i-Ready

From **Insights** to **Action**

Discover How *i-Ready* Supports Teaching and Learning



Reports That Drive Action	READING	MATH
Know Your Students Deeply (i-Ready Inform *Results for Class, Student)*	5	19
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The Power of One Coherent Program

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

i-Ready Assessment Suite

i-Ready Inform

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

For Reading and for Mathematics, in English and Spanish*

i-Ready Literacy Tasks	Focus Support on Foundational Literacy Skills	E/S	Grades K–6
i-Ready Standards Mastery	Evaluate Student Performance on Key Academic Standards	E/S	Grades 2–8

Also Included:

Connected Instructional Resources

Accelerate growth with targeted, teacher-led resources

- Reading Fluency Practice **Grades 1–8** E/S
- Tools for Instruction **Grades K–8** E/S
- Tools for Scaffolding Comprehension **Grades 3–8**

Implementation Support

Get comprehensive support that works as hard as you do

- Partner Success Managers
- Professional Learning
- Online Educator Learning Platform
- *i-Ready Success Central* Access

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

E/S Available in English and Spanish

Personalized Instruction*



- Differentiated, adaptive reading instruction in English (K–8) and Spanish (K–5)
- Differentiated, adaptive mathematics instruction in English and Spanish (K–8)
  - Targeted math skill practice in English and Spanish (K–8)
  - Math fact fluency practice in English and Spanish (2–5)
  - Low-stakes math skill application in English and Spanish (K–8)

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

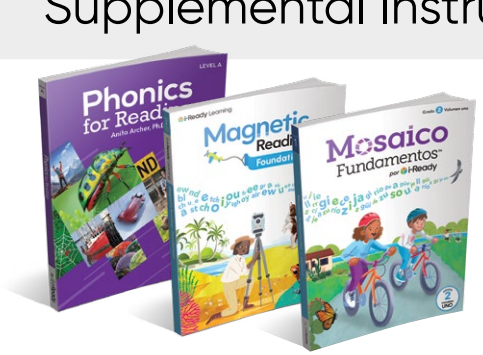
Core Curriculum*



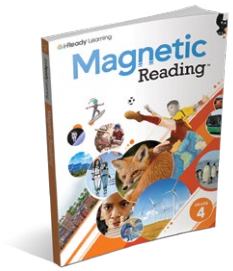
K–Algebra 1 Mathematics

K–6 Literacy

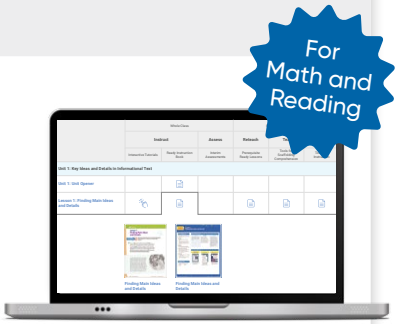
Supplemental Instruction*



K–12 Foundational Reading



3–5 Comprehension



Teacher Toolbox K–8

i-Ready Inform™ is the new name for the adaptive assessment previously named "*i-Ready Diagnostic*."

*Available for separate purchase

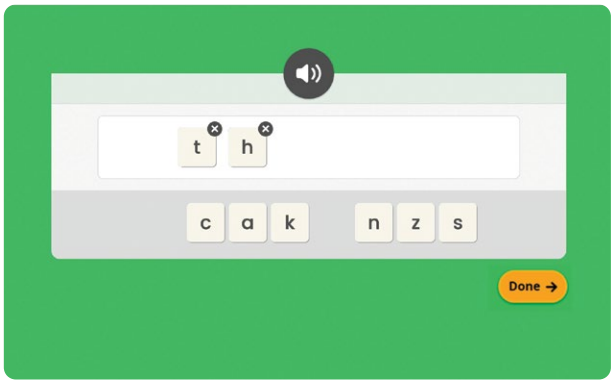
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Better Data, Better Decisions

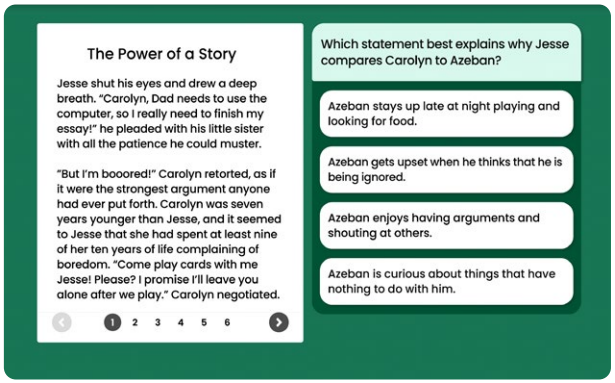
High-Quality Items That Prepare Students for State Tests

> ". . . The heart of the program—the pool of test items—is superb."
>
> **—Buros Center for Testing**

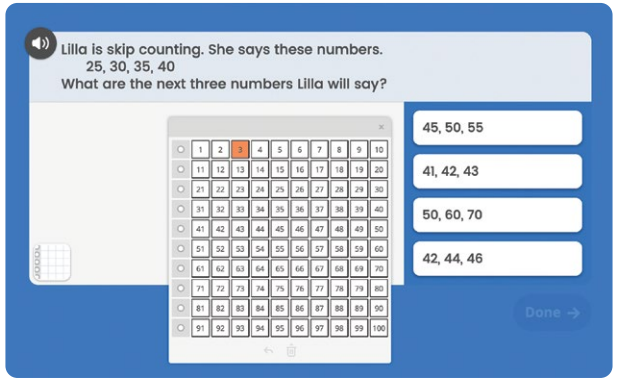
Prepare students with more than just multiple choice. *i-Ready Inform* offers technology-enhanced items, traditional multiple choice with virtual tools, and constructed response items.



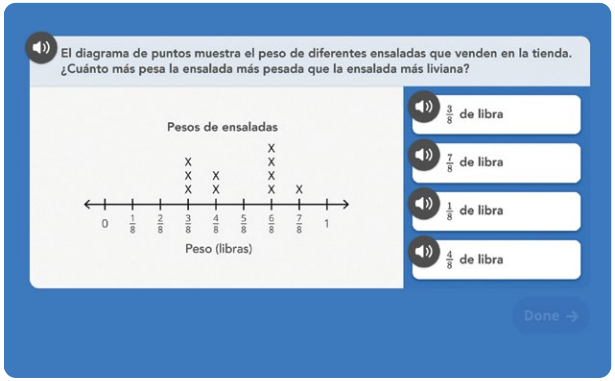
Grade 2—High-Frequency Words



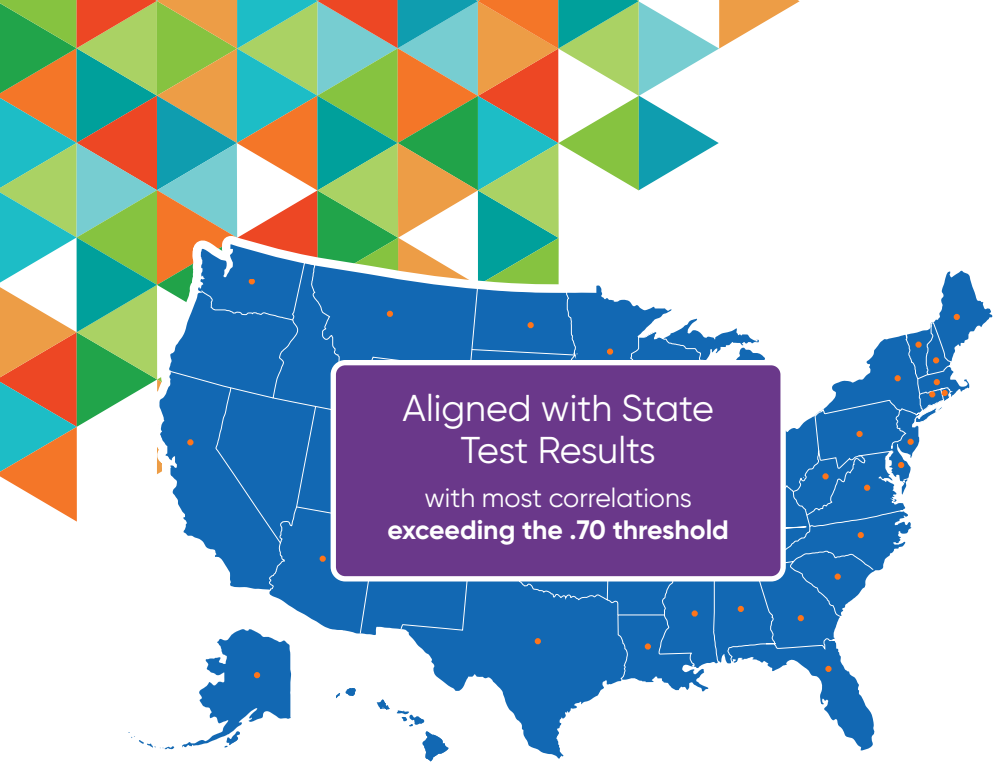
Grade 7—Comprehension: Literature



Grade 2—Number and Operations



Grade 4—Measurement and Data



Project Proficiency on State Tests

Highly correlated with 46 state and consortium summative assessments, *i-Ready Inform* gives educators a reliable read on how students are likely to perform—and the insight to adjust instruction and close gaps before test day.

For individual states, visit *CurriculumAssociates.com/Research*.

Learn More about the Science behind *i-Ready*

Designed by Industry Leaders and Independently Validated

i-Ready Inform is highly rated by the National Center on Intensive Intervention (NCII) and is continually refined under the guidance of a Technical Advisory Committee of leading researchers and practitioners.

NCII Rating for *i-Ready Inform* for Reading and for Mathematics

Grade	Reliability	Validity	Classification Accuracy		
			Fall	Winter	Spring
K	●	●	◒	●	●
1	●	●	●	●	●
2	●	●	●	●	●
3	●	●	●	●	●
4	●	●	●	●	●
5	●	●	●	●	●
6	●	●	●	●	●
7	●	●	●	●	●
8	●	●	●	●	●

NCII's Rating Rubric

● = Convincing evidence

◒ = Partially Convincing evidence

○ = Unconvincing evidence

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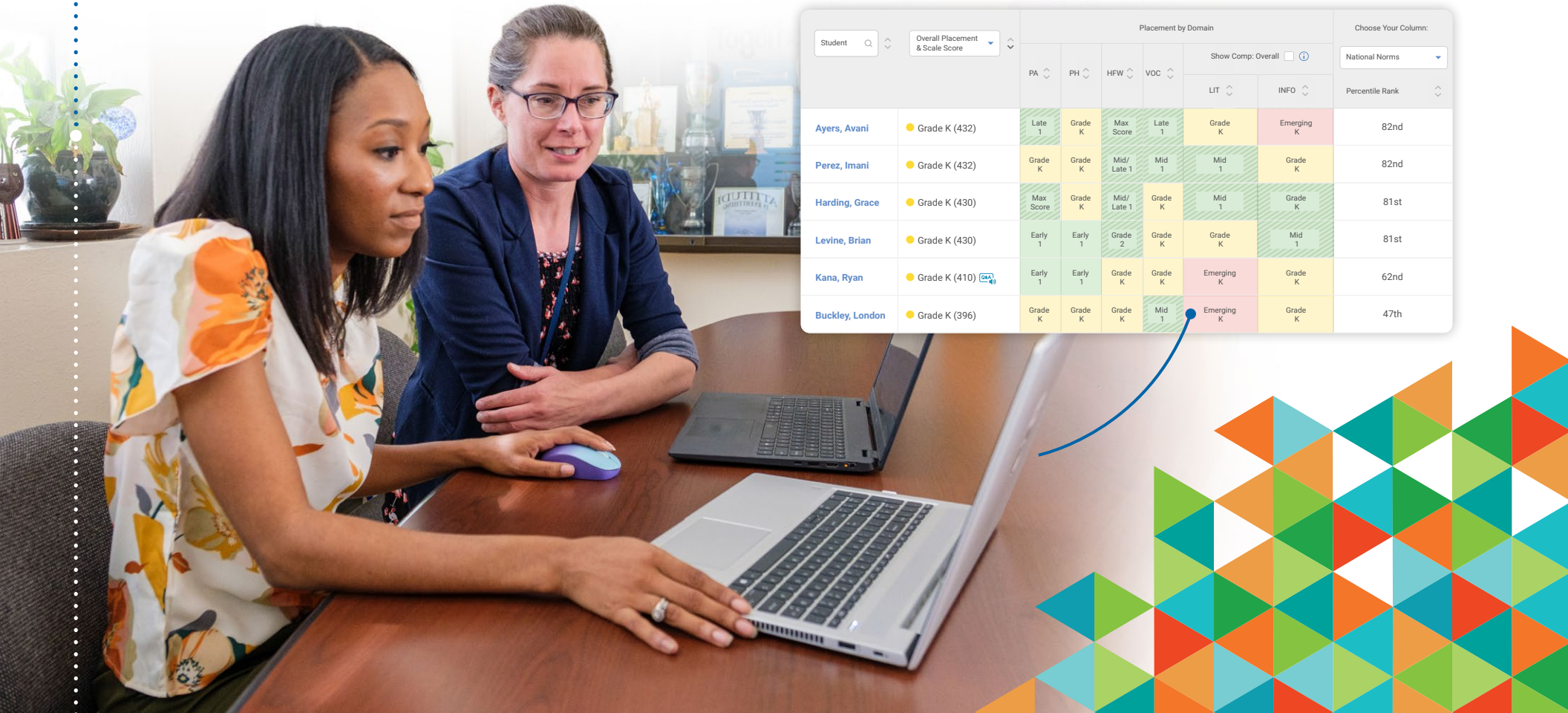
Know Today, Act Tomorrow

Connect assessment insights directly to instruction with *i-Ready Inform*™

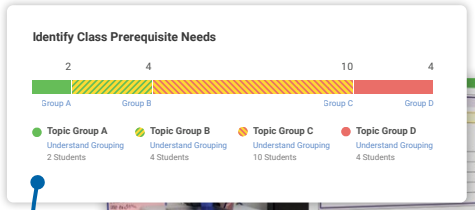
> "*i-Ready* provides precise information on student strengths and weaknesses. I know where I should work with each student."
>
> —**Mary Rivers**, Teacher, Krystal School of Science, Math, and Technology, CA

Start with Clearer Insights

Know exactly what each student can do and needs next, with grade-level clarity that seamlessly connects to instruction.



Student	Overall Placement & Scale Score	Placement by Domain						Choose Your Column:
		PA	PH	HFW	VOC	Show Comp: Overall LIT	INFO	National Norms Percentile Rank
Ayers, Avani	Grade K (432)	Late 1	Grade K	Max Score	Late 1	Grade K	Emerging K	82nd
Perez, Imani	Grade K (432)	Grade K	Grade K	Mid/ Late 1	Mid 1	Mid 1	Grade K	82nd
Harding, Grace	Grade K (430)	Max Score	Grade K	Mid/ Late 1	Grade K	Mid 1	Grade K	81st
Levine, Brian	Grade K (430)	Early 1	Early 1	Grade 2	Grade K	Grade K	Mid 1	81st
Kana, Ryan	Grade K (410)	Early 1	Early 1	Grade K	Grade K	Emerging K	Grade K	62nd
Buckley, London	Grade K (396)	Grade K	Grade K	Grade K	Mid 1	Emerging K	Grade K	47th





Inform Whole Class Instruction

Sharpen your Tier 1 instruction with insights that help you adjust tomorrow's lesson to your class's needs.





Make Lesson Planning and Differentiation Easier

Group students strategically and access teacher-led instructional resources in the same platform.



Accelerate Individual Progress

Personalize support with insights and student-specific goals, so every learning has a clear path to proficiency.

"As soon as a student takes the assessment, the teacher can go into the dashboard, find some resources, and implement them the next day."

—**Sean Rabiola**, Principal, Leigh School, IL

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A Complete View of Literacy That Leads to Lasting Impact

NEW REPORTS

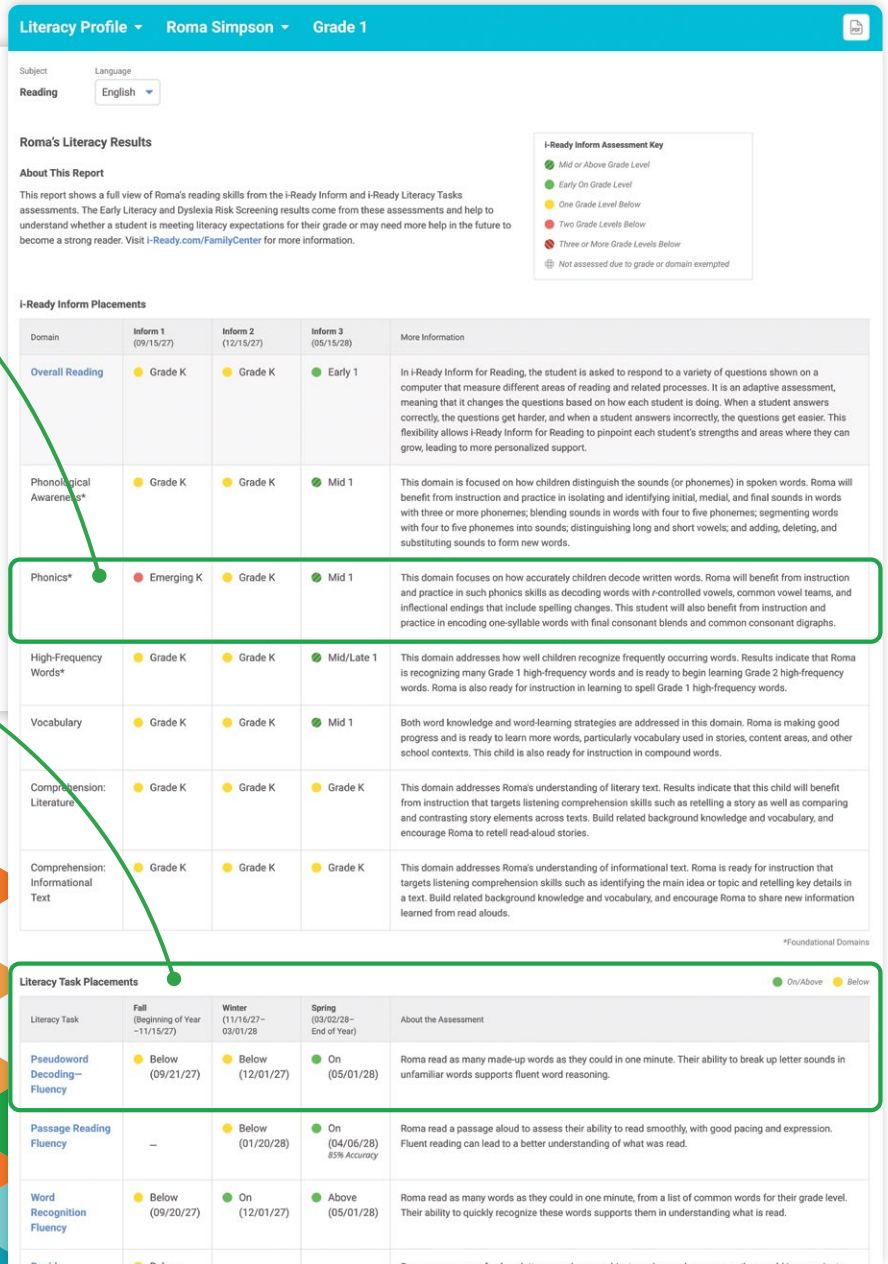
See every layer of a student's literacy—**all in one place**—for a student, class, school, or district.

