2026–2027
School Year

i-Ready Inform
Grades K–12
Scale Score Placement Tables

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Starting with the 2026–2027 school year,
i-Ready Diagnostic is now known as *i-Ready Inform*.

This document provides guidance for the 2026–2027 school year.
If you need guidance for the 2023–2024 school year or earlier, it is still available.

Note that there were no changes to placement scores between
the 2024–2025 and 2026–2027 school years.

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The *i-Ready* Placement Tables

The primary function and purpose of the *i-Ready Inform* assessments are to make appropriate instructional recommendations and placement decisions for students performing at different levels from Grades K–12. One important way this is done is through *i-Ready Inform*'s grade-level placements.

Once a student completes an assessment, their overall and domain-level scores are calculated based on the difficulty levels of the items the student received. The overall score takes into account all the items the student saw, whereas the domain-level scores consider only the items within a given domain. This information is then compared to the placement tables to obtain a placement. *i-Ready Inform* placement levels provide an indication of a student's performance based on grade level. These levels are based on specific scale score ranges for each chronological grade (i.e., the grade in which the student is currently enrolled). Placement levels in *i-Ready* are criterion referenced, reflecting what students are expected to know at each grade level and in each content area. The standard setting used to set these scores involved more than 100 teachers and followed a research-based methodology recommended by technical advisors. These placement levels provide a standardized way of describing student performance.

With these placements, educators can maintain a consistent perspective on placement throughout the school year and better see and understand movement between placements.

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How to Read the *i-Ready* Placement Tables

1. Turn to the correct placement table.
2. Find the student's chronological grade in the first column. Use that row to determine relative placement levels. (Please note that for educators who have used previous versions of our placement tables, the rows and columns have been transposed in this new version).
3. Find the range that contains the student's score, and use the column label for that range to determine the student's absolute grade-level placement. The colors in each cell correspond to the colors in the score reports for the relative placements.

   If the student placed on grade, the cell will be divided into subcells. The first cell is Early On Grade Level, shaded light green. The middle cell is Mid Grade Level, and the last cell is Late Grade Level, both shaded darker green. Boxes that are shaded gray indicate that a score at this grade level is not possible.

Reading Placements –Overall

Student Rostered Grade

	Emerging K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Grade K	100-361	362–395 396–423 424-479	480-536	537-560	561-800				
Grade 1	100-346	347-433	434–457 458–479 480–536	537-560	561-602	603-800			
Grade 2		100-418	419-488	489–512 513–536 537–560	561-602	603-629	630-800		
Grade 3		100-418	419-473	474-510	511–544 545–560 561-602	603-629	630-640	641-800	
Grade 4		100-418	419-473	474-495	496–556	557–578 579–602 603–629	630-640	641-653	654-800
Grade 5		100-418	419-473	474-495	496-541	542-580	581–608 609–629 630–640	641-653	654-669

Color Legend
Mid, Late, Above Grade Level
Early On Grade Level
One Grade Level Below
Two Grade Levels Below
Three or More Grade Levels Below
Score at this grade level not possible (N/A)

For example:

- *Student A is in Grade 3 and earned a score of 500 in Reading Overall. In the Grade 3 row, we can see that 500 is in the range from 474–510, which corresponds to a Grade 2 placement. Student A earned an overall placement of Grade 2 in Reading. The cell is a light yellow color, which corresponds to the color for one grade level below.*

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Understanding More about *i-Ready* Placements and Placement Tables

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i-Ready Absolute and Relative Placements

There are two ways the placements appear in *i-Ready Inform* reports: absolute placements and relative placements.

	Absolute Placements for Reading and Math	**Relative Placements for Reading and Math**
Definition	The grade level associated with the student's performance A third grade student who scores at a level consistent with that of a first grade student would receive an absolute placement of Grade 1.	The student's performance relative to their grade level A third grade student who scores at a level consistent with a first grade student would receive a relative placement of Two Grade Levels Below.
Purpose and Use	To understand at which grade level a student is performing within the context of college- and career-readiness standards. These placements are often used for reporting purposes.	To understand at which grade level a student is performing in comparison to their chronological grade level. These placements are often used to satisfy specific use cases, such as for Response to Intervention. These placements allow for a view of student performance that is grade-level agnostic. Relative placements support aggregate reporting at the school and district level and are used to aid in interpretation of the *i-Ready* growth model.
Placements	**Early On Grade Level (e.g., an Early On Grade Level third grade student would receive a placement of Early 3):** Students in this level will benefit from on-grade level instruction to help them meet the expectations of college-and career-ready standards for their grade level. Students in Early On Grade Level have only partially met these grade-level expectations. **Mid Grade Level (e.g., a Mid Grade Level third grade student would receive a placement of Mid 3):** Students in this level will benefit from instruction in late on-grade level topics. These students have met the minimum requirements for the expectations of college- and career-ready standards in their grade level.	**Mid, Late, or Above Grade Level** ○ **Definition:** Students at this level have met or surpassed the minimum requirements for the expectations of college- and career-ready standards in their grade level. Students will benefit from instruction in late on-grade level topics or above-grade level instruction. ○ **Implications for Instruction:** Students placing Mid, Late, or Above Grade Level will likely benefit from grade-level instruction and exposure to topics typically covered at the next chronological grade level. ○ **Implications for Intervention:** While students placing Mid, Late, or Above Grade Level may need support with specific missing skills, they likely do not need specialized intervention.

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	Late Grade Level (e.g., a Late Grade Level third grade student would receive a placement of Late 3): Students in this level will benefit from late on-grade level enrichment and will be ready for instruction focused on topics typically covered in the beginning of the subsequent grade level. Students in Late Grade Level have successfully met or surpassed the grade-level expectations of college- and career-ready standards. **Below Grade Level (e.g., a third grade student scoring Below Grade Level could receive a placement of Grade 2, Grade 1, or Grade K):** Remediation focused on below-grade level material is recommended to help fill in gaps in students' foundational knowledge. Students in this level are not close to meeting the expectations of college- and career-ready standards for their grade level. **Above Grade Level (e.g., an Above Grade level third grade student could receive a placement of Grade 4):** Students in this category will benefit from above-grade level instruction. Students in Above Grade Level have successfully met or surpassed all the expectations of college- and career-ready standards for their grade level as well as some expectations from subsequent grade levels.	**Early On Grade Level** ○ **Definition:** Students at this level have partially met grade-level expectations. They will benefit from continued on-grade level instruction. ○ **Implications for Instruction:** These students will benefit from on-grade level instruction to help them meet the expectations of college- and career-ready standards for their grade level. ○ **Implications for Intervention:** While students placing Early On Grade Level are still building skills at their chronological grade level, they likely do not need specialized intervention. **One Grade Level Below** ○ **Definition:** Students at this level are approaching grade-level expectations and will benefit from grade-level instruction with targeted support. ○ **Implications for Instruction:** These students will likely benefit from both grade-level instruction and targeted support to fill in specific skill gaps to help them succeed with grade-level content. ○ **Implications for Intervention:** While students placing One Grade Level Below are likely to benefit from grade-level instruction, they may also benefit from review or remediation of material that is one grade level below their chronological grade. **Two Grade Levels Below** ○ **Definition:** Students at this level will likely need additional support with key skills below their chronological grade level to be ready for grade-level instruction. ○ **Implications for Instruction:** These students likely need instruction focused on prerequisite skills to be successful in grade-level instruction. ○ **Implications for Intervention:** These students likely need formal intervention and remediation support to fill skill gaps and prepare them for grade-level instruction.

