



Using *i-Ready Personalized Instruction* to Support Intervention and Monitor Student Progress

Curriculum Associates Intervention Brief | May 2025

i-Ready Personalized Instruction delivers powerful online lessons that motivate students on their pathways toward growth and grade-level proficiency. When educators respond to and support students throughout their lesson pathway, Personalized Instruction can supercharge a tiered implementation through a combination of My Path and Teacher-Assigned Lessons. This document offers step-by-step guidance for educators when considering this approach.

Step 1: Monitor Lesson Progress on My Path



My Path allows educators to continually track students' lesson completion and Lesson Quiz data. To fully leverage My Path as an intervention support, educators should closely monitor students' lesson progress and view My Path data in the context of other data.

[Appendix A](#) includes an example of My Path embedded into a weekly instructional plan.

Step 2: Determine If Teacher-Assigned Lessons Are Needed



i-Ready Personalized Instruction provides the option for Teacher-Assigned Lessons. Educators can consider assigning lessons to complement teacher-led instruction/intervention or to meet specific instructional priorities.

Step 3: Assign Teacher-Assigned Lessons Aligned to Intervention Activities



Educators can assign lessons aligned with weekly intervention activities to reinforce learning and mastery of targeted skills.

[Appendix B](#) includes an example of using Teacher-Assigned Lessons to support weekly intervention activities.

Step 4: Respond to My Path and Teacher-Assigned Lesson Quiz Data



When lessons are embedded into intervention planning calendars, educators can use Personalized Instruction quiz data to monitor where students are on their pathways toward proficiency. Data can be used to inform an educator's instructional response and next steps.

Leveraging Personalized Instruction for Impactful Intervention

i-Ready Personalized Instruction delivers powerful online lessons designed to accelerate a student's growth and chart a path toward grade-level proficiency. Sequenced to target specific skill priorities, lessons are ideal for supporting a tiered instructional framework through My Path and Teacher-Assigned Lessons.



1. My Path Lessons

My Path lessons are sequenced to provide tailored instruction when targeting specific skills identified by students' performance on their most recent *i-Ready Diagnostic*. My Path should routinely be used as a complement to teacher-led instruction and should not be used as a substitute for whole class instruction, small group differentiation, or teacher-led intervention. For students to get the full benefit of My Path lessons, students should aim for 30–49 minutes of My Path lessons per subject per week and 70–100 percent of lessons passed on average over the course of the year.

When maximizing My Path as an integral part of an intervention framework, educators should monitor student performance closely and consistently, view My Path lesson performance in context with other data, and strategically integrate *i-Ready* into instructional plans so students receive engaging, cohesive learning experiences that help them achieve and extend grade-level proficiency. While not required, teacher touchpoints and/or conferences could be included throughout each week to review content learned or address areas in which students need more explicit support. [Appendix A](#) offers educators an example of how My Path lessons and teacher touchpoints and/or conferences can supercharge a tiered instructional framework.

2. Teacher-Assigned Lessons

While educators are encouraged to prioritize My Path, the option to strategically use Teacher-Assigned Lessons can be implemented to maximize time for intervention instruction. Lessons can be assigned to complement teacher-led intervention instruction or to meet specific instructional priorities. Specifically, Teacher-Assigned Lessons can be used to provide:

- Reteaching after teacher-led intervention instruction
- Additional support with skills addressed throughout teacher-led intervention instruction
- Support related to intervention activities on days when teacher-led instruction is not available

When using Teacher-Assigned Lessons, students can still interact with lessons from their My Path. It is critical that educators closely monitor My Path performance when Teacher-Assigned Lessons are assigned to students. Ultimately, when deciding how best to leverage Teacher-Assigned Lessons within an intervention framework, it is very important to be strategic and use all the information you have about students, including data from assessments, content knowledge, previous intervention performance, etc. [Appendix B](#) offers educators an example of how explicitly planned Teacher-Assigned Lessons can support teacher-led intervention activities and accelerate a student's intervention learning.

Monitoring Student Progress with Personalized Instruction

In addition to delivering powerful online lessons designed to accelerate a student's growth and chart a path toward grade-level proficiency, *i-Ready Personalized Instruction* offers educators two primary ways to monitor student progress.



1. My Path Lesson Quiz Data

Following each My Path lesson, students are presented with a Lesson Quiz to gauge their understanding of the lesson concept. The quiz determines if they are ready to move along to the next lesson or if they need the content repeated. Designed to be a check for understanding, Lesson Quizzes range from six to 10 questions focused on a narrow set of content specific to the individual lesson. They are not designed to assess mastery of a topic but are like an “exit ticket” a teacher or interventionist might give immediately after teaching a specific skill.

When educators closely monitor My Path progress of students, quiz data has the potential to become an efficient and embedded tool for monitoring student progress within a tiered instructional framework. As students demonstrate their understanding of lesson content, educators are provided with on-the-spot insights when determining who is routinely progressing through content and who may need additional support.

This embedded approach to monitoring student progress enables students to work independently on content that is most important to their overall learning outcomes and provides educators with the ability to respond when applicable. [Appendix A](#) provides examples of how My Path can be used to monitor student progress.

2. Teacher-Assigned Lesson Quiz Data

Teacher-Assigned Lessons allow for educator agency and therefore require strategic selection to ensure they are a tool to accelerate student learning and growth. When educators have an explicit and planned purpose for assigning lessons outside of My Path, quiz data becomes an embedded tool to gauge a student's response to weekly intervention activities.

