



FOR LEADERS

EDUCATOR GUIDE

Support Your Summer Learning



Educator Guide:

Support Your Summer Learning with *i-Ready* Tools

For Leaders

Implementation Guidance

Supporting Teacher-Led Instruction and Practice During Summer Learning.....	3
10 Questions to Help You Plan Your Summer Learning Program.....	4
Ideas for Leveraging <i>i-Ready</i> Resources in Your Summer Learning Plans	5
Five Tips for Leaders:	
If Using Diagnostic and Personalized Lesson Path.....	6
If Using Automated Grade-Level Lesson Path.....	7
If Using Educator-Assigned Lessons.....	8

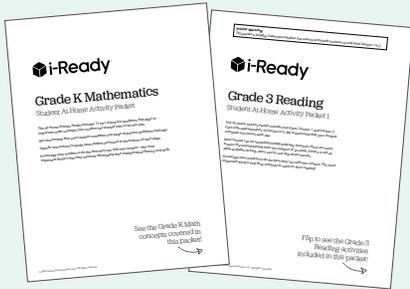
Tips and Tools

Learn from Others.....	9
Creating the Right Structures and Schedules for Your Summer Program.....	10
Sample Schedules.....	11
Scheduling Worksheet	12
Details to Consider as You Set Up Your Learning Infrastructure.....	13
Sample Communication to Teachers.....	14
Analyzing Diagnostic Data (School)	16
Monitoring Personalized Instruction Data (School)	17
Responding to Personalized Instruction Data.....	18
Tip and Tools: Engaging Students.....	19
Keep Learning During the Summer with <i>i-Ready</i> at Home.....	20
Tips for Tracking Progress at Home	21
How Tos	22
Using Teacher-Assigned Lessons.....	27
Measuring the Impact of Summer Learning Programs	31
Additional Instructional Resources	34



Supporting Teacher-Led Instruction and Practice During Summer Learning

Whenever possible, summer learning plans should aim to have teachers provide students with direct instruction and opportunities for practice. Consider leveraging *i-Ready* instructional resources to enable teachers with diverse levels of experience to teach students the skills they need.



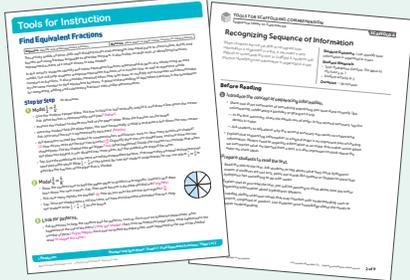
Practice Packets (K–8):

Self-directed exercises and practice to reinforce key concepts



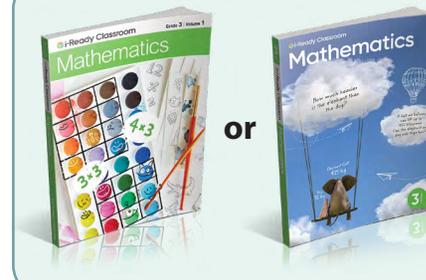
Ready**:

Targeted resources for focused instruction in Reading (K–8), Mathematics (K–8), and Writing (2–5)



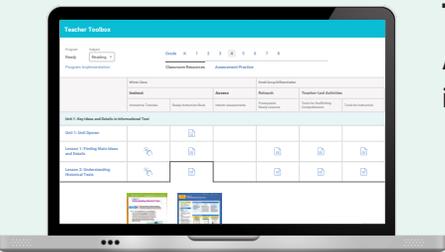
Tools for Instruction/Tools for Scaffolding Comprehension* (K–8):

Actionable, in-the-moment lesson plans that address challenging skills and standards



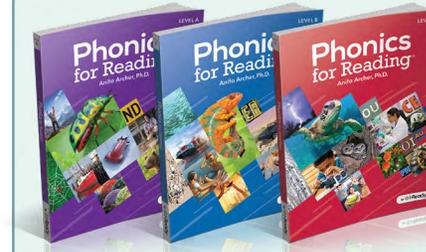
*i-Ready Classroom Mathematics*** (K–8):

A comprehensive core mathematics program that makes math accessible to all students



Teacher Toolbox** (K–8):

A digital collection of multimedia instructional resources



*Phonics for Reading*** (3–12):

A research-based reading intervention program that provides explicit phonics instruction to older students who haven't yet mastered decoding

*Included with purchase of *i-Ready Diagnostic*

**Available for purchase separately from *i-Ready Personalized Instruction*



Questions to Help You Plan Your Summer Learning Program

Reimagining student summer learning is top of mind for district and state education leaders. Use this questionnaire to think through the steps of developing a coherent summer program that prepares students to enter the next school year ready to learn and access grade-level instructional content.

1 Which students are participating in your summer learning program?

What data and criteria will you use to determine which students, or groups of students, need prioritization?

2 What are your main goals, and what learning do you want to focus on?

Coherence with grade-level learning should be top of mind. Will you choose to focus on addressing instructional priorities, reinforcing essential grade-level concepts, or extending the school year?

3 Who will the summer program staff be, and how will they be supported?

Understand the skill sets of the adults working in the summer program. How will you align programming to their strengths and ensure they have the training and direction they need?

4 How will you structure your summer program?

Taking into account staffing and goals, how will you organize grades, student groups, and learning sites to meet students' needs?

5 When will your summer learning program take place?

6 How will you schedule students' time to satisfy all their learning needs?

How will you [balance student-led independent work, teacher-led instruction, and enrichment activities](#)?

7 What curriculum and instruction programs will you use and how?

Consider how the programs you use align to what you use during the regular school year and the ease of use for your staff.

8 How will you communicate with students and families and keep them engaged?

9 What accountability requirements must you meet?

How will you [measure the impact of summer learning](#) while minimizing the time spent on assessments?

10 What are your milestones for planning your summer program?

Consider funding deadlines, timelines for informing students and families, etc.

Final tip: When planning your summer program, think about how you might apply aspects of your model to school-year programming such as tutoring. How will you continue to ensure students receive targeted support that enhances their participation in grade-level learning?

Additional Resources:

[Getting to Work on Summer Learning: Recommended Practices for Success](#)

(from the RAND® Corporation)

[Summer Learning Toolkit](#) (from The Wallace Foundation®)

Ideas for Leveraging *i-Ready* Resources in Your Summer Learning Plans

We know that everyone is in a different place, and there is no “one-size-fits-all” as districts navigate implementing summer learning. No matter the structure of your summer program, *i-Ready* has versatile resources to fit your instructional needs.

Implementation Ideas

Allow students to work independently on additional instruction and practice

- Students work on their *i-Ready* personalized lessons and Learning Games for 30–49 minutes per subject per week.*
- Families and/or educators support students as they track their own progress.
- Educators monitor usage and track and recognize progress throughout the summer, culminating in a larger celebration.