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		 **Three or More Grade Levels Below** ○ **Definition:** Students working three or more grade levels below their chronological grade will likely need significant support with key skills below their chronological grade to be ready for grade-level instruction. ○ **Implications for Instruction:** These students likely need instruction focused on foundational skills and concepts to be successful in grade-level instruction. ○ **Implications for Intervention:** These students likely need formal intervention and remediation in foundational skills and concepts to prepare them for grade-level instruction.

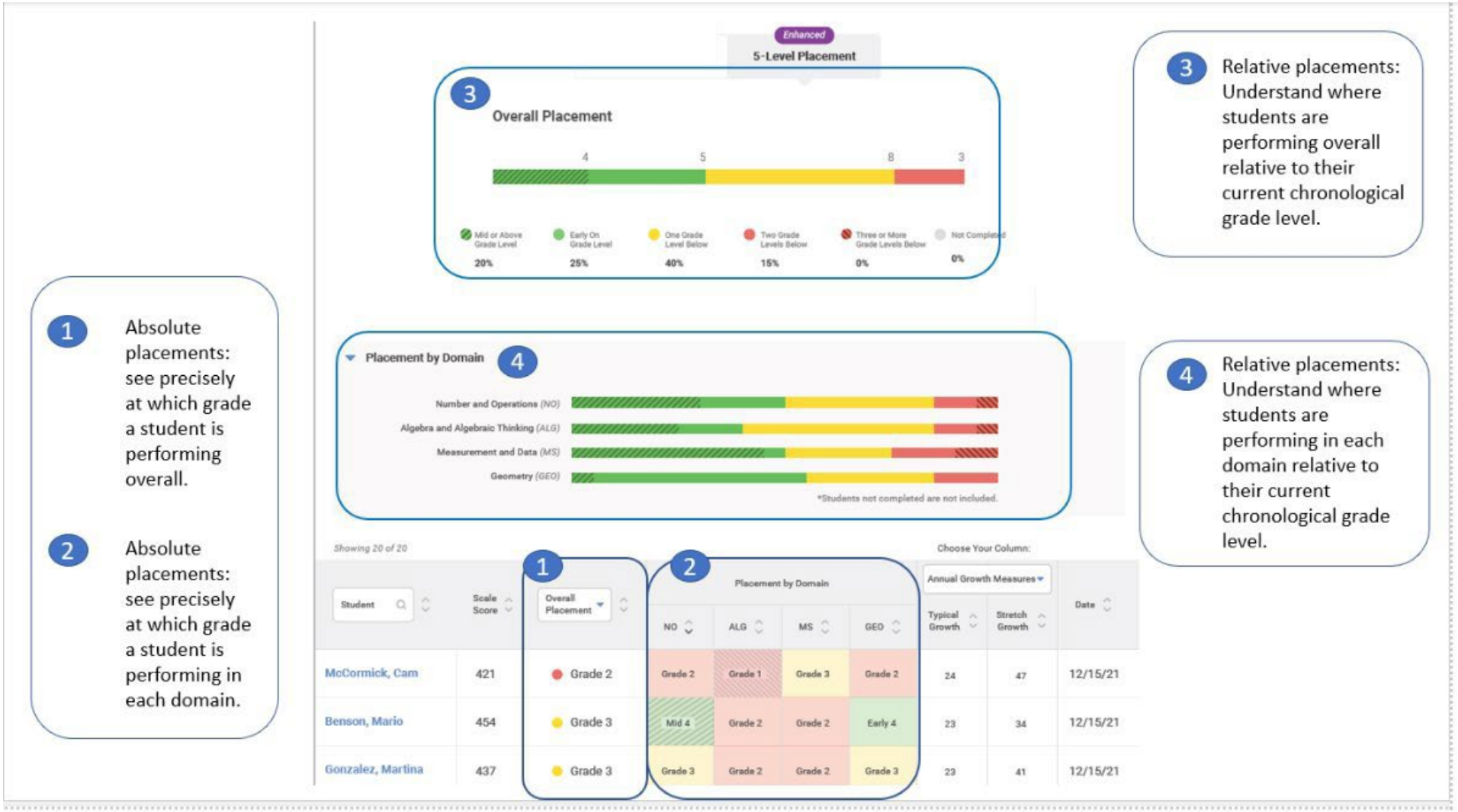
These relative and absolute placements are used throughout the Inform reports. Additionally, the relative placements are sometimes combined in *i-Ready Inform* to show the 5-Level Placements.

The **5-Level Placements** consist of Mid or Above Grade Level, Early On Grade Level, One Grade Level Below, Two Grade Levels Below, and Three or More Grade Levels Below and are consistent from the fall to the winter and into the spring. Additionally, the 5-Level Placements are used in the *i-Ready Inform* growth model, *i-Ready Inform*'s projected proficiency feature, and other aspects of *i-Ready Inform*.

Lastly, for some grades and domains, there is a placement-level category called Max Score. This category is intended to recognize performance that is very high and exceeds the expectations for the domain area at all grade levels measured by *i-Ready Inform*. Students with Max Score will be placed out of instruction for that domain for *i-Ready* lessons.

