Digital Assessment Reports

Sampler

i-Ready Classroom Mathematics

THE EDTECH AWARDS COOL TOOL WINNER 2022

TECH & LEARNING AWARDS OF EXCELLENCE BEST OF 2022 WINNER

BUROS CENTER FOR TESTING
Received a positive review in *The Twentieth Mental Measurements Yearbook* (published by the Buros Center for Testing)

//CODiE// 2023 SIIA CODiE AWARDS

2020 NEW PRODUCT AWARD THE JOURNAL

NCII NATIONAL CENTER ON INTENSIVE INTERVENTION at American Institutes for Research
Received high ratings from the National Center on Intensive Intervention

Learn More at
i-ReadyClassroomMathematics.com/24

Curriculum Associates

34797.0

Make a Difference Every Day

i-Ready Classroom Mathematics uses a comprehensive approach to monitoring student understanding. The Diagnostic and Comprehension Checks—also available in Spanish—drive key reports that provide real-time insight into students' needs. Make informed instructional decisions for every student based on valid, reliable data.

A Yearly Action Plan for Practical Differentiation

Diagnostic

Unit Assessment Comprehension Check

Lesson Quiz Comprehension Check

Instruction

Month 1

M	T	W	T	F
Lesson				
Lesson				
Lesson				
Lesson				

Month 2

M	T	W	T	F
Lesson				
Lesson				
Lesson				
Lesson				

Month 3

M	T	W	T	F
Lesson				
Lesson				
Lesson				
Lesson				

Month 4

M	T	W	T	F
Lesson				
Lesson				
Lesson				
Lesson				

Month 5

M	T	W	T	F
Lesson				
Lesson				
Lesson				
Lesson				

Month 6

M	T	W	T	F
Lesson				
Lesson				
Lesson				
Lesson				

Month 7

M	T	W	T	F
Lesson				
Lesson				
Lesson				
Lesson				

Month 8

M	T	W	T	F
Lesson				
Lesson				
Lesson				
Lesson				

Month 9

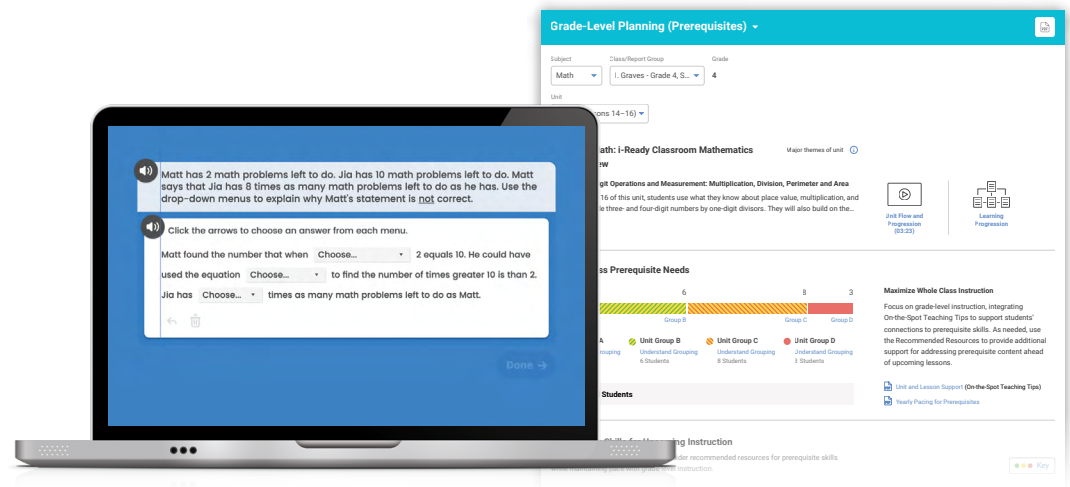
M	T	W	T	F
Lesson				
Lesson				
Lesson				
Lesson				

Month 10

M	T	W	T	F
Lesson				
Lesson				
Lesson				
Lesson				

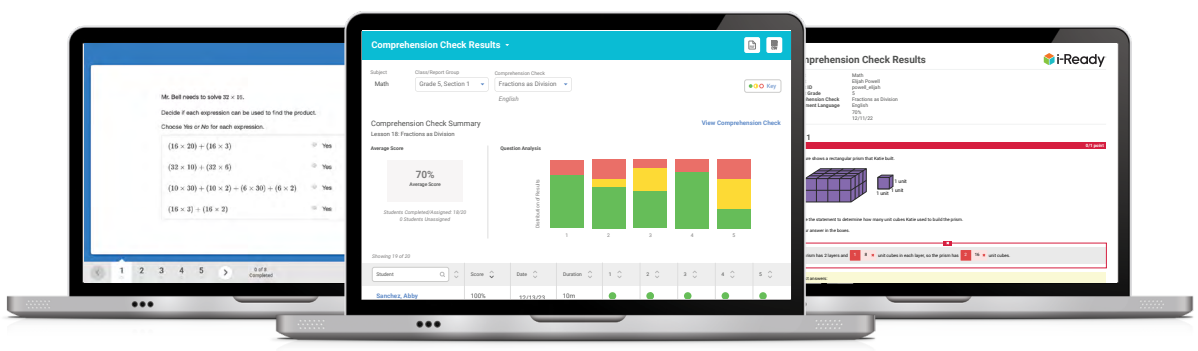
Proactively Address Prerequisite Skills during Instruction

The data and recommendations in the **Grade-Level Planning (Prerequisites) report** focus teachers' time and effort on the most critical Essential Skills, accelerating students at all levels toward grade-level success.



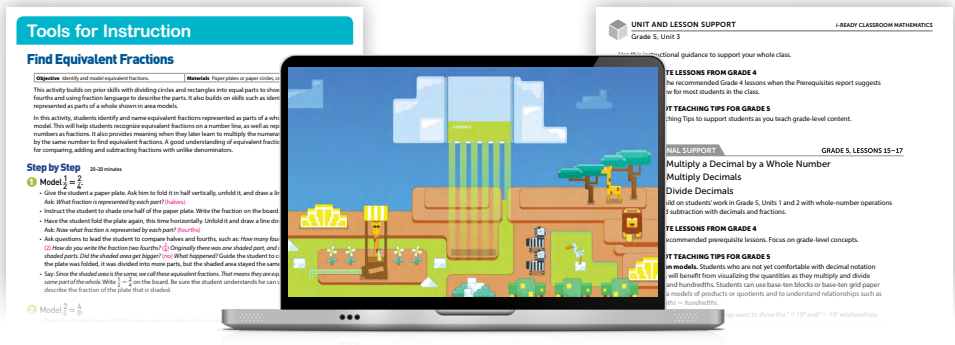
Simplify Planning with In-Depth Reports

Comprehension Checks assess student understanding of unit- and lesson-level content. Data from the **Comprehension Check Results reports** provides insight into common student errors and misconceptions, making it easier to address incorrect answers.



Respond to Students' Needs in the Moment

Each lesson has options that let teachers reteach, reinforce, and extend learning to meet the needs of all students.



Tools for Instruction are mini-lessons that give teachers another way to present lesson concepts.

Learning Games provide an adaptive, low-stakes environment to engage students in fluency practice.

On-the-Spot Teaching Tips provide scaffolds to address unfinished learning during grade-level work.

Diagnostic Results

PDF CSV

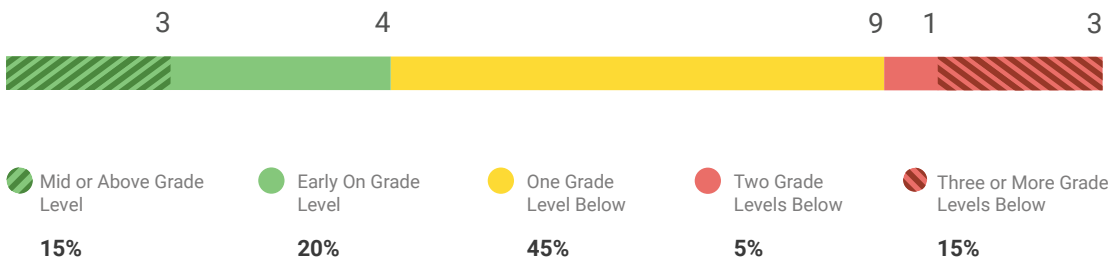
Subject: Math | Class/Report Group: Grade 5, Section 1 | Diagnostic: Diagnostic 1

08/31/23–09/30/23

Gives a comprehensive picture of class instructional needs, including criterion-referenced grade-level placements, national norms, and growth measures, based on data from each Diagnostic

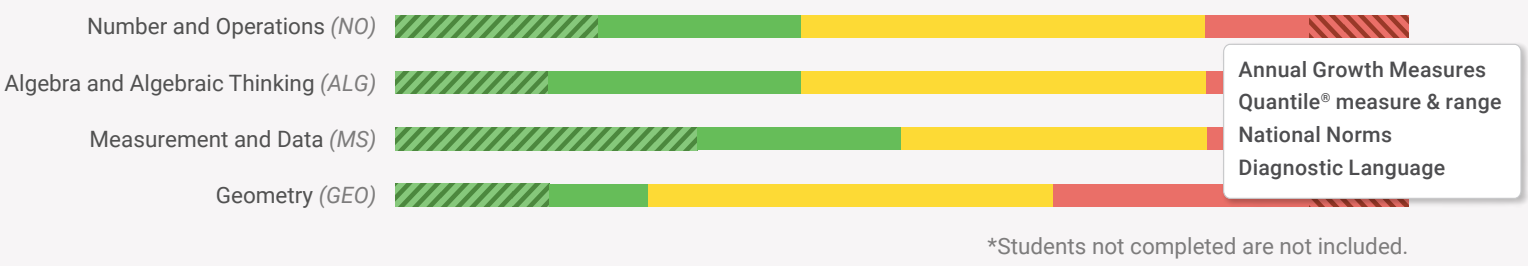
3-Level Placement | 5-Level Placement (Enhanced)

Overall Placement



The Mapping between 5-Level and 3-Level Placements

Placement by Domain*



*Students not completed are not included.

Showing 20 of 20

Choose Your Column: National Norms

Student	Overall Placement & Scale Score	Placement by Domain: NO	ALG	MS	GEO	Percentile Rank
Warren, Santino	Early 5 (491)	Mid 5	Grade 4	Mid 5	Mid 5	79th
McDonald, Kal	Early 5 (489)	Early 5	Early 5	Early		
Vo, Isaiah	Early 5 (484)	Grade 4	Early 5	Mid 5	Early 5	70th
Wade, Kiara	Early 5 (483)	Early 5	Early 5	Mid 5	Grade 4	69th
Patel, Mia	Grade 4 (473)	Early 5	Early 5	Early 5	Grade 4	53rd
Bowers, Tara	Grade 4 (472)	Early 5	Grade 4	Grade 4	Grade 4	52nd
Powell, Elijah	Grade 4 (470)	Grade 4	Grade 4	Grade 4	Grade 3	50th
Lowe, Noah	Grade 4 (470)	Grade 4	Grade 4	Early 5	Grade 4	50th
Singh, Brian	Grade 4 (463)	Grade 4	Grade 4	Early 5	Grade 4	40th
Baker, Danielle	Grade 4 (459)	Grade 4	Grade 4	Grade 4	Grade 3	35th
Choi, Isabelle	Grade 4 (459)	Grade 4	Grade 4	Grade 4	Grade 4	35th

Criterion Referenced *Norm Referenced*

Grade-Level Planning (Prerequisites)

Subject: Math | Class/Report Group: I. Graves - Grade 4, S... | Grade: 4

Unit: Unit 3 (Lessons 14–16)

Accelerate learning for all students by understanding each students' needs in relation to upcoming grade-level lessons in i-Ready Classroom Mathematics *with the Grade-Level Planning (Prerequisites) report.*

Know the Math: i-Ready Classroom Mathematics Unit Overview

Major themes of unit

Unit 3: Multi-Digit Operations and Measurement: Multiplication, Division, Perimeter and Area

In Lessons 14–16 of this unit, students use what they know about place value, multiplication, and division to divide three- and four-digit numbers by one-digit divisors. They will also build on the...