Provide students the critical instruction to get them ready for the next grade level

- Teachers provide direct instruction on select prioritized skills using Tools for Instruction, resources from the Teacher Toolbox, and/or their core math program.
- Students work on their *i-Ready* lessons, either as informed by their personalized pathway* or manually and strategically assigned based on a prescribed scope and sequence.

Boost foundational reading skills in striving learners

- Teachers or paraprofessionals provide explicit phonics instruction daily following the routine-based *Phonics for Reading*™ program.
- Students work on their *i-Ready* personalized lessons based on their unique needs informed by the Diagnostic.*

Supports for Teacher-Led Instruction (Grades K–8):

- **Curriculum and Pacing Guidance:** Lists of priority skills to cover for each grade and suggested scope and sequence to help plan instruction in the summer
- **Tools for Instruction and Tools for Scaffolding Comprehension:** Actionable, in-the-moment lesson plans that address challenging skills and standards
- **Teacher Toolbox,** *i-Ready Classroom Mathematics, and Ready:*** Targeted multimedia resources for focused instruction in Reading, Mathematics, and Writing (Grades 2–5), available digitally and in print
- ***Phonics for Reading*** (Grades 3–12):** A research-based reading intervention program that provides explicit phonics instruction to older students who haven't yet mastered decoding

*Students placed into *i-Ready Pro's Essential Lessons* are encouraged to work in their My Path.

**Available for purchase separately from *i-Ready Personalized Instruction*.

†These resources are available to educators who subscribe to Teacher Toolbox. Not a Teacher Toolbox user yet? [Explore more.](#)

††*i-Ready Classroom Mathematics* users only.

Activities Students Can Do Independently (Grades K–8):

- ***i-Ready Online Lessons:*** Lessons that provide engaging, explicit instruction and practice that is just right for each student and proven to build their skills for grade-level success
 - ***i-Ready Pro's Essential Lessons****: Available this summer to older striving learners in Grades 6+ based on their most recent Diagnostic results
- ***Learning Games:*** Interactive games that deliver fun, engaging math fluency practice
- ***Practice Packets*†:** Self-directed exercises and practice to reinforce the key concepts of each grade
- ***Develop Session Videos*††:** Assignable videos to help students continue their learning of mathematics



FIVE TIPS FOR LEADERS

In Summer Learning Programs

If Using *Diagnostic and Personalized Lesson Path*



1

Set Up Your Summer Learning Structure

- Ensure you have set up staff and student rosters, created schedules, and provided the technology for teachers and students to be ready to access *i-Ready Personalized Instruction*.



2

Provide Support to Teaching Staff

- Set clear expectations and goals for *i-Ready* and other instructional priorities, and explain how and why they will support student learning.
- Provide initial training, ongoing support, helpful resources, and planning time.
- Have ongoing communication to share progress on goals, provide support, and highlight successful practices broadly in emails, staff meetings, etc.



3

Determine Instructional Content and Materials

- **For online learning**, check that all students are assigned My Path. Students who have taken a Diagnostic will automatically have My Path lessons assigned. For any students who do not have lessons assigned, administer the Diagnostic following [best-practice guidance](#).
- **For teacher-led instruction**, select and organize the curriculum materials you want teachers to use.



4

Leverage Data and Monitor Continually

- Review student Diagnostic data to help inform instructional priorities.
- Review Personalized Instruction data weekly, focusing on Time-on-Task and/or % of Lessons Passed, and celebrating, adjusting, and providing support as needed.



5

Engage Students and Families

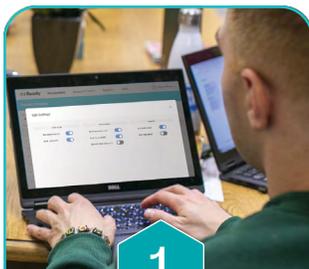
- Motivate students to do their best while working on their lessons, with guided goal setting, data chats, progress tracking, and recognizing and celebrating growth.
- Partner with families by sharing information about student learning and progress.



FIVE TIPS FOR LEADERS

In Summer Learning Programs

If Using *Automated Grade-Level Lesson Path*



1

Set Up Your Summer Learning Structure

- Ensure you have set up staff and student rosters, created schedules, and provided the technology for teachers and students to be ready to access *i-Ready Personalized Instruction*.



2

Provide Support to Teaching Staff

- Set clear expectations and goals for *i-Ready* and other instructional priorities, and explain how and why they will support student learning.
- Provide initial training, ongoing support, helpful resources, and planning time.
- Have ongoing communication to share progress on goals, provide support, and highlight successful practices broadly in emails, staff meetings, etc.



3

Determine Instructional Content and Materials

- **For online learning**, check that all students are assigned My Path lessons according to their chronological grade level.
- **For teacher-led instruction**, select and organize the curriculum materials you want teachers to use.



4

Leverage Data and Monitor Continually

- Review Personalized Instruction data weekly, focusing on Time-on-Task and/or % of Lessons Passed, and celebrating, adjusting, and providing support as needed.



5

Engage Students and Families

- Motivate students to do their best while working on their lessons, with guided goal setting, data chats, progress tracking, and recognizing and celebrating growth.
- Partner with families by sharing information about student learning and progress.



FIVE TIPS FOR LEADERS

In Summer Learning Programs

If Using *Educator-Assigned Lessons*



1

Set Up Your Summer Learning Structure

- Ensure you have set up staff and student rosters, created schedules, and provided the technology for teachers and students to be ready to access *i-Ready Personalized Instruction*.



2

Provide Support to Teaching Staff

- Set clear expectations and goals for *i-Ready* and other instructional priorities, and explain how and why they will support student learning.
- Provide initial training, ongoing support, helpful resources, and planning time.
- Have ongoing communication to share progress on goals, provide support, and highlight successful practices broadly in emails, staff meetings, etc.



3

Determine Instructional Content and Materials

- **For online learning**, set and assign lessons for students:
 - Determine the focus standards for online lessons (for recommended scope and sequence, you can reference *i-Ready* suggested summer lists by grade level).
 - Designate and train who will assign lessons to students.
- **For teacher-led instruction**, select and organize the curriculum materials you want teachers to use.



4

Leverage Data and Monitor Continuously

- Review Personalized Instruction data weekly, focusing on Time-on-Task and % of Lessons Passed, and celebrating, adjusting, and providing support as needed.



5

Engage Students and Families

- Motivate students to do their best while working on their lessons, with guided goal setting, data chats, progress tracking, and recognizing and celebrating growth.
- Partner with families by sharing information about student learning and progress.

Learn from Others

We have gained a lot of excellent guidance from our educators using *i-Ready* tools to support students' summer learning. To help make your learning successful this summer, we would like to share our findings!



How to Create a Successful Summer Learning Program

[Read Blog Post](#)

Curriculum Associates conducted a series of interviews with districts across the country that have had successful and ambitious summer programs. The education leaders we spoke to shared insight as granular as “make sure the first communication about summer school comes from a student’s teacher” and as grand as “remove barriers to participation.”