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Sample Score Report with Absolute and Relative Placements



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Grades K–12 Placement Tables
Math and Reading

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Mathematics—Overall Placements and Integrated

Student Rostered Grade

	Emerging K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Grade K	100 - 361	362 – 372 373 – 411 412 – 448	449 - 472	473 - 498	499 - 800									
Grade 1	100 - 346	347 - 401	402 – 412 413 – 448 449 – 472	473 - 498	499 - 516	517 - 800								
Grade 2		100 - 386	387 - 427	428 – 440 441 – 472 473 – 498	499 - 516	517 - 526	527 - 800							
Grade 3		100 - 386	387 - 412	413 - 448	449 – 463 464 – 498 499 - 516	517 - 526	527 - 540	541 - 800						
Grade 4		100 - 386	387 - 412	413 - 433	434 - 464	465 – 481 482 – 516 517 – 526	527 - 540	541 - 564	565 - 800					
Grade 5		100 - 386	387 - 412	413 - 433	434 - 449	450 - 479	480 – 497 498 – 526 527 – 540	541 - 564	565 - 574	575 - 800				
Grade 6		100 - 386	387 - 412	413 - 433	434 - 449	450 - 464	465 - 494	495 – 513 514 – 540 541 – 564	565 - 574	575 - 585	586 - 800			
Grade 7		100 - 386	387 - 412	413 - 433	434 - 449	450 - 464	465 - 479	480 - 507	508 – 530 531 – 564 565 – 574	575 - 585	586 - 598	599 - 800		
Grade 8		100 - 386	387 - 412	413 - 433	434 - 449	450 - 464	465 - 479	480 - 492	493 - 517	518 – 540 541 – 574 575 – 585	586 - 598	599 – 610	611 – 800	
Grade 9		100-386	387 - 412	413 - 433	434 - 449	450 - 464	465-479	480-492	493-502	503-514	515 – 555 556 – 585 586 – 598	599 – 610	611 – 629	630 – 800
Grade 10		100-386	387 - 412	413 - 433	434 - 449	450 - 464	465-479	480-492	493-502	503-514	515-555	556 – 585 586 – 598 599 – 610	611 – 629	630 – 800
Grade 11		100-386	387 - 412	413 - 433	434 - 449	450 - 464	465-479	480-492	493-502	503-514	515-540	541-563	564 – 589 590 – 610 611 – 629	630 – 800
Grade 12		100-386	387 - 412	413 - 433	434 - 449	450 - 464	465-479	480-492	493-502	503-514	515-540	541-548	549 - 571	572 – 601 602 – 629 630 – 800

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Mathematics—Algebra and Algebraic Thinking Placements

Student Rostered Grade

	Emerging K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Grade K	100 - 362	363 – 375 376 – 411 412 - 448	449 - 472	473 - 498	499 - 800									
Grade 1	100 - 347	348 - 393	394 – 404 405 – 448 449 - 472	473 - 498	499 - 516	517 - 800								
Grade 2		100 - 378	379 - 421	422 – 437 438 – 472 473 - 498	499 - 516	517 - 526	527 - 800							
Grade 3		100 - 378	379 - 406	407 - 445	446 – 461 462 – 498 499 - 516	517 - 526	527 - 540	541 - 800						
Grade 4		100 - 378	379 - 406	407 - 430	431 - 461	462 – 478 479 – 516 517 - 526	527 - 540	541 - 564	565 - 800					
Grade 5		100 - 378	379 - 406	407 - 430	431 - 446	447 - 479	480 – 497 498 – 526 527 - 540	541 - 564	565 - 574	575 - 800				
Grade 6		100 - 378	379 - 406	407 - 430	431 - 446	447 - 464	465 - 494	495 – 513 514 – 540 541 - 564	565 - 574	575 - 585	586 - 800			
Grade 7		100 - 378	379 - 406	407 - 430	431 - 446	447 - 464	465 - 479	480 - 507	508 – 530 531 – 564 565 - 574	575 - 585	586 - 598	599 - 800		
Grade 8		100 - 378	379 - 406	407 - 430	431 - 446	447 - 464	465 - 479	480 - 492	493 - 517	518 – 540 541 – 574 575 - 585	586 - 598	599 - 610	611 – 800	
Grade 9		100 - 378	379 - 406	407 - 430	431 - 446	447 - 464	465 - 479	480 - 492	493 - 502	503 - 514	515 - 555 556 - 585 586 - 598	599 - 610	611 - 629	630 - 800
Grade 10		100 - 378	379 - 406	407 - 430	431 - 446	447 - 464	465 - 479	480 - 492	493 - 502	503 - 514	515 - 555	556 - 585 586 - 598 599 - 610	611 - 629	630 - 800
Grade 11		100 - 378	379 - 406	407 - 430	431 - 446	447 - 464	465 - 479	480 - 492	493 - 502	503 - 514	515 - 540	541 - 563	564 - 589 590 - 610 611 - 629	630 - 800
Grade 12		100 - 378	379 - 406	407 - 430	431 - 446	447 - 464	465 - 479	480 - 492	493 - 502	503 - 514	515 - 540	541 - 548	549 - 571	572 - 601 602 - 629 630 - 800

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Mathematics—Number and Operations Placements

Student Rostered Grade

	Emerging K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	MAX Score
Grade K	100-362	363–375 376–411 412-448	449-472	473-498	499-800										N/A
Grade 1	100-347	348-396	397–408 409–448 449-472	473-498	499-516	517-800									N/A
Grade 2		100-381	382-419	420–435 436–472 473-498	499-516	517-526	527-800								N/A
Grade 3		100-381	382-404	405-443	444–455 456–498 499-516	517-526	527-540	541-585							586-800
Grade 4		100-381	382-404	405-428	429-453	454–472 473–516 517-526	527-540	541-564	565-585						586-800
Grade 5		100-381	382-404	405-428	429-438	439-477	478–492 493–526 527-540	541-564	565-574	575-585					586-800
Grade 6		100-381	382-404	405-428	429-438	439-462	463-492	493–507 508–540 541-564	565-574	575-585					586-800
Grade 7		100-381	382-404	405-428	429-438	439-462	463-477	478-504	505–523 524–564 565-574	575-585					586-800
Grade 8		100-381	382-404	405-428	429-438	439-462	463-477	478-489	490-514	515–533 534–574 575-585					586-800
Grade 9		100-381	382-404	405-428	429-438	439-462	463-477	478-489	490-499	500-585	N/A N/A 586-800				586-800
Grade 10		100-381	382-404	405-428	429-438	439-462	463-477	478-489	490-499	500-585		N/A N/A 586-800			586-800
Grade 11		100-381	382-404	405-428	429-438	439-462	463-477	478-489	490-499	500-585			N/A N/A 586-800		586-800
Grade 12		100-381	382-404	405-428	429-438	439-462	463-477	478-489	490-499	500-585				N/A N/A 586-800	586-800

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Mathematics—Geometry Placements

