

Know Where You Are So You Can Get Where You're Going

Assessments and Reports

The purpose of assessment is not only to measure student learning, but also to support and enhance it. *i-Ready Classroom Mathematics'* carefully designed assessments evaluate students' understanding with precision and accuracy. Actionable reports provide teachers with guidance on what to teach and how to differentiate instruction and provide students with guidance to monitor their own performance.

How do you make math assessments effective for you and your students?

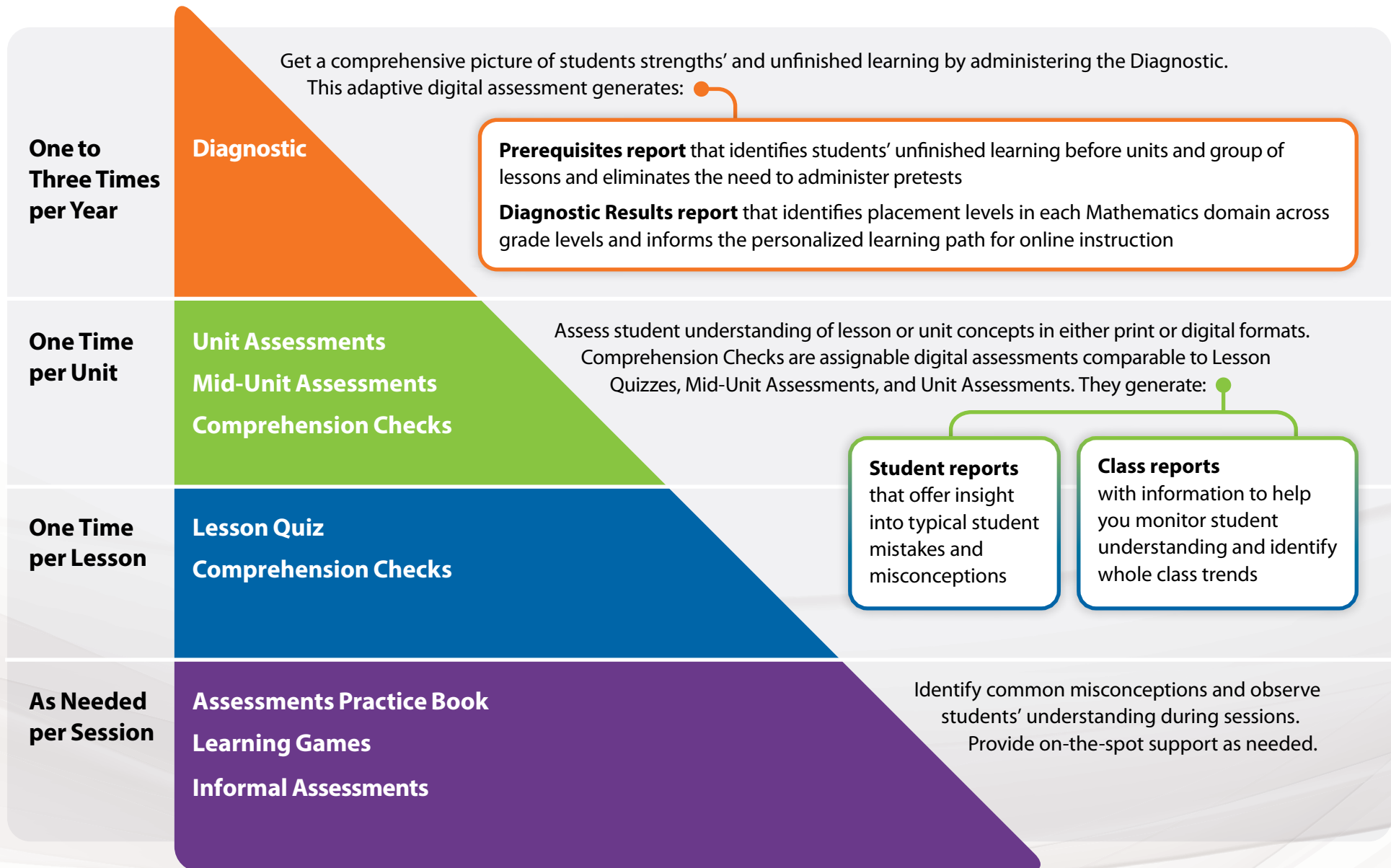
- **Be efficient as you monitor students' progress throughout the year** by using an adaptive test that gives students only the questions they need to answer to understand their proficiency.
- **Choose the assessment format that suits your students' needs:** *i-Ready Classroom Mathematics* has assessments in digital and print format.
- **Assess students at the lesson, mid-unit, and unit level** with printable assessments or digital Comprehension Checks.
- **Use assessments that generate data and analyses for you**, like Comprehension Checks and the Diagnostic, so you can use the insight assessments provide right away.
- **Share data in a grade-appropriate way with students** so they're empowered to take control of their education and can see themselves shine.

Check out the following pages for an overview of the variety of assessment opportunities in *i-Ready Classroom Mathematics*.



