



10 Steps: Using *i-Ready* for Intervention

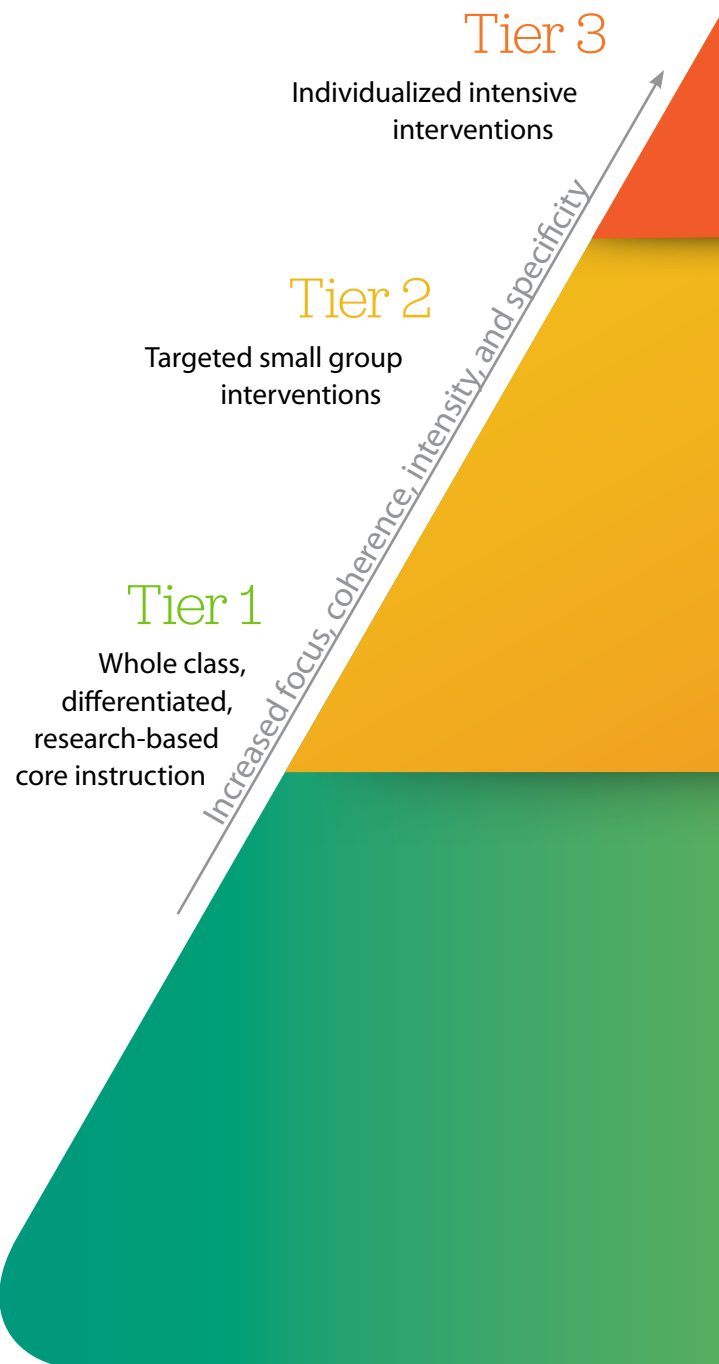
Every district has distinct intervention needs. As part of a district's systematic approach to intervention, *i-Ready* can provide screening, instructional resources, and progress monitoring data for responsive interventions. These 10 steps can help educators leverage *i-Ready* resources in a way that best suits their specific district or building priorities.

Understand Your Data

Commit to core instruction, maximizing access to grade-level expectations for all students. For more information and resources about this process, please reference:

[Collaborative Learning Extension: Planning Coherent Grade-Level Instruction for All Students](#)

- ✓ **Make inferences about what your *i-Ready Diagnostic* data means.**
- ✓ **What are your areas of strength? What are the instructional priorities?**
- ✓ **When and how will you review your actions for impact/effectiveness?**
- ✓ **When and what instruction and intervention will happen?**



Steps 1–3: Analyze Data to Determine Priorities

Step 1

Make inferences about what your *i-Ready Diagnostic* data means.