Student Rostered Grade

	Emerging K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Grade K	100 - 360	361 – 367 368 – 411 412 - 448	449 - 472	473 - 498	499 - 800									
Grade 1	100 - 345	346 - 400	401 – 408 409 – 448 449 - 472	473 - 498	499 - 516	517 - 800								
Grade 2		100 - 385	386 - 423	424 – 435 436 – 472 473 - 498	499 - 516	517 - 526	527 - 800							
Grade 3		100 - 385	386 - 408	409 - 450	451 – 461 462 – 498 499 - 516	517 - 526	527 - 540	541 - 800						
Grade 4		100 - 385	386 - 408	409 - 435	436 - 464	465 – 483 484 – 516 517 - 526	527 - 540	541 - 564	565 - 800					
Grade 5		100 - 385	386 - 408	409 - 435	436 - 449	450 - 479	480 – 497 498 – 526 527 - 540	541 - 564	565 - 574	575 - 800				
Grade 6		100 - 385	386 - 408	409 - 435	436 - 449	450 - 464	465 - 494	495 – 513 514 – 540 541 - 564	565 - 574	575 - 585	586 - 800			
Grade 7		100 - 385	386 - 408	409 - 435	436 - 449	450 - 464	465 - 479	480 - 507	508 – 530 531 – 564 565 - 574	575 - 585	586 - 598	599 - 800		
Grade 8		100 - 385	386 - 408	409 - 435	436 - 449	450 - 464	465 - 479	480 - 492	493 - 517	518 – 540 541 – 574 575 - 585	586 - 598	599 - 610	611 – 800	
Grade 9		100 - 385	386 - 408	409 - 435	436 - 449	450 - 464	465 - 479	480 - 492	493 - 502	503 - 514	515 - 555 556 - 585 586 - 598	599 - 610	611 - 629	630 - 800
Grade 10		100 - 385	386 - 408	409 - 435	436 - 449	450 - 464	465 - 479	480 - 492	493 - 502	503 - 514	515 - 555	556 - 585 586 - 598 599 - 610	611 - 629	630 - 800
Grade 11		100 - 385	386 - 408	409 - 435	436 - 449	450 - 464	465 - 479	480 - 492	493 - 502	503 - 514	515 - 540	541 - 563	564 - 589 590 - 610 611 - 629	630 - 800
Grade 12		100 - 385	386 - 408	409 - 435	436 - 449	450 - 464	465 - 479	480 - 492	493 - 502	503 - 514	515 - 540	541 - 548	549 - 571	572 - 601 602 - 629 630 - 800

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Mathematics—Measurement and Data (including Grades 9–12 for Accounts in Which the "Integrated" Reporting Option Is Selected)

Student Rostered Grade

	Emerging K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	MAX Score
Grade K	100-362	363–371 372–411 412-448	449-472	473-498	499-800										N/A
Grade 1	100-347	348-400	401–409 410–448 449-472	473-498	499-516	517-800									N/A
Grade 2		100-385	386-425	426–437 438–472 473-498	499-516	517-526	527-800								N/A
Grade 3		100-385	386-410	411-445	446–456 457–498 499-516	517-526	527-540	541-585							586-800
Grade 4		100-385	386-410	411-430	431-460	461–474 475–516 517-526	527-540	541-564	565-585						586-800
Grade 5		100-385	386-410	411-430	431-445	446-474	475–489 490–526 527-540	541-564	565-574	575-585					586-800
Grade 6		100-385	386-410	411-430	431-445	446-459	460-489	490–504 505–540 541-564	565-574	575-585					586-800
Grade 7		100-385	386-410	411-430	431-445	446-459	460-474	475-501	502–519 520–564 565-574	575-585					586-800
Grade 8		100-385	386-410	411-430	431-445	446-459	460-474	475-486	487-510	511–528 529–574 575-585					586-800
Grade 9		100-385	386-410	411-430	431-445	446-459	460-474	475-486	487-495	496-585	N/A N/A 586-800				586-800
Grade 10		100-385	386-410	411-430	431-445	446-459	460-474	475-486	487-495	496-585		N/A N/A 586-800			586-800
Grade 11		100-385	386-410	411-430	431-445	446-459	460-474	475-486	487-495	496-585			N/A N/A 586-800		586-800
Grade 12		100-385	386-410	411-430	431-445	446-459	460-474	475-486	487-495	496-585				N/A N/A 586-800	586-800

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Mathematics Traditional Placements—Overall*

Student Rostered Grade

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Algebra 1	Geometry	Algebra 2	CCR Math
Grade 9 (Algebra 1)	100-386	387-412	413-433	434-449	450-464	465-479	480-492	493-502	503-514	515-555 556-585 586-598	599-610	611-629	630-800
Grade 10 (Geometry)	100-386	387-412	413-433	434-449	450-464	465-479	480-492	493-502	503-514	515-529	530-585 586-598 599-610	611-629	630-800
Grade 11 (Algebra 2)	100-386	387-412	413-433	434-449	450-464	465-479	480-492	493-502	503-514	515-540	541-563	564-589 590-610 611-629	630-800
Grade 12	100-386	387-412	413-433	434-449	450-464	465-479	480-492	493-502	503-514	515-540	541-548	549-571	572-601 602-629 630-800

*For more information on using the placement tables with the Traditional Pathway, refer to Common Questions Specific to the High School Mathematics Placement Tables in the Appendix.

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Students Rostered in Grade 9—Traditional Pathway Reporting Option Selected*

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Above Grade 8 Placements
Number and Operations	100-381	382-404	405-428	429-438	439-462	463-477	478-489	490-499	500-585	**Tested Out:** 586-800
Algebra	100-378	379-406	407-430	431-446	447-464	465-479	480-492	493-502	503-514	**Early Algebra 1:** 515-555 **Mid Algebra 1**: 556-598 **Late Algebra 1:** 599-610 **Algebra 2:** 611-629 **CCR Math:** 630-800
Measurement and Statistics	100- 385	386- 410	411 - 430	431 - 445	446 - 459	460 - 474	475 - 486	487 - 495	496 - 585	**Tested Out:** 586-800
Geometry	100-385	386-408	409-435	436-449	450-464	465-479	480-492	493-502	503-514	**Early Geometry:** 515-555 **Mid Geometry:** 556-598 **Late Geometry:** 599-610 **Algebra 2:** 611-629 **CCR Math:** 630-800

*For more information on using the placement tables with the Traditional Pathway, refer to Common Questions Specific to the High School Mathematics Placement Tables in the Appendix.