Your Choice of Assessments

i-Ready Classroom Mathematics has assessments designed to give you the information you need when you need it. With print and digital options, you can choose the assessments that fit your students' needs and your classroom environment without over testing.



Informal Assessment Opportunities and Support

Informal formative assessment opportunities let you gain immediate insight into students' understanding so you can provide on-the-spot support as needed. Using a variety of assessment types can help all students show their strengths. These features can be found throughout *i-Ready Classroom Mathematics* and come with detailed support in the Teacher's Guide and on the Teacher Toolbox.

LESSON 13 | SESSION 1 ■■■■■
Explore Equivalent Ratios

Purpose

- Explore the idea that two different ratios can express the same comparison.
- Understand that you can determine whether ratios are equivalent by using diagrams and tables to prove that they represent the same comparison.

START **CONNECT TO PRIOR KNOWLEDGE**

Which One Doesn't Belong?

Possible Solutions

- A because it shows only 1 circle instead of 2 circles.
- B because it shows twice as many circles instead of twice as many squares.
- C because it is the only one that shows quantities that can both be separated into two equal groups.

WHY? Support students' understanding of using ratios to compare quantities.

TRY IT **SMP 1, 2, 4, 5, 6**

Make Sense of the Problem
See **Connect to Culture** to support student engagement. Before students work on Try It, use **Three Reads** to help them make sense of the problem. Students should recognize that the quantities of each ingredient is given in the picture. After the third read, listen for students to identify that the amounts of oil and henna powder are important quantities for this problem, but the amounts of sugar and water are not.

DISCUSS IT **SMP 2, 3, 6**

Support Partner Discussion
After students work on Try It, have them respond to Discuss It with a partner. Listen for understanding of:

- 2 : 1 as the ratio of tablespoons of henna powder to teaspoons of oil for 1 batch.
- 6 : 3 as the ratio of tablespoons of powder to teaspoons of oil for 3 batches.
- the two ratios as naming the same comparison.

LESSON 13 | SESSION 2 ■■■■■
Develop Finding Equivalent Ratios

CONNECT IT **SMP 2, 4, 5, 6**

Remind students that the ratios of picnic tables to garbage cans are the same in each representation. Explain that they will now use those models to find equivalent ratios.

Monitor and Confirm Understanding 1–6

- The ratios in the double number line are equivalent to 8 : 3 because groups of 8 picnic tables and 3 garbage cans are added to find the next number pair.
- Using double number lines and tables can help you use ratio reasoning to find equivalent ratios.

Facilitate Whole Class Discussion

Look for the idea that you can use repeated addition of the quantities in a ratio to find equivalent ratios, and that multiplication is another way to show repeated addition.

ASK What number can you multiply by to find your answer? What numbers can you repeatedly add to find your answer?

LISTEN FOR You can multiply by each

Common Misconception Listen for students who increased the number of one quantity in the ratio but not the other. As students share their strategies for how they know how many tablespoons of oil to add for each batch, ask how their strategy shows that the numbers for both quantities are increased by 3 equal groups of 1 batch each to form 3 complete batches.

6 Reflect Think about all the models and strategies you have discussed today. Describe how one of them helped you better understand how to find equivalent ratios.
Responses will vary. Check student responses.

LESSON 13 | SESSION 2 Name: _____

Practice Finding Equivalent Ratios

Study the Example showing how to find equivalent ratios. Then solve problems 1–5.

Example

A soccer league has 60 returning players and 36 new players. Each team will have the same ratio of returning players to new players as the league has. How many new players will a team with 10 returning players have?

You can use a double number line to find ratios equivalent to 60 : 36. Number pairs that line up vertically represent equivalent ratios.

You can divide each quantity in 60 : 36 by 6 to find the equivalent ratio 10 : 6. A team with 10 returning players will have 6 new players.

1 Sophia says that you can solve the problem in the Example by multiplying both quantities in the ratio 60 : 36 by $\frac{1}{6}$. Is Sophia correct? Explain.

2 Which ratios are equivalent to 8 : 12? Select all that apply.

A 4 : 6
B 12 : 8
C 16 : 20
D 24 : 36
E 56 : 84

Vocabulary
equivalent ratios
two ratios that express the same comparison. Multiplying both numbers in the ratio $a : b$ by a nonzero number n results in the equivalent ratio $na : nb$.

Discussions

- Try it
- Discuss It
- Pair/Share
- Ask/Listen For
- Connect It

Additional Guidance for Teachers

- Common Misconceptions
- Error Alert
- Support Whole Group/ Partner Discussions

Independent Work

- Apply It
- Reflect
- Close: Exit Ticket
- Math Journal
- Learning Games

After the Session

- Assessments Practice Book
- Additional Practice Pages

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To learn more about the assessments and reports
in *i-Ready Classroom Mathematics*, please visit:

Central.i-Ready.com/Assess-Learn-the-Basics

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i-Ready experience, follow us on social media!**



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