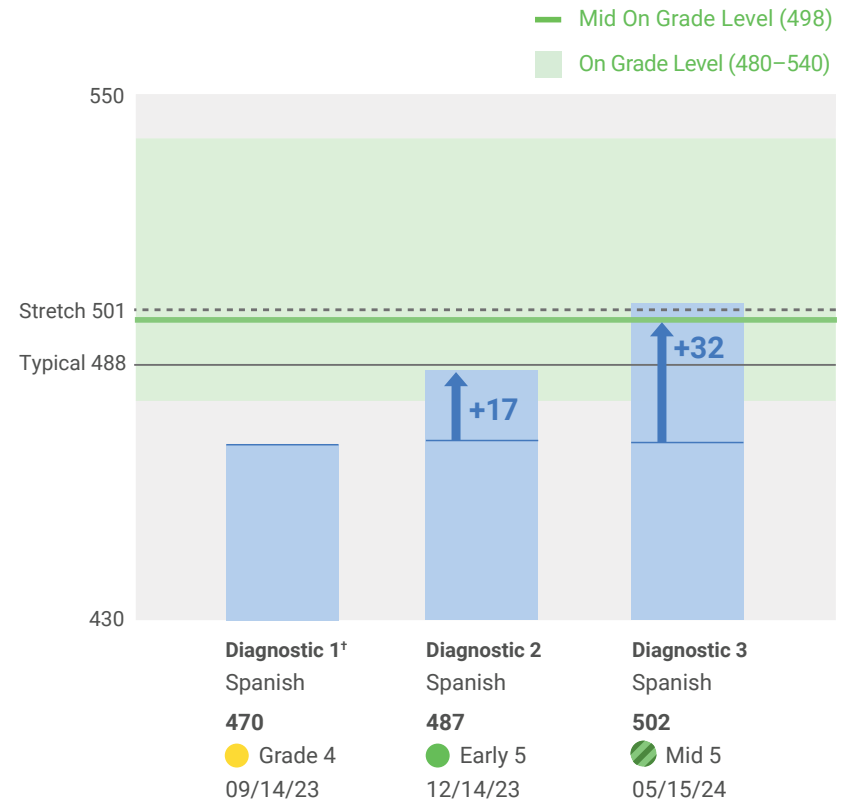
Scale Points: 32/31



This student has made 103% progress toward 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

Diagnostic Growth ▾



Subject

Math ▾

Class/Group

Grade 5, Section 1 ▾

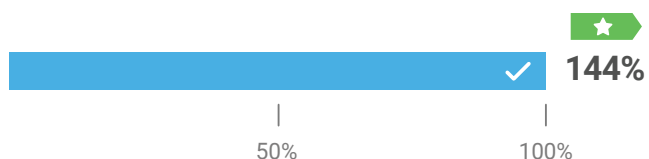
Comparison Diagnostic

Diagnostic Window 3 ▾

05/01/24–06/01/24

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

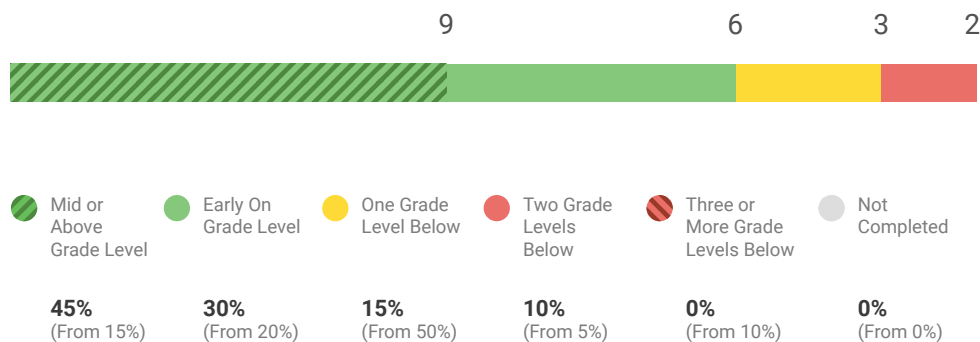
Progress to Annual Typical Growth (Median)



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](#) ⓘ

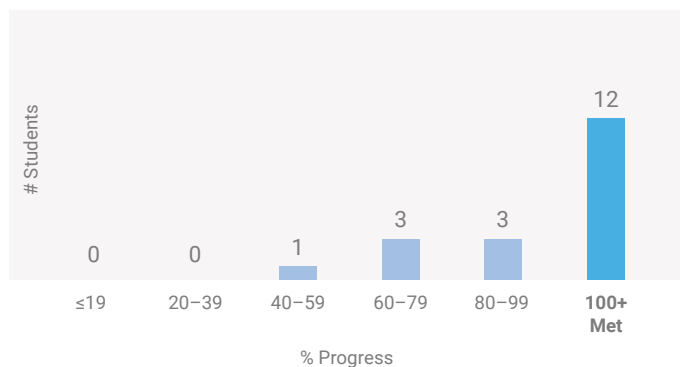
Current Placement Distribution



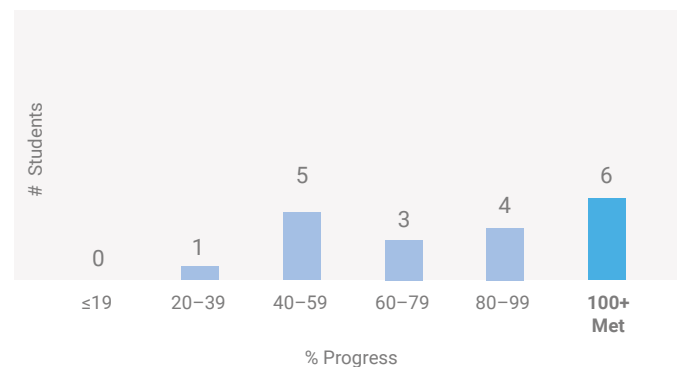
ⓘ The Mapping between 5-Level and 3-Level Placements

– Progress Distributions

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Showing 20 of 20

Student <input style="width: 100px; border: 1px solid #ccc; border-radius: 5px; margin-right: 5px;" type="text" value="Student"/> 🔍 ^ v	Annual Typical Growth (i)		Annual Stretch Growth (i)		Baseline Placement & Scale Score ^ v	Current Placement & Scale Score ^ v
	Percent Progress ^ v	Scale Score Progress	Percent Progress ^ v	Scale Score Progress		
Baker, Danielle	<div style="width: 161%; background-color: #007bff; border: 1px solid #007bff; padding: 2px;">✓</div> 161%	29/18	<div style="width: 94%; background-color: #6c757d; border: 1px solid #6c757d; padding: 2px;">94%</div>	29/31	● Grade 4 (459)	● Early 5 (488)
Bowers, Tara	<div style="width: 78%; background-color: #6c757d; border: 1px solid #6c757d; padding: 2px;">78%</div>	14/18	<div style="width: 45%; background-color: #6c757d; border: 1px solid #6c757d; padding: 2px;">45%</div>	14/31	● Grade 4 (472)	● Early 5 (486)
Choi, Isabelle	<div style="width: 172%; background-color: #007bff; border: 1px solid #007bff; padding: 2px;">✓</div> 172%	31/18	<div style="width: 100%; background-color: #007bff; border: 1px solid #007bff; padding: 2px;">✓</div> 100%	31/31	● Grade 4 (459)	● Early 5 (490)
Cochran, Damon	<div style="width: 85%; background-color: #6c757d; border: 1px solid #6c757d; padding: 2px;">85%</div>	17/20	<div style="width: 41%; background-color: #6c757d; border: 1px solid #6c757d; padding: 2px;">41%</div>	17/41	● Grade 2 (429)	● Grade 3 (446)
Hess, Michael	<div style="width: 39%; background-color: #6c757d; border: 1px solid #6c757d; padding: 2px;">39%</div>	7/18	<div style="width: 23%; background-color: #6c757d; border: 1px solid #6c757d; padding: 2px;">23%</div>	7/31	● Grade 4 (453)	● Grade 4 (460)
Lowe, Noah	<div style="width: 94%; background-color: #6c757d; border: 1px solid #6c757d; padding: 2px;">94%</div>	17/18	<div style="width: 55%; background-color: #6c757d; border: 1px solid #6c757d; padding: 2px;">55%</div>	17/31	● Grade 4 (470)	● Early 5 (487)
Malone, Carla	<div style="width: 166%; background-color: #007bff; border: 1px solid #007bff; padding: 2px;">✓</div> 166%	30/18	<div style="width: 86%; background-color: #6c757d; border: 1px solid #6c757d; padding: 2px;">86%</div>	30/35	● Grade 3 (440)	● Grade 4 (470)
McDonald, Kal	<div style="width: 161%; background-color: #007bff; border: 1px solid #007bff; padding: 2px;">✓</div> 161%	29/18	<div style="width: 100%; background-color: #007bff; border: 1px solid #007bff; padding: 2px;">✓</div> 100%	29/29	● Early 5 (489)	● Mid 5 (518)
Patel, Mia	<div style="width: 172%; background-color: #007bff; border: 1px solid #007bff; padding: 2px;">✓</div> 172%	31/18	<div style="width: 100%; background-color: #007bff; border: 1px solid #007bff; padding: 2px;">✓</div> 100%	31/31	● Grade 4 (473)	● Mid 5 (504)
Powell, Elijah	<div style="width: 178%; background-color: #007bff; border: 1px solid #007bff; padding: 2px;">✓</div> 178%	32/18	<div style="width: 103%; background-color: #007bff; border: 1px solid #007bff; padding: 2px;">✓</div> 103%	32/31	● Grade 4 (470)	● Mid 5 (502)
Ramirez, Gabriella	<div style="width: 111%; background-color: #007bff; border: 1px solid #007bff; padding: 2px;">✓</div> 111%	20/18	<div style="width: 65%; background-color: #6c757d; border: 1px solid #6c757d; padding: 2px;">65%</div>	20/31	● Grade 4 (472)	● Early 5 (492)
Ruiz, Justin	<div style="width: 178%; background-color: #007bff; border: 1px solid #007bff; padding: 2px;">✓</div> 178%	32/18	<div style="width: 103%; background-color: #007bff; border: 1px solid #007bff; padding: 2px;">✓</div> 103%	32/31	● Grade 4 (450)	● Grade 4 (472)
Sanchez, Abby	<div style="width: 193%; background-color: #007bff; border: 1px solid #007bff; padding: 2px;">✓</div> 193%	27/14	<div style="width: 135%; background-color: #007bff; border: 1px solid #007bff; padding: 2px;">✓</div> 135%	27/20	● Mid 5 (516)	● Grade 6 (543)