Find Federal and State Funding for Summer Programs

[Read Blog Post](#)

Many districts are exploring summer programs or an extended school year to address students’ instructional priorities. In this post, Curriculum Associates’ Grants and Funding team explains how federal and state funding opportunities can help fund summer learning initiatives.



How to Host a Summer Learning Challenge

[Read Blog Post](#)

Highland Elementary School in Riverside, Iowa started its popular *i-Ready* Summer Challenge to keep students who weren’t attending summer programs learning. Learn how they do it so you can replicate a similar program for your students.

Creating the Right Structures and Schedules for Your Summer Program

One of the most important elements of planning your summer learning program is creating the right structures and schedules. As you do, consider these recommended best practices.

Maximize learning time

Prioritize small group instruction opportunities

Group students by common learning needs and keep teacher-student ratio small

Enable small group instruction with engaging, proven learning activities

Complement structured learning with enrichment activities

To maximize students' time spent on productive learning activities, rotations can be very effective, regardless of grade level.

Rotation Descriptions	Recommended Resources
 <p>Teacher-Led Instruction</p> <p>Teacher-led small groups of students are determined specifically by students' Diagnostic results and/or information on student progress, including their progress on Personalized Instruction.</p>	<p>Required:</p> <ul style="list-style-type: none"> • Tools for Instruction • Core Instruction Program <p>Optional (if applicable):</p> <ul style="list-style-type: none"> • <i>Ready Reading</i> • <i>Ready Mathematics</i> • Teacher Toolbox • <i>Phonics for Reading</i> • Learning Packets <p><i>Lessons from all resources should be identified based on the analysis of student needs and recommendations for critical prerequisite skills.</i></p>
 <p><i>i-Ready Personalized Instruction</i></p> <p>Students work independently on online lessons, either the ones assigned by <i>i-Ready</i> in their My Path lesson queue or those assigned by an educator in their Teacher Assigned queue.</p> <p>Teacher monitors student progress in online lessons to ensure mastery and determine if additional remediation and intervention needs to occur.</p>	<p>Teachers may view the upcoming lessons for any students by navigating to the Assess & Teach tab in <i>i-Ready Connect</i>™.</p> <p>Teachers should be monitoring for appropriate instructional usage and lesson pass rates using the Personalized Instruction report.</p>
 <p>Student-Led Work</p> <p>Students work either in small groups or independently on assignments aligned to their needs.</p> <p>Teacher models and provides scaffolds prior to them working on their own.</p>	<p>Required:</p> <ul style="list-style-type: none"> • Core Instruction Program <p>Optional (if applicable):</p> <ul style="list-style-type: none"> • Teacher Toolbox materials (e.g., Math Center Activities, Practice and Problem Solving) • Learning Games (for mathematics) • Learning Packets

Sample Schedules

Time availability and schedules during the summer can vary widely. Here are some sample schedules to help maximize student learning time and enable small group instruction.

90-Minute Block per Subject							
All Class		M	T	W	Th	F	
		Time	10 min.	10 min.	10 min.	10 min.	25 min.
	All Students	All Students	All Students	All Students	All Students	All Students	
Rotation 1		Time	25 min.	25 min.	25 min.	25 min.	20 min.
		Group 1	Group 2	Group 3	Group 1	Group 2	
		Group 2	Group 3	Group 1	Group 2	Group 3	
		Group 3	Group 1	Group 2	Group 3	Group 1	
Rotation 2		Time	25 min.	25 min.	25 min.	25 min.	20 min.
		Group 2	Group 3	Group 1	Group 2	Group 3	
		Group 3	Group 1	Group 2	Group 3	Group 1	
		Group 1	Group 2	Group 3	Group 1	Group 2	
Rotation 3		Time	25 min.	25 min.	25 min.	25 min.	20 min.
		Group 3	Group 1	Group 2	Group 3	Group 1	
		Group 1	Group 2	Group 3	Group 1	Group 2	
		Group 2	Group 3	Group 1	Group 2	Group 3	
All Class		Time	5 min.	5 min.	5 min.	5 min.	
		All Students					

2-Hour Block per Subject								
		M	T	W	Th	F		
		Time	60 min.	60 min.	60 min.	2 hrs.	2 hrs.	
	Group 1	Group 3	Group 2	Extra support as needed based on student performance during Days 1–3				
Rotation 1		Time	30 min.				30 min.	30 min.
		Group 2	Group 1				Group 3	
		Group 3	Group 2				Group 1	
Rotation 2		Time	30 min.				30 min.	30 min.
		Group 3	Group 2				Group 1	
		Group 2	Group 1	Group 3				



Scheduling Worksheet

Class: _____

		M	T	W	Th	F
All Class	Time					
Rotation 1	Rotation Time					
Rotation 2	Rotation Time					
Rotation 3	Rotation Time					
All Class	Time					

Details to Consider as You Set Up Your Learning Infrastructure

Successful summer program leaders have often mentioned that it is important to “sweat the small stuff” when planning your summer program. Here is a list of details to consider and questions to ask as you determine how to set your summer program up for success.

Details	Questions
Leadership and Access	<ul style="list-style-type: none">• Have you designated your leadership for the program?• Do all who will have leader roles for summer (e.g., district staff, site-based leaders) have the login information and account access they need?• If partnering with third parties (e.g., tutoring organizations), do they have the login information and account access they need?
Organization of School and Class Groups	<ul style="list-style-type: none">• Are students and teachers going to be located at a summer site other than their “home school”?• Are there going to be teachers or students who didn’t use <i>i-Ready</i> during the school year or aren’t in your account?• Are summer program enrollments in your student information system (SIS)?• Will you create Report Groups?
Roster Timeline	<ul style="list-style-type: none">• When will you have your summer program rosters ready?• How much time will you need to pull reports on summer learning before your <i>i-Ready</i> account can roll over?
Last-Minute Enrollment	<ul style="list-style-type: none">• Have you developed a district or school plan to accommodate student enrollments that occur close to the start of summer learning programs?
Technology	<ul style="list-style-type: none">• Do you have enough devices for each student?• Do your summer devices meet <i>i-Ready</i> system requirements?• Do you have someone to provide technical support over the summer?
Login Method	<ul style="list-style-type: none">• Will you be logging in via single sign-on (SSO), <i>i-Ready Connect</i> website, and/or K–1 Login cards?• Will you print login credentials for students?

Your *i-Ready Partners* account team is ready to support you in sorting through these important details. Reach out to your *i-Ready Partner Success* team for help.