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Students Rostered in Grade 10—Traditional Pathway Reporting Option Selected*

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Above Grade 8 Placements
Number and Operations	100-381	382-404	405-428	429-438	439-462	463-477	478-489	490-499	500-585	**Tested Out:** 586-800
Algebra	100-378	379-406	407-430	431-446	447-464	465-479	480-492	493-502	503-514	**Early Algebra 1:** 515-555
										Mid Algebra 1: 556-598
										Late Algebra 1: 599-610
										Algebra 2: 611-629
										CCR Math: 630-800
Measurement and Statistics	100-385	386-410	411-430	431-445	446-459	460-474	475-486	487-495	496-585	**Tested Out:** 586-800
Geometry	100-385	386-408	409-435	436-449	450-464	465-479	480-492	493-502	503-514	**Early Geometry:** 515-555
										Mid Geometry: 556-598
										Late Geometry: 599-610
										Algebra 2: 611-629
										CCR Math: 630-800

*For more information on using the placement tables with the Traditional Pathway, refer to Common Questions Specific to the High School Mathematics Placement Tables in the Appendix.

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Students Rostered in Grade 11—Traditional Pathway Reporting Option Selected*

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Above Grade 8 Placements
Number and Operations	100-381	382-404	405-428	429-438	439-462	463-477	478-489	490-499	500-585	**Tested Out:** 586-800
Algebra	100-378	379-406	407-430	431-446	447-464	465-479	480-492	493-502	503-514	**Algebra 1:** 515-563
										Early Algebra 2: 564-589
										Mid Algebra 2: 590-610
										Late Algebra 2: 611-629
										CCR Math: 630-800
Measurement and Statistics	100-385	386-410	411-430	431-445	446-459	460-474	475-486	487-495	496-585	**Tested Out:** 586-800
Geometry	100-385	386-408	409-435	436-449	450-464	465-479	480-492	493-502	503-514	**Geometry:** 515-563
										Early Algebra 2: 564-589
										Mid Algebra 2: 590-610
										Late Algebra 2: 611-629
										CCR Math: 630-800

*For more information on using the placement tables with the Traditional Pathway, refer to Common Questions Specific to the High School Mathematics Placement Tables in the Appendix.

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Students Rostered in Grade 12—Traditional Pathway Reporting Option Selected*

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Above Grade 8 Placements
Number and Operations	100- 381	382 - 404	405 - 428	429 - 438	439 - 462	463 - 477	478 - 489	490 - 499	500 - 585	**Tested Out:** 586-800
Algebra	100-378	379-406	407-430	431-446	447-464	465-479	480-492	493-502	503-514	**Algebra 1:** 515-548
										Algebra 2: 549-571
										Early CCR Math: 572-601
										Mid CCR Math: 602-629
										Late CCR Math: 630-800
Measurement and Statistics	100- 385	386- 410	411 - 430	431 - 445	446 - 459	460 - 474	475 - 486	487 - 495	496 - 585	**Tested Out:** 586-800
Geometry	100-385	386-408	409-435	436-449	450-464	465-479	480-492	493-502	503-514	**Geometry:** 515-548
										Algebra 2: 549-571
										Early CCR Math: 572-601
										Mid CCR Math: 602-629
										Late CCR Math: 630-800

*For more information on using the placement tables with the Traditional Pathway, refer to Common Questions Specific to the High School Mathematics Placement Tables in the Appendix.

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Reading Placements—Overall

Student Rostered Grade

	Emerging K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Grade K	100-361	362–395 396–423 424-479	480-536	537-560	561-800									
Grade 1	100-346	347-433	434–457 458–479 480–536	537-560	561-602	603-800								
Grade 2		100-418	419-488	489–512 513–536 537–560	561-602	603-629	630-800							
Grade 3		100-418	419-473	474-510	511–544 545–560 561-602	603-629	630-640	641-800						
Grade 4		100-418	419-473	474-495	496–556	557–578 579–602 603–629	630-640	641-653	654-800					
Grade 5		100-418	419-473	474-495	496-541	542-580	581–608 609–629 630–640	641-653	654-669	670-800				
Grade 6		100-418	419-473	474-495	496-541	542-565	566-597	598–615 616–640 641–653	654-669	670-684	685-800			
Grade 7		100-418	419-473	474-495	496-541	542-565	566-582	583-608	609–631 632–653 654–669	670-684	685-703	704-800		
Grade 8		100-418	419-473	474-495	496-541	542-565	566-582	583-593	594-619	620–641 642–669 670–684	685-703	704-723	724–800	
Grade 9		100-418	419-473	474-495	496-541	542-565	566-582	583-593	594-604	605-639	640–660 661–684 685-703	704-723	724–735	736–800
Grade 10		100-418	419-473	474-495	496-541	542-565	566-582	583-593	594-604	605-624	625-651	652–672 673–703 704-723	724–735	736–800
Grade 11		100-418	419-473	474-495	496-541	542-565	566-582	583-593	594-604	605-624	625-636	637-659	660–691 692–723 724-735	736–800
Grade 12		100-418	419-473	474-495	496-541	542-565	566-582	583-593	594-604	605-624	625-636	637-644	645-667	668–703 704–735 736-800

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Reading Placements—Vocabulary

Student Rostered Grade

	Emerging K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Grade K	100-361	362–395 396–479 N/A	480-536	537-560	561-800									
Grade 1	100-346	347-433	434–457 458–479 480–536	537-560	561-602	603-800								
Grade 2		100-418	419-490	491–515 516–536 537–560	561-602	603-629	630-800							
Grade 3		100-418	419-475	476-513	514–547 548–560 561-602	603-629	630-640	641-800						
Grade 4		100-418	419-475	476-498	499–556	557–578 579–602 603–629	630-640	641-653	654-800					
Grade 5		100-418	419-475	476-498	499-541	542-580	581–608 609–629 630–640	641-653	654-669	670-800				
Grade 6		100-418	419-475	476-498	499-541	542-565	566-597	598–615 616–640 641–653	654-669	670-684	685-800			
Grade 7		100-418	419-475	476-498	499-541	542-565	566-582	583-608	609–631 632–653 654–669	670-684	685-703	704-800		
Grade 8		100-418	419-475	476-498	499-541	542-565	566-582	583-593	594-619	620–641 642–669 670–684	685-703	704-723	724–800	
Grade 9		100-418	419-475	476-498	499-541	542-565	566-582	583-593	594-604	605-639	640–660 661–703 N/A	704-723	724–735	736–800
Grade 10		100-418	419-475	476-498	499-541	542-565	566-582	583-593	594-604	605-624	625-651	652–672 673–723 N/A	724–735	736–800
Grade 11		100-418	419-475	476-498	499-541	542-565	566-582	583-593	594-604	605-624	625-636	637-659	660–691 692–735 N/A	736–800
Grade 12		100-418	419-475	476-498	499-541	542-565	566-582	583-593	594-604	605-624	625-636	637-644	645-667	668–703 704–800 N/A