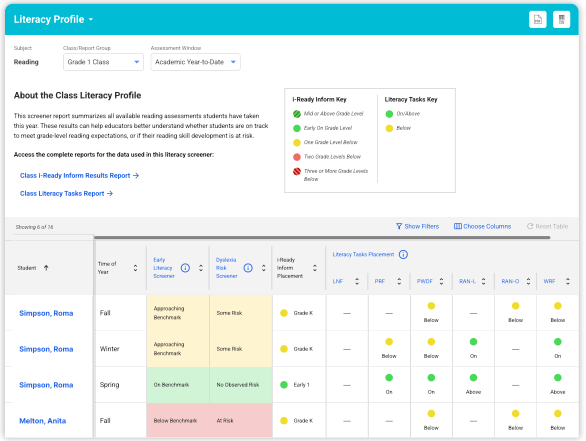
Understand the Full Picture

Gain insight into each student's broader literacy skills.

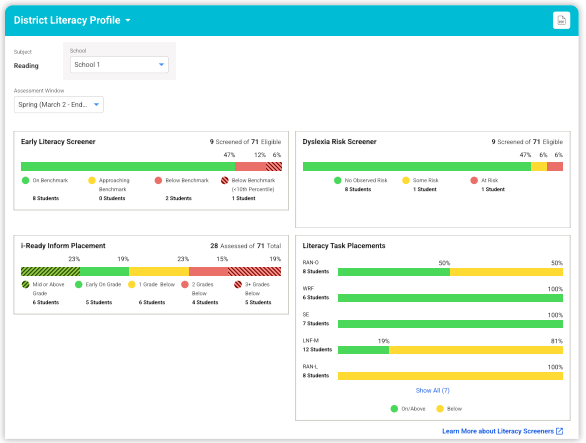
Go Deeper on Foundational Skills

Uncover the specific strengths and needs behind each student's foundational literacy development.





See which students are at risk for reading difficulties such as dyslexia at the **class level.***



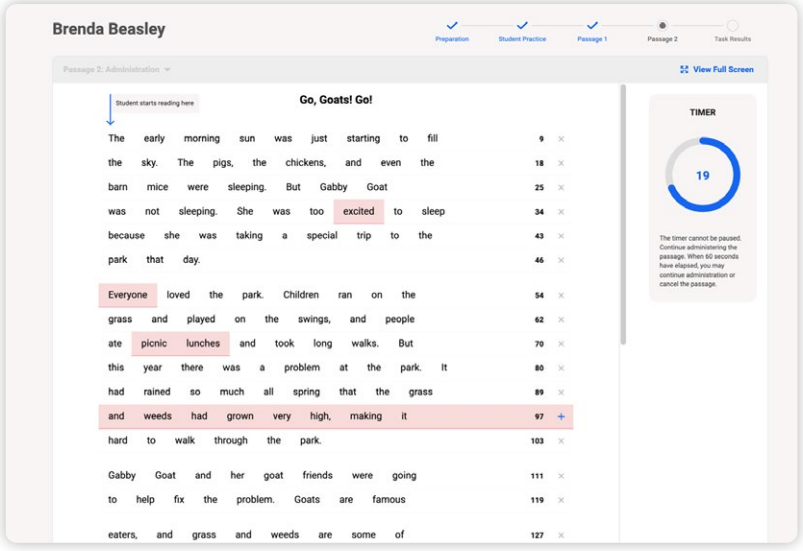
Know where to allocate resources for literacy intervention with **district-level** reporting.



More than 130 Benchmark Forms and 250 Progress Monitoring Forms

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

Administer early literacy assessments more efficiently with digital markup and scoring.



i-Ready Literacy Tasks are:

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

Learn More about **Literacy Tasks**

*Early Literacy and Dyslexia Screener results not available in all states.

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READING *i-Ready Inform* Results for a Class

i-Ready Inform Results

Subject: Reading (English)

Class/Report Group: Grade 1, Section 1

i-Ready Inform Assessment: i-Ready Inform Window 1

08/28/27–09/29/27

Gives a comprehensive picture of:

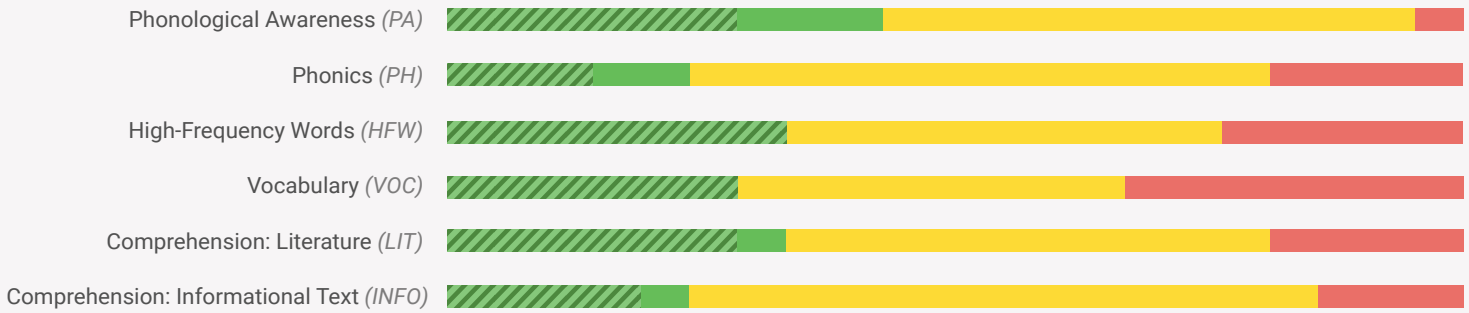
- Class instructional needs
- National norms
- Differentiated growth measures
- Criterion-referenced grade-level placements

Overall Placement



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

Placement by Domain*



*Students not completed are not included.

Students not assessed due to grade or domain exempted

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

Criterion Referenced

Norm Referenced

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

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

Gives teachers insight into:

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

i-Ready Inform Results ▾ Roma Simpson ▾ Grade 1

Subject: Reading (English) ▾

i-Ready Inform Assessment: i-Ready Inform 1 (09/15/27) ▾

i-Ready Inform 1

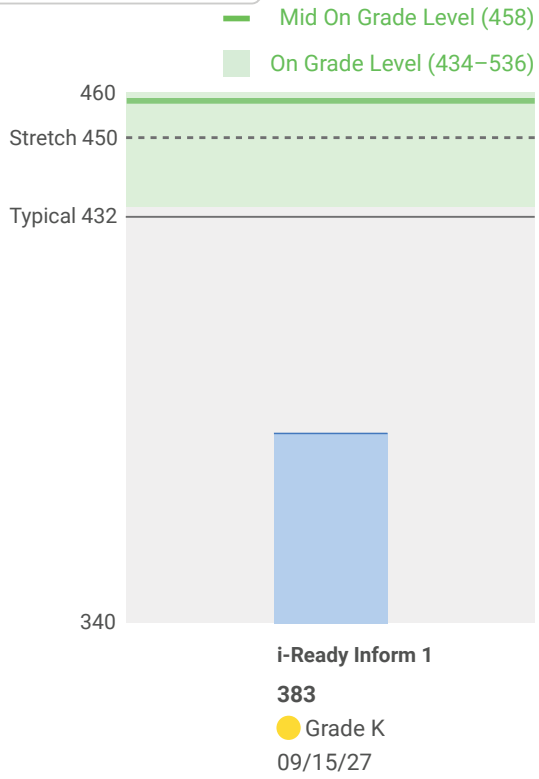
Typical Growth

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

Stretch Growth®

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

Research-based growth goals



Overall	Grade K (383) Standard Error +/- 9	
Domain	Placement	Can Do & Next Steps
Phonological Awareness*	Grade K	
Phonics*	Emerging K	
High-Frequency Words*	Grade K	
Vocabulary	Grade K	
Comprehension: Literature	Grade K	
Comprehension: Informational Text	Grade K	

Show Comprehension: Overall ☐

*Foundational Domains

National Norm Performance and Lexile® Framework for Reading Measure

National Norm
37th Percentile

Lexile® Reading Measure:
BR320L

Lexile Range:
BR400L–BR270L

Understanding Lexile Reading Measures PDF

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

How to Use the Lexile Find a Book Tool PDF

Placement by Domain

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

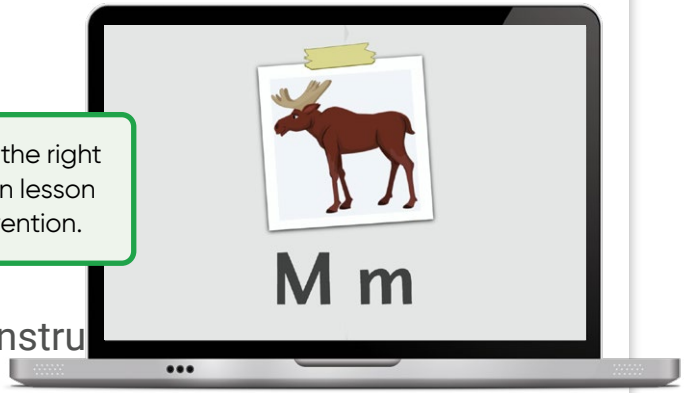
Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Comprehension: Literature	Comprehension: Informational Text
Grade K **407**	Emerging K **339**	Grade K **396**	Grade K **349**	Grade K **403**	Grade K **388**

Developmental Analysis

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

The skills in this domain extend through Grade 3.

Support students with the right Personalized Instruction lesson and teacher-led intervention.



Can Do

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

Next Steps & Resources for Instru

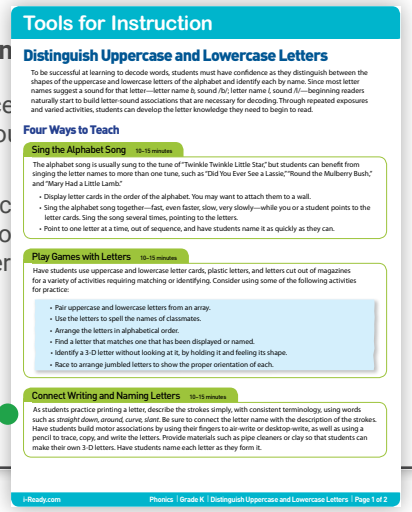
— Provide continued practice with recognizing lowercase and uppercase letters.

Provide continued practice with recognizing lowercase an

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

Tools for Instruction

Distinguish Uppercase and Lowercase Letters


Tools for Instruction

Distinguish Uppercase and Lowercase Letters

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

Four Ways to Teach

Sing the Alphabet Song 10–15 minutes

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

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

Play Games with Letters 10–15 minutes

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

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

Connect Writing and Naming Letters 10–15 minutes

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

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

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Literacy Tasks ▾ Roma Simpson ▾ Grade 1

PDF | CSV (2) ▾

Benchmark Assessments

Passage Reading Fluency

Showing 2 of 2

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

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

Form	Time of Year	Content Grade	Scored By	Placement	Mean Words Correct per Minute (WCPM)	Percentile	Date
+ Benchmark 1	Winter	Grade 1	Teacher Digital	Below	20	25–49th	01/20/28
+ Benchmark 2	Spring	Grade 1	Teacher Digital	On	65	50–75th	04/06/28

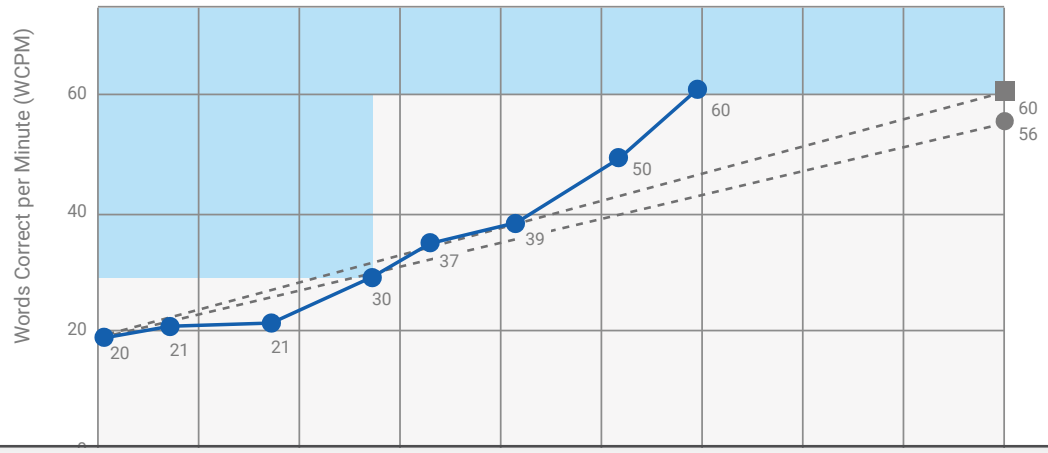
Progress Monitoring

Passage Reading Fluency

Progress Monitoring Period Start Date: 01/21/28

Content Grade Level: Grade 1

Progress Monitoring Frequency: Weekly



Grade 1 50th Percentile and Above

Grade 1 Performance Goal Aim Line

Grade 1 Goal WCPM	Grade 1 Goal Mean ROI
60	2.22

Typical Rate of Improvement (ROI) Aim Line

Typical ROI WCPM	Typical ROI
56	2.00

Actual WCPM Line

Form	Date	Words Correct per Minute (WCPM)
Class Trip	01/21/28	20
The Last Hat	01/29/28	21
Watch Out, Baby Ox!	02/15/28	21
Rex	02/26/28	30
Which Cat Is It?	03/0	
Alex and Baby Ana	03/1	
A New Home for Rob	04/0	
A Long Sea Animal	04/1	

Literacy Tasks

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

Benchmark Assessments

View Progress Monitoring Status

Showing 21 of 21

Student	Form	Content Grade Level	Scored By	Placement	Mean WCPM	Percentile	Date
Colon, Esteban	Benchmark 3	Grade 1	Teacher Digital	Above	93	76–99th	05/28/28
Contreras, Abby	Benchmark 3	Grade 1	Teacher Manual	Below	15	0–10th	05/28/28
Harding, Grace	Benchmark 3	Grade 1	Teacher Digital	Above	95	76–99th	05/28/28
Leone, Ito	Benchmark 3	Grade 1	Teacher Digital	On	90	50–75th	05/28/28
Morales, Cristobal	Benchmark 3	Grade 1	Teacher Digital	Below	3	0–10th	05/28/28
Perez, Imani	Benchmark 3	Grade 1	Teacher Digital	Below	42	25–49th	05/28/28
Buckley, London	Benchmark 3	Grade 1	Teacher Digital	Below	39	25–49th	05/28/28

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

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

Aim lines available for Passage Reading Fluency only.

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READING Literacy Profile for a Student

Literacy Profile ▾ **Roma Simpson** ▾ **Grade 1**

Subject: **Reading**

Language: English ▾

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

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

Roma's Literacy Results

About This Report

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

i-Ready Inform Assessment Key

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

i-Ready Inform Placements

Domain	**Inform 1** (09/15/27)	**Inform 2** (12/15/27)	**Inform 3** (05/15/28)	More Information
Overall Reading	Grade K	Grade K	Early 1	In i-Ready Inform for Reading, the student is asked to respond to a variety of questions shown on a computer that measure different areas of reading and related processes. It is an adaptive assessment, meaning that it changes the questions based on how each student is doing. When a student answers correctly, the questions get harder, and when a student answers incorrectly, the questions get easier. This flexibility allows i-Ready Inform for Reading to pinpoint each student's strengths and areas where they can grow, leading to more personalized support.
Phonological Awareness*	Grade K	Grade K	Mid 1	This domain is focused on how children distinguish the sounds (or phonemes) in spoken words. Roma will benefit from instruction and practice in isolating and identifying initial, medial, and final sounds in words with three or more phonemes; blending sounds in words with four to five phonemes; segmenting words with four to five phonemes into sounds; distinguishing long and short vowels; and adding, deleting, and substituting sounds to form new words.
Phonics*	Emerging K	Grade K	Mid 1	This domain focuses on how accurately children decode written words. Roma will benefit from instruction and practice in such phonics skills as decoding words with *r*-controlled vowels, common vowel teams, and inflectional endings that include spelling changes. This student will also benefit from instruction and practice in encoding one-syllable words with final consonant blends and common consonant digraphs.

High-Frequency Words*	Grade K	Grade K	Mid/Late 1	This domain addresses how well children recognize frequently occurring words. Results indicate that Roma is recognizing many Grade 1 high-frequency words and is ready to begin learning Grade 2 high-frequency words. Roma is also ready for instruction in learning to spell Grade 1 high-frequency words.
Vocabulary	Grade K	Grade K	Mid 1	Both word knowledge and word-learning strategies are addressed in this domain. Roma is making good progress and is ready to learn more words, particularly vocabulary used in stories, content areas, and other school contexts. This child is also ready for instruction in compound words.
Comprehension: Literature	Grade K	Grade K	Grade K	This domain addresses Roma's understanding of literary text. Results indicate that this child will benefit from instruction that targets listening comprehension skills such as retelling a story as well as comparing and contrasting story elements across texts. Build related background knowledge and vocabulary, and encourage Roma to retell read-aloud stories.
Comprehension: Informational Text	Grade K	Grade K	Grade K	This domain addresses Roma's understanding of informational text. Roma is ready for instruction that targets listening comprehension skills such as identifying the main idea or topic and retelling key details in a text. Build related background knowledge and vocabulary, and encourage Roma to share new information learned from read alouds.

Literacy Task Placements

On/Above *Below*

Literacy Task	**Fall** (Beginning of Year –11/15/27)	**Winter** (11/16/27–03/01/28	**Spring** (03/02/28–End of Year)	About the Assessment
Pseudoword Decoding—Fluency	Below (09/21/27)	Below (12/01/27)	On (05/01/28)	Roma read as many made-up words as they could in one minute. Their ability to break up letter sounds in unfamiliar words supports fluent word reasoning.
Passage Reading Fluency	–	Below (01/20/28)	On (04/06/28) *85% Accuracy*	Roma read a passage aloud to assess their ability to read smoothly, with good pacing and expression. Fluent reading can lead to a better understanding of what was read.
Word Recognition Fluency	Below (09/20/27)	On (12/01/27)	Above (05/01/28)	Roma read as many words as they could in one minute, from a list of common words for their grade level. Their ability to quickly recognize these words supports them in understanding what is read.
Rapid Automatized Naming—Objects	Below (09/20/27)	–	–	Roma saw a page of colors, letters, numbers, or objects and named as many as they could in one minute. Quickly naming familiar objects is linked to stronger reading skills.
Rapid		On	Above	Roma saw a page of colors, letters, numbers, or objects and named as many as they could in one minute.

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READING Instructional Groupings

Instructional Groupings

Helps teachers differentiate instruction by providing:

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

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

08/28/27–09/29/27

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

Students

Showing 3 of 3

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

– Hide Grouping Description

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

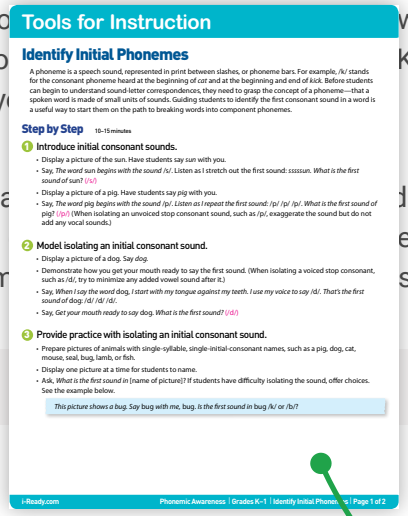
Instructional Priorities

Phonics

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

Vocabulary

These children appear to know a limited number of words. Ora d be a focus for small group time. Provide rich, engaging oral vocabulary activities that teach new words and em. Also integrate instruction of Vocabulary in comprehension activities that focus on drawing meaning from s read independently.