Diagnostic Growth ▾



Subject: **Math** ▾ School: **Cedar Elementary** ▾

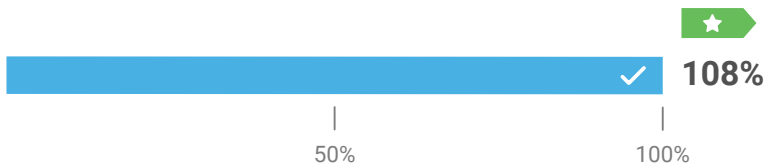
Academic Year: **Current Year** ▾ Comparison Diagnostic: **Diagnostic 3** ▾

05/01/24–06/01/24

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

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

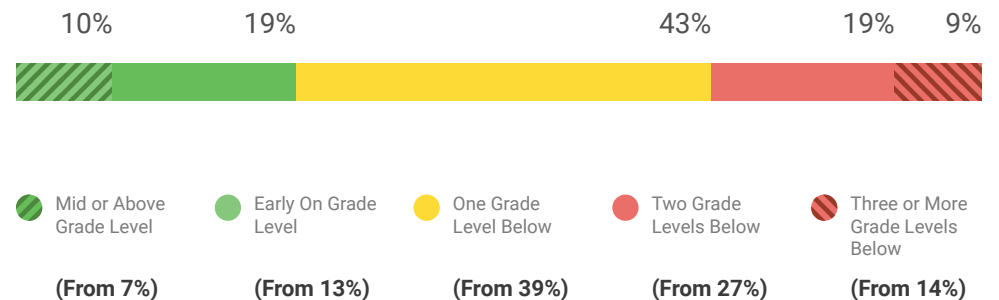
Progress to Annual Typical Growth (Median)



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

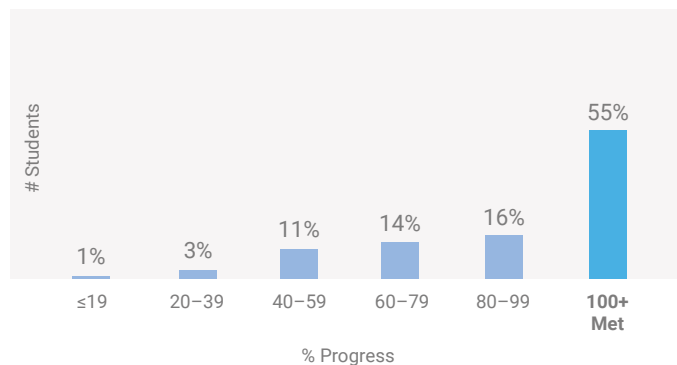
[Learn More about Growth](#) ⓘ

Current Placement Distribution

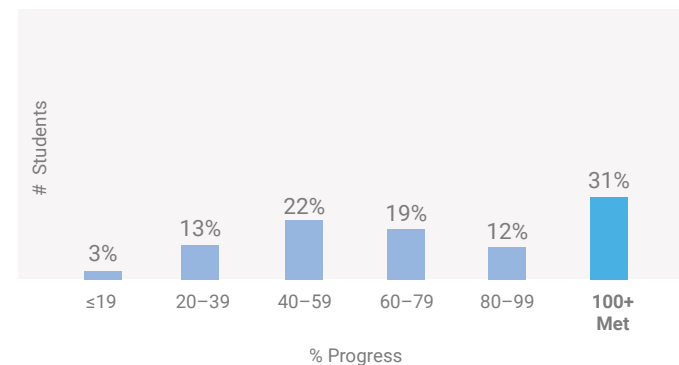


ⓘ The Mapping between 5-Level and 3-Level Placements

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade



Add secondary demographic to show results by

Search 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%

68%

71%

31%

11%

11/11

Grade 3

110%

70%

74%

32%

12%

12/12

Grade 4

111%

71%

75%

33%

13%

13/13

Grade 5

108%

72%

76%

34%

14%

14/14

Grade 6

114%

73%

77%

35%

15%

15/15

Grade 7

108%

74%

78%

36%

16%

16/16

Grade 8

109%

75%

79%

37%

17%

17/17

Diagnostic Status

Diagnostic Results

Instruction

Standards Mastery

Diagnostic Growth

Student Growth in

Math

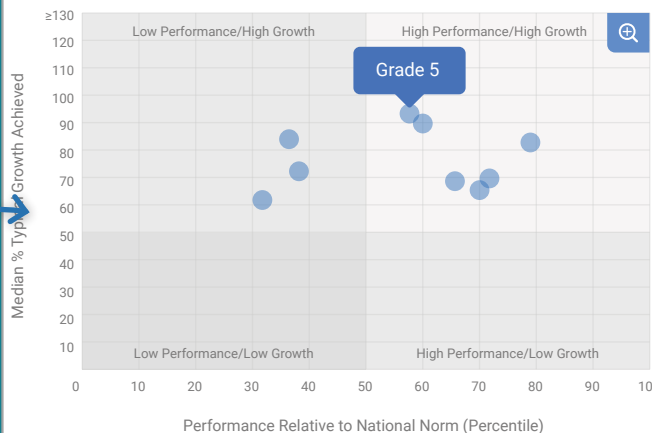
Shown by

Grade

Across the District from Fall to

Spring (March 2 to End of Year)

03/02/24-06/30/24



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

Data Analysis Guide

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

Diagnostic Results ▾



Subject

Math ▾

School

All Schools ▾

Academic Year

Current Year ▾

Diagnostic

Diagnostic 2 ▾

12/01/23–12/31/23

Prior Diagnostic

Diagnostic 1 ▾

08/31/23–09/30/23

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

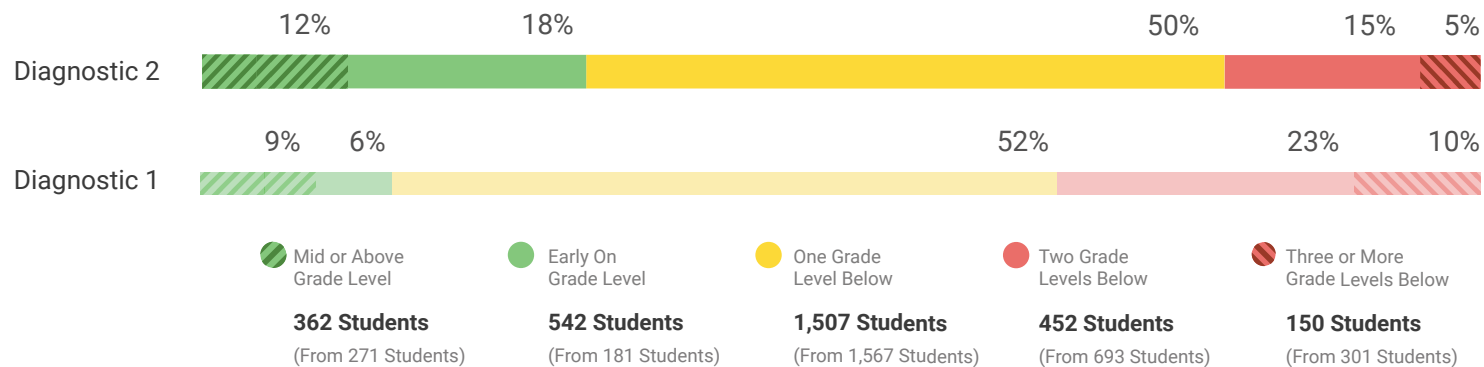
3-Level Placement

Enhanced

5-Level Placement

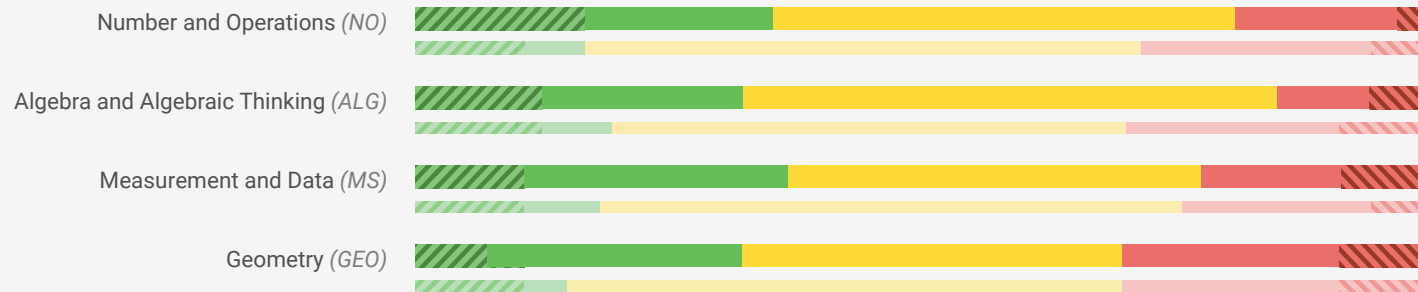
Overall Placement

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



[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%	

CCSS Performance

State-specific
in most states!