+ Show More

Unit Flow and Progression (03:23)

Learning Progression

Identify Class Prerequisite Needs

Group A	Group B	Group C	Group D
3	6	8	3

Unit Group A — Understand Grouping — 3 Students

Unit Group B — Understand Grouping — 6 Students

Unit Group C — Understand Grouping — 8 Students

Unit Group D — Understand Grouping — 3 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.

Unit and Lesson Support (On-the-Spot Teaching Tips)

Yearly Pacing for Prerequisites

See pages 5 and 6 for examples of the whole class support documents.

Prerequisite Skills for Upcoming Instruction

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

Key

Lesson 14: Divide Three-Digit Numbers

Lesson 15: Divide Four-Digit Numbers

See page 7 for examples of small group Recommendations.

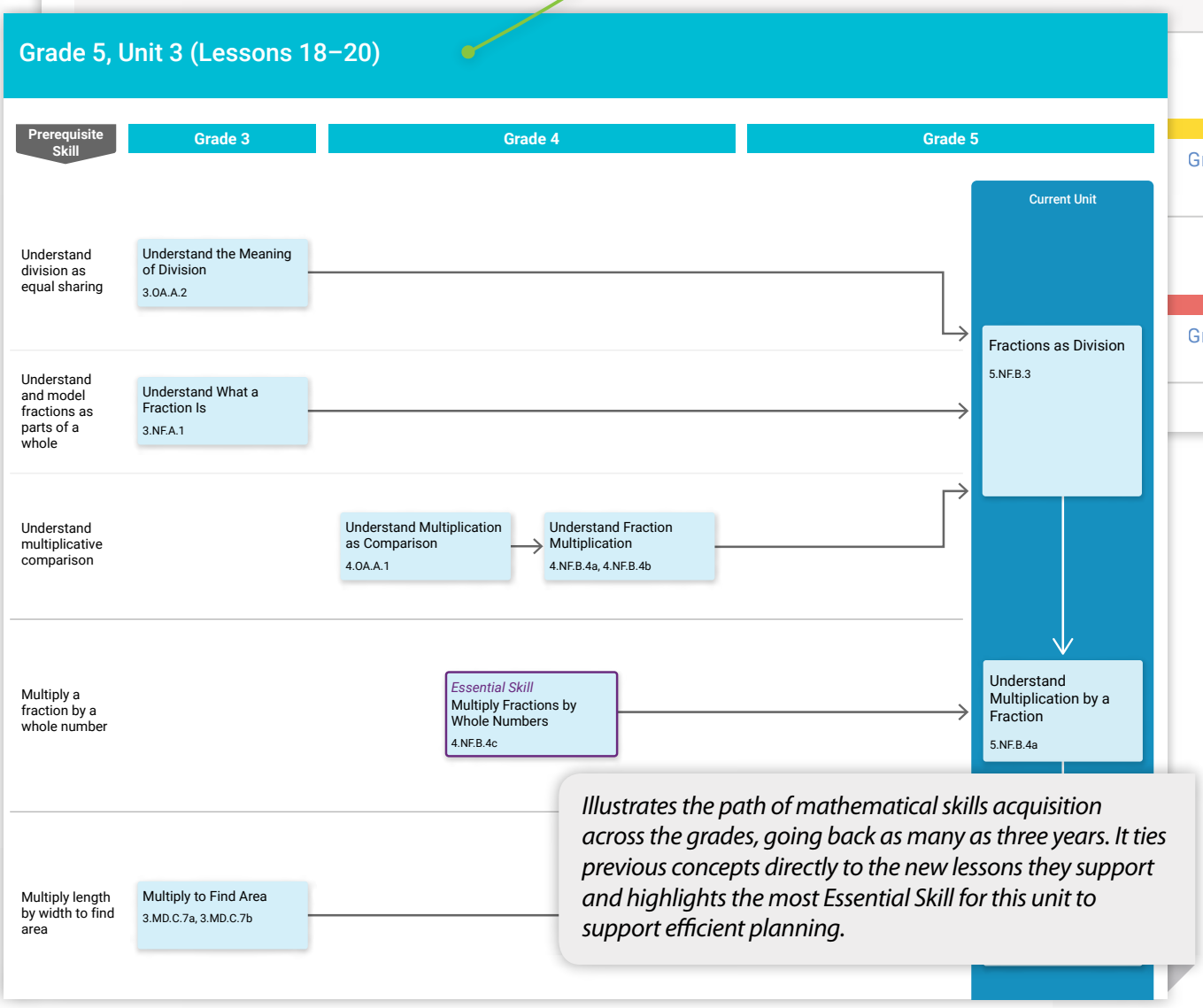
Grade 5, Unit 3 (Lessons 18–20)

Group C	Group D
8	3

View Resources

Group C	Group D
8	3

View Resources



Illustrates the path of mathematical skills acquisition across the grades, going back as many as three years. It ties previous concepts directly to the new lessons they support and highlights the most Essential Skill for this unit to support efficient planning.

UNIT AND LESSON SUPPORT

i-READY CLASSROOM MATHEMATICS

Grade 5, Unit 3

Indicates which Prerequisite Lessons to focus on and identifies the important concepts within those lessons

Use this instructional guidance to support your whole class.

▶ PREREQUISITE LESSONS FROM GRADE 4

Choose from the recommended Grade 4 lessons when the Prerequisites report suggests in-depth review for most students in the class.

◆ ON-THE-SPOT TEACHING TIPS FOR GRADE 5

Use these Teaching Tips to support students as you teach grade-level content.

INSTRUCTIONAL SUPPORT

GRADE 5, LESSONS 15–17

Lesson 15 Multiply a Decimal by a Whole Number

Lesson 16 Multiply Decimals

Lesson 17 Divide Decimals

These lessons build on students' work in Grade 5, Units 1 and 2 with whole-number operations and addition and subtraction with decimals and fractions.

▶ PREREQUISITE LESSONS FROM GRADE 4

There are no recommended prerequisite lessons. Focus on grade-level concepts.

◆ ON-THE-SPOT TEACHING TIPS FOR GRADE 5

On-the-Spot Teaching Tips suggest additional scaffolding to support students with unfinished prerequisite learning as they engage with on-grade level work during whole class instruction.

- **Use base-ten models.** Students who are not yet comfortable with decimal notation for fractions will benefit from visualizing the quantities as they multiply and divide with tenths and hundredths. Students can use base-ten blocks or base-ten grid paper to make area models of products or quotients and to understand relationships such as *tenths* × *tenths* = *hundredths*.
- **Post a place-value chart.** You may want to show the "× 10" and "÷ 10" relationships between adjacent columns of the place-value chart. Support students in understanding how they use these relationships when they multiply and divide with decimals.
- **Connect decimals to money.** Build on students' Grade 4 work with decimals in money contexts. Give students experiences with multiplying or dividing with decimals by posing problems that relate the cost of 1 item to the total cost of 2, 3, or 5 of the item.
- **Make sense of the operations.** By verbalizing what a multiplication or division computation with decimals represents, students can relate operations with decimals to operations with whole numbers. For example, 5 × 0.3 means "I am making 5 copies of 3 tenths," 0.1 × 0.3 means "I am finding 1 tenth of 3 tenths," or 1.4 ÷ 0.7 means "I am finding how many 7 tenths fit into 14 tenths."
- **Make connections between decimals and fractions.** When multiplying a decimal by a whole number, students who are comfortable with Grade 4 work on multiplying a fraction by a whole number may find it helpful to rewrite decimals as fractions.

Grade 5 Alternate Pacing Guide

Use the Prerequisites report to identify opportunities to review or teach content from the previous grade.

Provides pacing guidance to help teachers determine when to teach the Prerequisite Lesson(s) and how to consolidate pacing elsewhere to accommodate

Lesson 0 Lessons for the First Five Days Use Lesson 0 to establish routines and review multiplying two-digit numbers and solving perimeter and area problems.	5 days

Unit 1 Whole Number Operations and Applications: Volume, Multiplication, and Division

PREPARE for Unit 1, Lessons 1–4 by reviewing strategies for solving perimeter and area problems and strategies for multiplying two-digit numbers. This provides support for students to understand and solve volume problems and to work with mu	
Unit 1, Lessons 1–4 build on skills that are no additional recommended prerec	
Lesson 1 Understand Volume	
Lesson 2 Find Volume Using Unit Cube	
Lesson 3 Find Volume Using Formulas	
Lesson 4 Multiply Multi-Digit Numbers	
PREPARE for Unit 1, Lesson 5 by review support students with dividing by two- **Grade 4, Lesson 14** Divide Three-Digit	
Lesson 5 Divide Multi-Digit Numbers	

YEARLY PACING FOR PREREQUISITES i-READY CLASSROOM MATHEMATICS

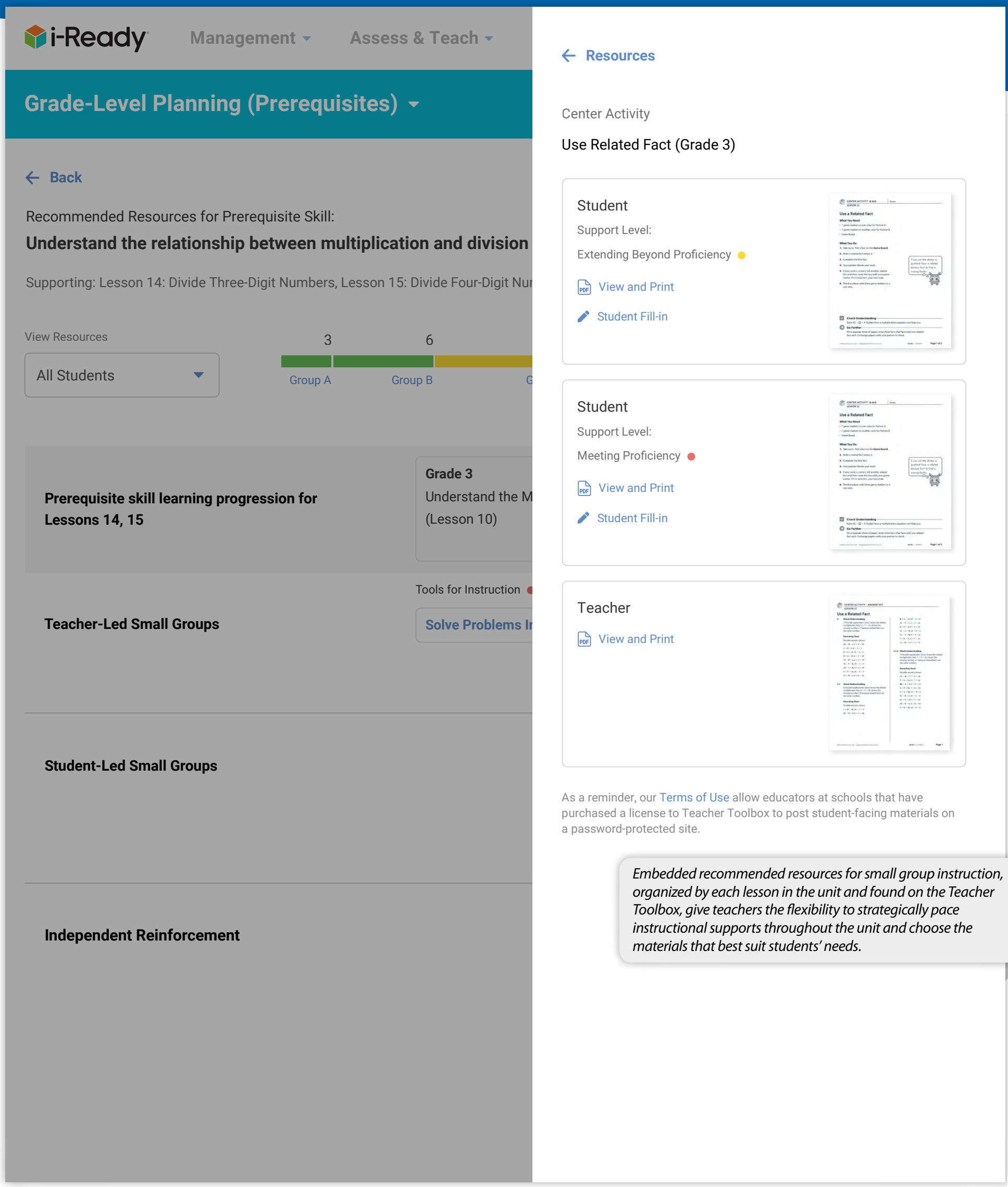
Unit 2 Decimals and Fractions: Place Value, Addition, and Subtraction