Overall Placement

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

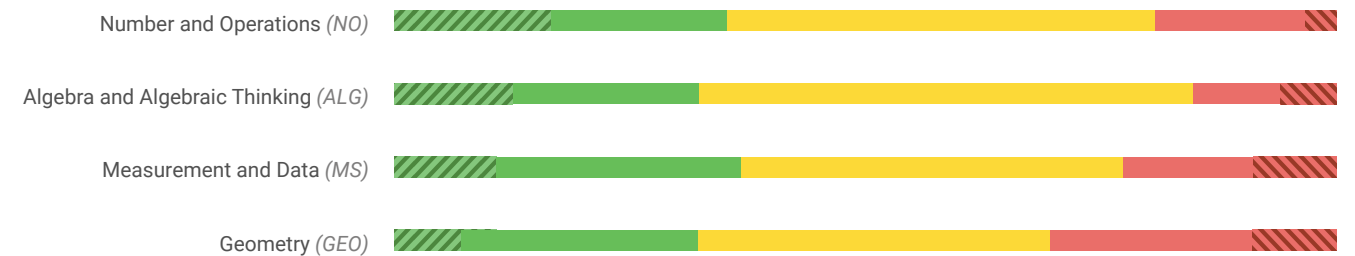


Access the Diagnostic Results report within the *i-Ready* platform and select a grade level, class, or Report Group to determine how and when students can be supported during core instruction and intervention.

Step 2

Determine areas of strength and instructional priorities.

Placement by Domain



Once strengths and priorities are determined (based on academic performance and alignment to district or school goals/initiatives), locate the Placement by Domain table within the Diagnostic Results report to begin a more in-depth data analysis.

Step 3

Respond to domain-level analysis and determine what resources to leverage.

Student	Overall Placement & Scale Score	PA	PH	HFV	VOC	LIT	INFO
Chang, Devan	Grade 1 (460)	Surpassed Level	Grade 1	Grade 2	Late 2	Grade 1	Grade K
Houston, Camilla	Early 2 (492)	Surpassed Level	Grade 1	Grade 2	Early 2	Grade 1	Early 2
Ly, Bailey*	Grade 1 (458)	Grade 1	Grade K	Max Score	Early 2	Grade 1	Grade 1

Identify which skills should be addressed within your tiered instructional framework, including scaffolded core instruction.

Steps 4–8: Intervene with Increased Focus, Coherence, Intensity, and Specificity

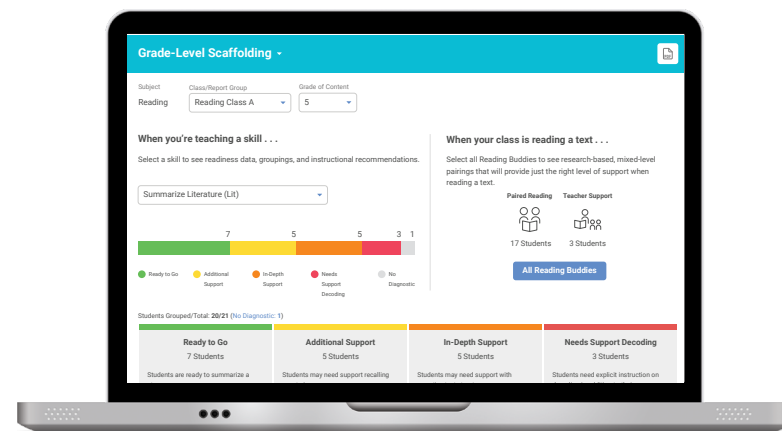
Step 4

Determine the best report to support precise interventions:

Report	Provides
Instructional Groupings	Easy access to instructional grouping suggestions for both Mathematics and Reading, Grades K–8
Grade-Level Planning (Prerequisites) Report	Resources to strategically prepare students for upcoming topics in grade-level mathematics, Grades 1–8
Grade-Level Planning (Scaffolding) Report	Precise insights on reading comprehension and resources to best respond to student needs (Grades 3–8)
Diagnostic Results (Student) Report	Pinpoints students' strengths, areas of need, and annual growth expectations using criterion-referenced grade-level placements, with specific recommendations and resources

Step 5

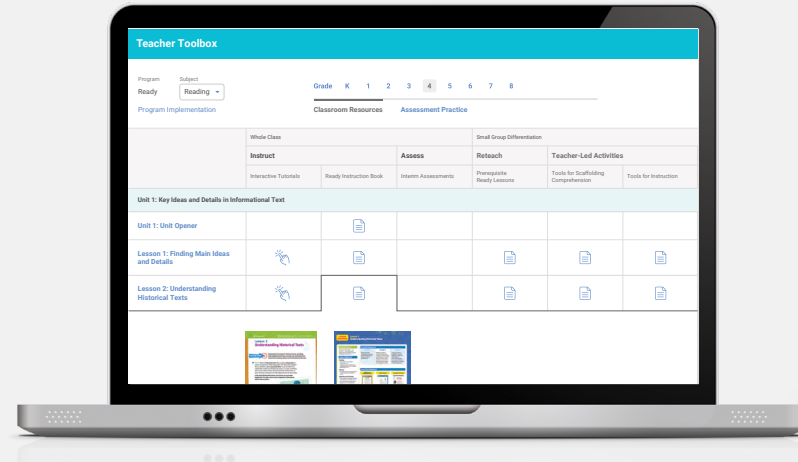
Within the selected report, determine the focus of small group/individualized intervention support.