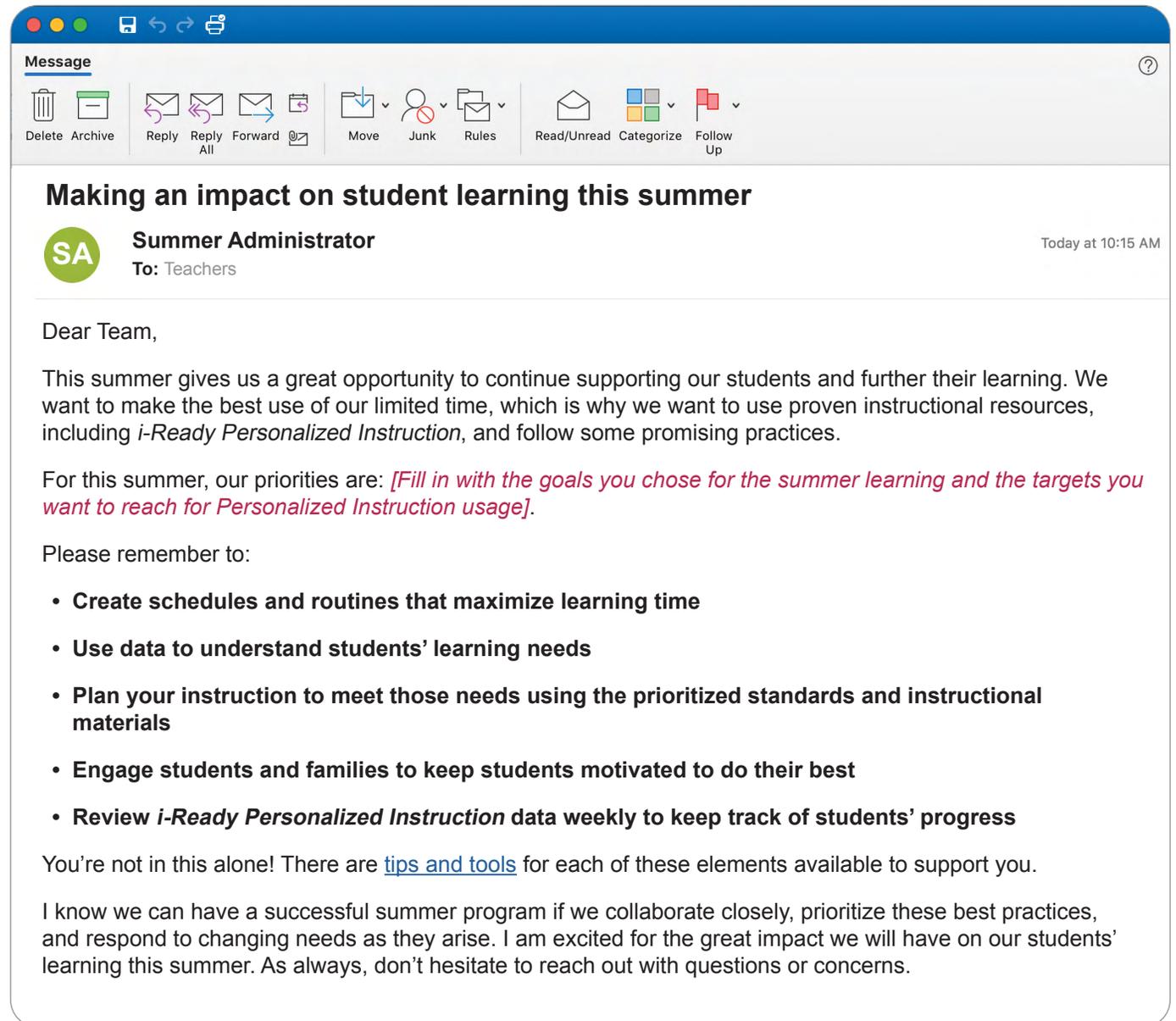
Sample Communication to Teachers

Getting buy-in, setting clear expectations, and communicating priorities is especially critical in the summer, since you have such limited time to make an impact.

Use these sample communications to help develop your messages to your school community.

Tip: Copy the text to the right and paste it into your own email. Embed this link:

Tips and Tools:
www.CurriculumAssociates.com/Summer-Learning-Support



The screenshot shows an email client window with a blue header. The message is titled "Making an impact on student learning this summer" and is from "Summer Administrator" to "Teachers", dated "Today at 10:15 AM". The body of the email starts with "Dear Team," followed by a paragraph about supporting students and using instructional resources like *i-Ready Personalized Instruction*. It then lists priorities for the summer, with a red placeholder text: "[Fill in with the goals you chose for the summer learning and the targets you want to reach for Personalized Instruction usage]". A bulleted list follows, and the email concludes with a supportive message and a link to "tips and tools".

Message

Delete Archive Reply Reply All Forward Move Junk Rules Read/Unread Categorize Follow Up

Making an impact on student learning this summer

SA Summer Administrator
To: Teachers Today at 10:15 AM

Dear Team,

This summer gives us a great opportunity to continue supporting our students and further their learning. We want to make the best use of our limited time, which is why we want to use proven instructional resources, including *i-Ready Personalized Instruction*, and follow some promising practices.

For this summer, our priorities are: *[Fill in with the goals you chose for the summer learning and the targets you want to reach for Personalized Instruction usage].*

Please remember to:

- **Create schedules and routines that maximize learning time**
- **Use data to understand students' learning needs**
- **Plan your instruction to meet those needs using the prioritized standards and instructional materials**
- **Engage students and families to keep students motivated to do their best**
- **Review *i-Ready Personalized Instruction* data weekly to keep track of students' progress**

You're not in this alone! There are [tips and tools](#) for each of these elements available to support you.

I know we can have a successful summer program if we collaborate closely, prioritize these best practices, and respond to changing needs as they arise. I am excited for the great impact we will have on our students' learning this summer. As always, don't hesitate to reach out with questions or concerns.

Additional messages to include in communications to your summer teaching staff:

Actively Manage Personalized Instruction

As part of our summer learning program, students are working on their online lessons in *i-Ready*, which has been proven to help students learn and practice new skills. As a reminder, students should maintain a range of *[fill in your range of minutes]* of Personalized Instruction per subject per week, and an average of 70%–100% of lessons passed or, a high rate of skills successful.

Please continue to monitor students' progress on their lessons, and use what you learn to celebrate and motivate students and to inform your instructional plans. Log in to *i-Ready Connect* weekly to view reports, and use this [Action Plan Worksheet](#) to plan your next steps.

Link to embed (Action Plan Worksheet): https://i-readycentral.com/download/?res=15619&view_pdf=1

Partner with and Support Families

Even in the summer, families can be such important partners in our work. When families know what is happening when their students are with us and talk about it at home, it significantly increases students' motivation to learn. Remember to reach out to families regularly to share updates about their student's progress, celebrate their student's effort and accomplishments, and provide suggestions on how they can support at home.

Engage All Students

Keeping students motivated to learn during the summer is no small feat, but it is so important to ensure students continue to have consistent attendance and put their best effort toward their learning.