PREPARE for Unit 2, Lessons 6–11 by reviewing tenths and hundredths to support students with decimals to thousandths. **Grade 4, Lesson 25** Fractions as Tenths and Hundredths	0 to 2 days
Lesson 6 Understand Decimal Place Value	3 days
Lesson 7 Understand Powers of 10	3 days
Lesson 8 Read and Write Decimals	4 days
Lesson 9 Compare and Round Decimals	4 days
Lesson 10 Add Decimals	3 days
Lesson 11 Subtract Decimals	4 days
PREPARE for Unit 2, Lessons 12–14 by reviewing equivalent fractions and addition and subtraction of fractions with like denominators to support students in addition and subtraction of fractions with unlike denominators. **Grade 4, Lesson 17** Understand Equivalent Fractions	0 to 4 days
	4 days
	4 days
	4 days

YEARLY PACING FOR PREREQUISITES i-READY CLASSROOM MATHEMATICS

Unit 3 More Decimals and Fractions: Multiplication and Division

Unit 3, Lessons 15–17 primarily build on lessons from the current grade.	
Lesson 15 Multiply a Decimal by a Whole Number	3 days
Lesson 16 Multiply Decimals	4 days
Lesson 17 Divide Decimals	5 days
PREPARE for Unit 3, Lessons 18–20 by reviewing multiplying a fraction by a whole number to support students in using visual fraction models. **Grade 4, Lesson 23** Understand Fraction Multiplication **Grade 4, Lesson 24** Multiply Fractions by Whole Numbers	0 to 4 days
Lesson 18 Fractions as Division	3 days
Lesson 19 Understand Multiplication by a Fraction	3 days
Lesson 20 Multiply Fractions to Find Area	4 days
Lesson 21 Understand Multiplication as Scaling	3 days
Lesson 22 Multiply Fractions in Word Problems	4 days
Lesson 23 Understand Division with Unit Fractions	3 days
Lesson 24 Divide Unit Fractions in Word Problems	4 days



Embedded recommended resources for small group instruction, organized by each lesson in the unit and found on the Teacher Toolbox, give teachers the flexibility to strategically pace instructional supports throughout the unit and choose the materials that best suit students' needs.

Diagnostic Results ▾ **Elijah Powell** ▾ **Grade 5**

Uses criterion-referenced grade-level placements to give teachers insight into the instructional strengths, areas of need, and annual growth expectations for each student

Subject: Math ▾ Diagnostic: Diagnostic 1 (09/14/23) ▾

Key

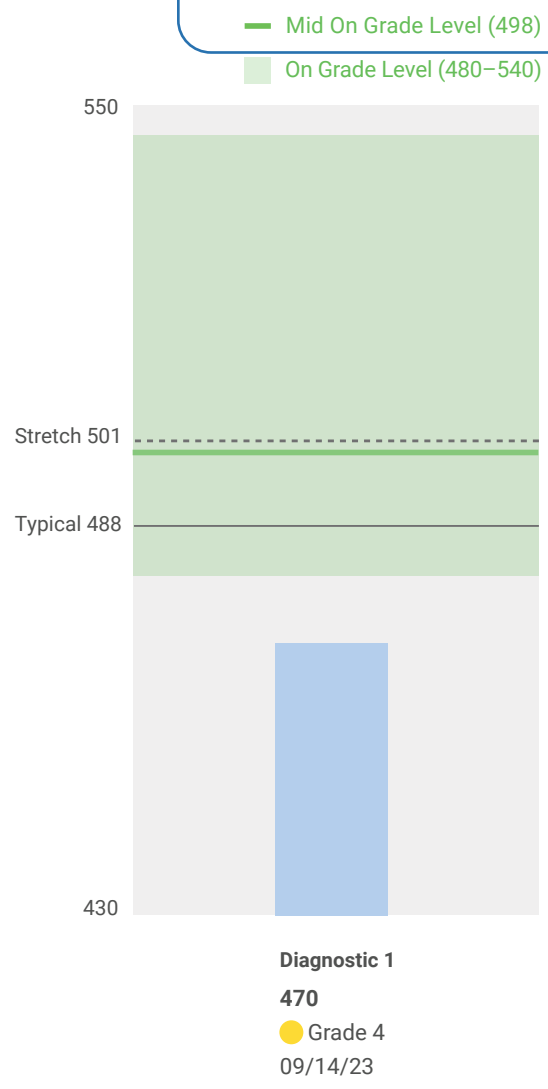
Diagnostic 1

Typical Growth

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

Stretch Growth®

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



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

Overall — Grade 4 (470), Standard Error +/- 7

Domain	Placement	Can Dos & Next Steps
Number and Operations	Grade 4	⤵
Algebra and Algebraic Thinking	Grade 4	⤵
Measurement and Data	Grade 4	⤵
Geometry	Grade 3	⤵

Criterion Referenced

National Norm Performance and Quantile® Framework for Mathematics Measure

National Norm
51st Percentile ⓘ

Quantile® Measure: **685Q**

Quantile Range: 635Q–735Q

Understanding Quantile Measures PDF

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

How to Use Quantile Tools on the Hub PDF

Placement by Domain

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

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

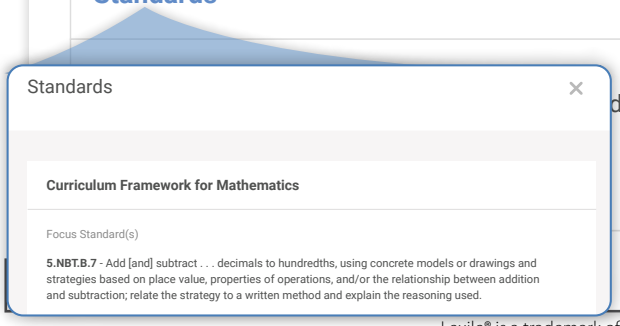
Developmental Analysis

At placement levels 3–5, this domain addresses four operations with whole numbers with an emphasis on multiplication and division, as … computation with decimals and fractions. Test results indicate that Elijah could benefit from practicing multi-digit whole number ope…

Can Do ⓘ
Base Ten

Read and write whole numbers through thousands in expanded form and standard form, and identify the value of the digits.

Standards



Next Steps & Resources for Instruction ⓘ
Base Ten

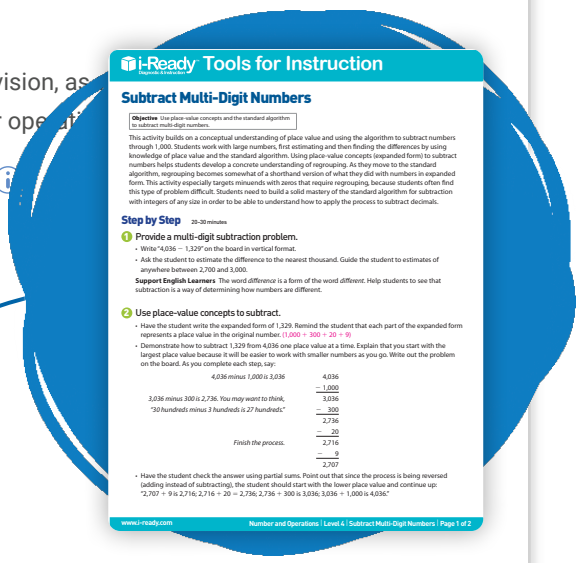
– **Subtract multi-digit numbers.**

Subtract multi-digit numbers.

Tools for Instruction

Subtract Multi-Digit Numbers PDF

Restar números enteros de varios dígitos PDF



Additional Resources

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

Interactive Practice

PDF CSV

Indicates students' completion progress and results on Interactive Practice assignments. Students receive immediate feedback to help them build understanding and fluency on select grade-level concepts.

Subject	Class/Report Group	Grade of Content	Interactive Practice
Math	Grade 5, Section 1	Grade 5	Divide Decimals

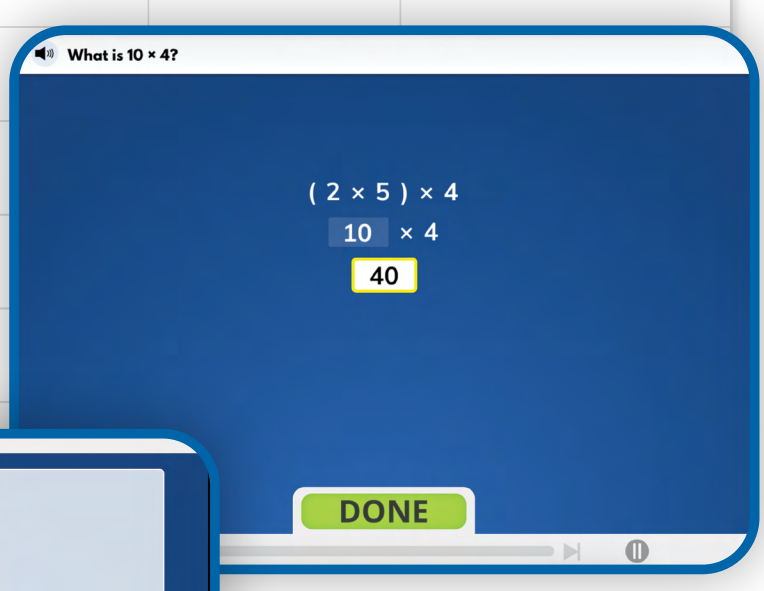
Number of Assignments

3	6	11
Not Started	In Progress	Completed

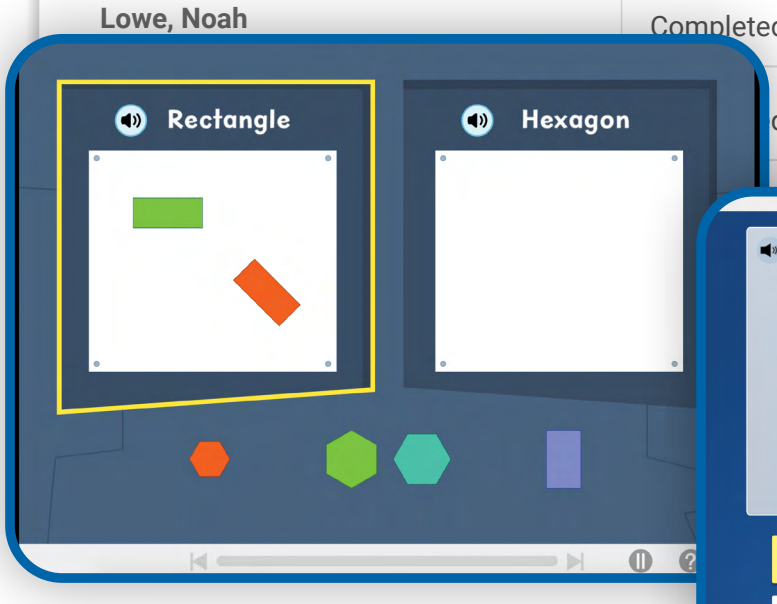
Interactive Practice Details

Showing 19 of 19

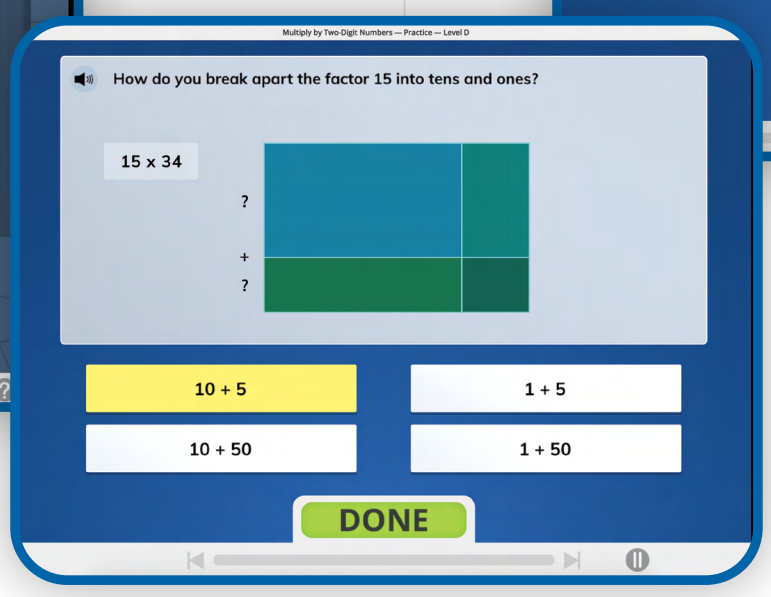
Student	Status	Due Date	Duration	Practice Results
Vo, Isaiah	Not Started	1/22/24	-	-
Patel, Mia	Not Started	1/22/24	-	-
Cochran, Damon	Not Started	1/22/24	-	-
Ruiz, Justin	In Progress	1/22/24	3m	-
Warren, Santino	In Progress	1/22/24	5m	-
Baker, Danielle	In Progress	1/22/24	5m	-
Hess, Michael	In Progress	1/22/24	8m	-
Stanton, Geena	In Progress	1/22/24	9m	-
Powell, Elijah	In Progress	1/22/24	10m	-
Singh, Brian	Completed 1/19/24	1/22/24	13m	100%
Malone, Carla	Completed 1/19/24	1/22/24		
Sanchez, Abby	Completed 1/19/24	1/22/24		
Lowe, Noah	Completed 1/19/24	1/22/24		