When Teacher-Assigned Lessons are aligned to intervention activities, Lesson Quiz data provides educators with on-the-spot insights into student understanding of skills and concepts taught during intervention. The lesson reinforces student learning and provides them with an opportunity to demonstrate their level of understanding. Using Lesson Quiz data, educators can determine if sufficient progress has been demonstrated or if additional intervention support is needed. [Appendix B](#) includes an example of using Teacher-Assigned Lessons to support and monitor progress of weekly intervention activities.



Want to know more about how to strategically assign lessons? Click [here](#) for a short how-to video!

Appendix A: Examples of Using My Path to Support Weekly Instruction



Example 1.

Using My Path and a Weekly Student–Teacher Touchpoint to Support a Weekly Plan for Instruction

	Day 1	Day 2	Day 3	Day 4	Day 5
Example Daily Instructional Plan	Core Instruction: Whole Class and Small Group	Core Instruction: Whole Class and Small Group	Core Instruction: Whole Class and Small Group	Core Instruction: Whole Class and Small Group	Core Instruction: Whole Class and Small Group
	My Path Recommended for 30–49 minutes per subject per week, plus a student–teacher touchpoint				My Path Student–Teacher Touchpoint
	<i>A key to unlocking success is monitoring a student’s My Path performance throughout the week and conferencing with students as they interact with and complete lessons.</i>				

Example 2.

Using My Path and Two Student–Teacher Touchpoints to Support a Weekly Intervention Plan for More Explicit Student Support

	Day 1	Day 2	Day 3	Day 4	Day 5
Example Daily Instructional Plan	Core Instruction: Whole Class and Small Group	Core Instruction: Whole Class and Small Group	Core Instruction: Whole Class and Small Group	Core Instruction: Whole Class and Small Group	Core Instruction: Whole Class and Small Group
	My Path Recommended for 30–49 minutes per subject per week, plus student–teacher touchpoints throughout the week				
	<i>A key to unlocking success is monitoring a student’s My Path performance throughout the week and conferencing more than once with students as they interact with and complete lessons.</i>				
	My Path Student–Teacher Touchpoint			My Path Student–Teacher Touchpoint	

Appendix B: Example of Using Teacher-Assigned Lessons to Support Weekly Intervention Activities



How do Teacher-Assigned Lessons support intervention within an RTI/MTSS implementation?
 With Teacher-Assigned Lessons, educators can assign lessons in coherence with weekly intervention activities. Regardless of the activity implemented during intervention, Teacher-Assigned Lessons allow students to work independently on skills targeted during supplemental or intensive support. Lesson Quiz data and teacher check-ins on My Path lesson progress offer formative data for progress monitoring.

Two examples of how Teacher-Assigned Lessons can be embedded into intervention planning and implementation are illustrated below.

Example 1. Assign a lesson as a weekly exit activity.

After a series of teacher-led interventions, the Teacher-Assigned Lesson allows students to demonstrate relevant knowledge and provides educators with a ready-made, research-based exit ticket for the week. An example schedule is illustrated below.

	Day 1	Day 2	Day 3	Day 4	Day 5
Example Daily Instructional Plan	Core Instruction: Whole Class and Small Group	Core Instruction: Whole Class and Small Group	Core Instruction: Whole Class and Small Group	Core Instruction: Whole Class and Small Group	Core Instruction: Whole Class and Small Group
	My Path Recommended for 30–49 minutes per subject per week, plus student–teacher touchpoints throughout the week <i>A key to unlocking success is monitoring a student’s My Path performance throughout the week and conferencing more than once with students as they interact with and complete lessons.</i>				
	Teacher-Led Intervention Teacher-led intervention activities are implemented throughout the week. Consider using 10 Steps: Using i-Ready for Intervention when planning weekly intervention activities using i-Ready instructional resources.				
					Exit Activity: Teacher-Assigned Lesson Aligned to Weekly Intervention Instruction

Reminder: We typically recommend students spend 30–49 minutes on their personalized pathway per subject per week. The above example illustrates a situation in which usage outside of our typical recommended range may be appropriate for intervention. When increasing Personalized Instruction for more intensive interventions, educators may adjust lesson time to **no more than 90 minutes per subject per week**.



Example 2. Strategically assign lessons to reinforce weekly intervention focus.

Teacher-Assigned Lessons can be used to sustain targeted focus throughout an intervention cycle. This is ideal for intervention frameworks in which teachers/interventionists are unable to provide targeted intervention each day of the week. An example schedule is illustrated below.

	Day 1	Day 2	Day 3	Day 4	Day 5
Example Daily Instructional Plan	Core Instruction: Whole Class and Small Group	Core Instruction: Whole Class and Small Group	Core Instruction: Whole Class and Small Group	Core Instruction: Whole Class and Small Group	Core Instruction: Whole Class and Small Group
	My Path Recommended for 30–49 minutes per subject per week, plus student–teacher touchpoints throughout the week				
	<i>A key to unlocking success is monitoring a student's My Path performance throughout the week with students as they interact with and complete lessons.</i>				
	Teacher-Led Intervention	Exit Activity: Teacher- Assigned Lesson Aligned to Weekly Intervention Instruction	Teacher-Led Intervention	Exit Activity: Teacher- Assigned Lesson Aligned to Weekly Intervention Instruction	Teacher-Led Intervention

Reminder: We typically recommend students spend 30–49 minutes on their personalized pathway per subject per week. The above example illustrates a situation in which usage outside of our typical recommended range may be appropriate for intervention. When increasing Personalized Instruction for more intensive interventions, educators may adjust lesson time to **no more than 90 minutes per subject per week**.

Recommended Resources:

Educators can explore these resources to support planning and implementation when using Personalized Instruction within an intervention context.



10 Steps: Using *i-Ready*
for Intervention



Planning Tool for
Personalized Instruction