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Reading Placements—Comprehension Literature

Student Rostered Grade

	Emerging K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Grade K	100 - 359	360 – 389 390 – 479 N/A	480 - 536	537 - 560	561 - 800									
Grade 1	100 - 344	345 - 433	434 – 457 458 – 479 480 – 536	537 - 560	561 - 602	603 - 800								
Grade 2		100 - 418	419 - 490	491 – 515 516 – 536 537 – 560	561 - 602	603 - 629	630 - 800							
Grade 3		100 - 418	419 - 475	476 - 513	514 – 541 542 – 560 561 - 602	603 - 629	630 - 640	641 - 800						
Grade 4		100 - 418	419 - 475	476 - 498	499 – 551	552 – 571 572 – 602 603 – 629	630 - 640	641 - 653	654 - 800					
Grade 5		100 - 418	419 - 475	476 - 498	499 - 536	537 - 575	576 – 602 603 – 629 630 – 640	641 - 653	654 - 669	670 - 800				
Grade 6		100 - 418	419 - 475	476 - 498	499 - 536	537 - 560	561 - 597	598 – 615 616 – 640 641 – 653	654 - 669	670 - 684	685 - 800			
Grade 7		100 - 418	419 - 475	476 - 498	499 - 536	537 - 560	561 - 582	583 - 608	609 – 631 632 – 653 654 – 669	670 - 684	685 - 703	704 - 800		
Grade 8		100 - 418	419 - 475	476 - 498	499 - 536	537 - 560	561 - 582	583 - 593	594 - 619	620 – 641 642 – 669 670 – 684	685 - 703	704 - 723	724 – 800	
Grade 9		100-418	419 - 475	476 - 498	499 - 536	537 - 560	561 - 582	583 - 593	594 - 604	605 - 639	640 – 660 661 – 703 N/A	704 - 723	724 – 735	736 – 800
Grade 10		100-418	419 - 475	476 - 498	499 - 536	537 - 560	561 - 582	583 - 593	594 - 604	605 - 624	625 - 651	652 – 672 673 – 723 N/A	724 – 735	736 – 800
Grade 11		100-418	419 - 475	476 - 498	499 - 536	537 - 560	561 - 582	583 - 593	594 - 604	605 - 624	625 - 636	637 - 659	660 – 691 692 – 735 N/A	736 – 800
Grade 12		100-418	419 - 475	476 - 498	499 - 536	537 - 560	561 - 582	583 - 593	594 - 604	605 - 624	625 - 636	637 - 644	645 - 667	668 – 703 704 – 800 N/A

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Reading Placements—Comprehension Informational

Student Rostered Grade

	Emerging K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Grade K	100-361	362–395 396–479 N/A	480-536	537-560	561-800									
Grade 1	100-346	347-433	434–457 458–479 480–536	537-560	561-602	603-800								
Grade 2		100-418	419-490	491–515 516–536 537–560	561-602	603-629	630-800							
Grade 3		100-418	419-475	476-513	514–547 548–560 561-602	603-629	630-640	641-800						
Grade 4		100-418	419-475	476-498	499–556	557–578 579–602 603–629	630-640	641-653	654-800					
Grade 5		100-418	419-475	476-498	499-541	542-580	581–608 609–629 630–640	641-653	654-669	670-800				
Grade 6		100-418	419-475	476-498	499-541	542-565	566-597	598–615 616–640 641–653	654-669	670-684	685-800			
Grade 7		100-418	419-475	476-498	499-541	542-565	566-582	583-608	609–631 632–653 654–669	670-684	685-703	704-800		
Grade 8		100-418	419-475	476-498	499-541	542-565	566-582	583-593	594-619	620–641 642–669 670–684	685-703	704-723	724–800	
Grade 9		100-418	419-475	476-498	499-541	542-565	566-582	583-593	594-604	605-639	640–660 661–703 N/A	704-723	724–735	736–800
Grade 10		100-418	419-475	476-498	499-541	542-565	566-582	583-593	594-604	605-624	625-651	652–672 673–723 N/A	724–735	736–800
Grade 11		100-418	419-475	476-498	499-541	542-565	566-582	583-593	594-604	605-624	625-636	637-659	660–691 692–735 N/A	736–800
Grade 12		100-418	419-475	476-498	499-541	542-565	566-582	583-593	594-604	605-624	625-636	637-644	645-667	668–703 704–800 N/A

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Reading Placements—Comprehension Overall

Student Rostered Grade

	Emerging K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Grade K	100-360	361–392 393–479 N/A	480-536	537-560	561-800									
Grade 1	100-345	346-433	434–457 458–479 480–536	537-560	561-602	603-800								
Grade 2		100-418	419-490	491–515 516–536 537–560	561-602	603-629	630-800							
Grade 3		100-418	419-475	476-513	514–544 545–560 561-602	603-629	630-640	641-800						
Grade 4		100-418	419-475	476-498	499–554	555–575 576–602 603–629	630-640	641-653	654-800					
Grade 5		100-418	419-475	476-498	499-539	540-578	579–605 606–629 630–640	641-653	654-669	670-800				
Grade 6		100-418	419-475	476-498	499-539	540-563	564-597	598–615 616–640 641–653	654-669	670-684	685-800			
Grade 7		100-418	419-475	476-498	499-539	540-563	564-582	583-608	609–631 632–653 654–669	670-684	685-703	704-800		
Grade 8		100-418	419-475	476-498	499-539	540-563	564-582	583-593	594-619	620–641 642–669 670–684	685-703	704-723	724–800	
Grade 9		100-418	419-475	476-498	499-539	540-563	564-582	583-593	594-604	605-639	640–660 661–703 N/A	704-723	724–735	736–800
Grade 10		100-418	419-475	476-498	499-539	540-563	564-582	583-593	594-604	605-624	625-651	652–672 673–723 N/A	724–735	736–800
Grade 11		100-418	419-475	476-498	499-539	540-563	564-582	583-593	594-604	605-624	625-636	637-659	660–691 692–735 N/A	736–800
Grade 12		100-418	419-475	476-498	499-539	540-563	564-582	583-593	594-604	605-624	625-636	637-644	645-667	668–703 704–800 N/A

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Reading Placements—Phonological Awareness

Student Rostered Grade

	Emerging K	Grade K	Grade 1	Max Score
Grade K	100 - 361	Early / Mid K: 362 - 416 Late K: 417 - 426	427 - 474	475 - 800
Grade 1	100 - 346	347 - 426	Early 1: 427 - 438 Mid 1: 439 - 455 Late 1: 456 - 474	475 - 800
Grades 2	N/A	100 - 426	427 - **455**	**456**-800
Grades 3	N/A	100 - 426	427 - **455**	**456**-800
Grades 4-12	N/A	100 - 426	427 - **455**	**456**-800