Example of Grade 3
Interactive Practice: Short Response



Example of Grade K
Interactive Practice: Drag-and-Drop



Example of Grade 4
Interactive Practice: Multiple Choice

Personalized Instruction Summary ▾ Elijah Powell ▾ Grade 5

PDF CSV

i-Ready Personalized Instruction *is an optional addition to* i-Ready Classroom Mathematics.
Shows a student's progress through i-Ready *lessons in real time and highlights where that student is succeeding and where teachers should intervene to help students who need support*

Subject: Math ▾ Date Range: All Activity ▾

Current & Past Lessons | Upcoming Lessons

Monitor Domain Progress

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

On Grade Level

Activity Overview

Lessons Passed (YTD): **55/65 | 85%**

Total Lesson Time-on-Task (YTD): **23h 26m**

Domains	Passed/Completed	% Lessons Passed
⚠ **Number and C**		
Algebra and A		
Measurement		
Geometry (GE		

Number and Operations
Add and Subtract Decimals

Objectives:
- Add decimals to hundredths.
- Subtract decimals to hundredths.
- Use models to show how to add and subtract decimals to hundredths.

Preview — Estimated Total Run Time: **26m**

Instruction | Quiz

Curriculum Framework for Mathematics

Focus Standard(s)

5.NBT.B.7 - Add [and] subtract . . . decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method a d explain the reasoning used.

Lesson Time-on-Task: Year to Date
23h 26m

Last Week	Current Week
34m	47m

Showing 9 of 60

Alerts	Domains	Level	Lesson	Results	Lesson Time-on-Task	Started	Finished
	Number and Operations	Late 5	Multiply Decimals	—	26m	03/01/24	In Progress
	Number and Operations	Late 5	Add and Subtract Fractions in Word Problems	Passed 100%	31m	03/01/24	03/01/24
	Number and Operations	Mid 5	Add and Subtract Fractions	Passed 90%	34m	02/22/24	02/22/24
	Number and Operations	Mid 5	Practice: Subtract Decimals	Passed 90%	29m	02/15/24	02/15/24
	Number and Operations	Mid 5	Practice: Add Decimals	Passed 70%	31m	02/15/24	02/15/24
⚠	**Number and Operations**	Mid 5	Add and Subtract Decimals	Not Passed 60%	28m	02/13/24	02/14/24

Personalized Instruction Summary

i-Ready Personalized Instruction *is an optional addition to* i-Ready Classroom Mathematics.
Shows teachers in real time the key metrics associated with student gains as they progress through i-Ready *lessons*

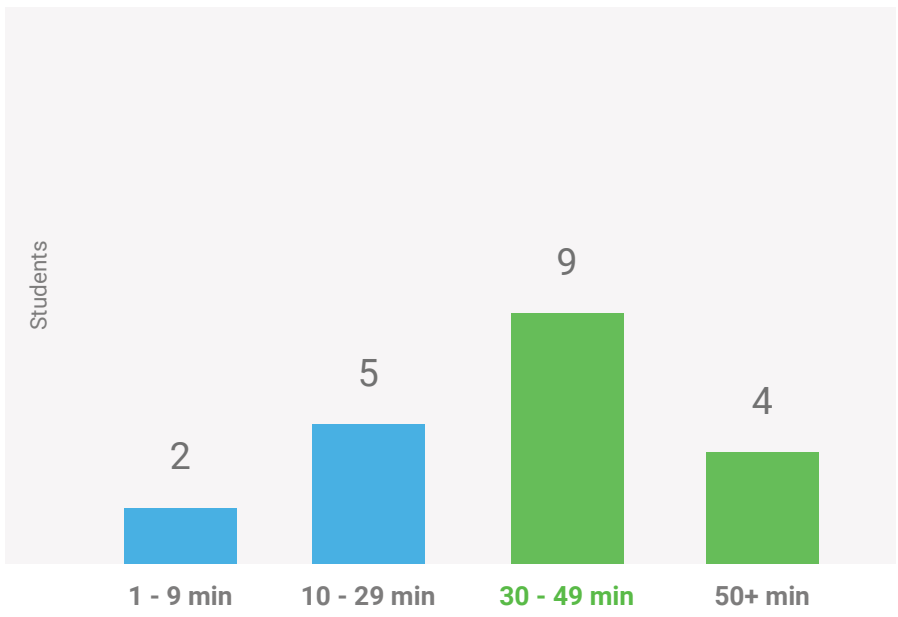
Subject: Math | Class/Report Group: Grade 5, Section 1 | Date Range: Current Week

Students Using Instruction/Total (Current Week): **20/20**

Students Completing Lessons/Total (YTD): **20/20**

Lesson Time-on-Task

Current Week



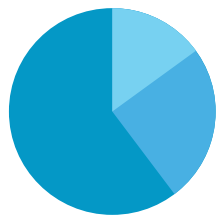
Lessons Passed

Current Week

75%
Average % Lessons Passed

Average Lessons Completed: 2

Year to Date



- **10 Students:** 70 - 100% Passed
- **6 Students:** 50 - 69% Passed
- **4 Students:** 0 - 49% Passed

Include Lessons in:

(•) English and Spanish ( ) English Only ( ) Spanish Only

Showing 20 of 20

Alerts	Student	Lesson Time-on-Task	In Progress	Lessons Passed (Current Week)			Lessons Passed (YTD)	
				Passed	Completed	% Passed	Passed/Completed	
+ ⚠	Baker, Danielle	46m	1	1	2	50%	17/20	85%
	Bowers, Tara	44m	2	2	2	100%	8/12	67%
	Choi, Isabelle	23m	1	1	1	100%	4/6	67%
	Cochran, Damon	36m	1	1	1	100%	32/35	91%
	Hess, Michael	17m	1	0	1	0%	8/18	44%
	Jones, Anna	53m	1	3	3	100%	25/30	83%
	Lowe, Noah	32m	1	1	2	50%	5/6	83%
– ⊗	Malone, Carla	28m	1	1	1	100%	12/24	50%
	⊗ **Domain Shutoff** This student did not pass two consecutive lessons twice each within the same domain. The student will receive no further Personalized Instruction in each domain that was shut off until a teacher intervenes. View the student's report to see which lessons were not passed, find resources to help support the development of skills covered in those lessons, and then turn the corresponding domain back on.							
	Patel, Mia	4m	1	-	0	-	20/23	87%
	Powell, Elijah	37m	1	1	2	50%	13/20	65%
	Ruiz, Justin	53m	1	2	2	100%	20/25	80%
	Sanchez, Abby	41m	1	2	3	67%	19/23	83%

Provides a real-time snapshot of student performance and behaviors when using the interactive Learning Games

i-Ready Learning Games

PLAY GAMES | PLAYTIME | SKILLS P

Grade 5, Section 1

Moore, R.

Playtime measures Time-on-Task. It doesn't include time navigating menus, choosing rewards, or pausing.

Last 7 Days

Name	Playtime
Average	22 min.
Tan, Melanie	10 min.
Sanchez, Abby	22 min.
Stanton, Geena	32 min.
Warren, Santino	40 min.
McDonald, Kal	25 min.
Vo, Isaiah	20 min.
Wade, Kiara	20 min.

The **Playtime report** measures the number of minutes a student has spent on a Learning Game.

i-Ready Learning Games

PLAY GAMES | PLAYTIME | SKILLS PROGRESS | FACTORS OF LEARNING

Grade 5, Section 1

Moore, R.

Not enough gameplay data · Low · Medium · High

Sort by: Student Name

Name	Growth Mindset Selects challenging levels & persists even after losing	Confidence Selects even more challenging levels after winning	Productive Strategy Plays a productive path through the game	Self-Regulation Focuses during gameplay, rarely pausing or quitting
Tan, Melanie				
Sanchez, Abby				
Stanton, Geena				
Warren, Santino				
McDonald, Kal				
Vo, Isaiah				
Wade, Kiara				
Patel, Mia				

The **Factors of Learning report** provides an assessment of how students approach games across four key factors of learning, based on the choices students make in the games.

i-Ready Learning Games

PLAY GAMES | PLAYTIME | SKILLS PROGRESS | FACTORS OF LEARNING

Grade 5, Section 1

Moore, R.

Not enough gameplay data · Not yet demonstrating fluency · Approaching fluency · Demonstrating fluency

Details · Grade 5

Name	Apply the coordinate system to problems	Compare decimals to thousandths	Round decimals to any place	Fluently multiply multi-digit numbers	Add, subtract decimals to hundredths	Add, subtract fractions with unlike denominators
Tan, Melanie						
Sanchez, Abby						
Stanton, Geena						
Warren, Santino						
McDonald, Kal						
Vo, Isaiah						
Wade, Kiara						
Patel, Mia						

The **Skills Progress report** provides a real-time snapshot of how students are performing across individual mathematics standards.