Subject: | Class/Report Group: | Grade: | Diagnostic:
08/31/23–09/30/23

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

Standard Code	Standard Description	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.OA.A.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	3	0	17
5.OA.A.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	0	3	17
5.OA.B.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.	2	0	18
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
	Read and write decimals to thousandths using base-ten numerals, number names			



Subject: **Math** | Class/Report Group: **Grade 5, Section 1** | Grade: **5** | Diagnostic: **Diagnostic Window 1**
 08/31/23–09/30/23



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.

Sanchez, Abby	✓	09/20/23
Stanton, Geena	✓	09/20/23
Tan, Melanie	✓	09/20/23
Wade, Kiara	✓	09/20/23
McDonald, Kal	✓	09/20/23
Ruiz, Justin	✓	09/20/23
Vo, Isaiah	✓	09/20/23

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%	
5.NF.A.2 ⓘ	Compare Two Fractions		43%	
5.NF.B.4.A... + (1) ⓘ	Understand Fraction Addition and Subtraction		38%	

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

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.

Beginning

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

Teacher-led Small Group
Toolbox: Ready Instruction
 Grade 5, Lesson 10

- Add and Subtract Fractions

i-Ready: Tools for Instruction
 Number and Operations, Level 5

- Add and Subtract Unlike Fractions and Mixed Numbers

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.

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	36%
Completion Date	11/10/23

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.



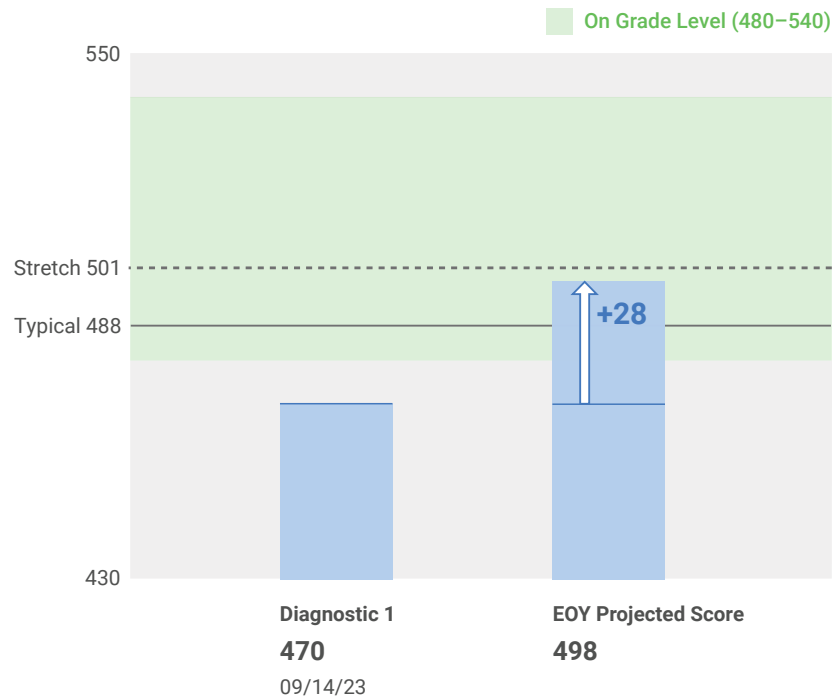
Subject

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
09/14/23	Diagnostic*	470	+/- 12
10/12/23	Growth Monitoring	473	+/- 18
11/05/23	Growth Monitoring	476	+/- 18

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

[Learn More about Growth Monitoring](#)



For Families

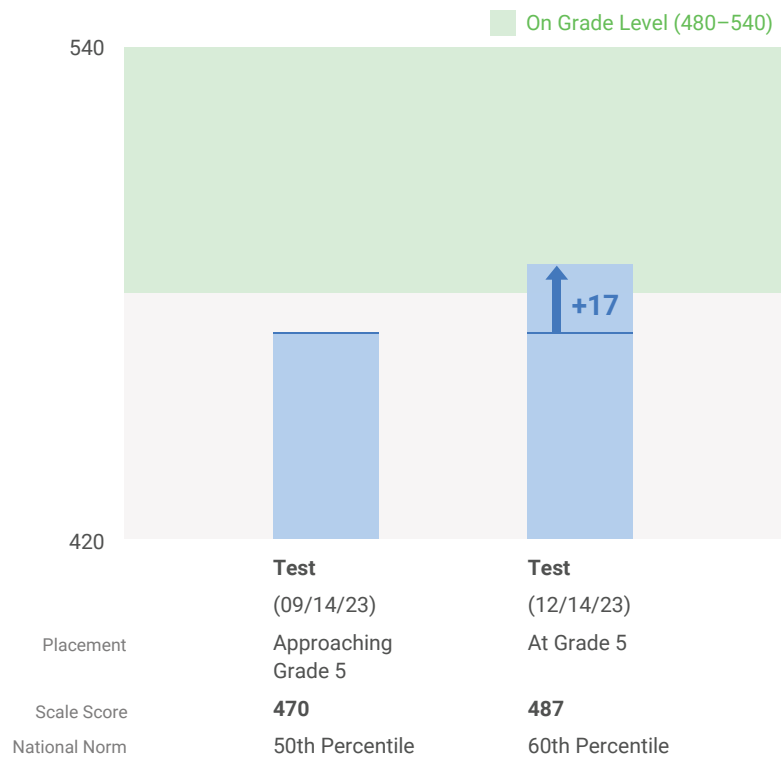
School Cyprus Elementary
Subject Math
Student Elijah Powell
Student ID EIPowell4896
Student Grade 5

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

Now available for sharing through the i-Ready student dashboard

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 (09/14/23)	Test (12/14/23)
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

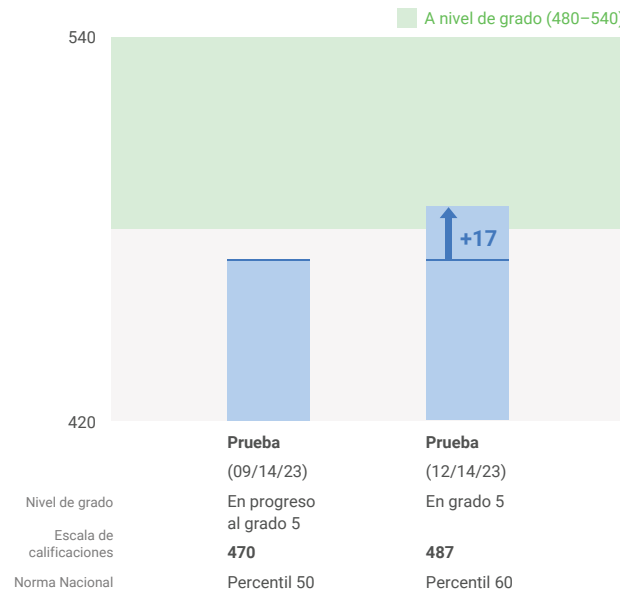
Informe Para La Familia



Escuela Cyprus 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.

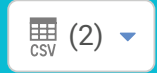
Desempeño general de Elijah en matemáticas



Dominio	Prueba (09/14/23)	Prueba (12/14/23)
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

Curriculum Associates

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Subject

Math ▾



Provides an overview of Diagnostic scores and placements, growth progress, and lesson data for up to three of the most recent academic years

Also available in Reading

Grade 2
2020–2021

Grade 3
2021–2022

Grade 4
2022–2023

2022–2023 Diagnostic Performance Summary (Grade 4)

Diagnostic 1
09/14/22

Diagnostic 2
01/21/23

Diagnostic 3
05/22/23

Diagnostic Growth

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

2022–2023 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 - 2022–2023

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

Progress to Annual Typical Growth (Median)
20 Students Assessed

★ **105%**

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.