Remember to incorporate activities that motivate students into your schedules and plans. Having chats with students about their progress, celebrating students' effort and successes, and having classwide challenges that encourage teamwork are all activities that are proven to increase motivation.

Visit i-ReadyCentral.com/EngageStudents for resources and tips and i-ReadyCentral.com/Ideas to get inspired by ideas and tools from other teachers.

Analyzing Diagnostic Data (School)

Question(s) You're Trying to Answer

- How can I group my students into **grade-level placements**?
- What percentage of students is performing **below or on/above grade level**, and who would **benefit from support**?
- In which **domain(s)** do certain grade levels, classes, or Report Groups need the most support?

Report to Use



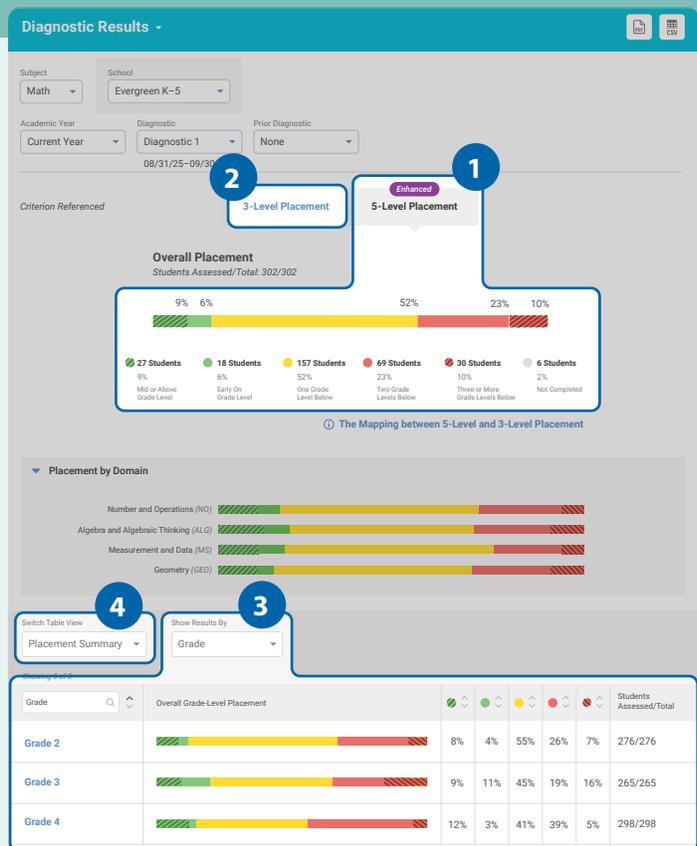
Diagnostic Results (School):
Select *Reading* or *Math*.

Report Criteria to Select

- Select the **Diagnostic**.
- Select the **Enhanced 5-Level Placement View**.
- Toggle to the **3-Level Placement View** as needed (be sure to select your **Placement Definition**).

Data to Focus On

1. **Overall Placement:** Use the Enhanced 5-Level Placement View to examine the percentage of students in each grade-level placement.
2. **Toggle** to the 3-Level Placement View when you're ready to analyze domain-level data.
3. **Placement Summary:** Use the dropdown menu to show results by Grade, Class, or Report Groups:
 - What percentage of students is in each grade-level placement?
 - Who can benefit from additional support?
4. **Needs Analysis:** Use the dropdown menu to switch the table view to explore which Grades, Classes, or Report Groups need the most support.



Suggested Actions

- **Identify areas of potential focus** (e.g., grade levels or classes). Examine the number of students assessed out of the number of students enrolled. You can use [these worksheets](#) to help you analyze your data.
- **Set goals:** Create schoolwide goals for the next Diagnostic.
- **Celebrate** performance and/or progress toward goals.
- **Create a plan:** Use the data to plan learning experiences for teachers, adjust pacing of curriculum, and create differentiated supports for students.

Monitoring Personalized Instruction Data (School)

Question(s) You're Trying to Answer

- How are students **using and making progress in Personalized Instruction**?

Report to Use



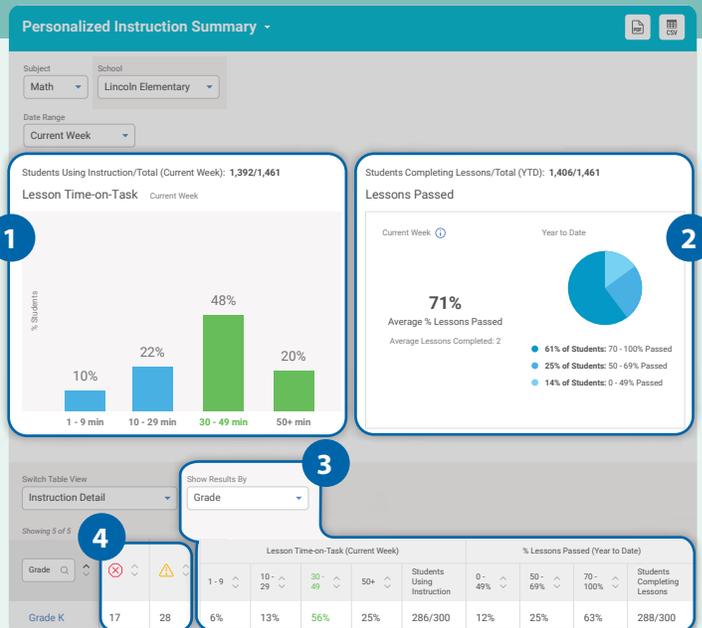
Personalized Instruction Summary (District/School)*:
Select *Reading* or *Math*.

Report Criteria to Select

- Select the **School*** and **Subject**.
(District administrators choose **All Schools** to view results for the district.)
- Confirm the **Date Range** you want to review. You may select Current Week, Last Week, Last Month, or a custom date range.

Data to Focus On

1. **Review Overall Lesson Time-on-Task:** Review how your school or district is using Personalized Instruction.
 - What percentage of students is in the recommended range of 30–49 minutes of Lesson Time-on-Task?
2. **Review Overall % Lessons Passed:** Review how your school or district is progressing with Personalized Instruction.
 - What percentage of students passed more than 70% (●) of their lessons?
3. **Detailed Review:** Sort by Class, Report Group, or Grade. (District administrators, sort by School or Grade). It's critical to review both Lesson Time-on-Task and % Lessons Passed together to accurately assess progress and identify the best response.
4. **Lesson Alerts:** Review Personalized Instruction lesson alerts.
 - Which schools, grades, or classes have a significant number of Domain Shutoff alerts (⊗) and Struggling with Lessons alerts (⚠)?