Tools for Instruction

Identify Initial Phonemes

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

Step by Step 10–15 minutes

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

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

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

Recommendations for Teacher-Led Instruction

PHONOLOGICAL AWARENESS

Provide practice and instruction in phonological awareness tasks.

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

Resources

Tools for Instruction

Phonological Awareness, Phonics, and High-Frequency Words

Identify Initial Phonemes

Identify Final Phonemes

Focus on expanding knowledge of general academic language.

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

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

Additional Resources

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



Learn More

Grade K

All the Read Aloud lessons in this book

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READING *i-Ready Inform* Growth for a Student

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

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

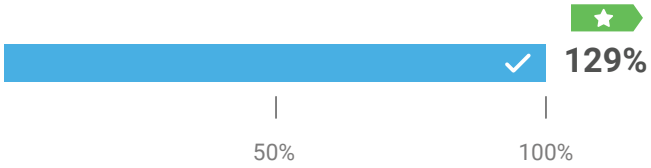
Subject

Reading (English) ▾

Year-to-Date Growth Learn More about Growth

Progress to Annual Typical Growth

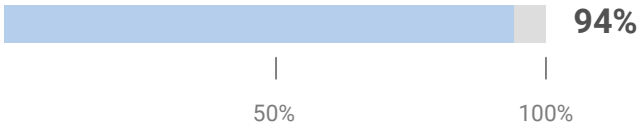
Scale Points: 63/49



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

Progress to Annual Stretch Growth®

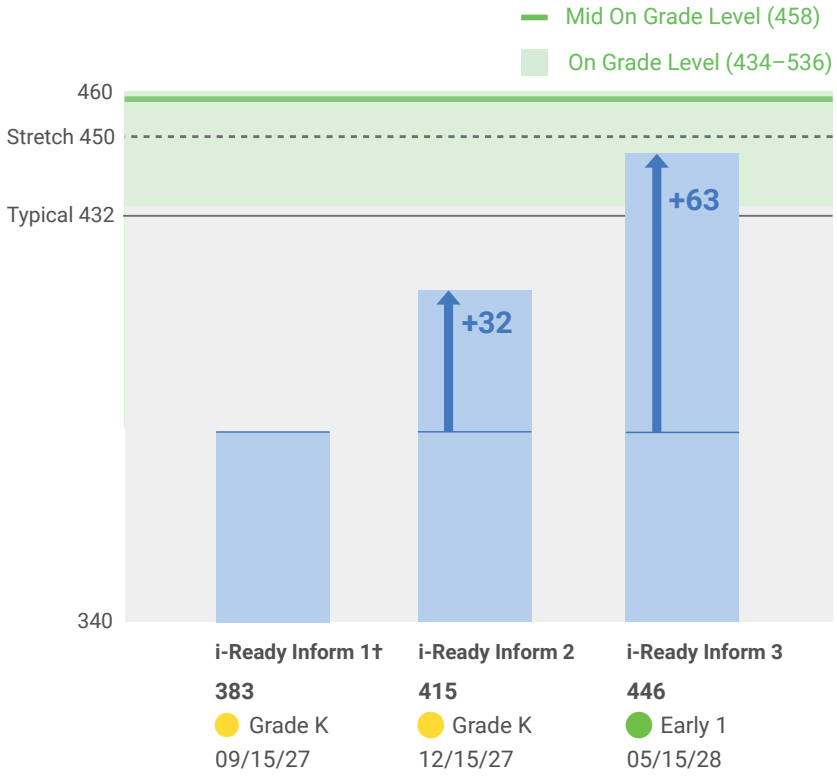
Scale Points: 63/67



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

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

Overall i-Ready Inform Growth



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

Placement by Domain

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

Show Comprehension: Overall

↑ Placement Improved from Baseline

*Foundational Domains

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

Both Typical Growth and Stretch Growth provide targets that are research-based.

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

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

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READING *i-Ready Inform* Growth for a Class

i-Ready Inform Growth

Subject: Reading (English)

Class/Report Group: Grade 1, Section 1

Comparison i-Ready Inform Assessment: i-Ready Inform 3

05/01/28–06/01/28

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

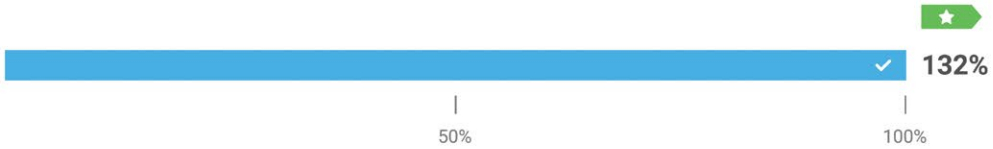
- Progress toward proficiency
- Annual growth expectations

Progress to Annual Growth

Learn More about Growth

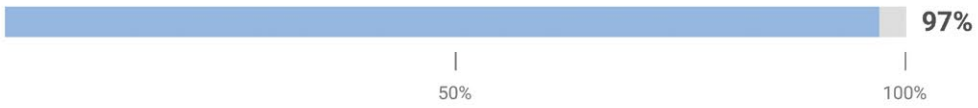
Typical Growth (Median)

Typical Growth is the average annual growth for a student in their grade and baseline placement level.



Stretch Growth® (Median)

Stretch Growth® is an ambitious but attainable level of annual growth which puts students who placed below-grade level on a path towards proficiency and students who placed on-grade level on a path to advanced proficiency levels.



Current Placement Distribution



The Mapping between 5-Level and 3-Level Placements

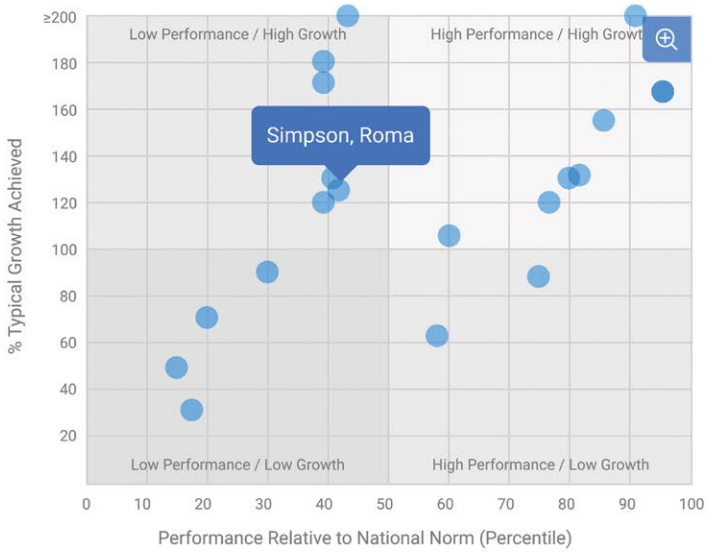
Two Grade Levels Below
10%

Finch, Dylan

Parker, Carla

Growth vs. Performance

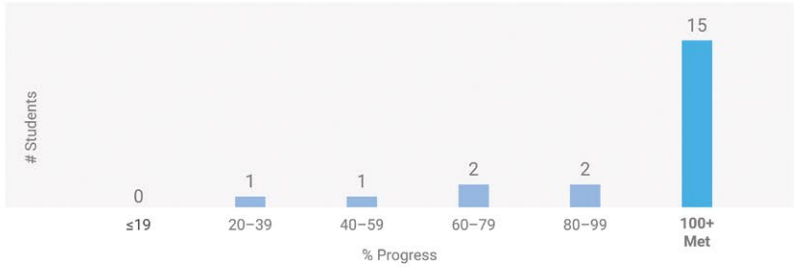
Understanding the Quadrant Chart



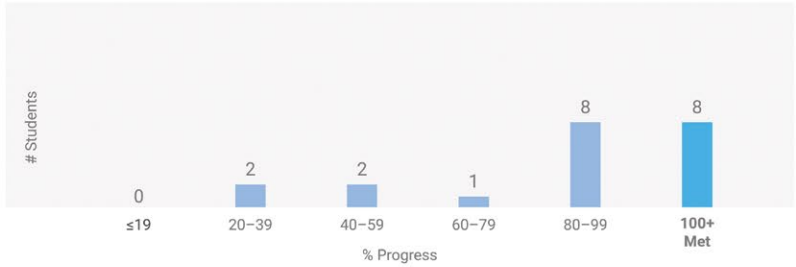
Progress Distributions

Prince, John

Distribution of Progress to Annual
Typical Growth



Distribution of Progress to Annual
Stretch Growth®



Showing 21 of 21

Student	Annual Typical Growth		Annual Stretch Growth®		Baseline Placement & Scale Score	Current Placement & Scale Score
	Percent Progress	Scale Score Progress	Percent Progress	Scale Score Progress		
Ayers, Avani	133%	65/49	97%	65/67	Grade K (433)	Late 1 (498)
Prince, John	200%	108/54	113%	108/96	Emerging K (340)	Early 1 (448)
Robinson, Laila	132%	62/47	111%	62/56	Early 1 (434)	Late 1 (496)
Simpson, Roma	129%	63/49	94%	63/67	Grade K (383)	Early 1 (446)
Vargas, Diego	120%	59/49	88%			(437)
Vela, Zarita	168%	62/37	141%			(532)

Meeting Typical Growth keeps a student on pace, while meeting Stretch Growth helps close the gap to grade level. Roma outpaced Typical Growth, but Stretch Growth shows how much further she needs to go to catch up.

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READING *i-Ready Inform* Growth for a School

i-Ready Inform Growth

Subject: Reading (English)

School: Cyprus K–8

Academic Year: Current Year

Comparison i-Ready Inform Assessment: i-Ready Inform 3

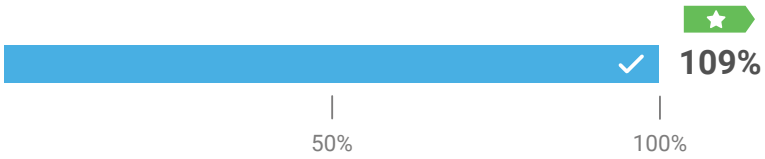
05/03/28–06/03/28

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

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

- Progress toward proficiency
- Annual growth expectations

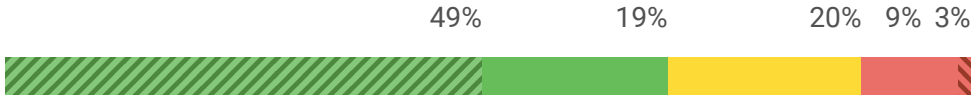
Progress to Annual Typical Growth (Median)



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

Learn More about Growth

Current Placement Distribution

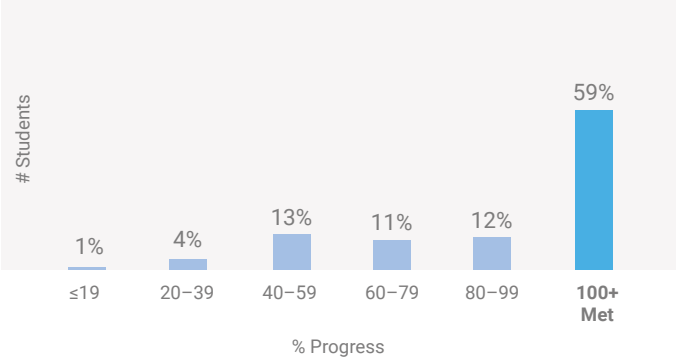


Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
(From 25%)	**(From 15%)**	**(From 39%)**	**(From 16%)**	**(From 5%)**

The Mapping between 5-Level and 3-Level Placements

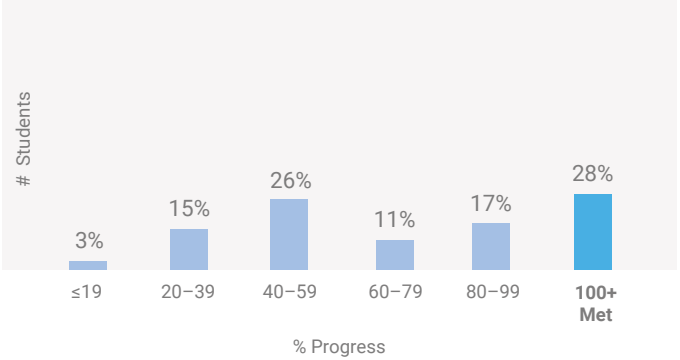
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Choose to Show Results By

Grade

Add secondary demographic to show results by

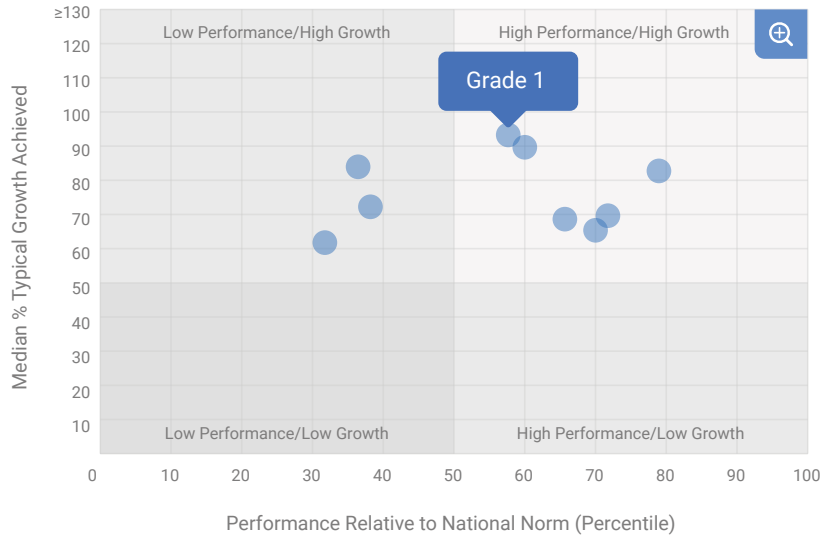
Showing 9 of 9

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

Student Growth in Reading Shown by Grade

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

03/02/28–06/30/28



View i-Ready Inform Growth Report | Download CSV

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

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

i-Ready Inform Results

Subject: Reading (English)

School: All Schools

Academic Year: Current Year

i-Ready Inform Assessment: i-Ready Inform 2 — 12/01/27–12/31/27

Prior i-Ready Inform Assessment: i-Ready Inform 1 — 08/28/27–09/29/27

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

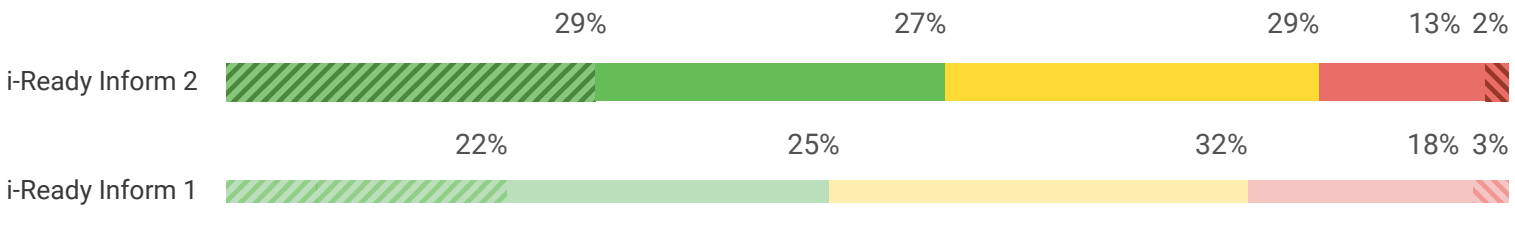
- Provides a comprehensive picture of student performance
- Allows administrators to set intervention strategies and make resource allocation decisions

Criterion Referenced

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

Overall Placement

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



Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
1,580 Students (From 1,180 Students)	**1,470 Students** (From 1,320 Students)	**1,550 Students** (From 1,700 Students)	**690 Students** (From 940 Students)	**80 Students** (From 230 Students)

The Mapping between 5-Level and 3-Level Placements

Switch Table View

Placement Summary

Choose to Show Results By

Sex

Secondary Demographic to Show Results By

Economically Disadvantaged

Remove

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

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

All	All		Overall Grade-Level Placement					
Female	Yes - Economically D...	i-Ready Inform 2	11%	46%	43%	18%	2%	1,150/1,165
		i-Ready Inform 1	4%	17%	48%	25%	7%	
	No - Economically D...	i-Ready Inform 2	36%					
		i-Ready Inform 1	28%					
Male	Yes - Economically D...	i-Ready Inform	1%					
		i-Ready Inform	4%					
	No - Economically D...	i-Ready Inform 2	36%					
		i-Ready Inform 1	28%					

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



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

i-Ready Inform Results ▾ **Lucia Mendoza** ▾ **Grade 4**

Gives teachers insight into:

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

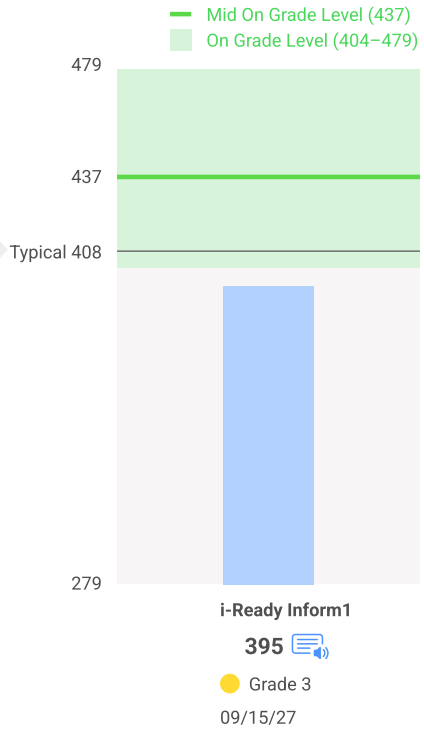
Subject: Reading (Spanish)

i-Ready Inform Assessment: i-Ready Inform 1 (09/15/27)

i-Ready Inform 1

Typical Growth

The average annual growth for a student at this grade and with the same scale score on their baseline i-Ready Inform assessment



Overall Reading	Grade 3 (395) Standard Error +/- 12	
Domain	Placement	Can Do & Next Steps
Phonological Awareness*	Not Assessed	
Phonics*	Grade 3	
Vocabulary	Grade 2	
Comprehension	Grade 3	

*Foundational Domains

Norm Performance and Spanish Lexile® Framework for Reading Measure

Norm:

63rd Percentile

Spanish Lexile® Reading Measure:	Spanish Lexile Range
405L	305L–455L

Understanding Lexile Reading Measures

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

Placement by Domain

Results in Phonics indicate that Lucia has difficulty decoding words accurately. The Vocabulary score indicates that gaps in word knowledge may be making it hard to read for meaning. Instruction in word meanings and word-learning strategies will support Lucia's continued growth in Comprehension. This information places Lucia in Instructional Grouping Profile 3.