Final Overall Placement

% Lessons Passed

● 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

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	

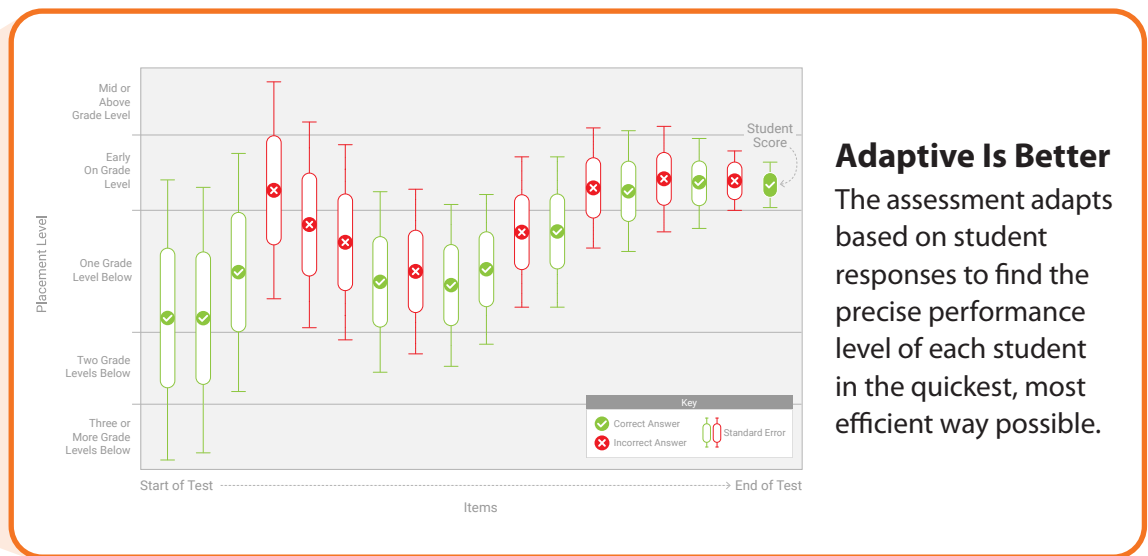
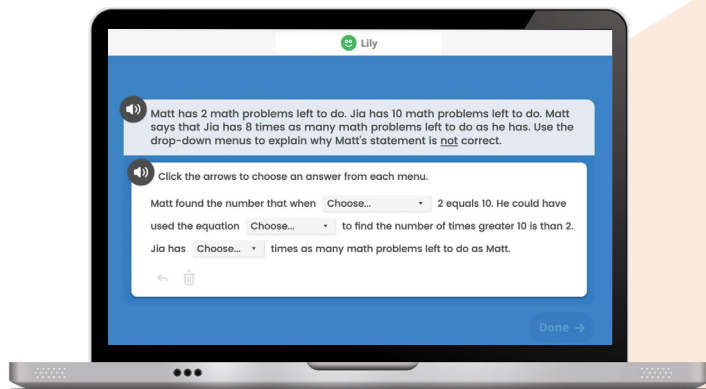
i-Ready[®] Assessment

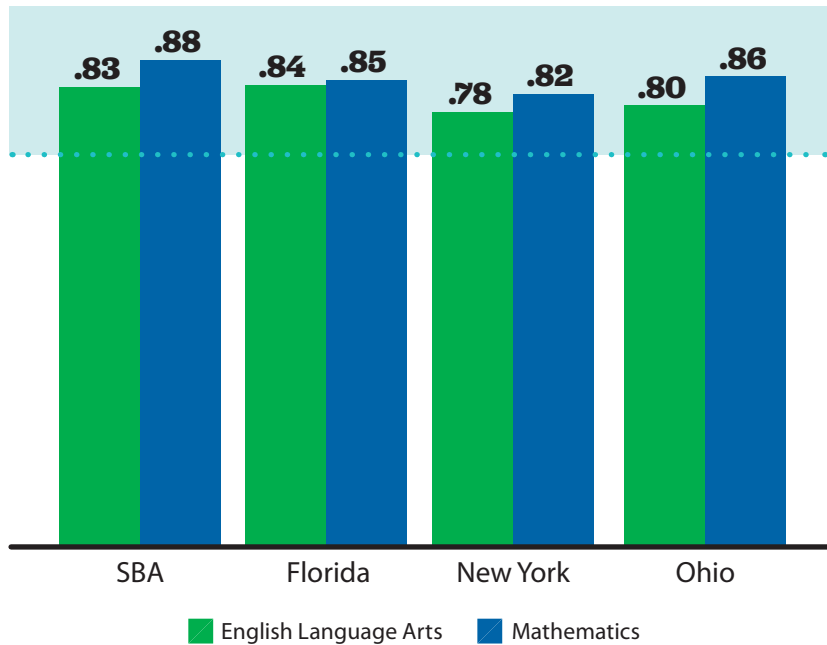
i-Ready Assessment offers a unified collection of Reading and Mathematics assessments in Grades K–12 designed to measure student performance and provide educators with actionable data and instruction to get all students to grade-level proficiency and beyond, including an adaptive Diagnostic, monthly growth monitoring, flexible Standards Mastery assessments, and Literacy Tasks.



Know Students Deeply with a Powerful Diagnostic

At the heart of the *i-Ready Assessment* suite is the adaptive *i-Ready Diagnostic* for Reading and for Mathematics in Grades K–12 that shows what students know, how much growth is needed to reach grade-level expectations, and which instruction is needed to get them there.





Highly Correlated with State Tests

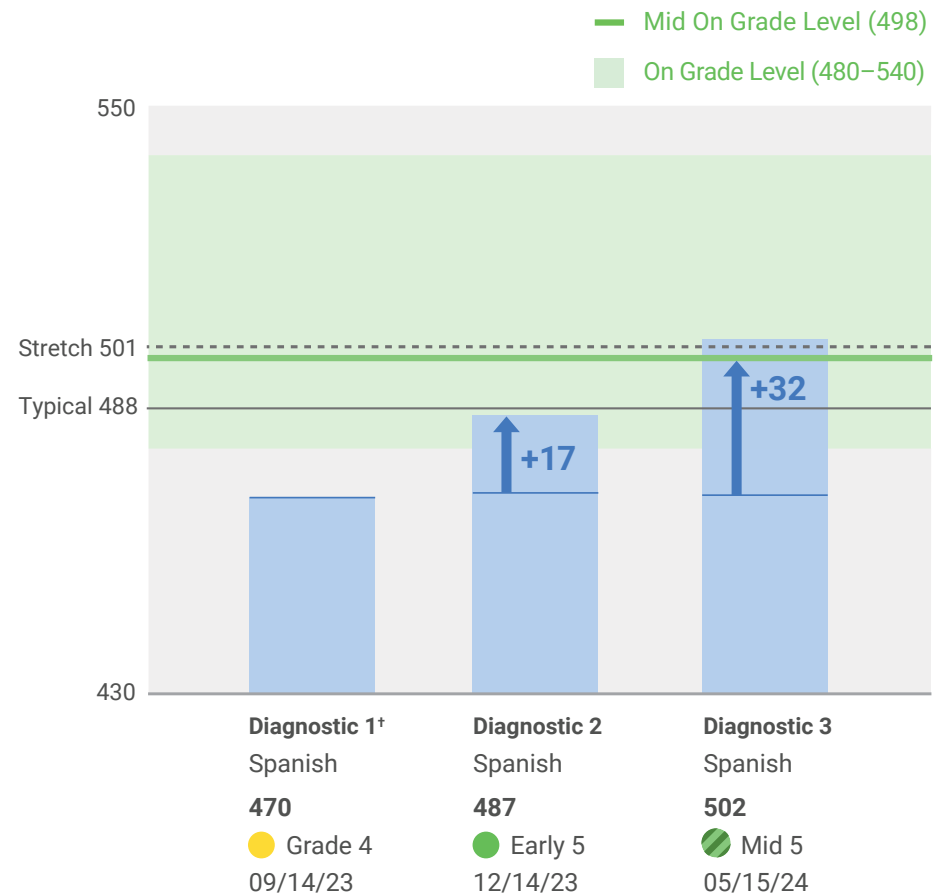
The *i-Ready Diagnostic* is highly correlated with Smarter Balanced Assessment (SBA) and many state assessments.

For more states, visit 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. See student performance through:

- **Clear Grade-Level Expectations:** Reaching grade-level proficiency means getting above the Mid On Grade Level line.
- **Typical Growth:** The average annual growth for a student at this grade and starting placement level
- **Stretch Growth:** An ambitious but attainable level of annual growth that puts students who are not yet proficient on a path toward proficiency and helps students who are already on track for proficiency to achieve or maintain advanced proficiency levels



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:

Innovative 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



Mathematics

The table shows the number of years four friends have played basketball. Which friends have played for an even number of years?

Name	Years of Basketball
Jax	6
Li	3
Paul	5
Emily	8

Options:

- Emily and Li
- Li and Paul
- Jax and Emily
- Paul and Jax

Done →

Grade 2—Algebra and Algebraic Thinking

Diagnostic for Mathematics Available in Spanish

Camila tiene 4 globos. Tomás tiene 2 globos. Mía tiene 1 globo. ¿Cuántos globos tienen en total?

$$4 + 2 + 1 = ?$$

Usa los bloques de base diez. Haz clic en el botón Bloques de base diez abajo.