Recommendations: Aggregate groups should maintain 30–49 minutes of Personalized Instruction per subject per week with 70%–100% of lessons passed for the year. Consider which groups:

- Are in these recommended ranges for Lesson Time-on-Task and % Lessons Passed
- May need more time in Personalized Instruction or support to pass lessons

Suggested Actions

- **Monitor the data:**
 - Develop a weekly practice for reviewing lesson alerts, Lesson Time-on-Task, and Percent of Lessons Passed.
 - Ask teachers to monitor Personalized Instruction.
- **Respond to needs:**
 - Use the worksheets on the following page to summarize your observations and plan next steps.
 - Conduct data chats and/or walkthroughs and observations.
- **Celebrate bright spots and share best practices:**
 - Recognize achievements with teachers, students, and families and celebrate progress toward meeting and/or exceeding goals.
 - Share the best practices and helpful tips from classrooms with the rest of your staff.

*From the Personalized Instruction Summary (District/School) report, administrators can now select Current Week, Last Week, or Last Month to view Lesson Time-on-Task and Percent Lessons Passed data for that Date Range.

**For students working in *i-Ready Pro* lessons, refer to the [Accessing and Analyzing Data from i-Ready Pro Lessons](#) for data to focus on and suggested actions.



How do I support my staff in responding to Personalized Instruction data?

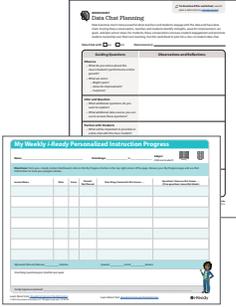
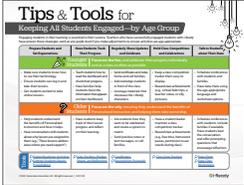
Use the following worksheet to review Personalized Instruction data and determine appropriate support.*

Review <i>Fill in this column with teacher or class names that apply to each category.</i>	Gather More Information <i>What factors might be impacting the data? (e.g., vacation days, Diagnostic Windows, technology–student ratio, recent PL, coaching support)</i>	Take Action <i>I will...</i>
Average Weekly Lesson Time-on-Task Is Between 30–49 Mins. and Percent of Lessons Passed YTD Is at or Above 70%		
		<input type="checkbox"/> Celebrate the class. <input type="checkbox"/> Celebrate certain students in this class. <input type="checkbox"/> Ask the teacher to share best practices and resources. <input type="checkbox"/> Have a data chat with the teacher. <input type="checkbox"/> Other:
Average Weekly Lesson Time-on-Task Is Between 10–29 Mins. and/or Percent of Lessons Passed YTD Is 50%–70%		
		<input type="checkbox"/> Celebrate certain students in this class who are staying in the recommended ranges. <input type="checkbox"/> Have a data chat with the teacher. <input type="checkbox"/> Email the teacher. <input type="checkbox"/> Conduct a walkthrough observation during Personalized Instruction and leave a note. <input type="checkbox"/> Conduct an observation of Personalized Instruction and facilitate a reflective discussion with specific teachers. <input type="checkbox"/> Other:
Average Weekly Lesson Time-on-Task Is Between 0–9 Mins. and/or Percent of Lessons Passed YTD Is below 50%		
		<input type="checkbox"/> Have whole staff professional learning to address the issue. <input type="checkbox"/> Have a data chat with the teacher. <input type="checkbox"/> Email the teacher. <input type="checkbox"/> Conduct a walkthrough observation during Personalized Instruction and leave a note. <input type="checkbox"/> Conduct an observation of Personalized Instruction and facilitate a reflective discussion with specific teachers. <input type="checkbox"/> Reset expectations. <input type="checkbox"/> Other:

*For students working in *i-Ready Pro*, access [Personalized Instruction Monitoring: i-Ready Pro](#).



Consider the suggestions below to engage students with *i-Ready* in your classroom.

Tips	Tools
<p>Guide Goal Setting</p> <ul style="list-style-type: none"> Set achievable yet challenging goals with students that connect their daily work to their learning. Focus on performance goals (e.g., progress toward growth goal, Diagnostic scale score) and learning goals (e.g., achievement within a specific domain). 	<ul style="list-style-type: none"> FAQ: How do I set goals with students? 
<p>Have Data Chats</p> <p>Schedule data chats with students about learning and growth to discuss strengths and areas for improvement, set goals, and develop action plans.</p> <p>Track Data and Help Students Self-Reflect</p> <p>Implement a variety of classroom procedures for students to track their data.</p>	<ul style="list-style-type: none"> Data Chat Planning Student Data Chats Elementary Secondary Data Trackers Class Student 
<p>Make Learning a Team Effort</p> <p>Track class growth and progress, provide classwide feedback after Diagnostics, and create class goals.</p> <p>Recognize and Celebrate Growth</p> <p>Use bulletin boards or certificates to highlight when a student or class has reached a goal and/or made progress.</p>	<ul style="list-style-type: none"> Student Certificates Recognition Postcards 
<p>Help Students Actively Engage with Personalized Instruction</p> <p>Provide students with reflection pages and check in with students about their progress, habits, and next steps.</p>	<ul style="list-style-type: none"> Tips and Tools for Keeping All Students Engaged 
<p>Partner with Families</p> <p>Share information with families about <i>i-Ready</i> assessments and student progress through newsletters, conferences, emails, and phone calls.</p>	<ul style="list-style-type: none"> Communication Templates for Families i-Ready Family Center 

Keep Learning During the Summer with *i-Ready*!

Your student can continue learning during the summer with *i-Ready* lessons and Learning Games!

i-Ready Personalized Instruction provides students with lessons based on their individual skill level and needs, so they can learn at a pace that is just right for them. These lessons are fun and interactive to keep your student engaged as they learn.

Learning Games for Mathematics allow students to practice math in fun and engaging ways, helping them develop a positive view of math.



How do I log in?

From a computer:

- If your student's district/school ...
 - **Uses a portal**, your child should log in using their district/school portal credentials, and click on the *i-Ready* icon
 - **Does NOT use a portal**, your child should visit i-ReadyConnect.com and log in to *i-Ready* directly on a computer using the credentials provided by their teacher

Access the [Technical and Troubleshooting Guide for Families](#) or visit i-ReadyConnect.com/Support to confirm that your device and internet connection meet *i-Ready* System Requirements.

iPad®, App Store®, iPadOS®, and Safari® are registered trademarks of Apple, Inc.
Clever® is a registered trademark of Clever, Inc.

On an iPad®:

- **Download the free *i-Ready Connect™ for Students* app from the App Store®.** For the 2024–2025 school year, iPad must be compatible with iPadOS® 17.3 or above. For more information, please see the [i-Ready Connect System Requirements](#).
- If your student's district/school ...
 - **Uses Clever®**, download the Clever app, log in using their district/school portal credentials, and click on the *i-Ready* icon
 - **Uses a portal that is NOT Clever**, students should open the Safari® browser, enter their school portal URL and log in, and click on the *i-Ready* icon
 - **Does not use a portal**, they should open the *i-Ready Connect for Students* app and log in to *i-Ready* using the credentials provided by their teacher



TIPS FOR TRACKING PROGRESS

What to Look for and What to Ask

Help track and celebrate your student's progress by regularly reviewing their *i-Ready* My Progress page with them. Use the map and prompts below to help.