Phonological Awareness	Phonics	Vocabulary	Comprehension
Not Assessed	Grade 3 **405**	Grade 2 **365**	Grade 3 **401**

Developmental Analysis

Both word knowledge and word-learning strategies are addressed in this domain. Lucia would lik… word… content area texts such as science, social studies, and math. This student should also receive fu… ords a… words and their use.

Support students with the right Personalized Instruction lesson and teacher-led intervention.



Can Do

Categorize words appropriate to Grade 1.

Standards

Identify real-life connections between Grade 1 appropriate words and their use.

Standards

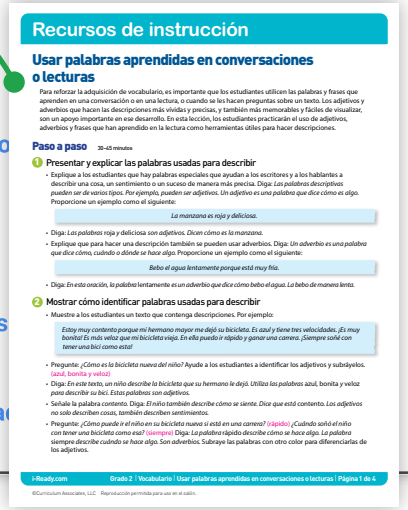
Next Steps & Resources for Instruction

— Use words and phrases appropriate to Grade 2.

Use words and phrases appropriate to Grade 2.

Tools for Instruction

Usar palabras aprendidas en conversaciones o lecturas


Recursos de instrucción

Usar palabras aprendidas en conversaciones o lecturas

Para reforzar la adquisición de vocabulario, es importante que los estudiantes utilicen las palabras y frases que aprenden en una conversación o en una lectura, o cuando se les hacen preguntas sobre un texto. Los adjetivos y adverbios que hacen las descripciones más vívidas y precisas, y también más memorables y fáciles de visualizar, son un apoyo importante en ese desarrollo. En esta lección, los estudiantes practicarán el uso de adjetivos, adverbios y frases que han aprendido en la lectura como herramientas útiles para hacer descripciones.

Paso a paso 30–45 minutes

1 Presentar y explicar las palabras usadas para describir

- Explique a los estudiantes que hay palabras especiales que ayudan a los escritores y a los hablantes a describir una cosa, un sentimiento o un suceso de manera más precisa. Diga: *Las palabras descriptivos pueden ser de varios tipos. Por ejemplo, pueden ser adjetivos. Un adjetivo es una palabra que dice cómo es algo.* Proporcione un ejemplo como el siguiente:

La manzana es roja y deliciosa.

- Diga: *Las palabras roja y deliciosa son adjetivos. Dicen cómo es la manzana.*
- Explique que para hacer una descripción también se pueden usar adverbios. Diga: *Un adverbio es una palabra que dice cómo, cuándo o dónde se hace algo.* Proporcione un ejemplo como el siguiente:

Bebo el agua lentamente porque está muy fría.

- Diga: *En esta oración, la palabra lentamente es un adverbio que dice cómo bebo el agua. La bebo de manera lenta.*

2 Mostrar cómo identificar palabras usadas para describir

- Muestre a los estudiantes un texto que contenga descripciones. Por ejemplo:

Estoy muy contento porque mi hermano mayor me dejó su bicicleta. Es azul y tiene tres velocidades. ¡Es muy bonita! Es más veloz que mi bicicleta vieja. En ella puedo ir rápido y ganar una carrera. ¡Siempre soñé con tener una bici como esta!

- Pregunte: *¿Cómo es la bicicleta nueva del niño?* Ayude a los estudiantes a identificar los adjetivos y subráyelos. (azul, bonita y veloz)
- Diga: *En este texto, un niño describe la bicicleta que su hermano le dejó. Utiliza las palabras azul, bonita y veloz para describir su bici. Estas palabras son adjetivos.*
- Señale la palabra contento. Diga: *El niño también describe cómo se siente. Dice que está contento. Los adjetivos no solo describen cosas, también describen sentimientos.*
- Pregunte: *¿Cómo puede ir el niño en su bicicleta nueva si está en una carrera?* (rápido) *¿Cuándo soñó el niño con tener una bicicleta como esa?* (siempre) Diga: *La palabra rápido describe cómo se hace algo. La palabra siempre describe cuándo se hace algo. Son adverbios.* Subraye las palabras con otro color para diferenciarlas de los adjetivos.

i-Ready.com Grade 2 | Vocabulario | Usar palabras aprendidas en conversaciones o lecturas | Página 1 de 4

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+ Categorize words appropriate to Grade 2.

+ Identify real-life connections between Grade 2 appropriate wo…

+ Determine the meaning of compound words.

+ Determine the meaning and use of Grade 2 appropriate words…

+ Identify the context that provides clues to the meaning of Gra…

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Grade-Level Planning (Scaffolding)

Helps teachers plan grade-level instruction by:

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

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

When you're teaching a skill . . .

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

Explain an Author's Claim (Info)



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

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

When your class is

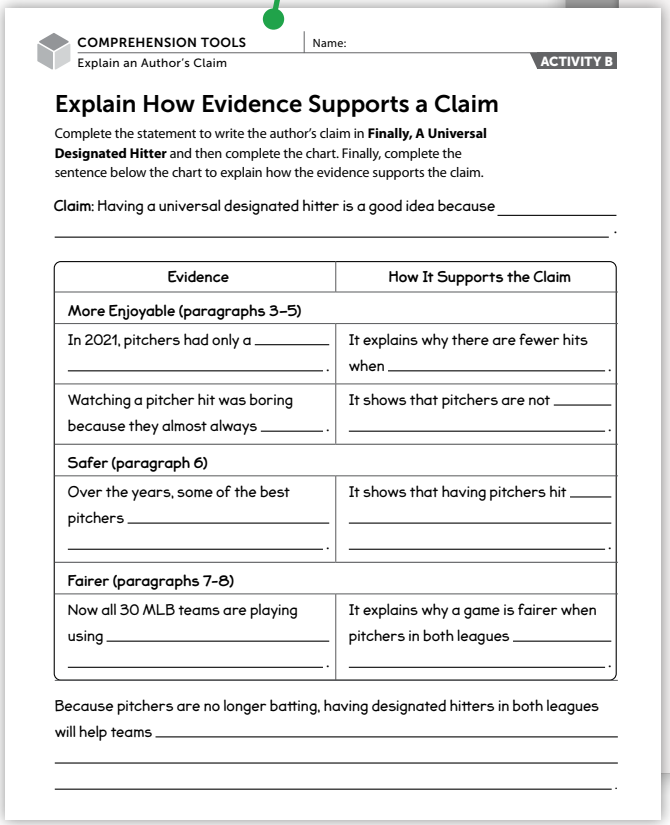
Select all Reading Buddies to see research-based, mixed-level pairings that will provide just the right level of support when reading a text.

Paired Reading	Teacher Support
20 Students	0 Students

All Reading Buddies

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

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



COMPREHENSION TOOLS | Name:

Explain an Author's Claim

ACTIVITY B

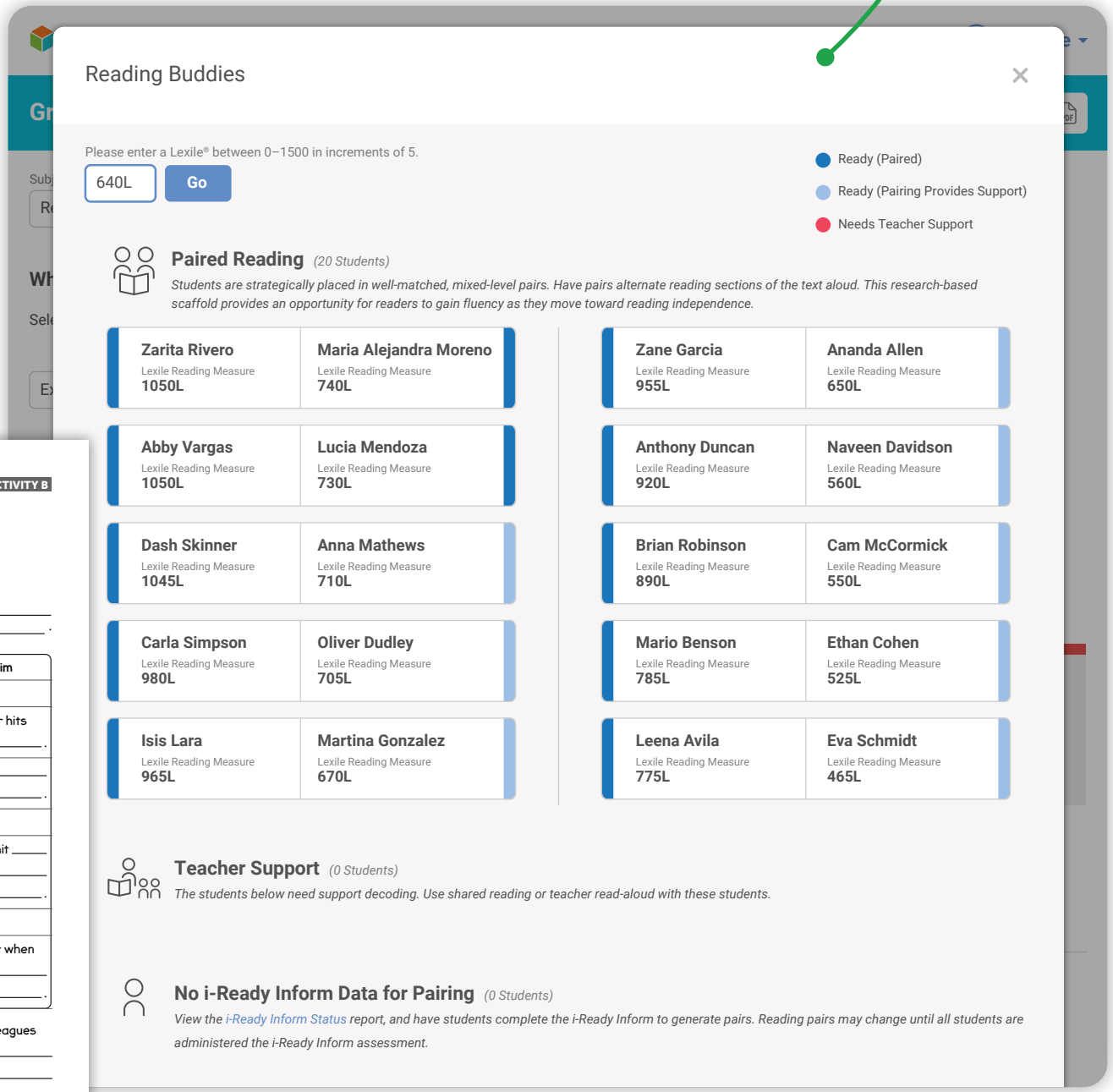
Explain How Evidence Supports a Claim

Complete the statement to write the author's claim in **Finally, A Universal Designated Hitter** and then complete the chart. Finally, complete the sentence below the chart to explain how the evidence supports the claim.

Claim: Having a universal designated hitter is a good idea because _____.

Evidence	How It Supports the Claim
More Enjoyable (paragraphs 3–5)	
In 2021, pitchers had only a _____.	It explains why there are fewer hits when _____.
Watching a pitcher hit was boring because they almost always _____.	It shows that pitchers are not _____.
Safer (paragraph 6)	
Over the years, some of the best pitchers _____.	It shows that having pitchers hit _____.
Fairer (paragraphs 7–8)	
Now all 30 MLB teams are playing using _____.	It explains why a game is fairer when pitchers in both leagues _____.

Because pitchers are no longer batting, having designated hitters in both leagues will help teams _____.



Reading Buddies

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

640L Go

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

Paired Reading (20 Students)

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

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

Teacher Support (0 Students)

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

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

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

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READING Standards Performance for a Class

State-specific in most states!

Standards Performance

Subject: Reading | Class/Report Group: Grade 4, Section 1 | Grade: 4 | i-Ready Inform Assessment: i-Ready Inform Window 1 (08/28/27–09/29/27)

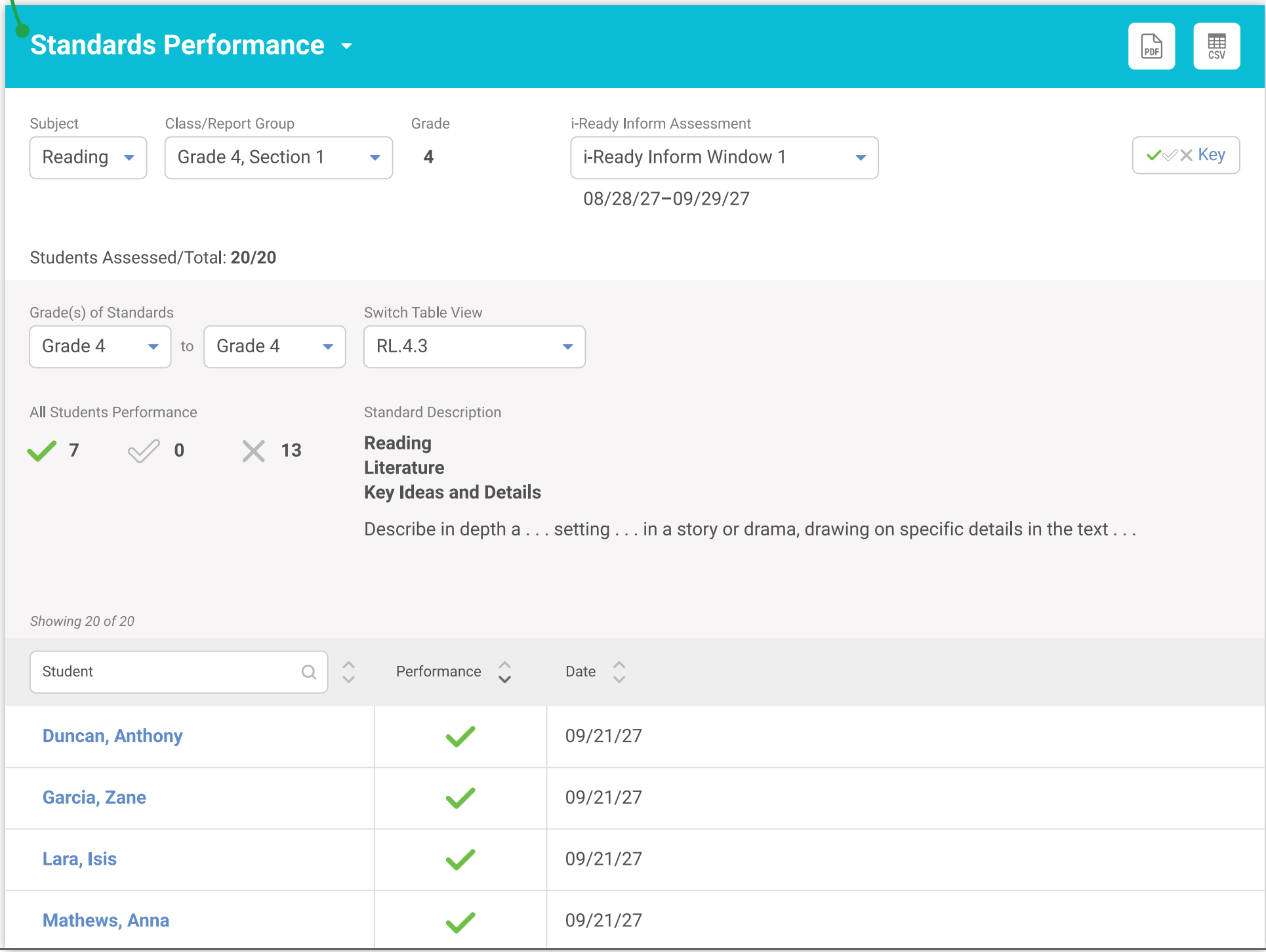
Shows how students are performing against state standards

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

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

Showing 30 of 30

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



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

Standards Mastery Results by Test

Subject: Reading | Class/Report Group: Grade 4, Section 1 | i-Ready Inform Assessment: Grade 4 Reading | Key

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

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

Skills Summary

1 Skill Assigned

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

Assessment Summary

46% Average Assessment Score

9	1	9
Proficient	Progressing	Beginning

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

Showing 20 of 20

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

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

i-Ready Standards Mastery: Differentiated Instructional Support

i-Ready

Compare Accounts of the Same Topic

Standard

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

Prerequisite Standards

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

Overview of Tested Skills

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

Common Misconceptions and Errors

Errors may result from misunderstandings or if students:

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

Ready & **i-Ready** Instructional Resources

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

Beginning

Focus: Developing Underlying Concepts

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

Teacher-led Small Group

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

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

Progressing

Focus: Practicing and Building Confidence

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

Teacher-led Small Group

Teacher Toolbox: Ready Instruction
Grade 4, Lesson 16

Proficient

Independent

Focus: Deepening Understanding

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

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

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Standards Mastery Results

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

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

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

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

Read the passages. Then answer the questions that follow.

Joshua Slocum:

Sailing Solo

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

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

0/1 point

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

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

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

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

and trip today.

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

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MATHEMATICS *i-Ready Inform* Results for a Class

i-Ready Inform Results

PDF CSV

Subject: Math

Class/Report Group: Grade 5, Section 1

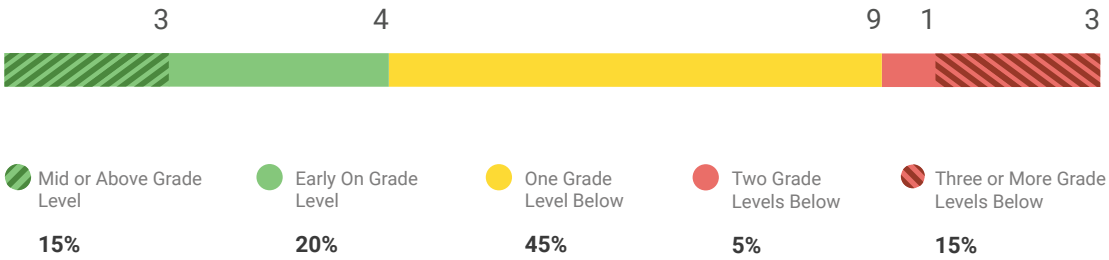
i-Ready Inform Assessment: i-Ready Inform Window 1

08/28/27–09/29/27

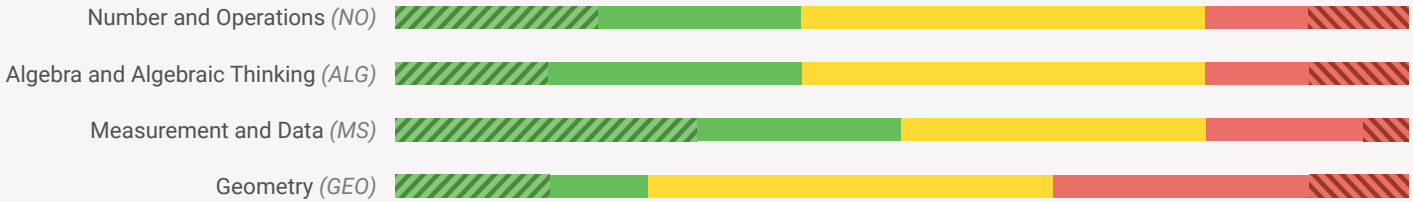
Gives a comprehensive picture of:

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

Overall Placement



Placement by Domain*



*Students not completed are not included.