Options:

- 7
- 8
- 6

Acabé →

Grade 4—Number and Operations

Reading

Options:

- e
- u
- i

Done →

Grade K—Phonics

The Power of a Story

Jesse shut his eyes and drew a deep breath. "Carolyn, Dad needs to use the computer, so I really need to finish my essay!" he pleaded with his little sister with all the patience he could muster.

"But I'm boooored!" Carolyn retorted, as if it were the strongest argument anyone had ever put forth. Carolyn was seven years younger than Jesse, and it seemed to Jesse that she had spent at least nine of her ten years of life complaining of boredom. "Come play cards with me, Jesse! Please? I promise I'll leave you alone after we play," Carolyn negotiated.

Which statement best explains why Jesse compares Carolyn to Azeban?

Options:

- Azeban stays up late at night playing and looking for food.
- Azeban gets upset when he thinks that he is being ignored.
- Azeban enjoys having arguments and shouting at others.
- Azeban is curious about things that have nothing to do with him.

Done →

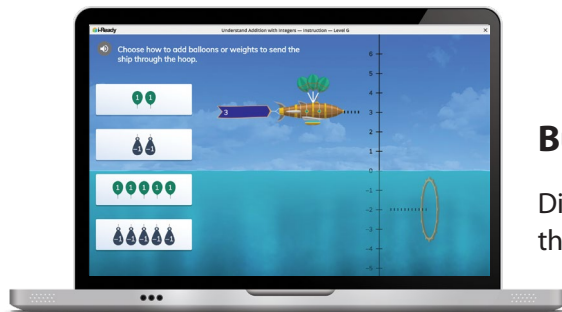
Grade 7—Comprehension

i-Ready[®] Learning

i-Ready Learning offers student-led and teacher-led resources for Grades K–8 to support educators, engage classrooms, and enable all students to access grade-level learning and beyond.

Personalized Learning with Student-Led Instruction Fueled by Assessment Results

i-Ready Personalized Instruction for Reading and Mathematics in Grades K–8 is demonstrated to support growth with tailored instruction for every student. Designed to complement teacher-led instruction, these interactive, digital lessons bolster the skills of all students on their paths to grade-level proficiency.



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

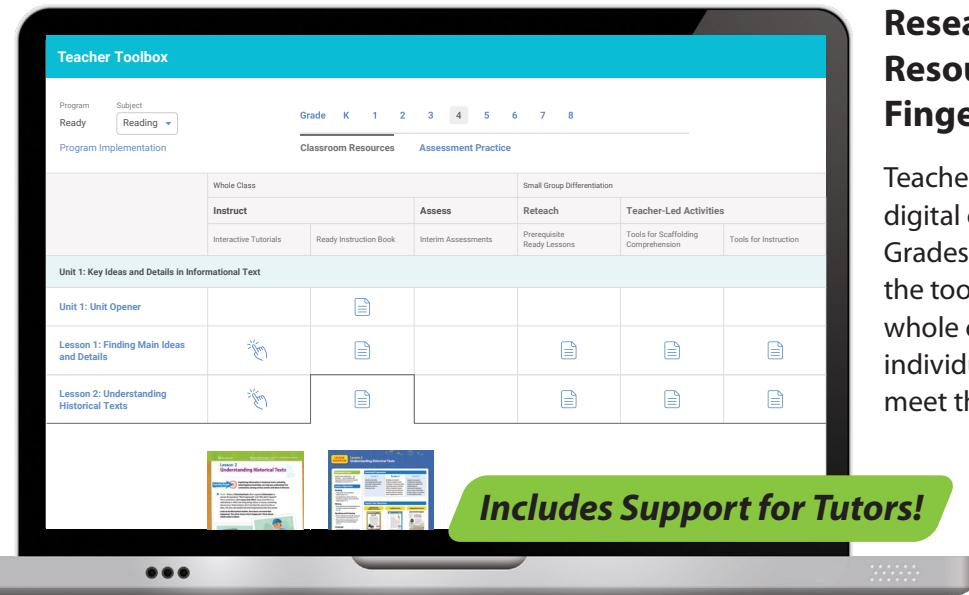
i-Ready's interactive Learning Games for Grades K–8 provide engaging mathematics practice that strengthens understanding of mathematical concepts and fosters a positive relationship to challenging elementary standards. Teachers are provided real-time snapshots of student performance, including skills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

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

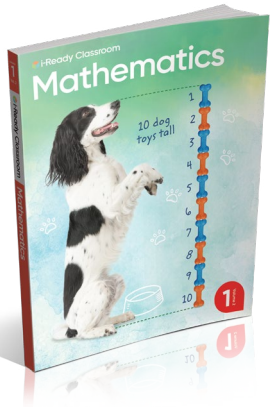
Tools for Instruction for Grades K–8, embedded in Diagnostic Results reports, are short, skill-specific lessons designed to address a variety of Reading and Mathematics domains.

Provide a Pathway to Grade-Level Instruction

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

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.



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.



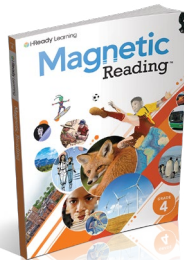
Mathematics, Reading, and Writing Instruction

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.



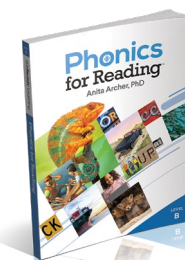
Foundational Reading Instruction

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.



New Edition Coming in 2024!

Phonics Intervention for Striving Readers

Authored by reading expert Dr. Anita Archer, *PHONICS for Reading* is a systematic, research-based intervention program that helps students in Grades 3–12 rapidly build the skills they need to become fluent, independent readers.

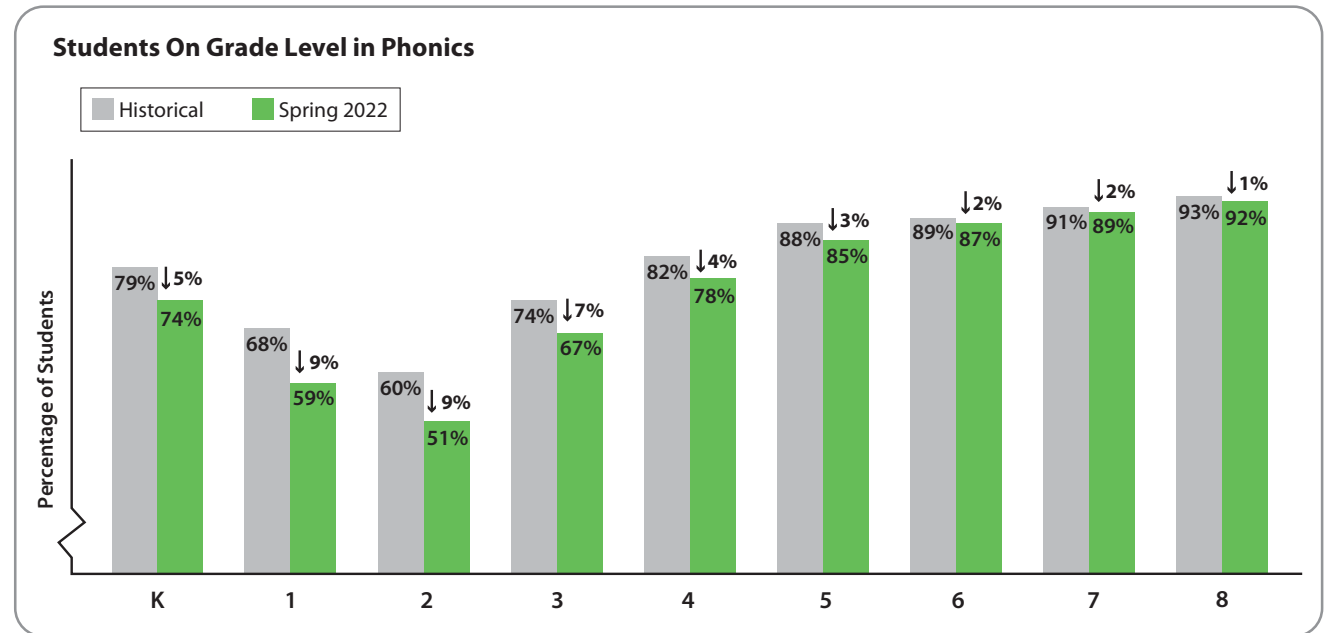
A Scientific Approach to Developing Skilled Readers

Now More Than Ever, Students Need Support in the Foundational Skills

Results from spring 2022 showed that fewer students are on grade level in foundational reading skills, particularly in Grades K–3.

With foundational skills lagging, students are less likely to achieve proficiency in language comprehension.

Percentage of Students Who Are On Grade Level in Phonics



All children can become skilled readers, and the best way to get them there is evidence-based, systematic, and explicit literacy instruction. *i-Ready* works to lead every child to reading success.

Here's how:

Assessment to Drive Science of Reading Instruction

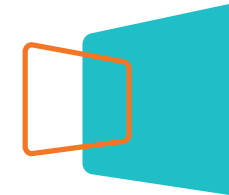
The *i-Ready Diagnostic* for Reading measures several important reading skills connected to one or more strands of word recognition and language comprehension.