Align intervention support with what students need to know and be able to do by the end of a unit/lesson and what prerequisite skills are needed to meaningfully engage students in grade-level content.

Step 6

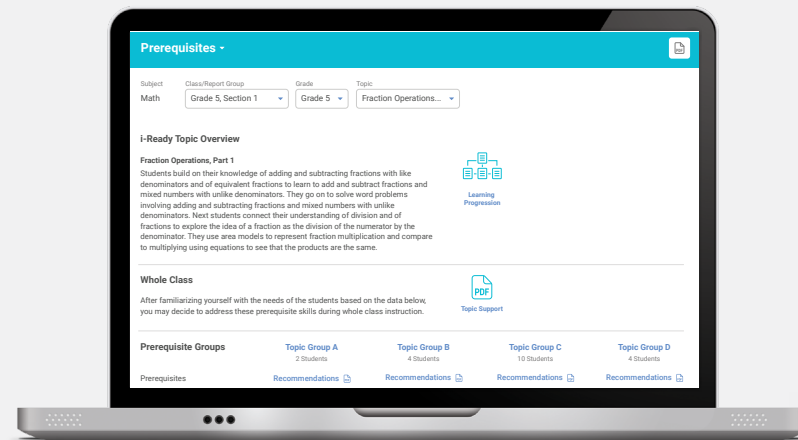
Analyze instructional resources within selected report(s).



Each report provides instructional resources. Analyze which resources will be most beneficial during intervention (including scaffolding during core instruction).

Step 7

Determine the resource sequence.



Determine the flow or sequence of selected resources. We recommend this align with what students should be able to do by the end of the unit/lesson and/or what prerequisite skills are required to engage in grade-level content. The sequence may include resources selected in Step 6 as well as resources selected outside of the *i-Ready* platform.

Step 8

Build an instruction/intervention plan.

	Day 1	Day 2	Day 3	Day 4	Day 5
Daily Intervention Activities	TFI: Teach New Word Meanings (Steps 1, 2)	TFI: Teach New Word Meanings (Steps 3, 4)	TFI: Use Content to Find New Word Meaning (Steps 1, 2, 3)	TFI: Use Content to Find New Word Meaning (Step 4)	Check for Understanding: ✓ Teach New Word Meanings ✓ Use Content to Find New Word Meaning

Using resources selected in previous steps, build a day-by-day plan to address targeted skills in a whole class, small group, or individualized setting. These editable planners may be helpful to districts:

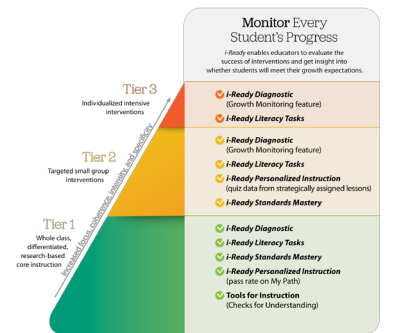
- [One-Week Planning Worksheet](#)
- [Four-Week Planning Worksheet](#)

Steps 9 and 10: Respond to Student Progress

Step 9

Determine how student progress will be measured.

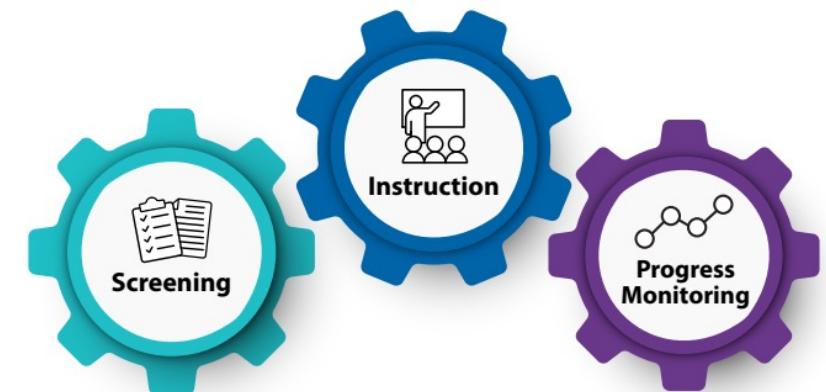
For more information, please reference [Progress Monitoring with *i-Ready* Assessment](#).



Step 10

Respond!

Educators should continually analyze student performance throughout instruction/intervention and determine if the targeted skills need additional intervention.



For more information about how *i-Ready* supports academic intervention, please visit our [intervention resource hub](#).