Learn about Max Score and Surpassed Level

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

Criterion Referenced

Norm Referenced

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

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MATHEMATICS *i-Ready Inform* Results for a Student

i-Ready Inform Results ▾ Elijah Powell ▾ Grade 5

Subject: Math ▾

i-Ready Inform Assessment: i-Ready Inform 1 (09/15/27) ▾

Key

i-Ready Inform 1

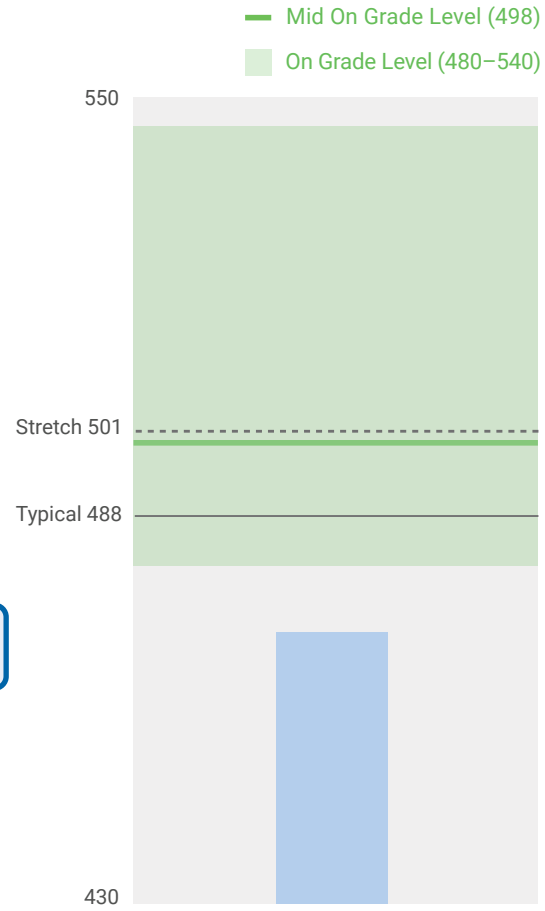
Typical Growth

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

Stretch Growth®

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

Research-based growth goals



i-Ready Inform 1
470 Q&A
Grade 4
09/15/27

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

Overall	Grade 4 (470) Standard Error +/- 7	
Domain	Placement ⓘ	Can Do & Next Steps
Number and Operations	Grade 4	↓
Algebra and Algebraic Thinking	Grade 4	↓
Measurement and Data	Grade 4	↓
Geometry	Grade 3	↓

Gives teachers insight into:

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

National Norm Performance and Quantile® Framework for Mathematics Measure

National Norm
60th Percentile

Quantile Measure:
685Q

Quantile Range:
635Q–735Q

Understanding Quantile Measures

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

How to Use Quantile Tools on the Hub

Placement by Domain

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

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

Developmental Analysis

At placement levels 3–5, this domain addresses angles and perpendicular and parallel lines, classification of two-dimensional figures, line symmetry, and plotting points on the coordinate plane. Test results indicate that Elijah may benefit from practice identifying different quadrilaterals, lines of symmetry, and different types of lines and angles.

Can Do

Standards

Combine and separate two-dimensional shapes to create other two-dimensional shapes and predict the results.

Standards

Find the total number of square units in a rectangle divided into same-size squares.

Standards

Massachusetts Curriculum Framework for Mathematics

Focus Standard(s)

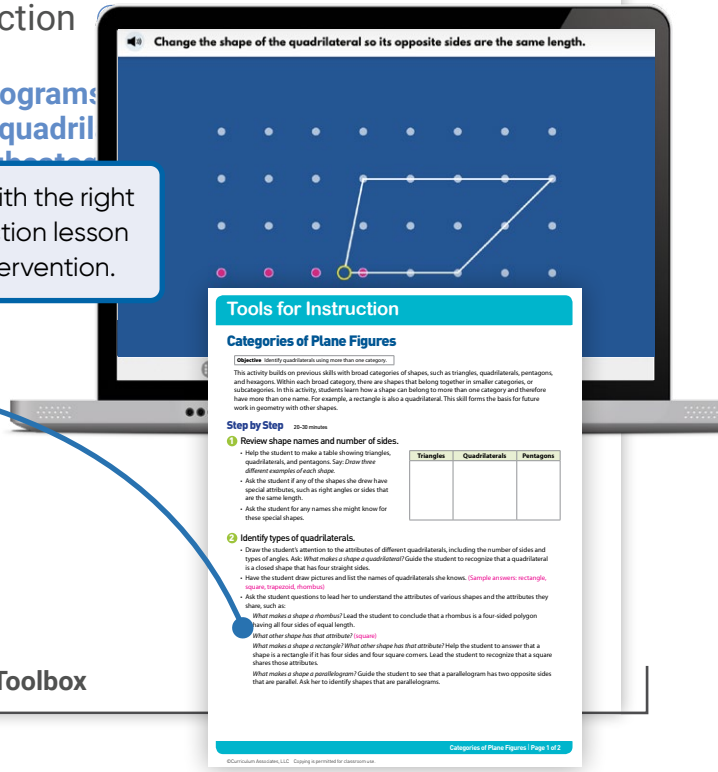
1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) . . . to create a composite shape . . .
K.G.B.6	Compose simple shapes to form larger shapes.

Next Steps & Resources for Instruction

– **Identify squares, rectangles, parallelograms and recognize them as examples of quadril that do not belong to any of these subcate**

Identify squares, rec them as examples o these subcategories

Support students with the right Personalized Instruction lesson and teacher-led intervention.



Tools for Instruction

Categories of Plane Figures
Categorías de figuras planas
Categories of Shapes
Categorías de las figuras

Additional Resources

***Ready*® *Mathematics* Instruction**
Or
Digital Access to *Ready* through Teacher Toolbox

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Grade-Level Planning (Prerequisites)

Helps teachers plan grade-level instruction by:

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

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

Know the Math: i-Ready Topic Overview

Fraction Operations, Part 1

Students build on their knowledge of adding and subtracting fractions with like denominators and of equivalent fractions to learn to add and subtract fractions and mixed numbers with unl . . .

+ Show More

Learning Progression

Identify Class Prerequisite Needs



Topic Group A
Understand Grouping
2 Students

Topic Group B
Understand Grouping
4 Students

Topic Group C
Understand Grouping
10 Students

Topic Group D
Understand Grouping
4 Students

View All Students

Maximize Whole Class Instruction

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

Topic Support (On-the-Spot Teaching Tips)

Prerequisite Skills for Upcoming Instruction

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

Add and Subtract Fractions

Add and Subtract Fractions i

Add and subtract fractions ar
like denominators
(Prerequisite Skill)

Understand equivalent fractio
(Prerequisite Skill)

Fractions as Division

Understand Products of Frac

Multiply Fractions Using an Area Model

Understand division as equal sharing
(Prerequisite Skill)

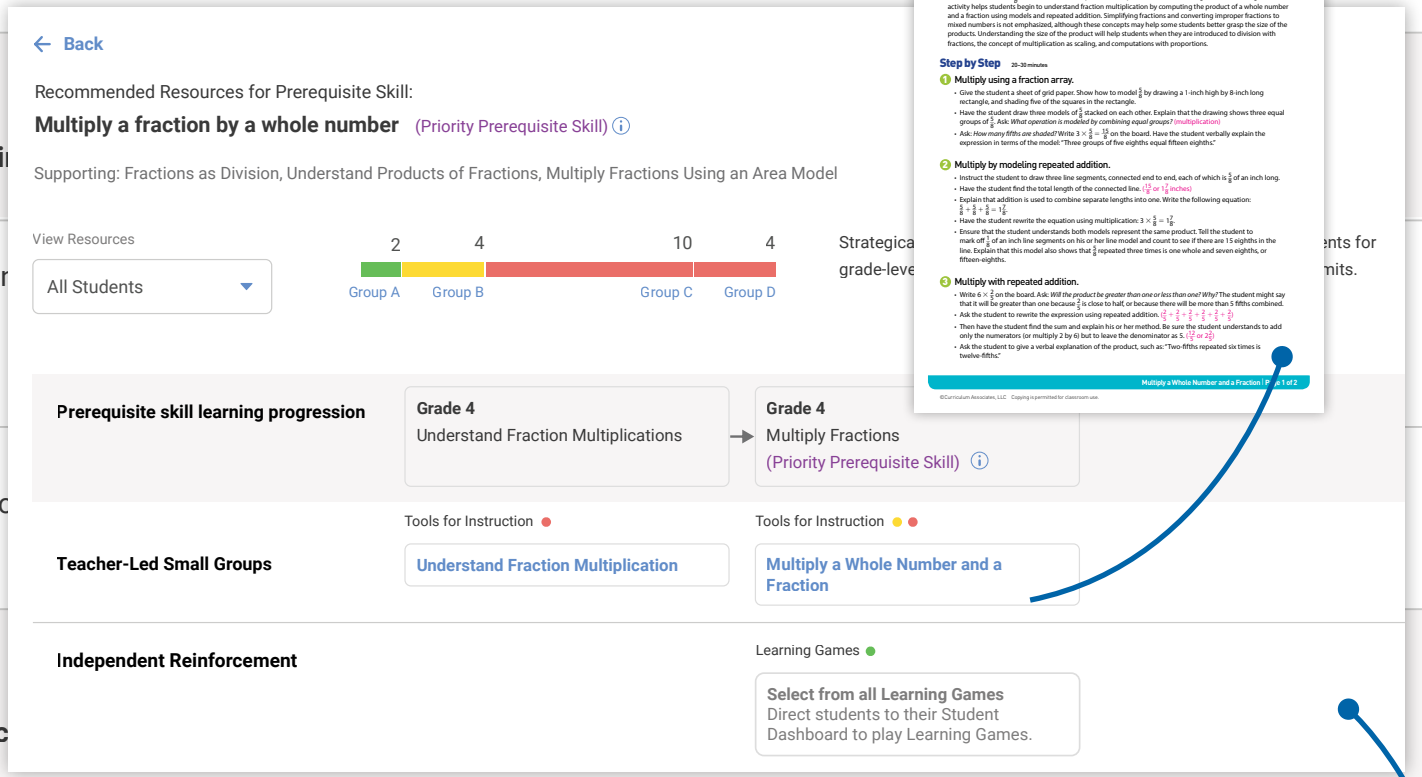
2 4 10 4
Group A Group B Group C Group D

View Resources

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

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

View Resources



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MATHEMATICS Instructional Groupings

Instructional Groupings

Helps teachers differentiate instruction by providing:

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

Subject: Math

Class/Report Group: Grade 5, Section 1

i-Ready Inform Assessment: i-Ready Inform Window 1

08/28/27–09/29/27

Grade: Grade 5

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

Students

Showing 10 of 10

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

– Hide Grouping Description

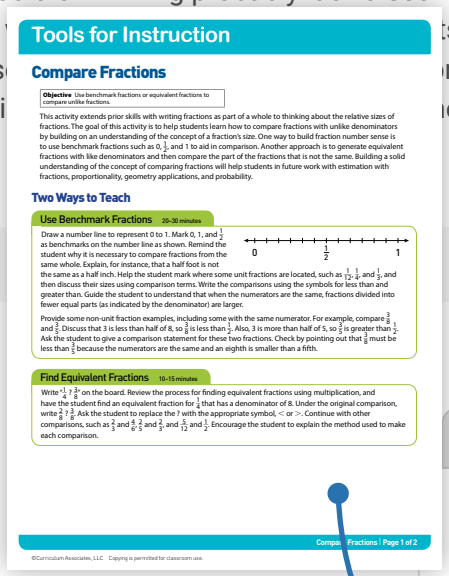
Students in this Grouping are One Grade Level Below in Number and Operations or Algebra and Algebraic Thinking.

Instructional Priorities

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

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

Close


Tools for Instruction

Compare Fractions

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

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

Two Ways to Teach

Use Benchmark Fractions 20–30 minutes

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

0 $\frac{1}{2}$ 1

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

Find Equivalent Fractions 10–15 minutes

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

Compare Fractions | Page 1 of 2

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Recommendations for Teacher-Led Instruction

Operations

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

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

Number–Fractions

- Decompose a fraction into a sum of fractions with like denominators.
- Compare fractions with unlike denominators.
- Write equivalent fractions, including fractions in simplest terms.

Resources

English (22) Spanish (22)

Number and Operations

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

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MATHEMATICS *i-Ready Inform* Growth for a Student

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

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

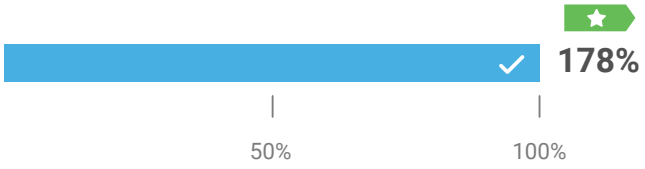
Subject: Math

Year-to-Date Growth

Learn More about Growth

Progress to Annual Typical Growth

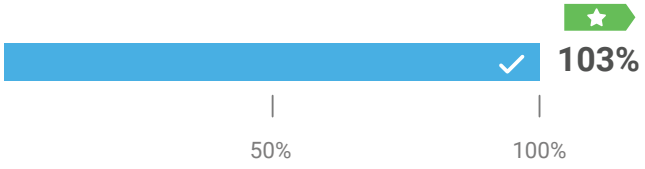
Scale Points: 32/18



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

Progress to Annual Stretch Growth®

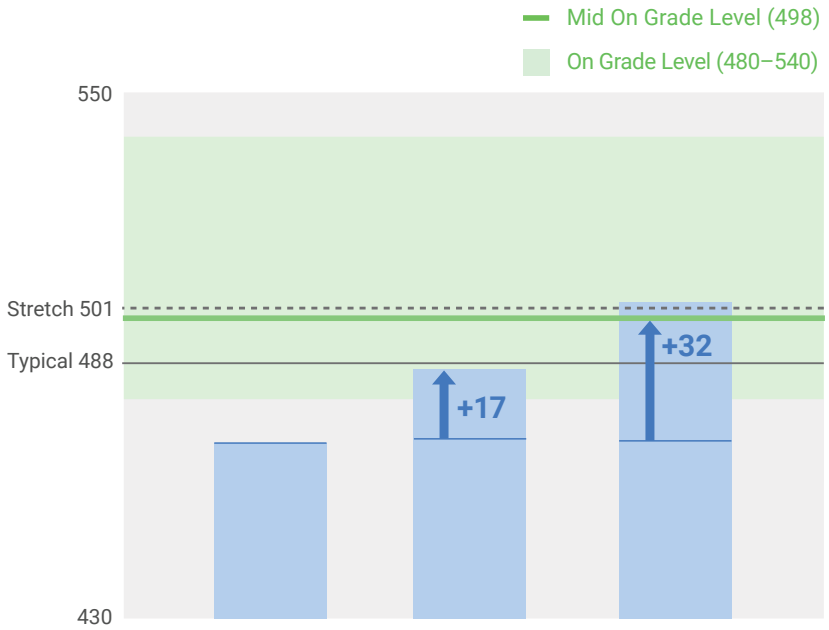
Scale Points: 32/31



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

This student will likely need to meet or exceed their Annual Stretch Growth target for at least 1 year to be proficient if the student is not proficient already. This is based on students with the same baseline placement who eventually achieved proficiency. Proficient for Grade 5 is a Mid On Grade Level scale score of 498.

Overall i-Ready Inform Growth



i-Ready Inform 1†	i-Ready Inform 2	i-Ready Inform 3
470	487	502
Grade 4	Early 5	Mid 5
09/15/27	12/15/27	05/15/28

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

Placement by Domain

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

↑ Placement Improved from Baseline

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

Both Typical Growth and Stretch Growth provide targets that are research-based.

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

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

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MATHEMATICS *i-Ready Inform* Growth for a Class

i-Ready Inform Growth

Subject: Math

Class/Report Group: Grade 5, Section 1

Comparison i-Ready Inform Assessment: i-Ready Inform 3

05/01/28–06/01/28

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

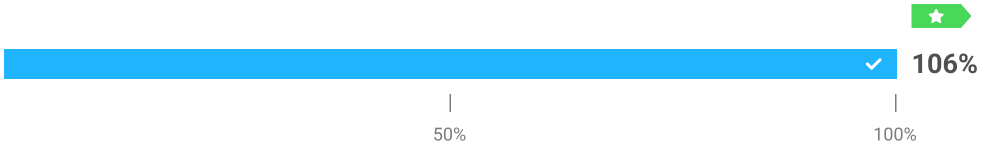
- Progress toward proficiency
- Annual growth expectations

Progress to Annual Growth

Learn More about Growth

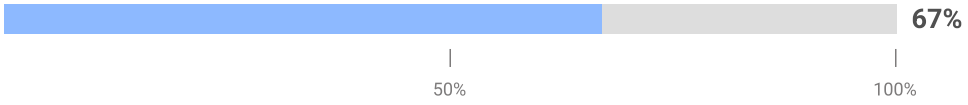
Typical Growth (Median)

Typical Growth is the average annual growth for a student in their grade and baseline placement level.

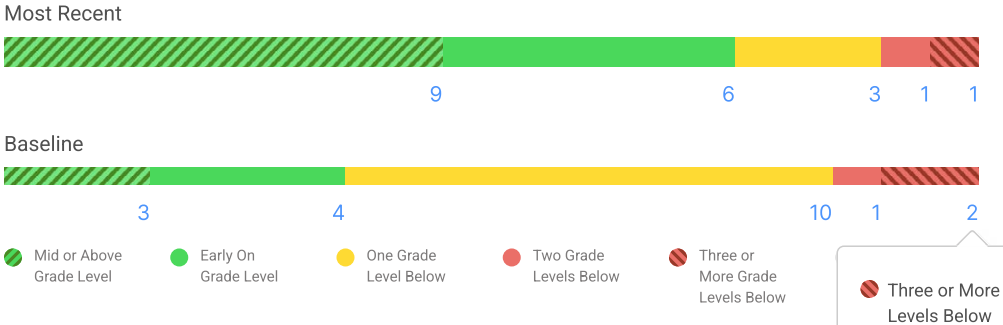


Stretch Growth® (Median)

Stretch Growth® is an ambitious but attainable level of annual growth which puts students who placed below-grade level on a path towards proficiency and students who placed on-grade level on a path to advanced proficiency levels.