Foundational Skills	Language Comprehension
<ul style="list-style-type: none"> • Phonological Awareness for Grades K–1 and through Grade 2 based on need • Phonics for Grades K–2 and through Grade 12 based on need • High-Frequency Words for Grades K–2 and through Grade 8 based on need 	<ul style="list-style-type: none"> • Vocabulary for Grades K–12 • Reading Comprehension for Grades K–12

Pair *i-Ready Literacy Tasks* with the *i-Ready Diagnostic* for Reading for an even more targeted understanding of the reading skills of students who may need further evaluation.

Accelerate Foundational Skills and Language Comprehension at All Grade Levels

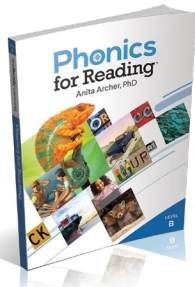
The following research-backed, high-quality instruction aligned to the Science of Reading is designed to accelerate student reading achievement for all students:



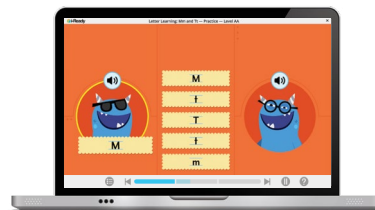
Foundational Skills Programs



Magnetic Reading Foundations
Grades K–2

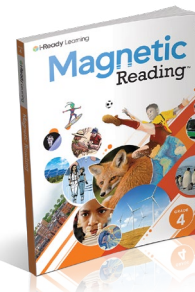


PHONICS for Reading
Grades 3–12



Personalized Instruction
Grades K–8

Comprehension Programs



Magnetic Reading
Grades 3–5



Ready Reading
Grades K–8

i-Ready en Español: Bringing the Power of *i-Ready* to Dual-Language and Bilingual Classrooms

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.

Mathematics

Diagnostic for Mathematics (Grades K–12)

Personalized Instruction (Grades K–8)

Tools for Instruction (Grades K–8)

Learning Games (Grades K–8)

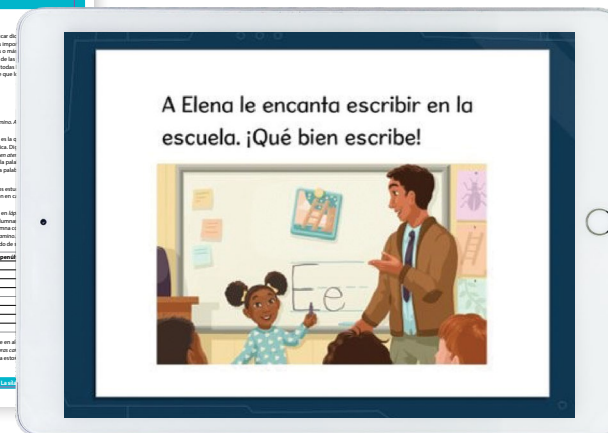
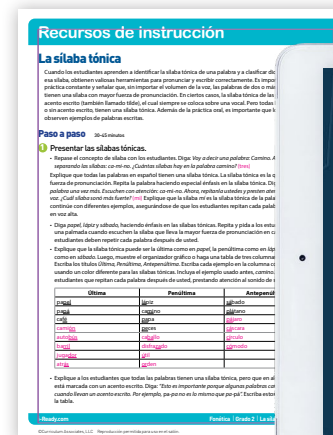
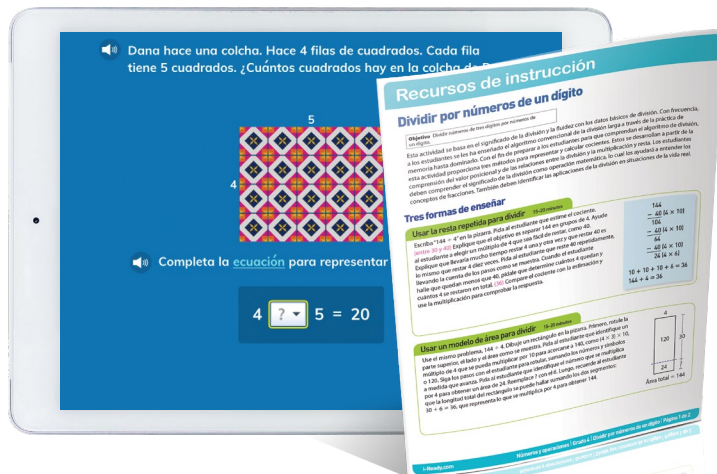
Reading

Assessment of Spanish Reading (Grades K–6)

Personalized Instruction (Grades K–5)

Tools for Instruction (Grades K–6)

Literacy Tasks (Grades K–6)



Assessment of Spanish Reading

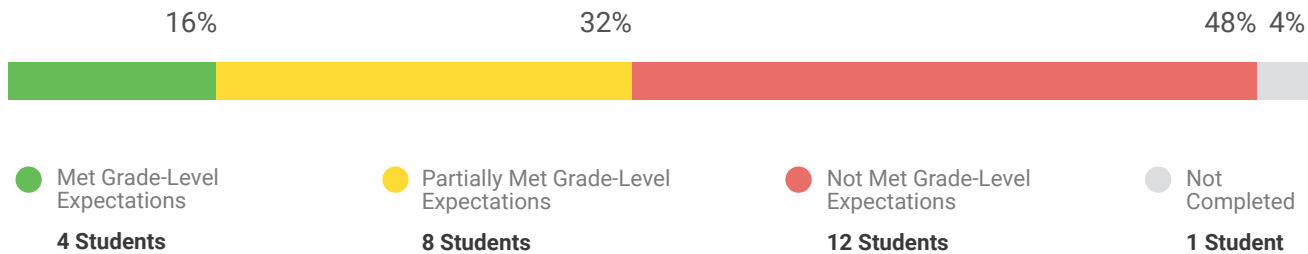


Subject: **Reading** | Class/Report Group: All Reading Students | Assessment Grade: 1 | Window: Beginning of Year

Shows student reading proficiency in Spanish against grade-level standards

Overall Spanish Placement

Students Assessed/Total: 25/30



Review skills associated with Spanish Reading placements
See Tools for Instruction for more resources

Showing 30 of 30

Student Name	Status	Overall Spanish Placement	Phonological Awareness	Phonics	Comp Litera
Rozzek, Brittani	Completed 09/08/23	Partially Met	57%	86%	
Alvarez, Gabriel	Completed 09/02/23	Not Met	29%	57%	
Amato, Florentina	Completed 09/01/23	Not Met	57%	57%	

Recursos de instrucción

Matices de significado

Los sinónimos tienen significados parecidos, pero también tienen pequeñas diferencias, o matices de significado, entre sí. Sus significados pueden variar en intensidad, grado o calidad. A medida que los estudiantes se familiaricen con los matices de significado, podrán usar un lenguaje más preciso para describir ideas, emociones y eventos. Proporcione oportunidades para que los estudiantes exploren palabras con diferentes matices de significado y ayúdelos a notar las pequeñas diferencias en la elección de palabras mientras leen y escriben.

Paso a paso 30-45 minutos

- Presentar los matices de significado**
 - Muestre las palabras *grande* y *enorme* y léelas en voz alta.
 - Pregunte a los estudiantes en qué son iguales las palabras. (Las dos significan "de gran tamaño").
 - Diga: *Estas palabras son sinónimos. Es decir, significan lo mismo. Las dos significan "de gran tamaño". Sin embargo, hay una diferencia en su significado.*
 - Pida a parejas de estudiantes que comenten la diferencia entre *grande* y *enorme* y piensen en ejemplos de cosas grandes y enormes. Guíe su razonamiento dándoles ejemplos iniciales si es necesario y ayudándolos con gestos a comprender el matiz de significado. (Algo *enorme* es de mayor tamaño que algo *grande*; un *autobús* es *grande*, un *avión* es *enorme*). Luego, pida a voluntarios que presenten sus ideas y ejemplos al grupo.
- Mostrar cómo distinguir los matices de significado**
 - Pida a los estudiantes que hagan una lluvia de ideas para hallar más palabras que signifiquen "grande". (*amplio, gigante*)
 - Escriba cada palabra en tarjetas en blanco y muéstrelas. Diga: *Estas palabras muestran diferentes niveles de "grande".*
 - Pida a los estudiantes que den ejemplos de cosas que ilustren el significado de cada palabra. Según las ideas de los estudiantes, agregue un dibujo sencillo a cada tarjeta.
 - Muestre cómo organizar las palabras en orden según el tamaño.

grande
(dibujo de un león)

enorme
(dibujo de una jirafa)

gigante
(dibujo de una ballena)

colosal
(dibujo de un dinosaurio)

I-Ready.com | Grado 1 | Vocabulario | Matices de significado | Página 1 de 2

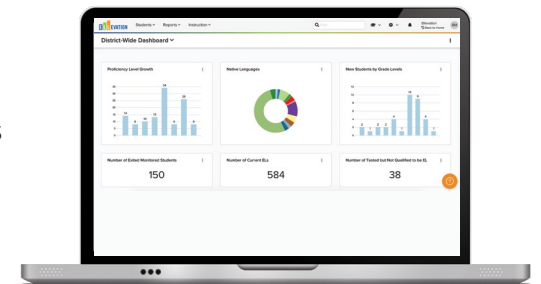


Helping English Learners Achieve Their Highest Aspirations

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

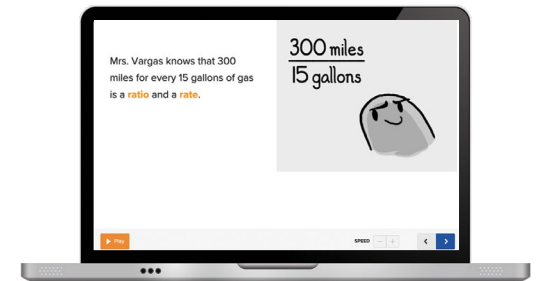
Improve Instructional Planning with Valuable EL Data

The **Ellevation Platform** allows administrators to make informed decisions about success and progress for ELs 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.