Comprehension Check Results

Subject: Math

Class/Report Group: Grade 5, Section 1

Comprehension Check: Fractions as Division

English

Indicates student performance and understanding of content taught within a lesson or unit and shows trends for specific types of problems or concepts

Comprehension Check Summary

View Comprehension Check

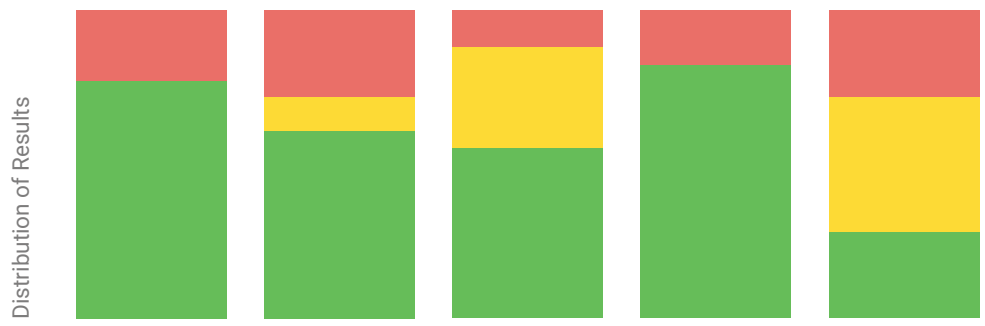
Lesson 18: Fractions as Division

Average Score

70%
Average Score

Students Completed/Assigned: 18/20
0 Students Unassigned

Question Analysis



Showing 19 of 20

Student	Score	Date	Duration	1	2	3	4	5
Sanchez, Abby	100%	12/13/23	10m	●	●	●	●	●
Choi, Isabelle	100%	12/13/23	14m	●	●	●	●	●
Bowers, Tara	100%	12/13/23	13m	●	●	●	●	●
Lowe, Noah	90%	12/16/23	9m	●	●	●	●	◑
Warren, Santino	90%	12/17/23	13m	●	●	◑	●	●
Patel, Mia	80%	12/13/23	15m	●	●	●	●	○
Singh, Brian	80%	12/16/23	13m	●	●	●	○	●
Malone, Carla	80%	12/18/23	12m	●	●	●	●	○
Baker, Danielle	70%	12/13/23	12m	○	◑	●	●	●
Vo, Isaiah	70%	12/13/23	14m	●	○	●	●	◑
Ramirez, Gabriella	70%	12/13/23	9m	●	○	●	●	◑
Tan, Melanie	60%	12/16/23	11m	○	●	◑	●	◑
Ruiz, Justin	60%	12/16/23	8m	●	●	○	●	○
Stanton, Geena	50%	12/13/23	13m	○	◑	●	●	○
Powell, Elijah	50%	12/13/23	14m	○	○	●	●	◑
Hess, Michael	40%	12/13/23	9m	○	◑	○	●	◑
Cochran, Damon	40%	12/16/23	8m	●	○	◑	○	◑
McDonald, Kal	30%	12/13/23	10m	●	○	◑	○	○

Comprehension Check Results

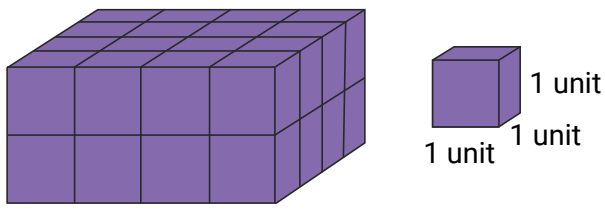
Subject	Math
Student	Elijah Powell
Student ID	powell_elijah
Student Grade	5
Comprehension Check	Fractions as Division
Assessment Language	English
Score	70%
Date	12/11/23

Offers detailed, student-level item analysis, including a response analysis with insight into what students were likely thinking when they selected an incorrect response

Item 1

0/1 point

The picture shows a rectangular prism that Katie built.



Complete the statement to determine how many unit cubes Katie used to build the prism.

Enter your answer in the boxes.

This prism has 2 layers and 1 8 × unit cubes in each layer, so the prism has 2 16 × unit cubes.

Correct answers:

1 16 2 32

Students may have an incorrect response because they do not understand how to find the number of cubes in a layer or the total number of cubes in a rectangular prism made of unit cubes.

Students who answered 8 unit cubes in each layer and 16 cubes in the prism may have counted the number of horizontal layers correctly but then used the number of cubes on the front instead of the top surface of the prism to find the number of cubes per layer.

Students who answered 4 unit cubes in each layer and 8 cubes in the prism may have counted the cubes from left to right to find the number of cubes per layer.

Students who answered 16 unit cubes in each layer and 16 cubes in the prism likely did not take into account that there are two layers.

Item 2

0.50/1 point

The number 402.301 can be written in different ways.

Drag a number into each box to complete the expanded form of 402.301.

$402.301 = 4 \times$ 1 100 ✓ $+ 2 \times$ 2 10 × $+ 3 \times$ 3 $\frac{1}{10}$ ✓ $+ 1 \times$ 4 $\frac{1}{100}$ ×

10 | 100 | $\frac{1}{100}$ | $\frac{1}{10}$ | 1 | $\frac{1}{1000}$ | 1,000

Correct answers:

1 100 2 1 3 $\frac{1}{10}$ 4 $\frac{1}{1000}$

Students may have an incorrect response because they do not understand how to write a decimal number in expanded form.

Students may have thought 2×10 represents the 2 in the ones place, because they do not recognize 1 as a power of 10.

Students may have thought $1 \times \frac{1}{10}$ represents the 1 in the thousandths place because the hundreths place is the next place to

CCSS Performance

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

Shows how students are performing against state standards, based on the results of each Diagnostic

The standards included in this report are specific to your state and are reflected in the report name.

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

Common Core State Standards for Mathematics

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

Showing 12 of 43

Standard Code	Standard Description	✓	✓	✗
5.OA.A.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	3	0	17
5.OA.A.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	0	3	17
5.OA.B.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.	2	0	18
5.NBT.A.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	0	0	20
5.NBT.A.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	2	0	18

CCSS Performance

Subject: Math | Class/Report Group: Grade 5, Section 1 | Grade: 5 | Diagnostic: Diagnostic Window 1 (08/31/23–09/30/23) | ✓✓✗ Key

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

Common Core State Standards for Mathematics

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

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

Standard Description

Number and Operations in Base Ten
Perform operations with multi-digit whole numbers and with decimals to hundredths.

Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Showing 20 of 20

Student	Performance	Diagnostic Language	Date
McDonald, Kal	✓		09/20/23
Patel, Mia	✓		09/20/23
Ramirez, Gabriella	✓	*Spanish*	09/20/23
Sanchez, Abby	✓	*Spanish*	09/20/23
Stanton, Geena	✓		09/20/23
Tan, Melanie	✓		09/20/23

Standards Mastery Results by Test (Class)

Item Analysis View

Standards Mastery Results by Test

PDF CSV

i-Ready Standards Mastery *is optional for* i-Ready Classroom Mathematics. *Shows student performance on recently taught standards to inform reteaching, down to the question level*

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

Students Completed/Assigned: **16/19** Students Unassigned: **1**

Skills Summary

3 Skills Assigned

Standards	Skill	Performance Distribution	Avg. Score	Resources
5.NF.A.1	Equivalent Fractions: Grade 5		72%	PDF
5.NF.A.2	Compare Two Fractions: Grade 5		43%	PDF
5.NF.B.4.A... +(1)	Understand Fraction Addition and Subtraction: Grade 5		38%	PDF

Assessment Summary

46% Average Assessment Score

6 Beginning

i-Ready Standards Mastery: Differentiated Instructional Support — i-Ready

Add and Subtract Fractions with Unlike Denominators

Standard

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 Classroom Mathematics & i-Ready Resources

Consider using the following resources and the Learning Games 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
Teacher Toolbox: Ready Classroom Instruction and Practice
Grade 5, Lessons 12 and 13
- Add Fractions
- Subtract Fractions

i-Ready: Tools for Instruction *Grade 5*
- Add Fractions with Unlike Denominators
- Subtract Fractions and Mixed Numbers with Unlike Denominators

Student-led Small Group
Teacher Toolbox: Center Activities
Grade 5, Lessons 12 and 13
- 5.55 ★Fraction Addition: True or False!
- 5.56 ★Fraction Subtraction: True or False!

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.

Student-led Small Group
Teacher Toolbox: Center Activities
Grade 5, Lessons 12 and 13
- 5.55 ★★Fraction Addition: True or False!
- 5.56 ★★Fraction Subtraction: True or False!

Independent
Teacher Toolbox: Fluency and Skills Practice
Grade 5, Lessons 12 and 13
- Adding with Mixed Numbers
- Subtracting with Mixed Numbers

i-Ready: Personalized Instruction *Grade 5*
- Add and Subtract Fractions
- Add Fractions with Unlike Denominators
- Subtract Fractions with Unlike Denominators

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
Teacher Toolbox: Center Activities
Grade 5, Lessons 12 and 13
- 5.55 ★★★Fraction Addition: True or False!
- 5.56 ★★★Fraction Subtraction: True or False!

Independent
Teacher Toolbox: Enrichment Activities
Grade 5, Lessons 12 and 13
- Add Fractions, Addition Grids
- Subtract Fractions, Race Training

* *Learning Games are included with i-Ready Instruction*

5.NF.A.1 — Use dropdown to view Skills Detail

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%	○	●	◑	◑	○	●
Singh, Brian	49%	71%	○	●	◑	◑	●	●
Malone, Carla	46%	57%	●	○	◑	○	●	●
Vo, Isaiah	41%	69%	●	◑	◑	●	○	●
Ramirez, Gabriella	32%	36%	○	◑	◑	●	○	○
Tan, Melanie	30%	36%	●	◑	◑	●	○	○

Diagnostic Growth ▾ **Elijah Powell** ▾ **Grade 5**

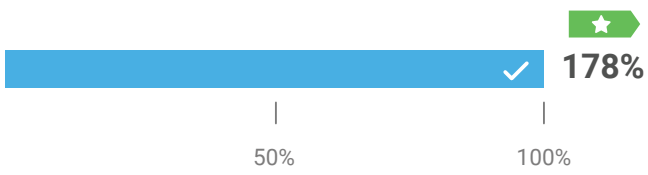
Subject
Math ▾

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

Year-to-Date Growth

Progress to Annual Typical Growth

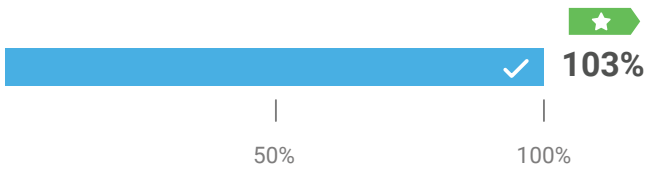
Scale Points: 32/18



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

Progress to Annual Stretch Growth®

Scale Points: 32/31

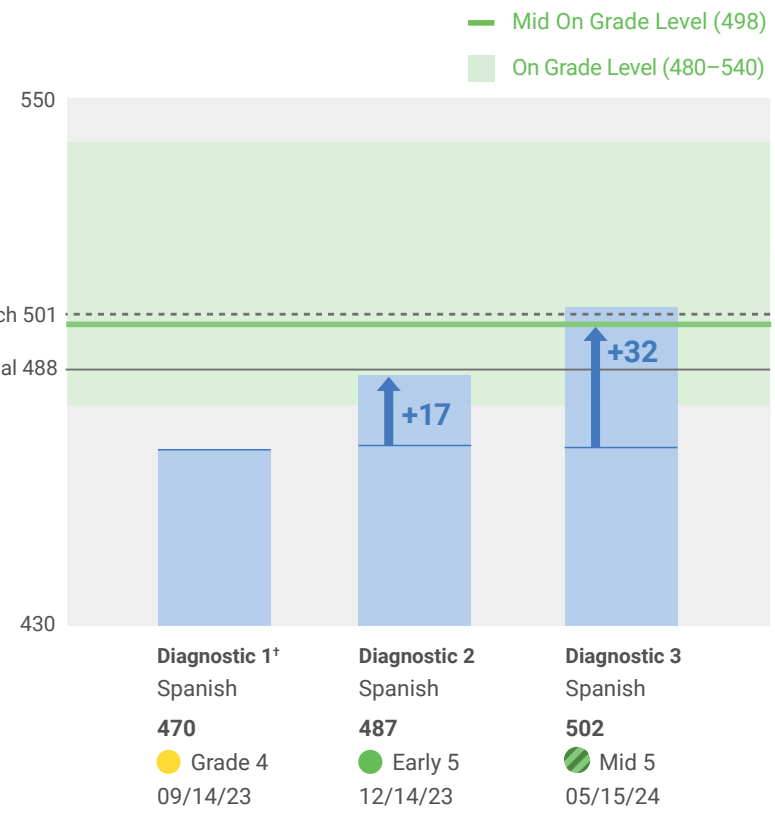


This student has made 103% progress toward Stretch Growth. For students who are below grade level on their baseline Diagnostic, Stretch Growth is an ambitious, but attainable, level of annual growth that puts them on a path toward proficiency.