Current Placement Distribution



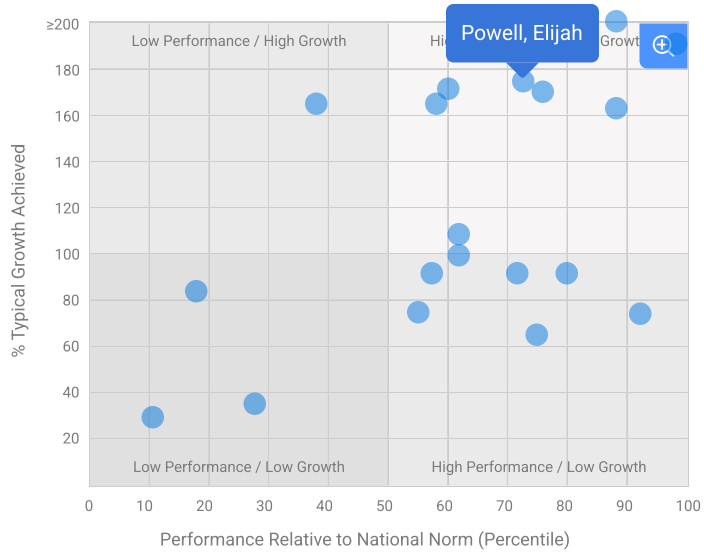
The Mapping between 5-Level and 3-Level Placements

Three or More Grade Levels Below
10%

Cochran, Damon

Growth vs. Performance

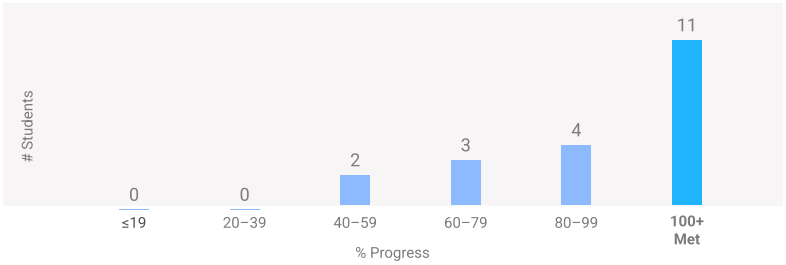
Understanding the Quadrant Chart



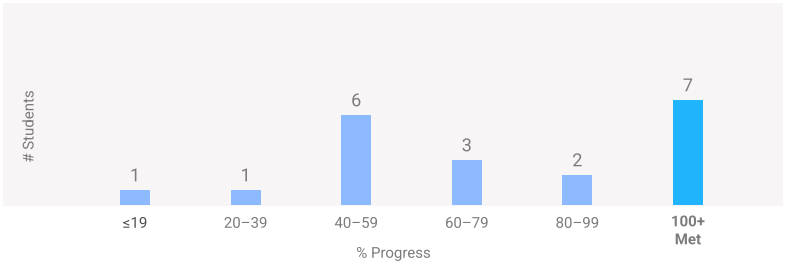
Simmons, Tristan

Progress Distributions

Distribution of Progress to Annual
Typical Growth



Distribution of Progress to Annual
Stretch Growth®



Showing 20 of 20

Student	Annual Typical Growth		Annual Stretch Growth®		Baseline Placement & Scale Score	Current Placement & Scale Score
	Percent Progress	Scale Score Progress	Percent Progress	Scale Score Progress		
Baker, Danielle	161%	29/18	94%	29/31		
Bowers, Tara	78%	14/18	45%	14/31		
Choi, Isabelle	172%	31/18	100%	31/31		
Cochran, Damon	85%	17/20	41%	17/41	Grade 2 (429)	Grade 3 (446)
Powell, Elijah	178%	32/18	103%	32/31	Grade 4 (470)	Mid 5 (502)
Ramirez, Gabriella	111%	20/18	65%	20/31	Grade 4 (472)	Early 5 (492)

Meeting Typical Growth keeps a student on pace, while meeting Stretch Growth helps close the gap to grade level. Elijah met his Stretch Growth target—and closed the gap, moving a full grade level ahead in a year.

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MATHEMATICS *i-Ready Inform* Growth for a School

i-Ready Inform Growth

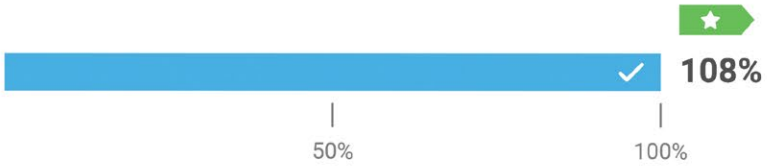
Subject: Math
School: Cyprus K–8
Academic Year: Current Year
Comparison i-Ready Inform Assessment: i-Ready Inform 3
05/03/28–06/03/28

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

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

- Progress toward proficiency
- Annual growth expectations

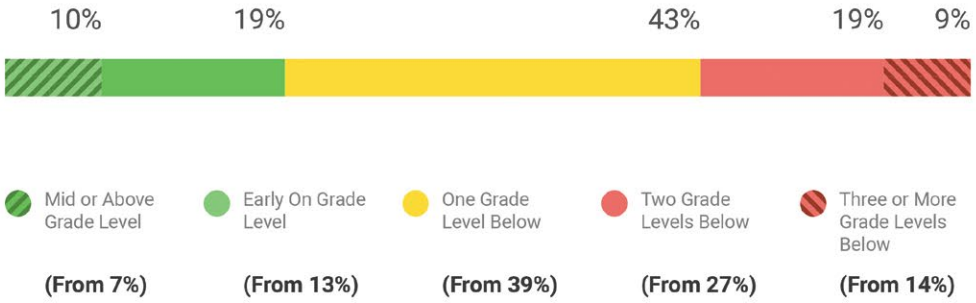
Progress to Annual Typical Growth (Median)



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

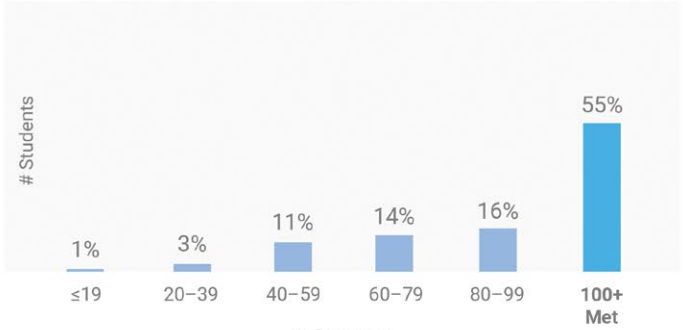
Learn More about Growth

Current Placement Distribution

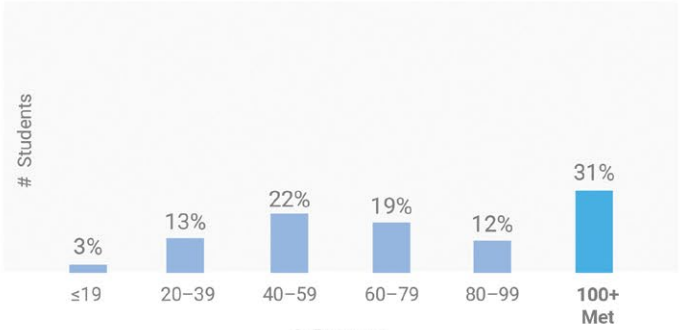


The Mapping between 5-Level and 3-Level Placements

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

Showing 9 of 9

Grade	Annual Typical Growth		Annual Stretch Growth		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	114%	65%	79%	35%	65%	60/60
Grade 1	107%	67%	84%	33%	30%	63/63
Grade 2	106%	60%	71%	26%	64%	66/70
Grade 3	110%	80%				
Grade 4	111%	80%				
Grade 5	108%	65%				
Grade 6	114%	71%				
Grade 7	108%	85%				
Grade 8		85%				



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

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

i-Ready Inform Results

Subject: Math

School: All Schools

Academic Year: Current Year

i-Ready Inform Assessment: i-Ready Inform Window 2
12/01/27–12/31/27

Prior i-Ready Inform Assessment: i-Ready Inform Window 1
08/28/27–09/29/27

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

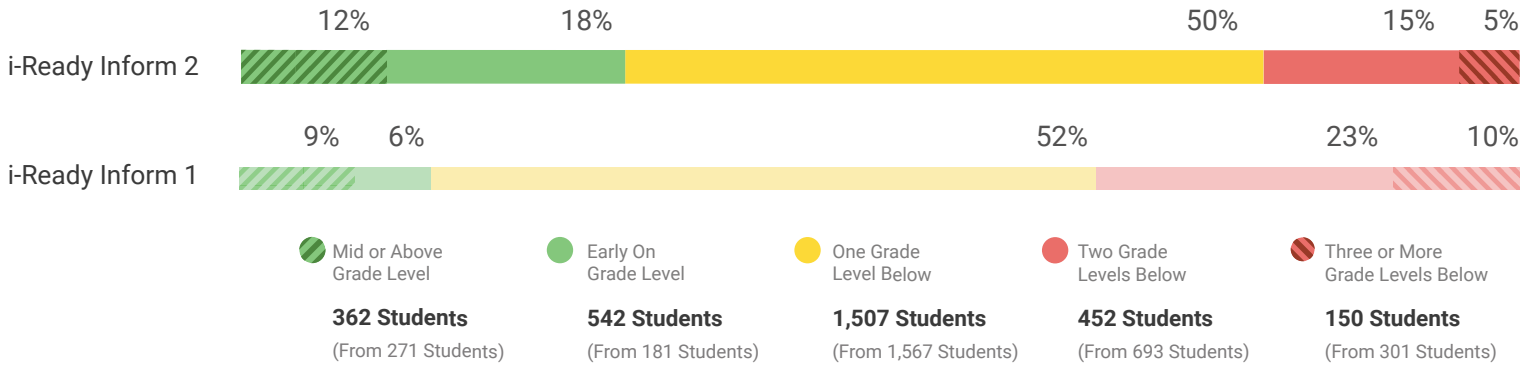
- Provides a comprehensive picture of student performance
- Allows administrators to set intervention strategies and make resource allocation decisions

Criterion Referenced

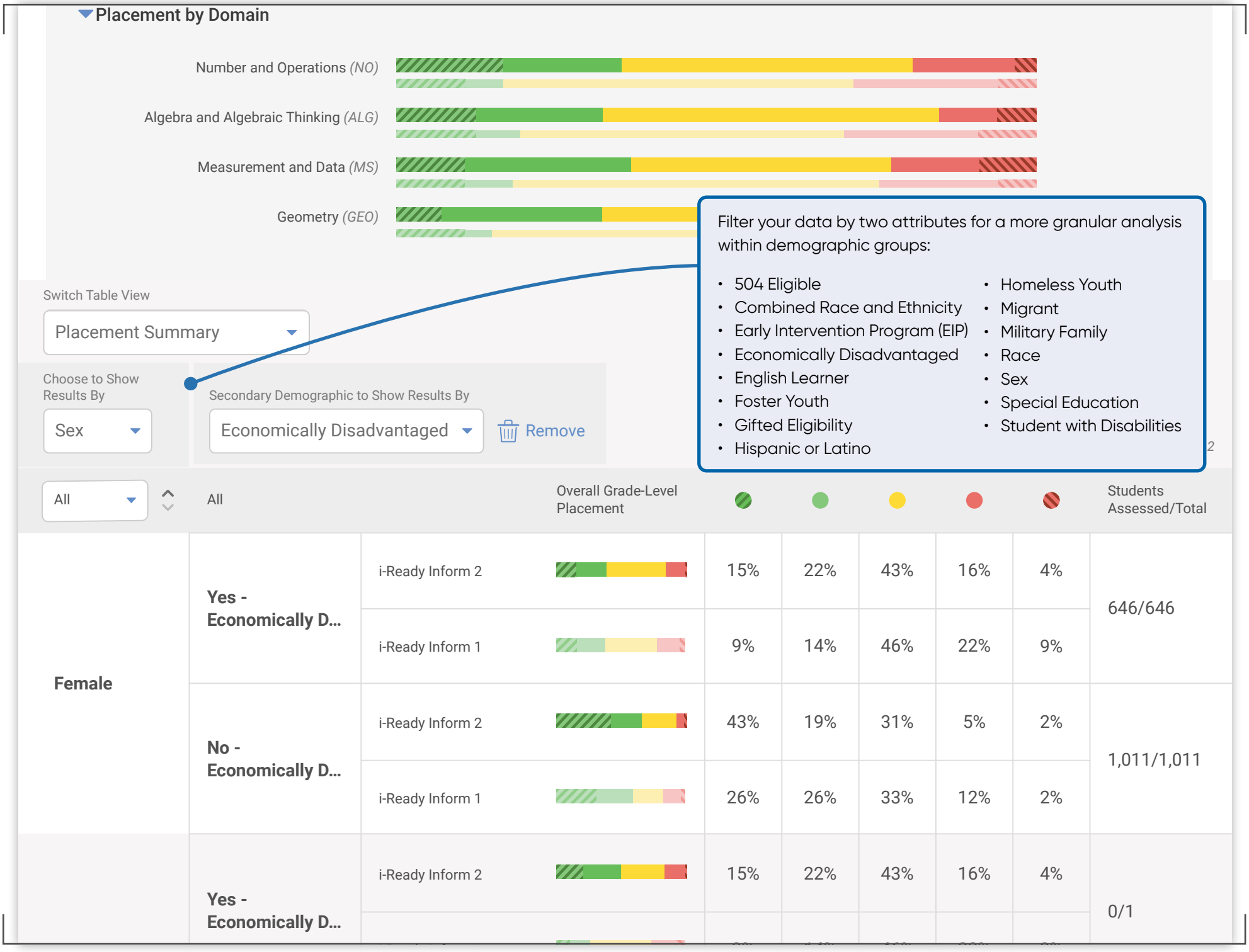
3-Level Placement | 5-Level Placement (*Enhanced*)

Overall Placement

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



The Mapping between 5-Level and 3-Level Placements



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MATHEMATICS Standards Performance for a Class

State-specific in most states!

Standards Performance

Subject: Math | Class/Report Group: Grade 5, Section 1 | Grade: 5 | i-Ready Inform Assessment: i-Ready Inform Window 1 (08/28/27–09/29/27)

Key

Shows how students are performing against state standards

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

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

Showing 12 of 43

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

Standards Performance

Subject: Math | Class/Report Group: Grade 5, Section 1 | Grade: 5 | i-Ready Inform Assessment: i-Ready Inform Window 1 (08/28/27–09/29/27) | Key

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

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

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

Standard Description

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

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

Student	Performance	i-Ready Inform Language	Date
Patel, Mia	✓		09/21/27
Ramirez, Gabriella	✓	*Spanish*	09/21/27
Sanchez, Abby	✓	*Spanish*	09/21/27
Tan, Melanie	✓		09/21/27
Vo, Isaiah	✓		09/21/27

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

Standards Mastery Results by Test

Subject: Math

Class/Report Group: Grade 5, Section 1

i-Ready Inform Assessment: Grade 5 Fractions

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

Students Unassigned: **1**

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

Skills Summary

3 Skills Assigned

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

Assessment Summary

46% Average Assessment Score

3 Proficient

6 Progressing

7 Beginning

5.NF.A.1

Use dropdown to view Skill Summary

View Assessment

Key

Showing 20 of 20

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

i-Ready Standards Mastery: Differentiated Instructional Support

i-Ready

Add and Subtract Fractions with Unlike Denominators

Standards

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

Prerequisite Standards

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

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

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

Overview of Tested Skills

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

Common Misconceptions and Errors

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

Errors may also result if students:

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

Ready & i-Ready Instructional Resources

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

Beginning

Focus: Developing Underlying Concepts

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

Teacher-led Small Group

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

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

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

Student-led Small Group

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

Progressing

Focus: Practice and Building Confidence

Help students pay careful attention to the words and the numbers in each problem. Build confidence with independent practice with rewriting sums or differences of fractions with unlike denominators as sums or differences with like denominators.

Independent

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

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

Student-led Small Group

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

Proficient

Focus: Deepening Understanding

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

Student-led Small Group

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

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

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

Standards Mastery Results

School	Cyprus K–8
Subject	Mathematics
Student	Powell, Elijah
Student ID	ELPowell4896
Student Grade	5
Assessment	Grade 5 Mathematics 5.NF.A.1: Add and Subtract Fractions with Unlike Denominators Form A
Score	58%
Completion Date	11/10/27

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 dropdown 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.

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MATHEMATICS Growth Monitoring Results for a Student

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

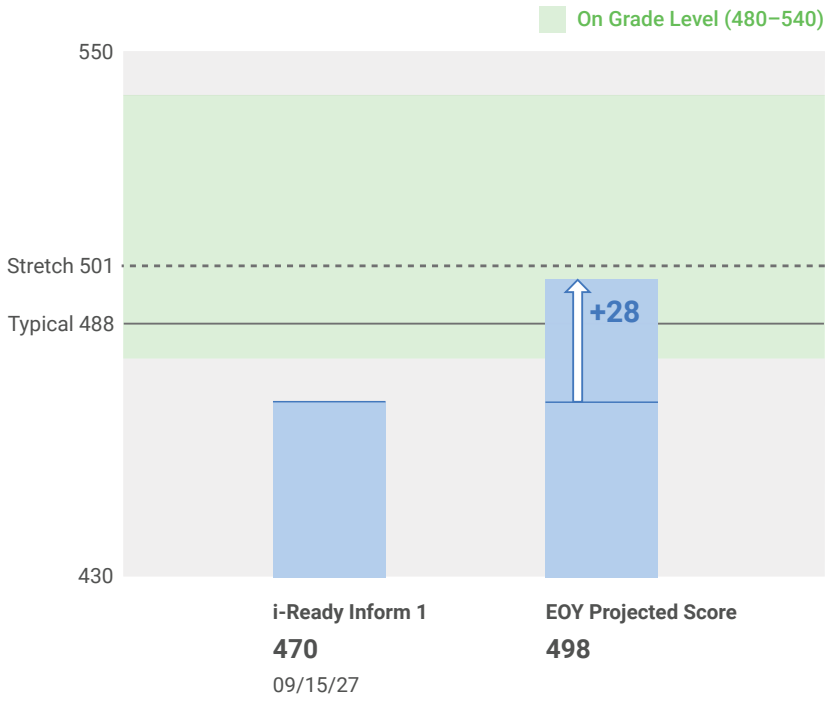
Subject

Math ▾

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

Also available for Reading

Student Growth Monitoring Report



Initial Scale Score: 470 EOY Projected Growth: +28

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

Supporting Data

Test Date	Test Type	Scale Score	Standard Error
09/15/27	i-Ready Inform*	470	+/- 12
10/13/27	Growth Monitoring	473	+/- 18
11/05/27	Growth Monitoring	476	+/- 18

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

Learn More about Growth Monitoring

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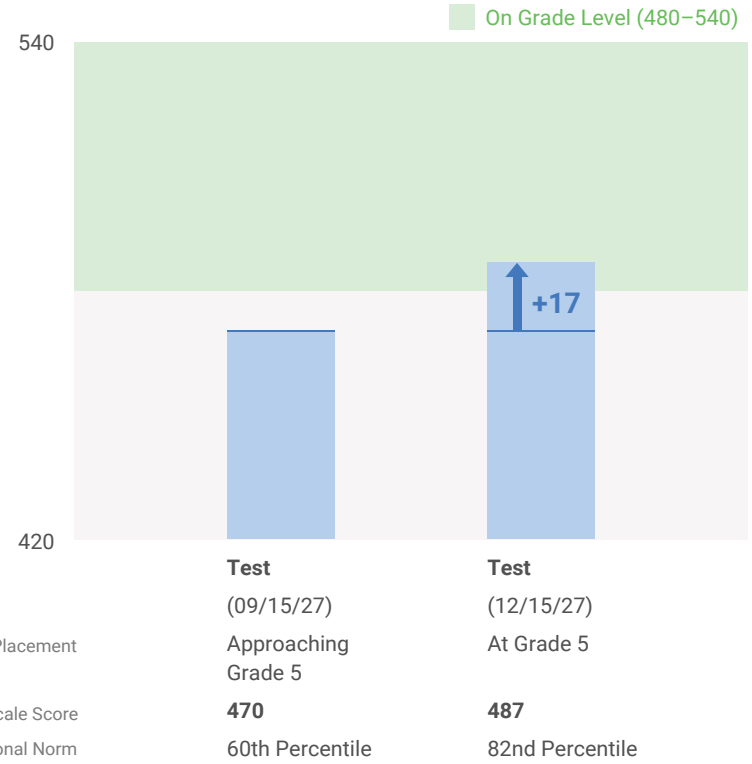
For Families

i-Ready

Subject	Math	**Student**	Elijah Powell
Student Grade	5	**Student ID**	ElPowell4896