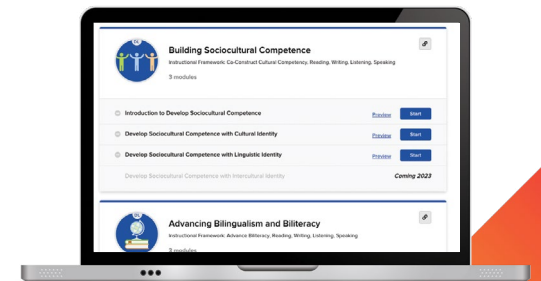
Build Student Confidence with Rich Academic Language

Ellevation Math develops students’ academic language and key foundational mathematics concepts to build confidence and increase rich classroom discourse. It also transforms the way that mathematics and EL teachers collaborate to inform instruction with formative assessment data.



Empower Educators with ESSA-Aligned Professional Learning

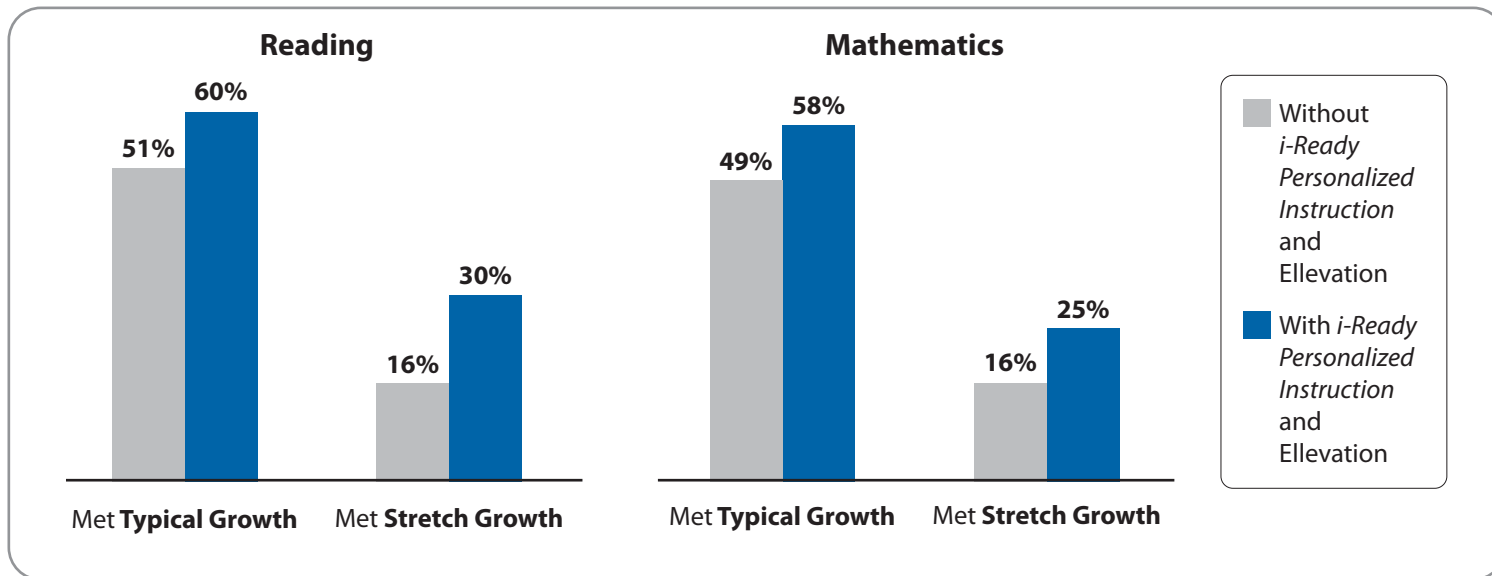
Ellevation Strategies provides short learning modules on a range of topics with real student data. Teachers can deepen knowledge through applied practice of embedded activities to fuel student growth. Districts in several states can grant educators professional learning credits for completing modules,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



Achieve Greater Growth for Multilingual Learners (MLs)

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

Percentage of Grade 4 Students Meeting Growth Targets



Ellevation and *i-Ready*: Designed to Support MLs

Scaffolds to Access Grade-Level Instruction

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

Academic Language Development

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

Student Engagement

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

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
Mid On Grade Level	606
On Grade Level Range	579-640

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

Halimah saves \$10 per week for w weeks to buy an oud. If she saves less than \$300, she will put the money in the bank instead of buying an oud.

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?	?	?	?	?





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

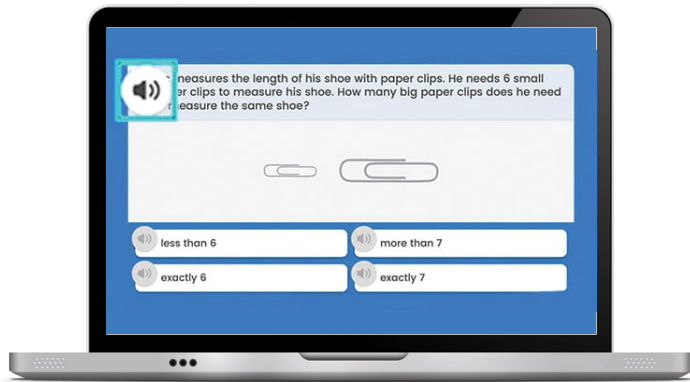
Mexican American 12-year-old Malú, who loves punk rock, works on a 'zine to express her reluctance to move with her mother to Chicago and far from her father for two years.

i-Ready Personalized Instruction, Reading, Grade 5

Creating Accessible Experiences for All

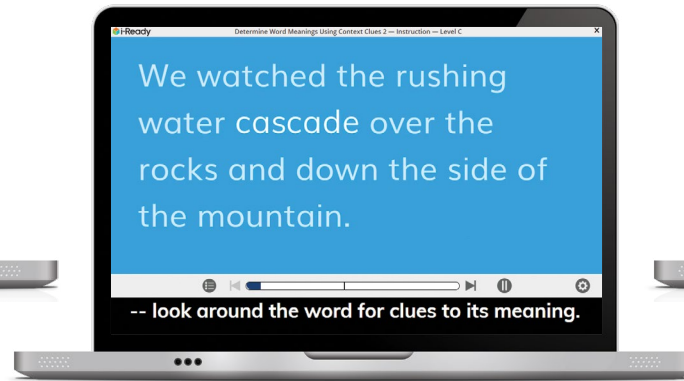
Every student has the potential for educational excellence and providing access to unique learning experiences is one way to meet their needs. We strive to ensure accessibility and accommodations support considerations are incorporated into our product development process from the very beginning, and 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:



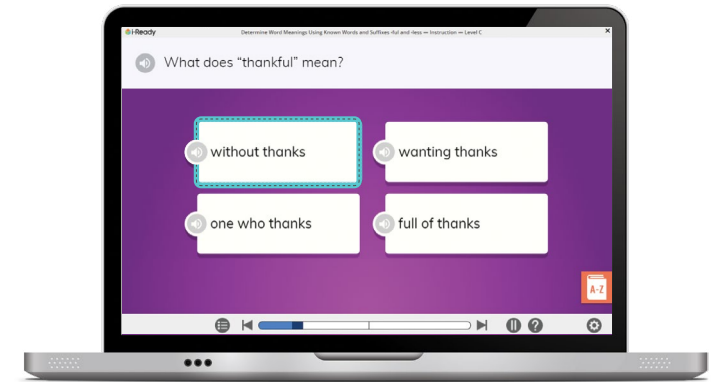
Universal Audio Support

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

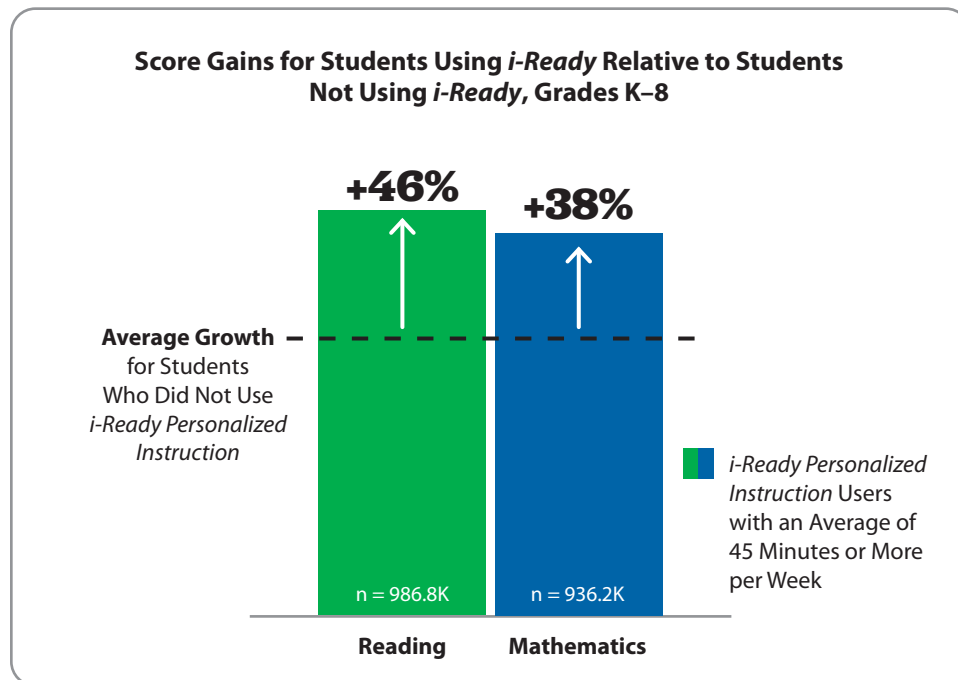
Students can interact with content by using the keyboard. When using keyboard navigation, a focus indicator appears around each element as the user tabs through the page.



Efficacy ESSA Evidence

Students Using *i-Ready Personalized Instruction* Experience Remarkable Gains

The Curriculum Associates Research team analyzed data from more than one million students who took the *i-Ready Diagnostic*. This large-scale study provides additional support that *i-Ready* is a well-researched program that meets the criteria for “evidence based” as outlined by the Every Student Succeeds Act (ESSA).

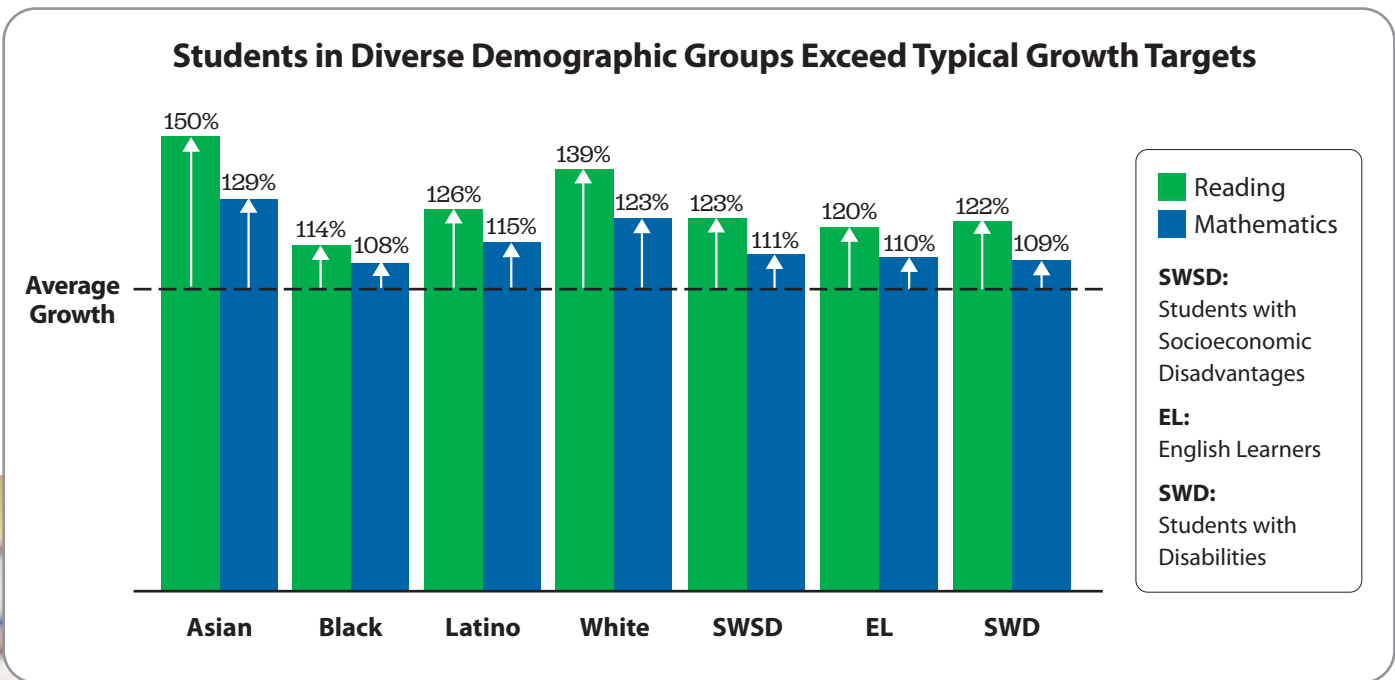


Students Achieve Greater Growth with *i-Ready*

Students using *i-Ready Personalized Instruction* for an average of 45 minutes or more per subject per week for at least 18 weeks showed statistically significantly greater growth than the average student who did not use *i-Ready Personalized Instruction*.

i-Ready Accelerates Growth for Student Groups

An additional study of students in Grades K–5 who used *i-Ready Personalized Instruction* during the 2020–2021 school year meeting ESSA Level 3 evidence found that students in various demographic groups who used *i-Ready* instruction as recommended exceeded their Typical Growth targets.



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.

For more of the research behind *i-Ready*, including research meeting ESSA evidence criteria, please visit CurriculumAssociates.com/Research.

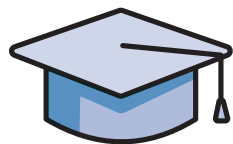
i-Ready® Partners

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*.



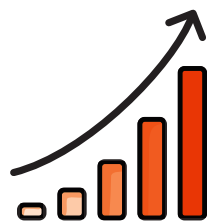
Partner Success Managers

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



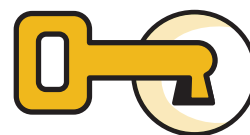
Professional Learning

Experienced educators focused on best teaching practices to drive student growth



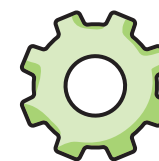
Achievement Analytics

Periodic placement and progress analyses with ongoing analytic support



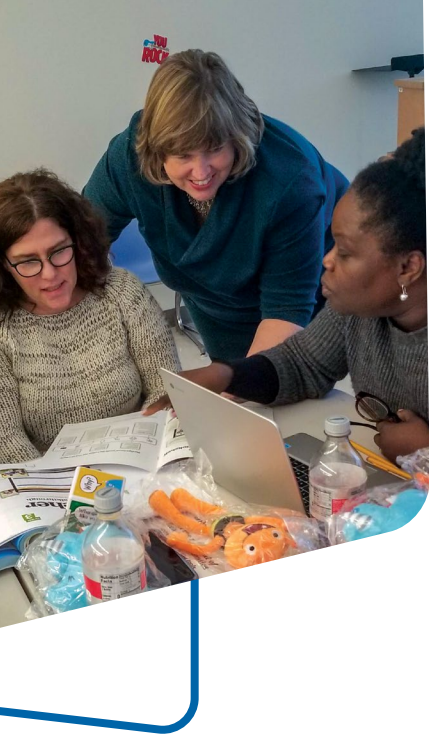
Educational Consultants

Program design and pedagogy experts providing strategic guidance



Technical Support

Responsive technical support and proactive issue identification



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

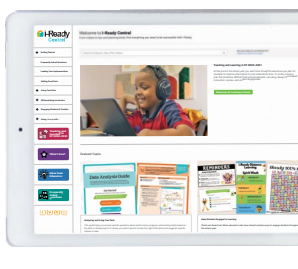
Advanced Users
Expanding
 use of data for
 broader impact

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

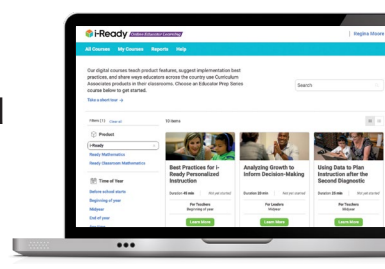
Instructional Leadership Coaching

Build Capacity to Identify Success

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



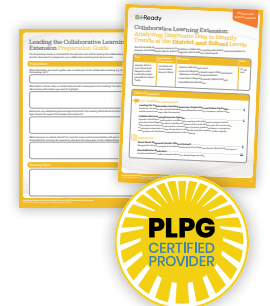
Online Educator
 Learning
**On-Demand
 Interactive
 Learning**



Professional Learning Sessions

Expert-Facilitated, Sustained Support

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





BURROS
CENTER FOR TESTING

Received a positive review in *The Twentieth Mental Measurements Yearbook* (published by the Burros Center for Testing)

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



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