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

Learn More about Growth

Overall Diagnostic Growth



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

Placement by Domain

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

Diagnostic Growth

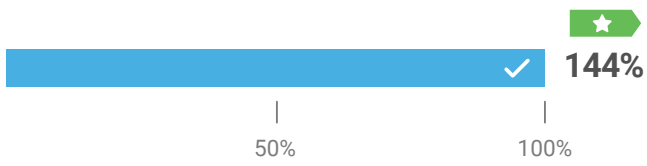
PDF CSV

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

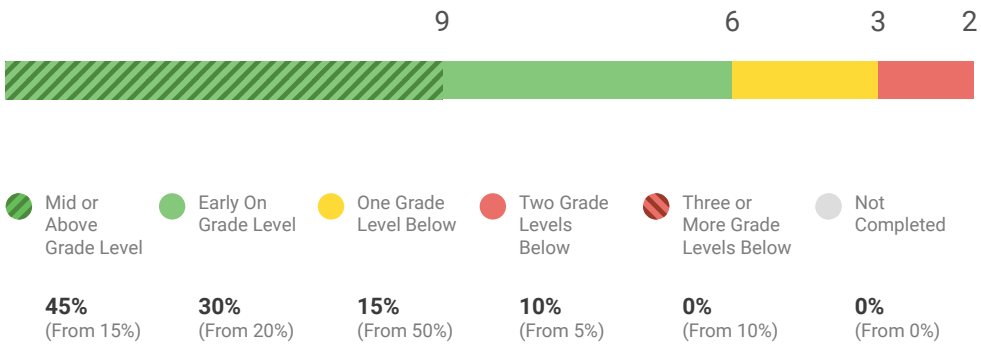
Subject: Math | Class/Group: Grade 5, Section 1 | Comparison Diagnostic: Diagnostic Window 3

05/01/24–06/01/24

Progress to Annual Typical Growth (Median)



Current Placement Distribution

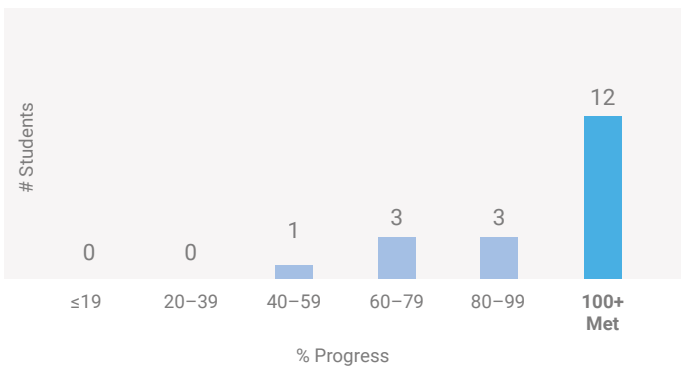


Learn More about Growth

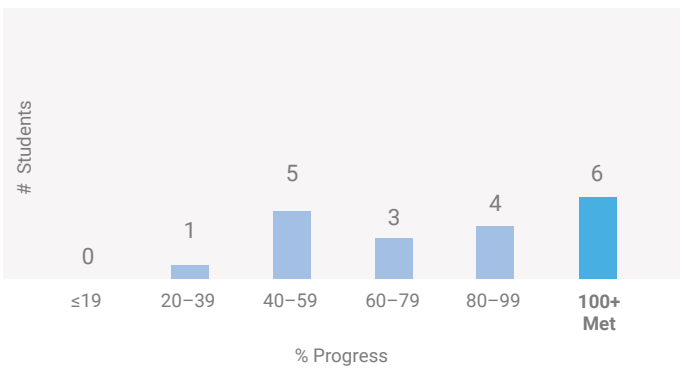
The Mapping between 5-Level and 3-Level Placements

Progress Distributions

Distribution of Progress to Annual **Typical Growth**



Distribution of Progress to Annual **Stretch Growth®**



Showing 20 of 20

Student	Annual Typical Growth: Percent Progress	Annual Typical Growth: Scale Score Progress	Annual Stretch Growth: Percent Progress	Annual Stretch Growth: Scale Score Progress	Baseline Placement & Scale Score	Current Placement & Scale Score
Baker, Danielle	161%	29/18	94%	29/31	Grade 4 (459)	Early 5 (488)
Bowers, Tara	78%	14/18	45%	14/31	Grade 4 (472)	Early 5 (486)
Choi, Isabelle	172%	31/18	100%	31/31	Grade 4 (459)	Early 5 (490)
Cochran, Damon	85%	17/20	41%	17/41	Grade 2 (429)	Grade 3 (446)
Hess, Michael	39%	7/18	23%	7/31	Grade 4 (453)	Grade 4 (460)
Lowe, Noah	94%	17/18	55%	17/31	Grade 4 (470)	Early 5 (487)
Malone, Carla	166%	30/18	86%	30/35	Grade 3 (440)	Grade 4 (470)
McDonald, Kal	161%	29/18	100%	29/29	Early 5 (489)	Mid 5 (518)
Patel, Mia	172%	31/18	100%	31/31	Grade 4 (473)	Mid 5 (504)
Powell, Elijah	178%	32/18	103%	32/31	Grade 4 (470)	Mid 5 (502)

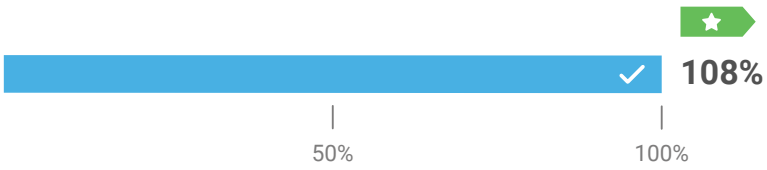
Diagnostic Growth

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

Subject: Math
School: Cedar Elementary
Academic Year: Current Year
Comparison Diagnostic: Diagnostic 3
05/01/24–06/01/24

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

Progress to Annual Typical Growth (Median)



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

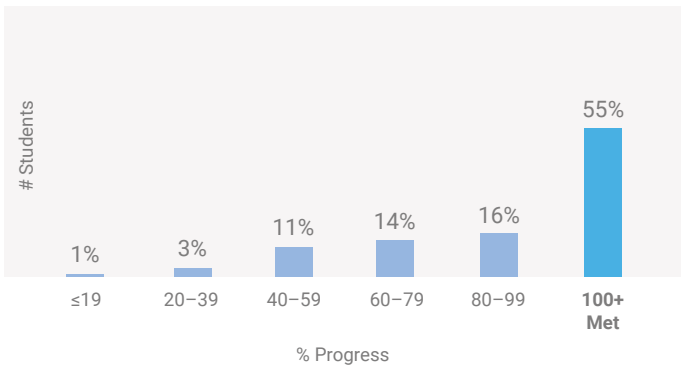
Learn More about Growth

Current Placement Distribution

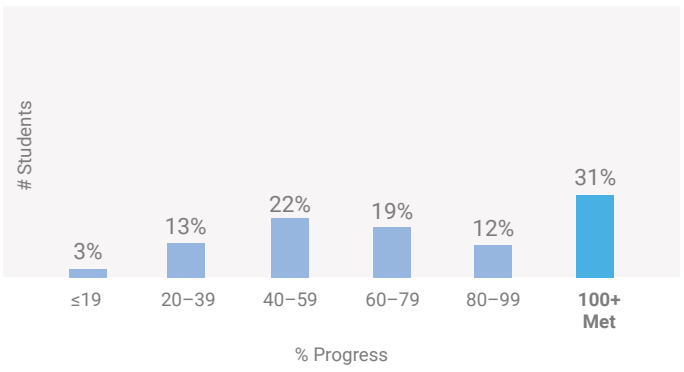
Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
(From 7%)	**(From 13%)**	**(From 39%)**	**(From 27%)**	**(From 14%)**

The Mapping between 5-Level and 3-Level Placements

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By: Grade

+ Add secondary demographic to show results by

Search Grade

	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	114%	65%	79%	35%	65%	60/60
Grade 1	107%	67%	84%	33%	30%	63/63
Grade 2	106%	60%	71%	26%	64%	66/70
Grade 3	110%	80%	80%	25%	80%	60/60
Grade 4	111%	80%	80%	23%	77%	66/71
Grade 5	108%	65%	67%	35%	70%	60/60
Grade 6	114%	71%	57%	24%	75%	60/60
Grade 7	108%	85%	57%	25%	80%	60/65

Diagnostic Results (District)

Single-Diagnostic and Comparison Views

Diagnostic Results

Subject: Math | School Groups: All Schools | School: All Schools

Academic Year: Current Year | Diagnostic: Diagnostic 1 | Prior Diagnostic: None

08/31/23–09/30/23

Gives a comprehensive picture of student performance at the school, grade, and class levels, enabling administrators to set intervention strategies and inform resource allocation decisions

Criterion Referenced

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

Overall Placement

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

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
9%	6%	52%	23%	10%
271 Students	**181 Students**	**1,567 Students**	**693 Students**	**301 Students**

The Mapping between 5-Level and 3-Level Placements

Placement by Domain

- Number and Operations *(NO)*
- Algebra and Algebraic Thinking *(ALG)*
- Measurement and Data *(MS)*
- Geometry *(GEO)*

Switch Table View: Placement Summary

Diagnostic Results

Subject: Math | School Groups: All Schools | School: All Schools

Academic Year: Current Year | Diagnostic: Diagnostic 2 | Prior Diagnostic: Diagnostic 1

12/01/23–12/31/23 | 08/31/23–09/30/23

Criterion Referenced

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

Overall Placement

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

	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
Diagnostic 2					
Diagnostic 1	9%	6%	52%	23%	10%
	362 Students (From 271 Students)	**542 Students** (From 181 Students)	**1,507 Students** (From 1,567 Students)	**452 Students** (From 693 Students)	**150 Students** (From 301 Students)

The Mapping between 5-Level and 3-Level Placements

Placement by Domain

- Number and Operations *(NO)*
- Algebra and Algebraic Thinking *(ALG)*
- Measurement and Data *(MS)*
- Geometry *(GEO)*

Showing 5 of 5

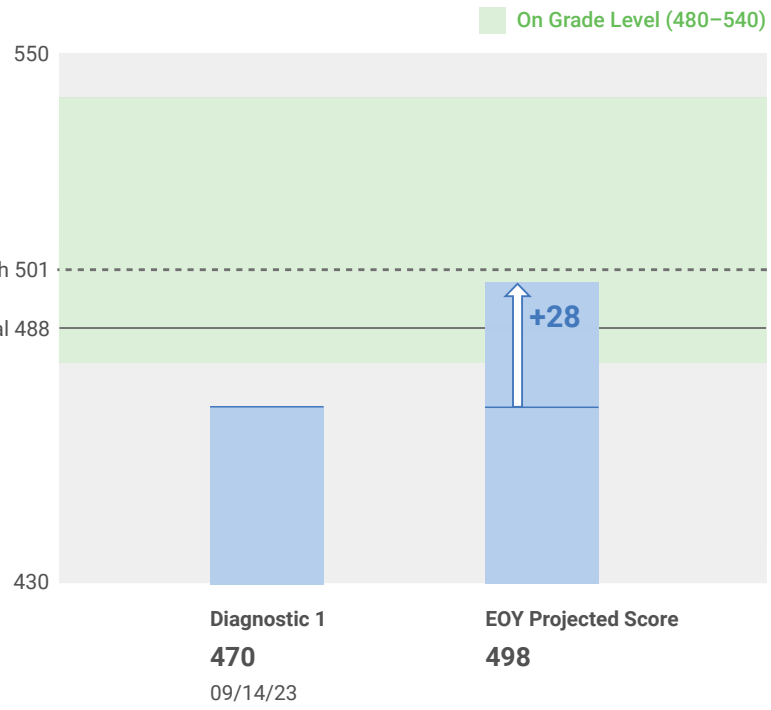
School | Overall Grade-Level Placement | Mid or Above Grade Level | Early On Grade Level | One Grade Level Below | Two Grade Levels Below | Three or More Grade Levels Below | Students Assessed/Total

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

i-Ready *Growth Monitoring is optional for* i-Ready Classroom Mathematics.
As students complete the Diagnostic and Growth Monitoring assessments during the year, view how much growth a student is projected to make by the end of the year and the likelihood they will meet their growth measures.