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

Elijah's Overall Math Performance



Domain	Test (09/15/27)	Test (12/15/27)
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 4
Measurement and Data	Approaching Grade 5	At Grade 5
Geometry	Needs Improvement	At 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

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

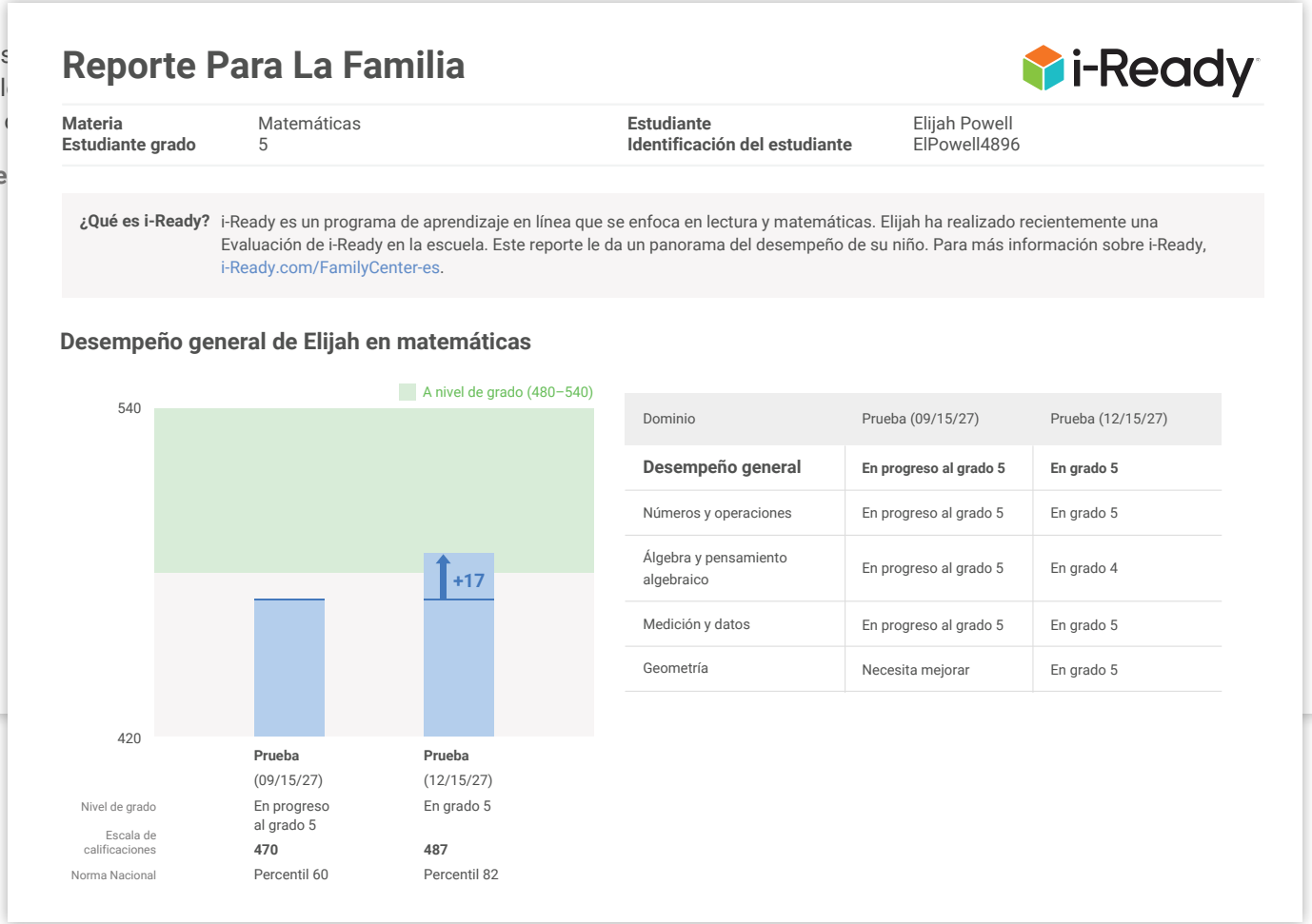
Ask your student's teacher for additional insight into their progress and to get ideas and resources to support your student's learning at home.

Understanding Key Terms

Placement levels are used to guide ins
Placement levels are based on Elijah's l
on each subtest, and they describe the

The four possible placement levels are

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



Reporte Para La Familia

i-Ready

Materia	Matemáticas	**Estudiante**	Elijah Powell
Estudiante grado	5	**Identificación del estudiante**	ElPowell4896

¿Qué es i-Ready? i-Ready es un programa de aprendizaje en línea que se enfoca en lectura y matemáticas. Elijah ha realizado recientemente una Evaluación de i-Ready en la escuela. Este reporte le da un panorama del desempeño de su niño. Para más información sobre i-Ready, i-Ready.com/FamilyCenter-es.

Desempeño general de Elijah en matemáticas

Dominio	Prueba (09/15/27)	Prueba (12/15/27)
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 4
Medición y datos	En progreso al grado 5	En grado 5
Geometría	Necesita mejorar	En grado 5

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MATHEMATICS Historical Results for a Student

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

PDF | CSV (2) ▾

Subject

Math ▾

Grade 2
2024–2025

Grade 3
2025–2026

Grade 4
2026–2027

Provides an overview of:

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

Also available for Reading

2026–2027 i-Ready Inform Performance Summary (Grade 4)

	i-Ready Inform 1 *09/14/26*	i-Ready Inform 2 *12/14/26*	i-Ready Inform 3 *05/15/27*
i-Ready Inform Growth			
Progress to Typical Growth ⓘ	–	17/23 (74%)	31/23 (135%)
Progress to Stretch Growth® ⓘ	–	17/34 (50%)	31/34 (91%)
Overall Placement			
Placement & Scale Score ↑	Grade 3 (447) Standard Error +/- 6	Grade 3 (464) Standard Error +/- 6	Early 4 (478) Standard Error +/- 6

Placement by Domain

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

2026–2027 Personalized Instruction Activity Summ

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

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

Historical data is also available at the class level.

Historical Results 2026–2027

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

Progress to Annual Typical Growth (Median)

20 Students Assessed

105%

50% 100%

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

Final Overall Placement

4 5 7 2 2

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

% Lessons Passed

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

i-Ready Inform Growth Summary — *Choose your table view.*

Showing 20 of 20

Student	i-Ready Inform Summary: Baseline Placement & Scale Score	i-Ready Inform Summary: Final Placement & Scale Score	Annual Typical Growth: Percent Progress	Annual Typical Growth: Scale Score Progress	Annual Stretch Growth®: Percent Progress	Annual Stretch Growth®: Scale Score Progress
Bowers, Tara	Grade 2 (421)	Early 3 (461)	154%	40/26	100%	40/40
Warren, Santino	Grade 2 (427)	Mid 3 (467)	154%	40/26	100%	40/40
Powell, Elijah	Grade 3 (447)	Early 4 (478)	135%	52/33	91%	31/34

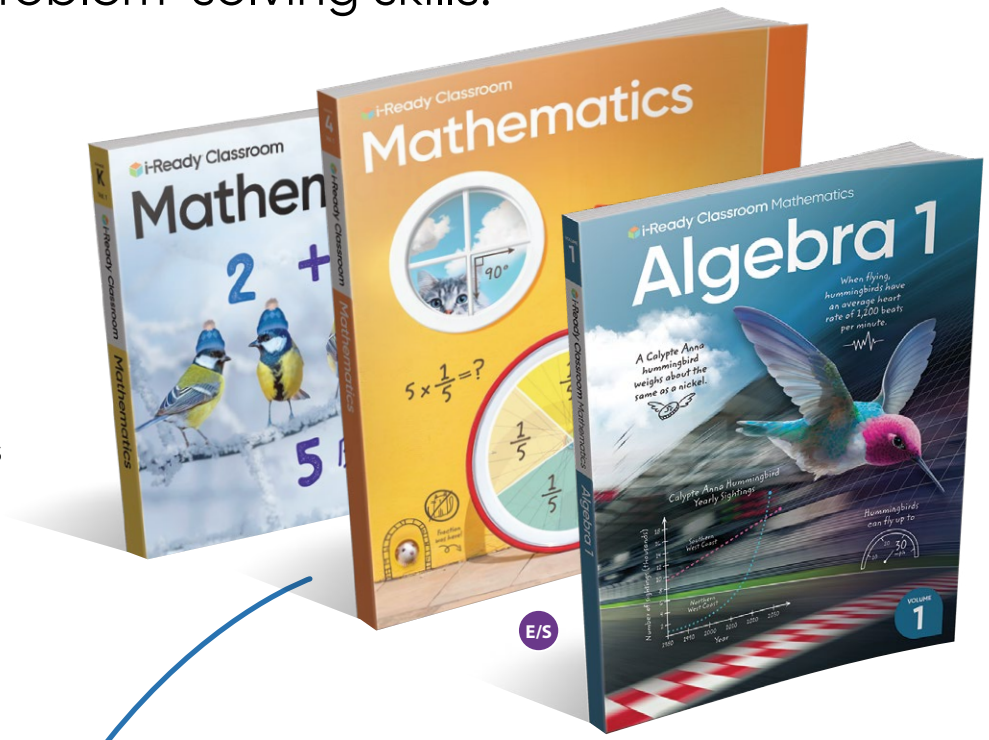
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Research-Based Mathematics, Connected to *i-Ready* Insights

Our core program helps educators act on *i-Ready Assessment* data with instruction that builds mathematical understanding and problem-solving skills.

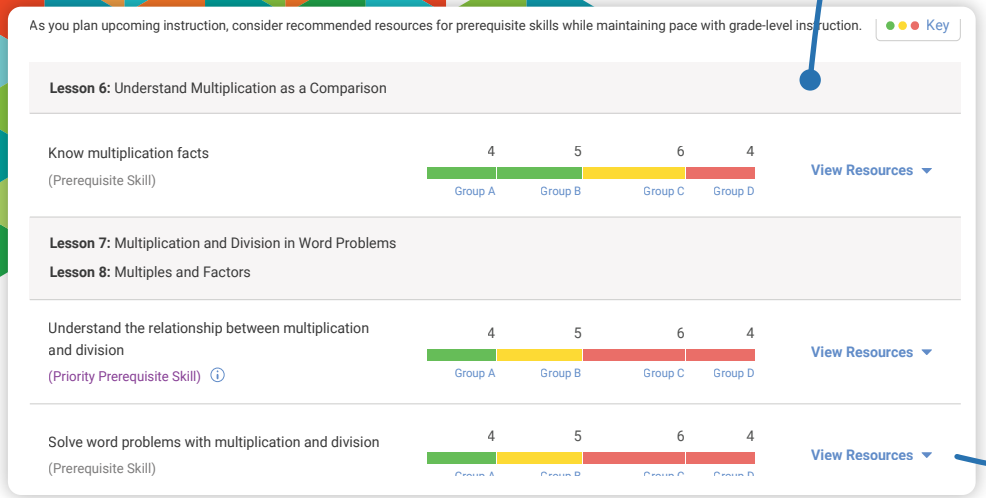
Core Mathematics Program Designed for Impact

i-Ready Classroom Mathematics is a core, pre-K through Algebra 1 program designed to help all students succeed with rigorous, grade-level content. High-impact teaching strategies maximize instructional time, build independent mathematical thinkers, and connect *i-Ready Inform* insights to curated, scaffolded resources.



Discover how ***i-Ready Classroom Mathematics*** supports every student's mathematical growth.

i-ReadyClassroomMathematics.com/24

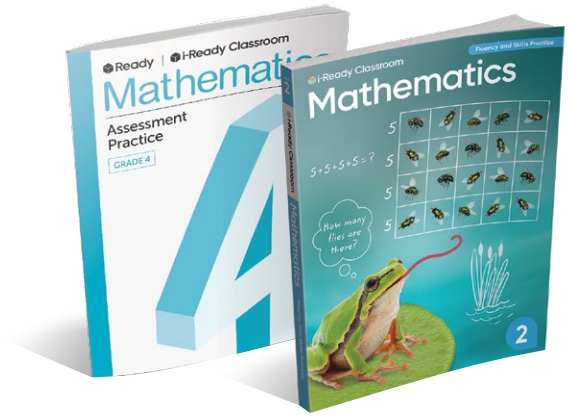


Sample *i-Ready* Grade-Level Planning (Prerequisites) Report for *i-Ready Classroom Mathematics*, Grade 4

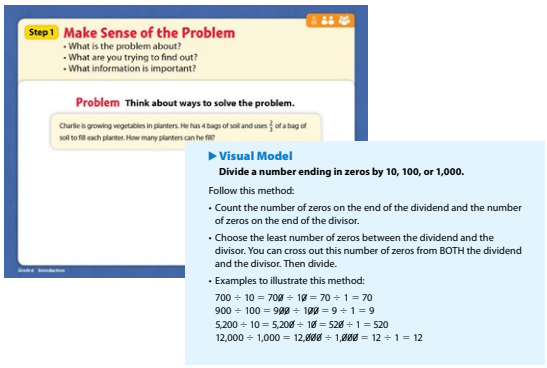
i-Ready Classroom Mathematics uses *i-Ready Inform* to help teachers understand each student's needs, adjust groups quickly, and access targeted classroom-ready resources.



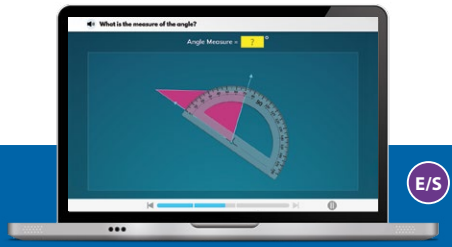
Support to Complement Core Instruction with Content That Engages Pre-K through Algebra 1 Mathematics



Optional targeted practice for each lesson uses patterns and repeated reasoning to build mathematics skills.



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



E/S

***i-Ready Personalized Instruction* for Grades K–8**

Digital instruction connects *i-Ready Inform* insights to targeted lessons, helping students build conceptual understanding, procedural fluency, and confidence in math.

E/S Available in English and Spanish

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Research-Based Literacy, Connected to *i-Ready* Insights

Our core and supplemental programs help educators act on *i-Ready* assessment data with instruction that builds literacy skills and knowledge.

Magnetic Literacy will be available for Grades 7 and 8 for Back to School 2027.

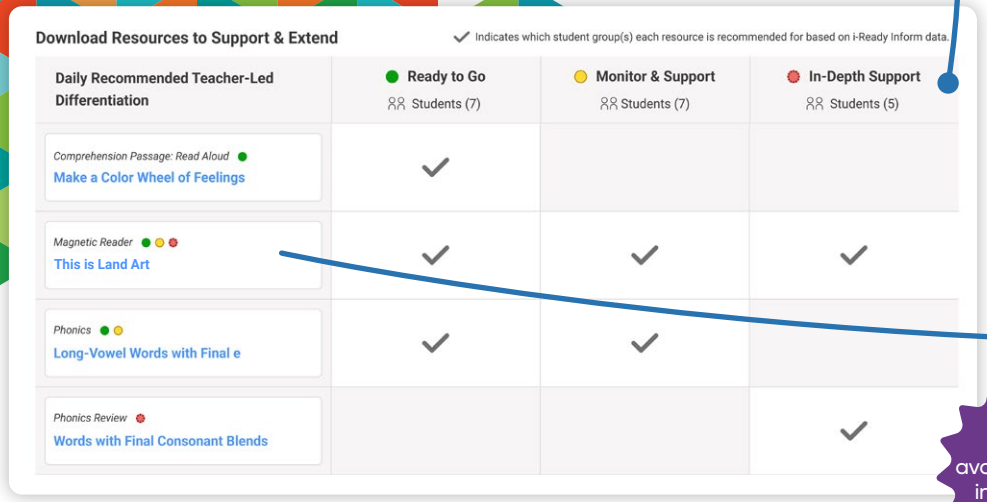
Connect with us to learn more.



Core Literacy Programs That Grow Readers, Writers, and Thinkers

Magnetic Literacy and ***Mosaico: Lectoescritura por i-Ready*** provide K–6 integrated core literacy instruction in English and Spanish that equips every student to read deeply, think critically, and communicate with confidence.

Use each program on its own or pair them for a complete biliteracy solution.



Sample *i-Ready* Grade-Level Planning (Scaffolding) Report for *Magnetic Literacy*, Grade 2

Reports available soon in Spanish!

Both programs are powered by *i-Ready*, giving teachers a clear picture of each student's needs and direct access to the targeted, classroom-ready resources to act on them.



Sample Decodable Readers (English and Spanish)

Supplemental Programs That Strengthen Readers

Address specific needs in foundational skills, vocabulary, and comprehension with flexible print and digital instruction.

Magnetic Foundations and ***Mosaico: Fundamentos por i-Ready***

Grades K–2

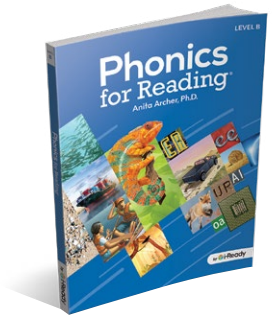


Explicit, systematic English and Spanish foundational skills instruction

Programs pair seamlessly for dual language instruction.

Phonics for Reading

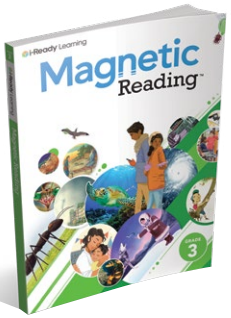
Grades 3–12



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

Magnetic Comprehension

Grades 3–5



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

i-Ready Personalized Instruction

Grades K–8 (English), K–5 (Spanish)



Digital instruction in foundational skills, vocabulary, and comprehension that uses *i-Ready Inform* insights to meet each student's needs.

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i-Ready Personalized Instruction

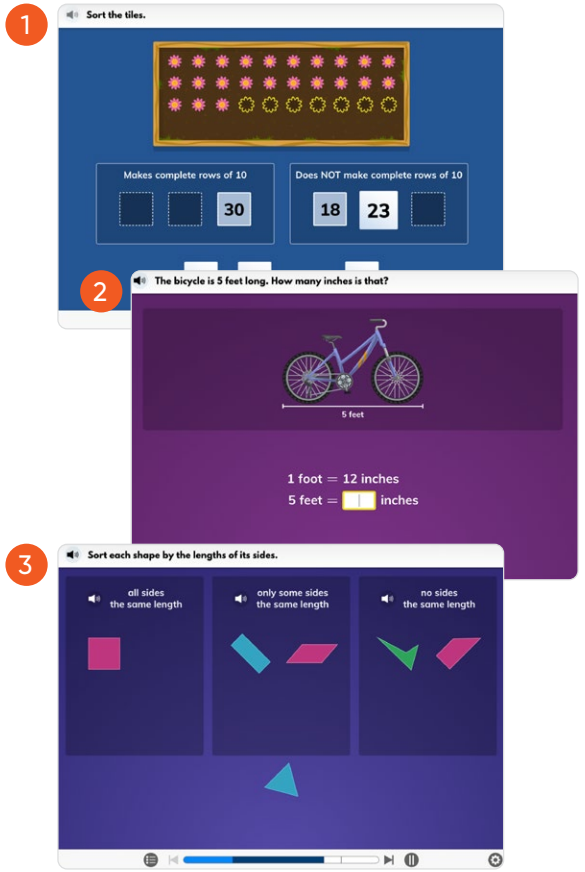
Turn Data into Growth

Automatically connect *i-Ready Inform* insights to targeted Mathematics and Reading instruction—giving teachers a powerful differentiation tool to support a wide range of student needs across Grades K–8.