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Reading Placements—High-Frequency Words

Student Rostered Grade

	Emerging K	Grade K	Grade 1	Grade 2	Max Score
Grade K	100 - 361	Early K: 362 - 374 Mid K: 375 - 398 Late K: 399 - 418	419 - 475	476 - 490	491 - 800
Grade 1	100 - 346	347 - 424	Early/Mid 1: 425 - 439 Mid/Late 1: 440 - 475	476 - 490	491 - 800
Grades 2	N/A	100 - 409	410 - 453	454 - 490	491 - 800
Grades 3	N/A	100 - 409	410 - 438	439 - 490	491 – 800
Grades 4	N/A	100 - 409	410 - 438	439 - 490	491 – 800
Grades 5-12	N/A	100 - 409	410 - 438	439 - 490	491 – 800

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Reading Placements—Phonics

Student Rostered Grade

	Emerging K	Grade K	Grade 1	Grade 2	Grade 3	Max Score
Grade K	100 - 361	362 - 394 395 - 423 424 - 433	434 - 490	491 - 513	514 - 533	534 - 800
Grade 1	100 - 346	347 - 433	434 - 453 454 - 479 480 - 490	491 - 513	514 - 533	534 - 800
Grade 2	N/A	100 - 433	434 - 490	491 - 510 511 - 524 525 - 533	N/A	534 - 800
Grade 3	N/A	100 - 433	434 - 490	491 - 513	Early 3: 514 - 524 Mid 3: 525 - 533	534 - 800
Grades 4	N/A	100 - 433	434 - 490	491 - 513	514 - 533	534 – 800
Grades 5	N/A	100 - 433	434 - 490	491 - 513	514 - 533	534 – 800
Grades 6-12	N/A	100 - 433	434 - 490	491 - 513	514 - 533	534 – 800

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APPENDIX

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Common Questions

Question: What do the *i-Ready* placement levels mean?
Answer: The performance level descriptions shown on the previous page are the best starting place for understanding the *i-Ready* placements. A student's grade-level placement is, broadly speaking, an indication of the content they most likely need to learn and continue practicing. This is particularly helpful at the domain level. For example, if a student is enrolled in Grade 5 and earns a placement of Grade 3 in the Geometry domain, this indicates that the student most likely needs to continue receiving instruction on Grade 3 content in this domain.

Question: What placement is considered "proficient"?
Answer: The decision as to whether or not a student is considered "proficient" should be up to individual school districts. However, students who achieve the Mid Grade Level placement are generally considered to have achieved grade-level proficiency. Note that proficiency on *i-Ready Inform* does not necessarily have the same meaning as proficiency on a state end-of-year test.

Question: Last spring, my student placed On Grade Level. This fall, the same student is now listed as below grade. What's going on?
Answer: It is reasonable to expect that a student early in the fall semester may not have received instruction in some grade-level content. There is also research which suggests that some students experience a small amount of "learning loss" over the summer months if they are not actively engaged in academic activities. The best way to compare student performance from spring to fall is to look at the change in their scale scores. The *i-Ready* scale is vertically aligned across years, which means a student's score can be compared from year to year.

Question: Why do the placement levels overlap across grades? I looked at a student in Grade 3 and one in Grade 4 who had both earned scale scores of 600 in Reading, and they were both listed as on grade. How can this be?
Answer: The placement levels overlap across grades because the difficulties of the skills students learn also overlap across grades. In general, skills taught at higher grade levels tend to be more difficult, but there is considerable overlap from one grade to the next. To understand this, it's sometimes helpful to think about how students progress from one grade to the next in school. For example, for students to be promoted from fourth to fifth grade, they don't need to have mastered every single skill in fourth grade. They will still be able to succeed on many fifth grade skills. In fact, there are plenty of skills in fifth grade that students would find easier than skills they learned in fourth grade. The fourth grade skill of solving real-world problems involving elapsed time is harder than the fifth grade skill of comparing two decimals. This fact helps explain why there are overlapping difficulty levels across grades.

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Question: Why are the placements divided into Early, Mid, and Late for on-grade placements only? Why aren't off-grade placements also subdivided?

Answer: Since grade-level standards are the greatest area of focus for educators of a given chronological grade, it is important that our placement tables and instructional recommendations also focus on the differences among students who are performing on-grade level. Additionally, for students who perform below or above their grade level, the range of scale scores is smaller. Since the placement ranges for levels below and above a student's chronological grade are smaller, it would be less reliable to provide multiple categories within those ranges. In many cases, the standard error of measurement would be larger than the differences between these subplacements.

Question: Why is it so hard for students to place Above Grade Level? My student is high performing but is only performing at Mid Grade Level.

Answer: The Late Grade and Above Grade Level placements are difficult benchmarks for students to attain, and few students reach these placements nationally. For example, 10 percent of students at most in each grade level attain the Late Grade Level placement on their spring *i-Ready Inform* assessment in Mathematics, and in many grade levels, fewer than 5 percent of students do so. i-Ready placements are conservative, and our instructional recommendations are focused on providing teachers with actionable data that can be helpful in the classroom. Students will see items that push them to the edges of their proficiency, which enables us to provide these instructional recommendations.

Question: Why are there caps on placement levels? Why can't students earn placements more than three grades above their chronological grade?

Answer: While students in any grade can theoretically receive the maximum scale score, the *i-Ready* placement levels for a given chronological grade are capped at three grades Above Grade Level. Our national data shows that only roughly 0.3 percent of students receive placements three grade levels above their chronological grade. That is, 99.7 percent of students place no more than two grades Above Grade Level. In those instances where a student's scale score would place them three levels above their chronological grade, districts and schools should certainly review the instructional supports and grade placements for those students. However, because so few students reach this level, *i-Ready* does not provide placement levels more than three levels above the student's chronological grade.

Question: How were the grade-level placements determined?

Answer: The scale scores, which define the placement levels at each grade, were determined through a process called "standard setting" in which teachers reviewed grade-level expectations for *i-Ready Inform* and compared them to students in their classrooms. Statistical analyses were then conducted to identify the cut point which most accurately classifies students into the placement levels identified by teachers given their performance on *i-Ready Inform*. For the Late Grade Level placement, additional consideration was also given to being confident that students whose score placed them into this level would benefit from instruction that might be above grade level.

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Common Questions Specific to the High School Mathematics Placement Tables

What is a high school math pathway? Why do they exist?