Subject
Math

Student Growth Monitoring Report



Initial Scale Score: **470** EOY Projected Growth: **+28**

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

Learn More about Growth Monitoring

Supporting Data

Test Date	Test Type	Scale Score	Standard Error
09/14/23	Diagnostic*	470	+/- 12
10/12/23	Growth Monitoring	473	+/- 18
11/05/23	Growth Monitoring	476	+/- 18

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

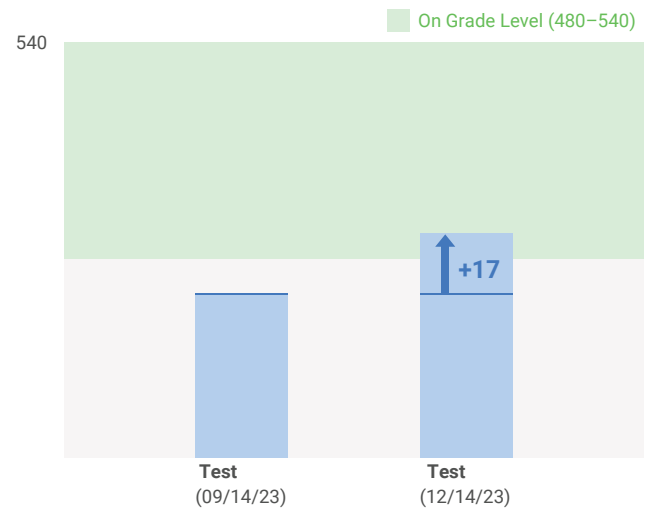
For Families

School	Cyprus Elementary
Subject	Math
Student	Elijah Powell
Student ID	ElPowell4896
Student Grade	5

Uses accessible terminology and helpful context to share student progress and celebrate growth with families. Available in English and Spanish

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 (09/14/23)	Test (12/14/23)
Overall	**Approaching Grade 5**	**At Grade 5**
Number and Operations	Approaching Grade 5	At Grade 5
Algebra and Algebraic Thinking	Approaching Grade 5	At Grade 5
Measurement and Data	Approaching Grade 5	At Grade 5
Geometry	Needs Improvement	Approaching Grade 5

Understanding Key Terms

Placement levels are used to guide instruction in the classroom. Placement levels are based on Elijah's level of performance overall and on each subtest, and they describe the optimum instruction level.

The four possible placement levels are:

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

Scale scores provide a single, consistent way to measure growth across grade levels and domains. You can use a scale score to compare a student's growth on different administrations of the i-Ready Diagnostic.

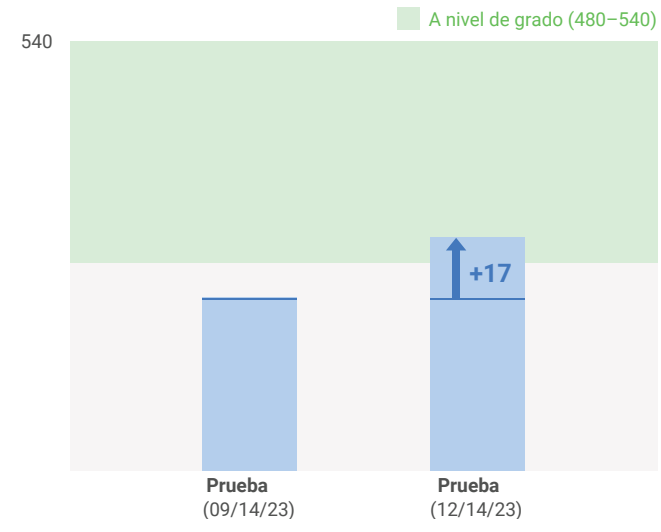
National norms are percentiles, comparing each student's performance with that of a nationally representative sample of students in the same grade level who took the test at the same time of year. For example, a student who has a norm of 60% on the test scored better than 60% of a nationally representative group of students who took the test.

Informe Para La Familia

Escuela	Cyprus Elementary
Materia	Matemáticas
Estudiante	Elijah Powell
Identificación del estudiante	ElPowell4896
Estudiante grado	5

¿Qué es i-Ready? i-Ready es un programa de aprendizaje en línea que se enfoca en lectura y matemáticas. Recientemente Elijah tomó una evaluación de i-Ready en su escuela. Dicha evaluación fue presentada en inglés. Este informe le ofrece un panorama general del desempeño de su hijo o hija. Para más información sobre i-Ready, visite i-Ready.com/FamilyCenter-es.

Desempeño general de Elijah en matemáticas



Dominio	Prueba (09/14/23)	Prueba (12/14/23)
Desempeño general	**En progreso al grado 5**	**En grado 5**
Números y operaciones	En progreso al grado 5	En grado 5
Álgebra y pensamiento algebraico	En progreso al grado 5	En grado 5
Medición y datos	En progreso al grado 5	En grado 5
Geometría	Necesita mejorar	En progresso al grado 5

Términos clave

Los niveles de grado se utilizan para guiar la instrucción en la clase. Los niveles de grado están basados en el desempeño general de Danielle así como en cada sub-prueba, los cuales describen el nivel óptimo de instrucción.

Hay cuatro niveles de grado:

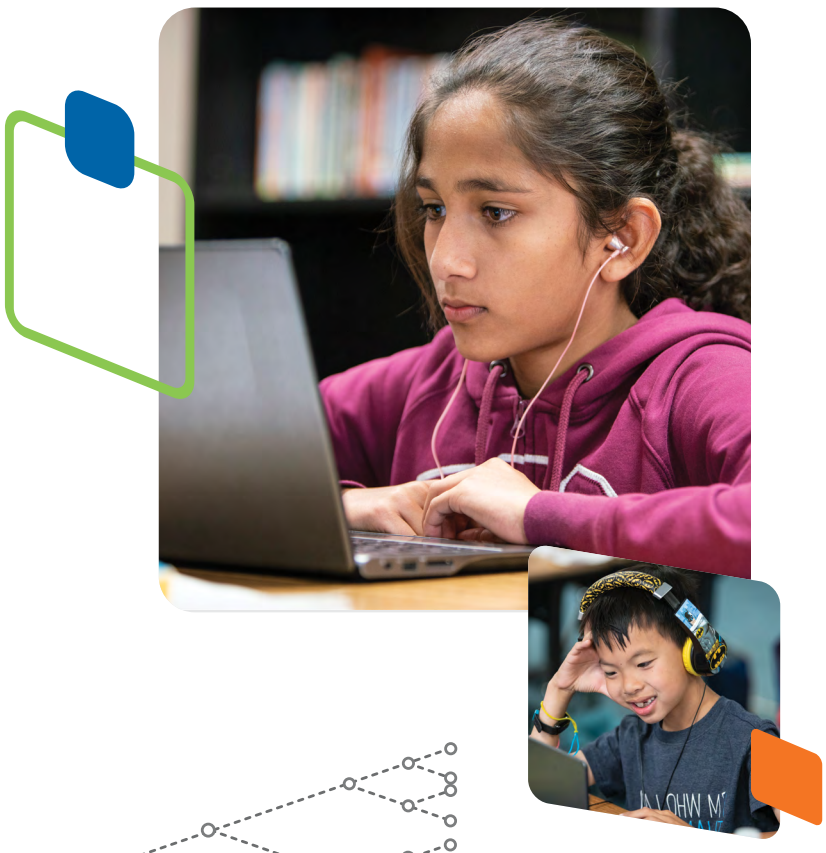
- Por encima del nivel de su grado
- A nivel de su grado
- En progreso al nivel de su grado
- Necesita mejorar

La escala de calificaciones ofrece una manera única y uniforme de medir el crecimiento a través de los grados escolares y dominios. La escala de calificaciones se puede utilizar para comparar el crecimiento del estudiante a través de distintas evaluaciones de i-Ready Diagnostic and i-Ready Instruction.

Normas nacionales son percentiles que comparan el desempeño de cada estudiante con el de una muestra representativa nacional de estudiantes del mismo nivel de grado que tomaron la prueba en el mismo momento del año. Por ejemplo, un estudiante con una norma de 60% en la prueba tuvo un

Assess with Purpose

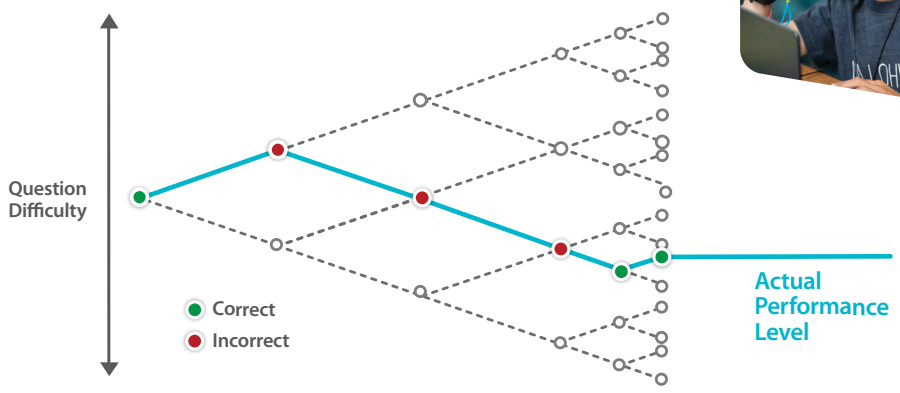
i-Ready Classroom Mathematics assessments are designed to illuminate student learning with a full suite of thoughtful, research-backed measures of student performance, including an adaptive Diagnostic, monthly Growth Monitoring, and flexible Standards Mastery* assessments. For each assessment, intuitive reports offer accurate, actionable data to help teachers make more informed decisions about whole class, small group, and individual instruction.

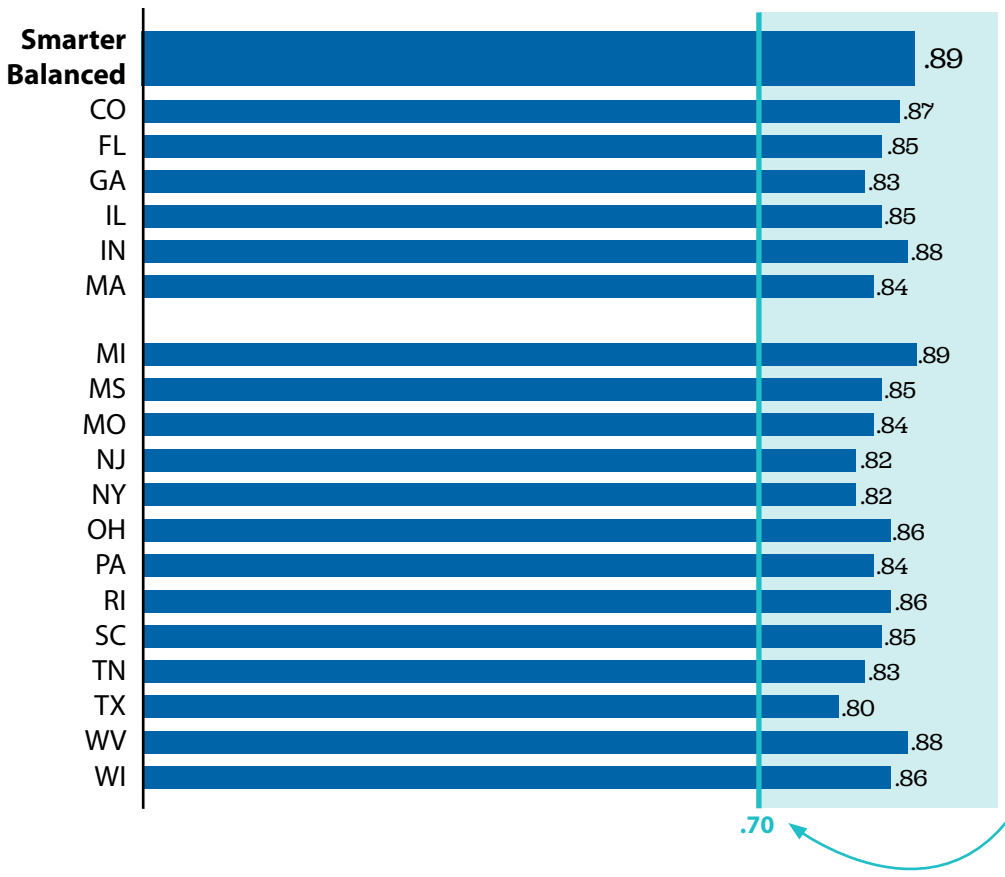


One Measure to Know More: Diagnostic

Adaptive Is Better

By adapting to student responses and assessing a broad range of skills—including skills above and below a student's chronological grade level—the Diagnostic pinpoints student ability level and identifies the specific skills students need to learn to accelerate their growth.