1. My Progress:



Direct your student to the My Progress section to see all their lesson stats.

2. Time-On-Task:

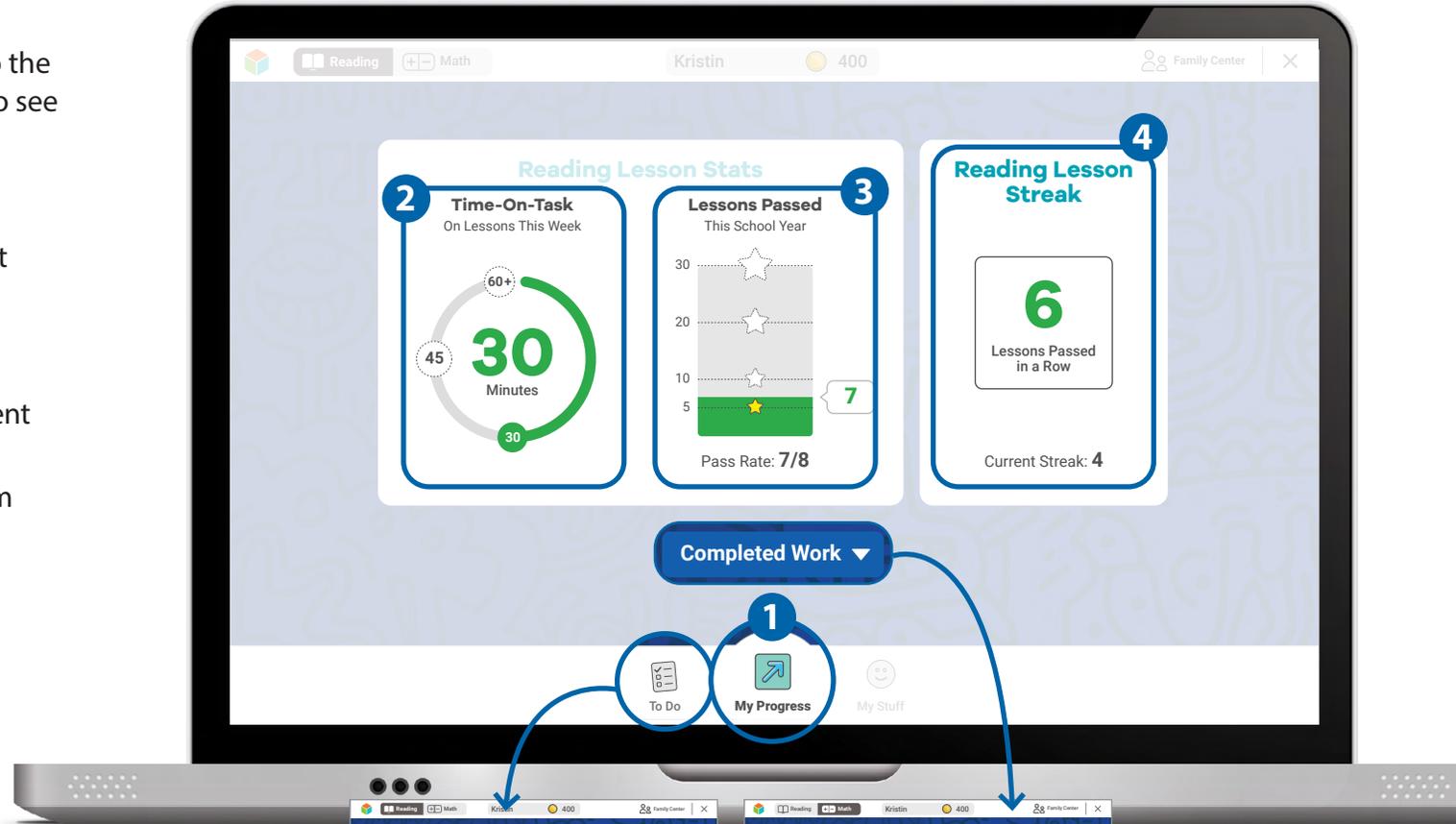
- How much time has your student spent on lessons this week?

3. Lessons Passed:

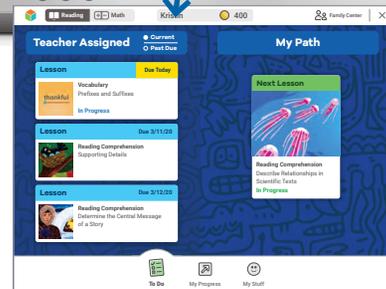
- How many lessons has your student passed?
- How did this number change from last week?

4. Lesson Streaks:

- What is the greatest number of lessons your student has passed in a row this school year?
- How many lessons has your student passed in a row most recently (i.e., current streak)?



To Do:
See upcoming personalized lessons for your student.



Completed Work:
See how your student has done on each lesson.



How Tos

Below are key How Tos to help you manage your summer program effectively. For a complete list of How Tos, please visit i-ReadyCentral.com/FAQ.

Export Student Login Information for a Grade	22
Obtain Student Login Information for a Specific Class or Report Group.	23
Manage Students	23
Manage Classes and Report Groups.	24
Assign Lessons to a Grade Across One or More Schools	25

Management: Rosters

On the Rosters screen, under Management, you can view and manage individual users, classes, and Report Groups. Administrators have all the same capabilities described for teachers in the *Teacher Success Guide*, plus:

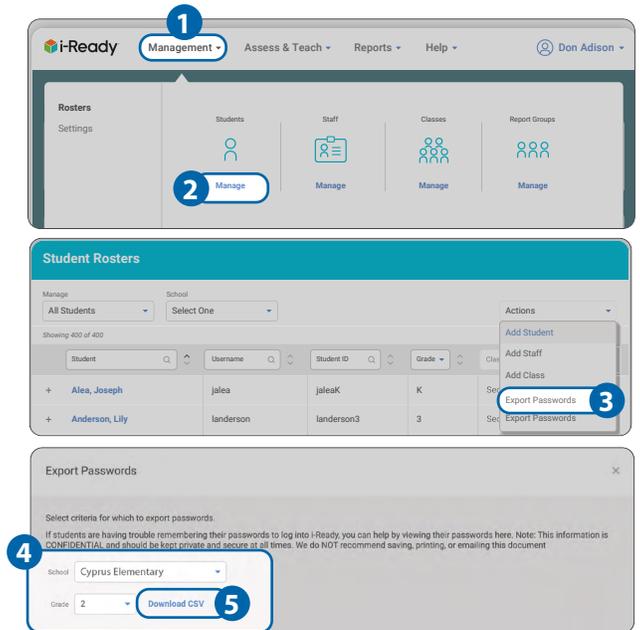
- **School administrators** can edit and add teachers and students within their school.
- **District administrators** can add school administrators, teachers, and students. They can also move students, teachers, or school administrators between schools.