The Common Core State Standards (CCSS), like many other college- and career-ready standards, are organized by grade level for Grades K–8 but by topic for the high school grades. There are a variety of possible approaches to organizing the high school standards into a series of courses, and Appendix A of the CCSS mathematics documentation provides sample pathways for high school math. Specifically, the two main pathways delineated were a Traditional Pathway and an Integrated Pathway. For more information about these pathways, please refer to the CCSS documentation.

A brief description of the pathways is given in that document as follows:

1. An approach typically seen in the U.S. (Traditional) that consists of two algebra courses and a geometry course, with some data, probability and statistics included in each course;
2. An approach typically seen internationally (Integrated) that consists of a sequence of three courses, each of which includes number, algebra, geometry, probability, and statistics.

The *i-Ready* high school pathways were modeled after these two basic structures.

- The *i-Ready* Traditional Pathway assumes students will complete an Algebra I course, a Geometry course, and an Algebra II course and that the algebra courses will include little to no geometry content and the geometry courses will include little to no algebra content.
- In contrast, the Integrated Pathway assumes students will complete three high school math courses, each of which contains content from algebra, geometry, and other content areas.

How does *i-Ready* deal with the different pathways?

It is important to recall that *i-Ready Inform* is not a grade-level assessment. Students are served items on *i-Ready Inform* based on their performance, not based on the course in which they are enrolled. Students assigned to the Traditional Pathway and the Integrated Pathway receive items from the same *i-Ready Inform* item pool and follow the same test flow. In other words, if the same student took the assessment in exactly the same way, and the only difference between the two assessments was the pathway to which the student was assigned, we would not expect to see any meaningful difference in the student's test flow or assessment results.

The high school math pathway is set at the account level and should be determined by district leadership based on the pathway that best corresponds to the high school mathematics courses used in that district.

What is the difference between the pathways when it comes to *i-Ready* users?

Students will not see any differences in their experience of *i-Ready* based on the pathway chosen. The primary differences are visible to educators and have to do with the reporting and interpretation of student *i-Ready Inform* results. The most obvious difference is in the placement tables for high

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school students. Students following an Integrated Pathway will receive different placements than students following a Traditional Pathway. For example, a Grade 9 student following the Integrated Pathway who receives an overall scale score of 520 will receive an overall placement of Early 9. A student in Algebra I following the Traditional Pathway who receives the same overall scale score would receive an overall placement of Early Algebra I. The overall placement tables contain the same ranges of scores but apply different placement labels to those ranges—where a student in the Integrated Pathway might receive a placement of Grade 10 or Late 11, a student in the Traditional Pathway might instead receive a placement of Geometry or Late Algebra II.

It is important to note that the course designation for a student in the Traditional Pathway is determined based on the chronological grade. All Grade 9 students are considered to be enrolled in Algebra I for the purposes of determining their placements and relative placements, all Grade 10 students are considered to be enrolled in Geometry, and so on.

Furthermore, because the placement tables are different for the Integrated and Traditional Pathways, there are some additional differences in how *i-Ready* reports on student *i-Ready Inform* results. For example, since intervention tier recommendations are based on students' relative placement levels, these recommendations look a bit different when applied to students in the different pathways.

With all of this being said, it is important to note that these differences are only applicable to students who perform well enough to receive placements in the high school grades. For students who demonstrate performance below the high school level, their placements are determined identically regardless of pathway.

What is the CCR Math Placement and Grade Level listed in the placement tables?

CCR Math stands for College and Career Ready Mathematics and represents a level of mathematical knowledge and skill associated with preparedness for entry-level college mathematics coursework. The CCR Math level follows Algebra 1, Geometry, and Algebra 2 in the Traditional Pathway approach to teaching mathematics and follows Integrated 1, Integrated 2, and Integrated 3 in the Integrated Pathway approach to teaching mathematics. As such, CCR Math is analogous to a fourth course in mathematics that might be taken by students in high school. Students who achieve an On Grade Level placement in CCR Math likely will have been assessed on concepts including precalculus, statistics and probability, and trigonometry.

How do the placement tables work for high school mathematics?

The *i-Ready* Traditional Pathway assumes students will complete an Algebra I course, a Geometry course, and an Algebra II course and that the algebra courses will include little to no geometry content and the geometry courses will include little to no algebra content. In contrast, the Integrated Pathway assumes students will complete three high school math courses, each of which contains content from algebra, geometry, and other content areas. The course designation for a student in the Traditional Pathway is determined based on the chronological grade. All Grade 9 students are considered to be enrolled in Algebra I for the purposes of determining their placements and relative placements, all Grade 10 students are considered to be enrolled in Geometry, and so on. When using the placement tables for the Traditional Pathway, use the row corresponding to the student's chronological grade level.

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Example: Using the Placement Tables for High School Math in the Traditional Pathway

There are some nuances when reading the tables for high school math, as the tables vary depending on whether students are rostered in a Traditional Pathway or Integrated Pathway. The placement tables for the Traditional Pathway are read differently from the other tables.

In the Traditional Pathway at the overall level, there are four rows: Algebra 1 (Grade 9), Geometry (Grade 10), Algebra 2 (Grade 11), and CCR (Grade 12). You can use the placement tables to determine a student's relative placement as well as absolute placement. Using the row corresponding to the student's chronological grade level, examine the placement table as a whole. Identify the student's placement by finding the score range that includes their score. Then, you can identify their relative placement by examining where that student's placement falls relative to their chronological grade.

i-Ready also provides domain level placements in math. Below is an example using the Traditional Pathway, showing Algebra II (Grade 11) domain-level placements. Consider a Geometry (Grade 10) student who earned a scale score of 510 in the Algebra domain. In this student's case, they would earn an Algebra placement of Grade 8 (503–514).

Students Rostered in Grade 11—Traditional Pathway Reporting Option Selected

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Above Grade 8 Placements
Number and Operations	100-381	382-404	405-428	429-438	439-462	463-477	478-489	490-499	500-585	**Tested Out:** 586-800
Algebra	100-378	379-406	407-430	431-446	447-464	465-479	480-492	493-502	503-514	**Algebra 1:** 515-563
										Early Algebra 2: 564-589
										Mid Algebra 2: 590-610
										Late Algebra 2: 611-629
										CCR Math: 630-800
Measurement and Statistics	100-385	386-410	411-430	431-445	446-459	460-474	475-486	487-495	496-585	**Tested Out:** 586-800
Geometry	100-385	386-408	409-435	436-449	450-464	465-479	480-492	493-502	503-514	**Geometry:** 515-563
										Early Algebra 2: 564-589
										Mid Algebra 2: 590-610
										Late Algebra 2: 611-629
										CCR Math: 630-800

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