Give Each Student What They Need

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

Each student receives a personalized pathway of lessons tailored to their needs.



Lessons adapt to students, providing scaffolds and feedback when they need support and opportunities to move ahead when they don't.

Backed by Extensive Research

50+

published efficacy studies designed to meet **ESSA Tier 2 or Tier 3 standards**

Reviewed by **leading independent** organizations, including

EVIDENCE for ESSA

ies WHAT WORKS CLEARINGHOUSE

12+

third-party studies, including studies from **HumRRO** and **Johns Hopkins**

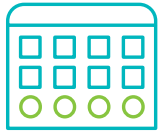
For Meaningful Impact



On their **state assessment**, students using *i-Ready Personalized Instruction* as recommended scored up to **25 points higher** in reading and **27 points higher** in math than their peers.[1]



A faster route to measurable growth: As little as 30 minutes per subject per week is associated with ~40% greater gains compared with students who did not use *i-Ready.*[2]



Accelerates learning for students who need it most—an independent study found up to 8 weeks of additional learning in math and 14 in reading.[3]

[1] Results were seen across several states using the Smarter Balanced Assessment, comparing *i-Ready Personalized Instruction* fidelity with non-fidelity users.

[2] 38% greater gains in mathematics and 46% greater gains in reading

[3] An independent study by Georgia State University examining the use of *i-Ready Personalized Instruction* in Grades K–8 found that historically underserved communities saw the largest gains.

See the studies behind our impact on student performance.

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Built for the Realities of Middle School

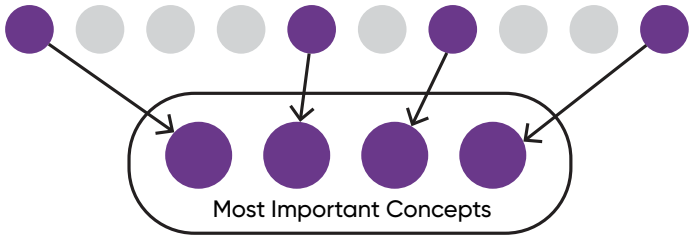
i-Ready Pro is where students in Grades 6+ access assessment and personalized instruction—designed to maximize learning, build confidence, and create lasting impact.

> "They're constantly learning exactly what they need to move forward."
>
> —**Susan Clarey**, Teacher, Deer Creek Intermediate School, WI

Maximize Learning Time

From Foundational Skills to Grade-Level Success

Whether a student is working on foundational skills or ready for grade-level content, there's a path designed uniquely for them.



Essential Lessons target the key skills that efficiently prepare students to access grade-level content rather than revisiting every past concept.

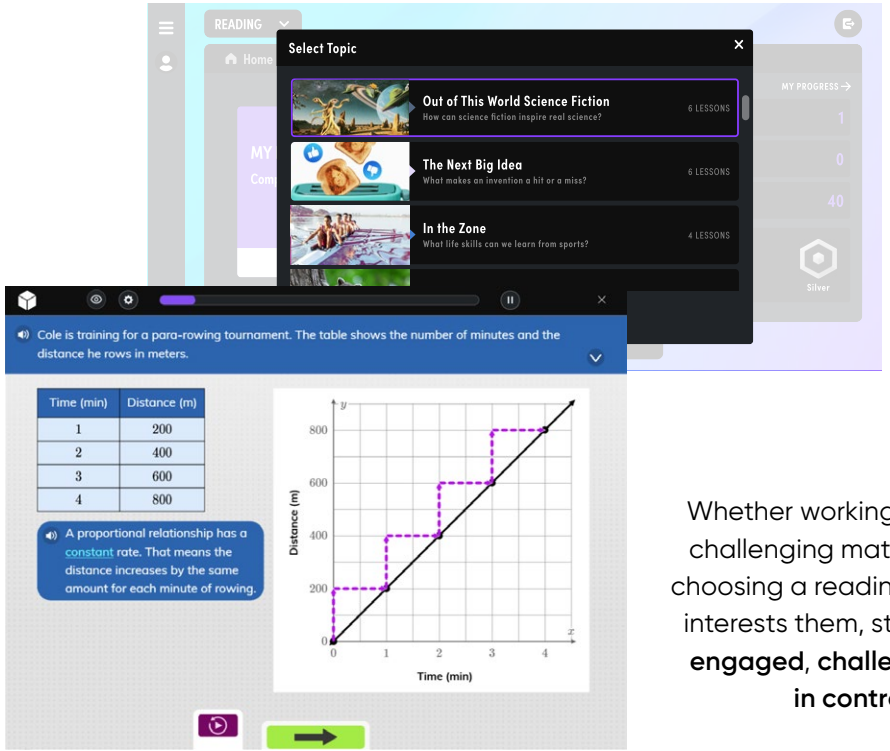


Elevate Lessons deepen engagement with rigorous, on-grade level instruction—ensuring more students experience and succeed with grade-level learning.

Boost Student Confidence

Rigorous, Purposeful, and Theirs to Own

An experience that respects older students by actually challenging them—with purposeful lessons, real choice, and visibility into their own progress.



Whether working through a challenging math lesson or choosing a reading topic that interests them, students are **engaged**, **challenged**, and **in control**.

Empower Lasting Impact

Best-Practice Instruction, Insights That Go Deep

With instruction grounded in best practices, teachers can trust what students are doing and use meaningful insights to understand where additional support may matter most.

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

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

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Open a World to Biliteracy and Beyond

Our solutions are designed to meet students where they are and honor the linguistic and cultural strengths they bring to the classroom. Our assessments and instruction can help students in traditional classrooms and bilingual programs achieve their academic goals.

Assessment and Connected Resources

Mathematics

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

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

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

Tools for Instruction (Grades K–8)



Literacy

New Adaptive Reading Assessment for Grades K–6!

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

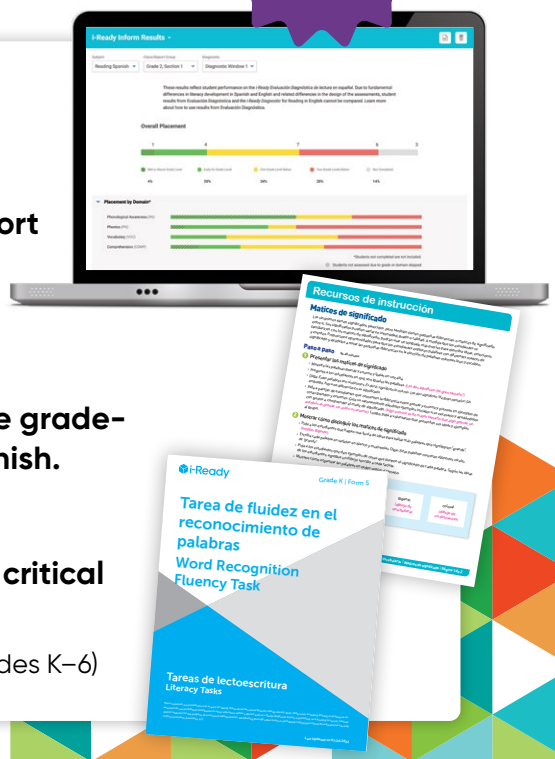
i-Ready Inform de lectura (Grades K–6*)

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

Tools for Instruction (Grades K–8)

Measure and monitor students' critical literacy skills in Spanish.

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



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

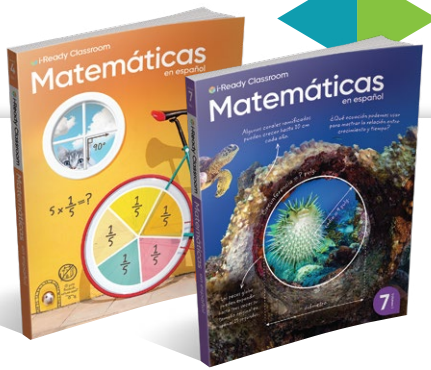
Core Curriculum

Equip students with comprehensive literacy and math instruction.

Both core literacy and mathematics programs include digital access to resources through Teacher Toolbox.



Mosaico: Lectoescritura por i-Ready
(Grades K–6)



i-Ready Classroom Matemáticas
(Grades K–8)

Supplemental Instruction

Mathematics

Connect assessment insights to Personalized Instruction tailored to each student's unique needs.



i-Ready Personalized Instruction
(Grades K–8)

Deliver the right practice at the right time, from building foundational automaticity to reinforcing grade-level skills.



Extra Practice Activities (K–8)
Learning Games (Grades K–8)
Fluency Flight (2–5)

Literacy

Support multilingual learners with structured, research-based foundational skills instruction.



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

Connect assessment insights to culturally relevant reading instruction tailored to each student's unique needs.

NEW for 2026–2027

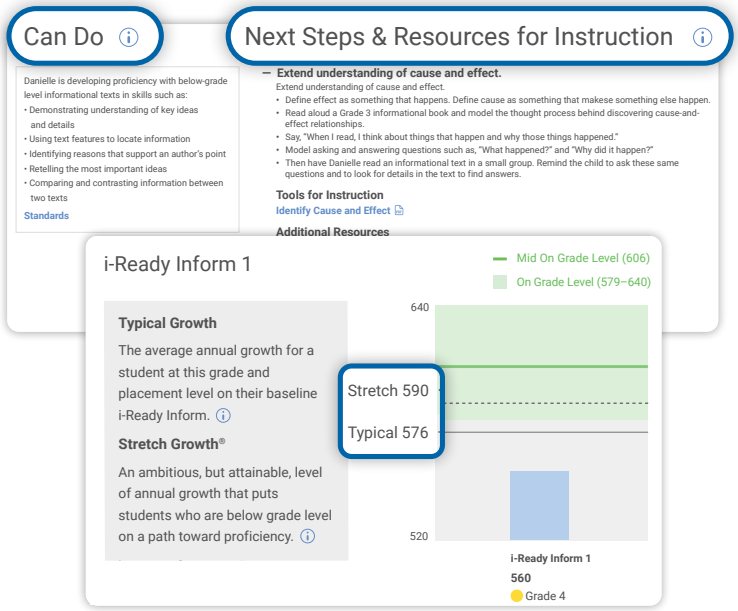


i-Ready Personalized Instruction
(Grades K–5)

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Universal Access for Every Student





Gain Asset-Based Insight

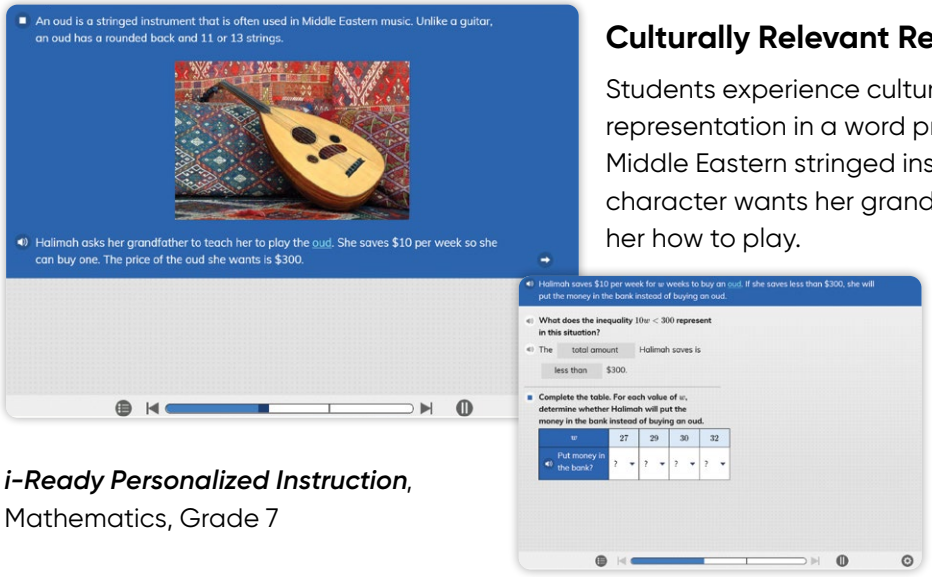
Educators can interpret assessment data by looking at Can Dos and Next Steps to understand what students know and where they need to go next.

Set Ambitious, Attainable Goals

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

Content That Engages All Learners

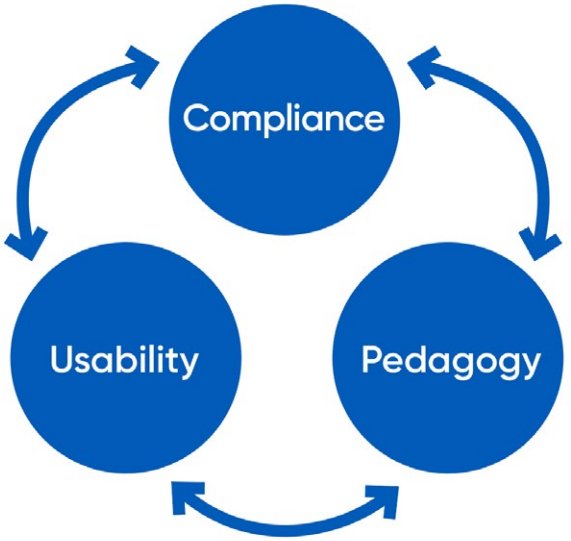
Increase engagement when you expose students to content that helps foster a sense of belonging and allows them to feel seen and be heard.



i-Ready Personalized Instruction, Mathematics, Grade 7

Culturally Relevant Representation

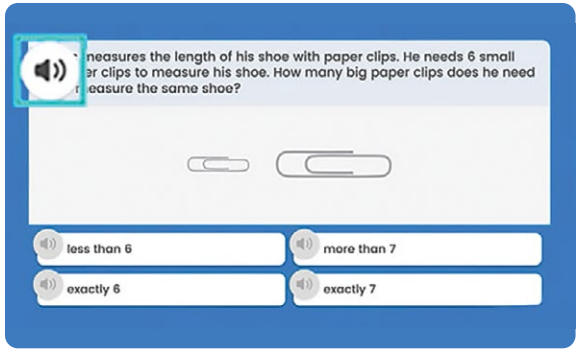
Students experience culturally relevant representation in a word problem about a Middle Eastern stringed instrument that a character wants her grandfather to teach her how to play.



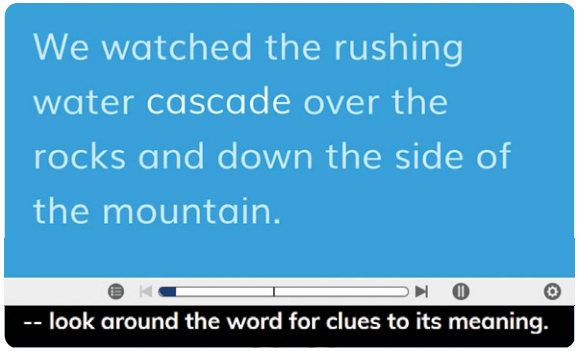
Creating Accessible Experiences for All

We approach accessibility with three considerations in mind: usability, pedagogy, and compliance. Our goal is to go "beyond compliance" to ensure students with disabilities have the tools they need to grow and achieve.

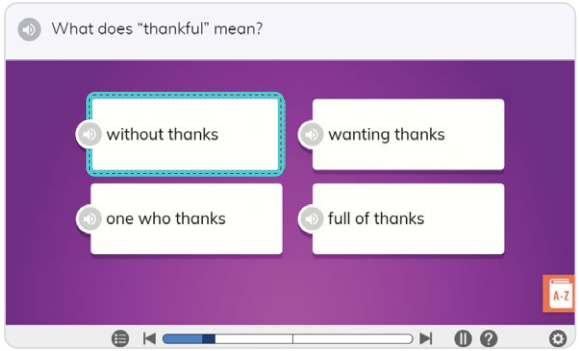
Examples of accessibility across our programs include:



Audio support for read-aloud accommodations



Closed captioning as an alternative to audio-only content



Flexible interaction models, such as drag-and-drop alternatives

NEW for 2026:

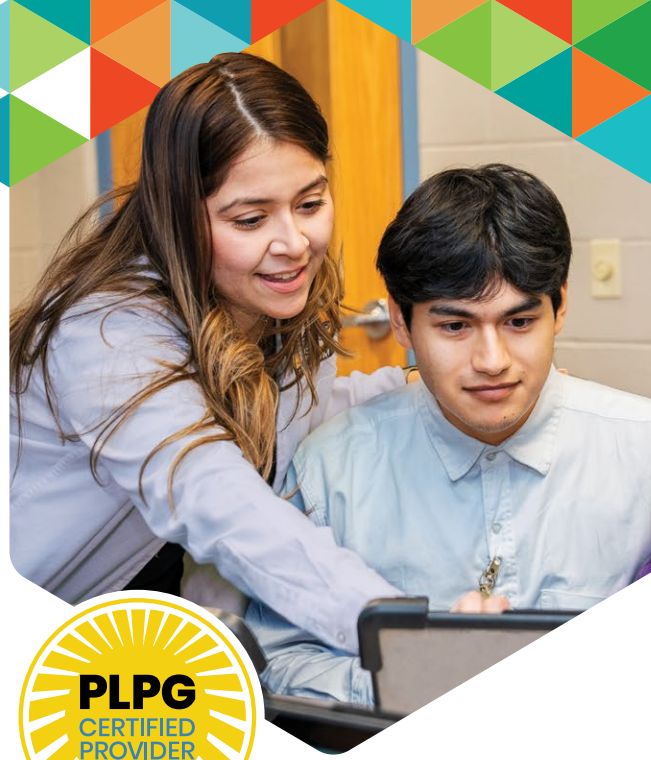
- *i-Ready Inform* Tactile Graphics Finder
- Reflow in *i-Ready Inform*
- Audio support for *i-Ready Standards Mastery*

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

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A Comprehensive System of Support Designed for Impact

Backed by deep expertise and proven in practice, our flexible Professional Learning options help you turn insight into action and drive meaningful impact for students.



PLPG CERTIFIED PROVIDER



"From day one, *i-Ready*'s professional learning has been some of the best I've seen . . . We feel like part of their family, and they're part of ours."

—**Kevin Gifford**, Director of Curriculum, Kuna School District, ID

Guided Learning

Engage in structured sessions—an essential, additional-cost component of your implementation journey—to develop product confidence, strengthen pedagogy, and deepen the knowledge needed for successful, lasting use.



For school year 2026–2027, gain **unlimited access** to Interactive Community Sessions with any building-level Onsite or Interactive Team Session purchase.

Coaching

Partner in premium, high-touch engagements to strengthen leadership, refine instructional practices, and build the sustainable systems that drive lasting impact.

Anytime Learning

Access on-demand resources within *i-Ready Connect*™ to build foundational knowledge, reinforce key implementation concepts, and gain practical guidance for confident, effective use.

Reliable Expertise, Every Step of the Way

When technology works and support is responsive, educators can focus on what matters most. *i-Ready*'s K–12 expert team ensures seamless service from implementation through ongoing use—with no unexpected disruptions.



Strategic Guidance

Program design and pedagogy experts who work alongside your leadership team to align implementation, inform instructional decisions, and support your goals.



Data and Implementation Support

Dedicated implementation support to help you integrate *i-Ready* seamlessly into classrooms.



Technical Support

Responsive technical support and proactive issue identification so your district and schools experience fewer disruptions and more time on learning.

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

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