Highly Correlated with State Tests

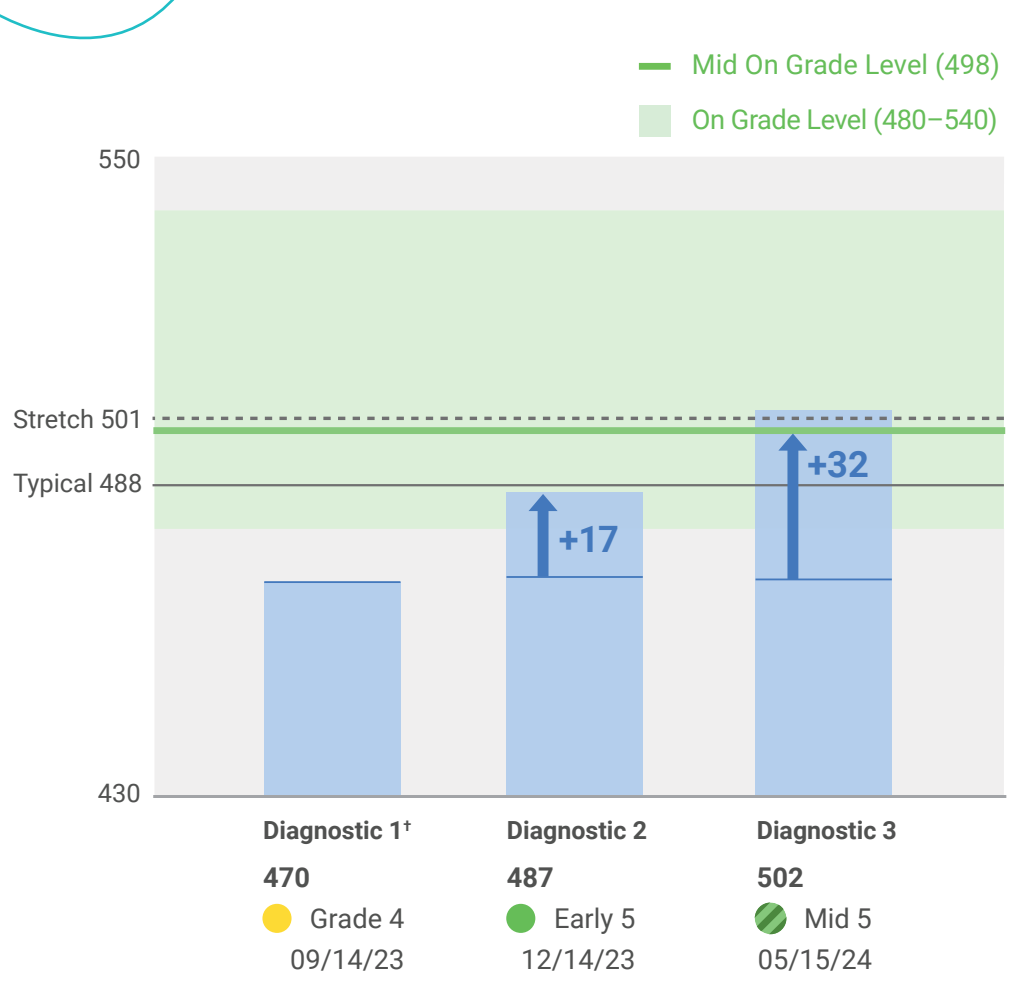
Recent research shows the Diagnostic to be highly correlated with Smarter Balanced, PARCC, and many state assessments.

Assessment correlations above .70 are generally considered to be strong in education research.

Average Is Good, but Is It Good Enough?

Assessments should help educators understand how to help students reach grade-level proficiency. Assessments built around normative scores can signal that average is sufficient when the bar for proficiency on state tests is often meaningfully higher than average.

The Diagnostic is specifically built from the ground up to help ensure educators are able to set equitable expectations for students by providing both criterion-referenced scores in the form of *i-Ready*'s Grade-Level Placements and normative scores in the form of national percentile ranks throughout the Diagnostic reports to help ensure all students have challenging yet attainable goals.



*Standards Mastery is optional for *i-Ready Classroom Mathematics*.

Quality Results Start with Quality Items

The assessment items in *i-Ready Classroom Mathematics* are built by design to measure college- and career-readiness standards. Students using *i-Ready Classroom Mathematics* can effectively demonstrate skills and standards mastery while building comfort and familiarity with item types like the ones seen on state tests.

Examples of Tech-Enhanced Item Types Include:

Multiple Selected Response:

- Drag-and-drop
- Dropdown
- Multi-select
- Text highlighting

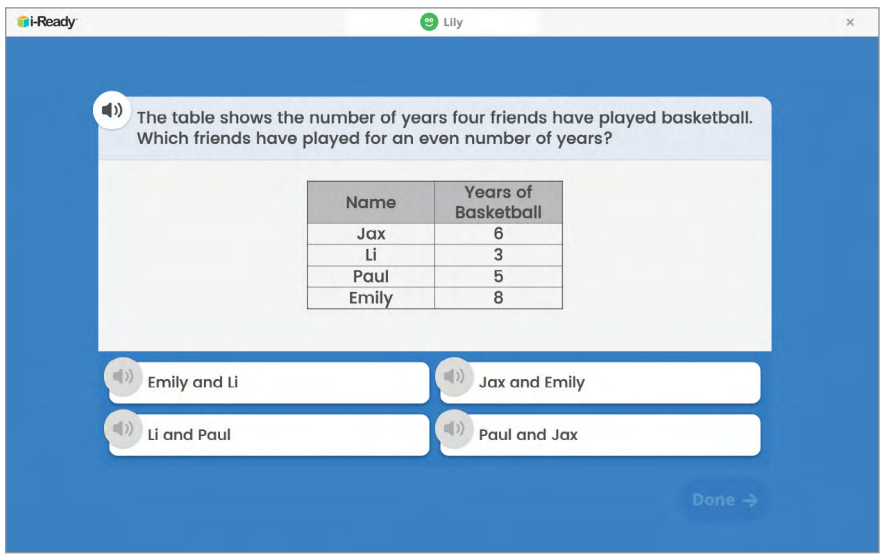
Constructed Response:

- Short open-ended response
- Graphing using tools
- Modeling using tools
- Equation builders
- Plotting on number lines

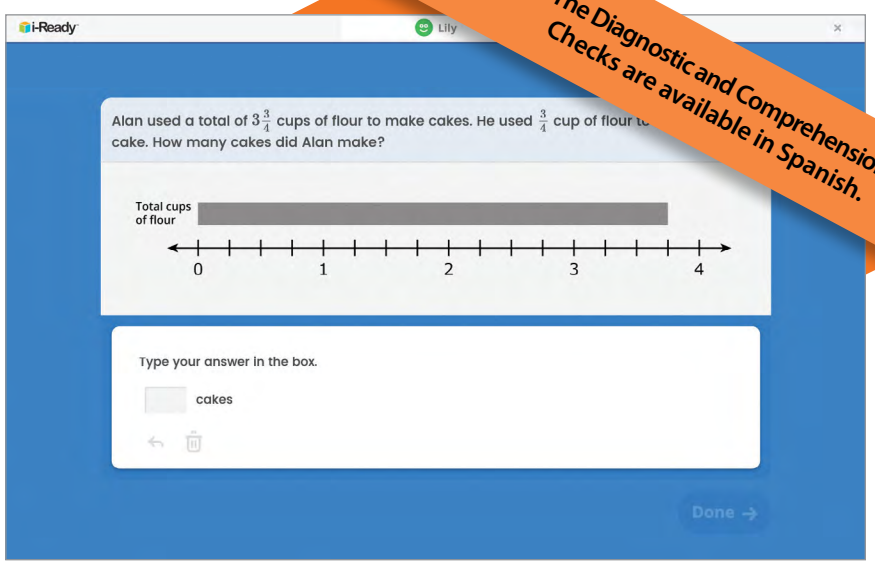
Traditional Multiple Choice with Virtual Tools:

- Ruler
- Protractor
- Number pad
- Ten-frame counter
- Unit square and cubes
- Base-ten blocks

Diagnostic

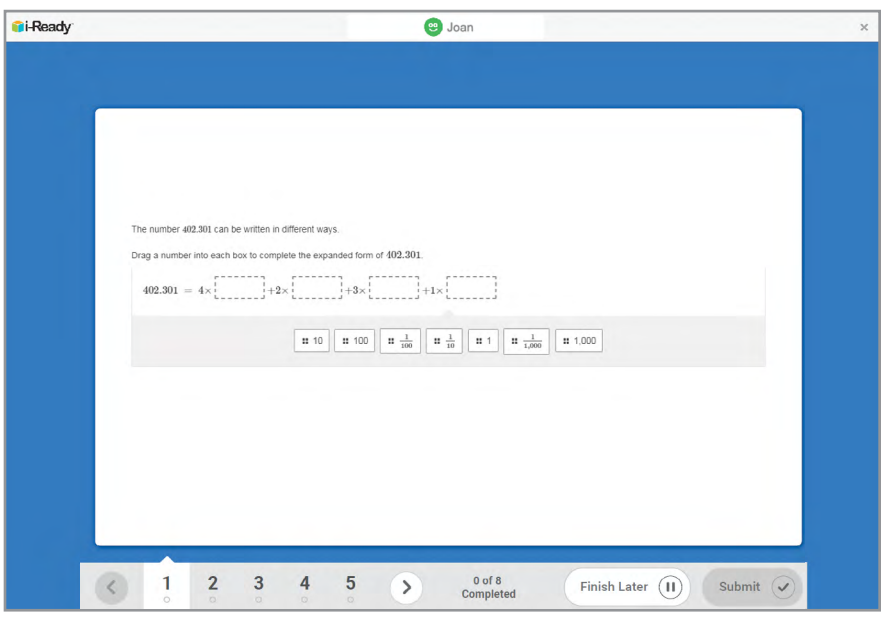


Grade 2

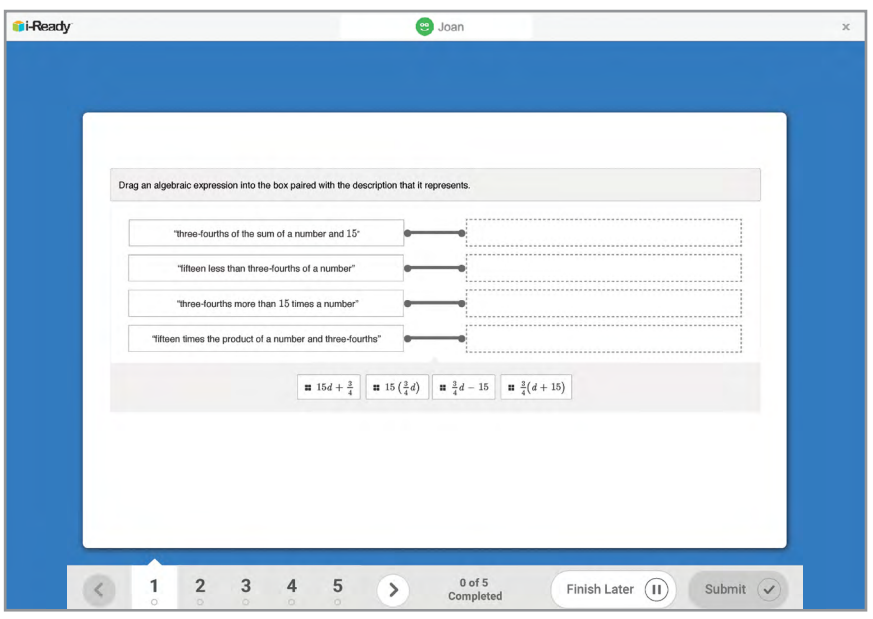


Grade 6

Comprehension Checks



Grade 5



Grade 6