Note: If a district has chosen to automatically sync its SIS with i-Ready Connect, you will not be able to make manual roster changes, other than creating Report Groups, directly in the i-Ready Connect interface.

Tip: District leaders and other i-Ready administrators assigned to more than one school may also need to select a School Group or a School in many of the How Tos that follow. Otherwise, your assigned school will appear on the screen by default.

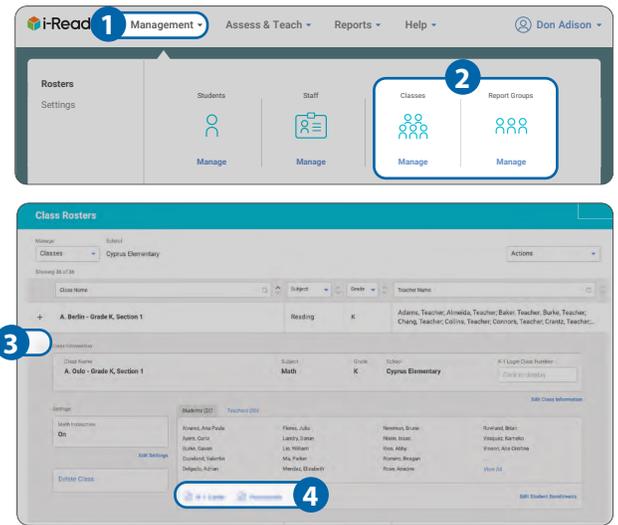
Export Student Login Information for a Grade

1. Select **Management** from the top navigation. **Rosters** will be selected by default.
2. Select **Manage** under **Students**.
3. Select **Export Passwords** from the **Actions** dropdown.
4. Select a **School** and **Grade**.
5. Click **Download CSV**.
6. Student rosters will download immediately to a CSV (i.e., comma-separated values) file (*not pictured*).



Obtain Student Login Information for a Specific Class or Report Group

1. Select **Management** from the top navigation. **Rosters** will be selected by default.
2. Select **Manage** under **Classes** or **Report Groups**.
3. Select the **+** icon for a class or Report Group to expand the row. When expanded, it will change to a **-** icon.
4. Click **K-1 Cards** or **Passwords** to obtain this information.



Manage Students

1. Select **Management** from the top navigation. **Rosters** will be selected by default.
2. Select **Manage** under **Students**.

To **view and edit** a student's information:

- 3A. Select the **+** icon next to a name to expand the row. When expanded, it will change to a **-** icon. Select **Edit Student Information** to change specific fields. Be sure to save your changes.

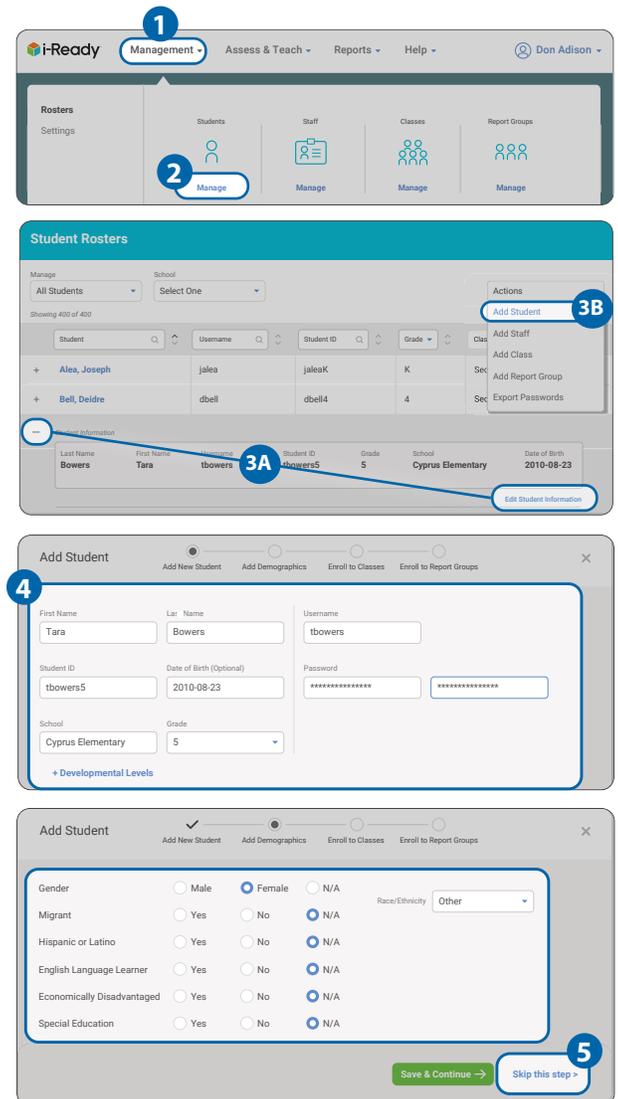
To **add** a student:

- 3B. Select **Add Student** from the **Actions** dropdown.

! Make sure to click the arrow after each step to move forward!

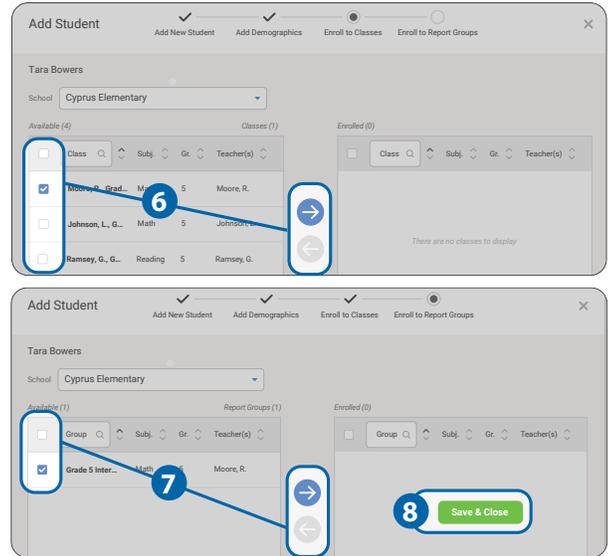
4. Input the relevant student information.
5. Select the student's **Demographics**, or click **Skip this step**.

Continued on next page



Continued from previous page

- Use the **checkboxes** to select **classes** and the **arrows** to **add or remove them** from the student's enrollment.
- If relevant, use the **checkboxes** to select **Report Groups** and the **arrows** to **add or remove them** from the student's enrollment.
- Click **Save & Close**.



Manage Classes and Report Groups

- Select **Management** from the top navigation. **Rosters** will be selected by default.
- Select **Manage** under **Classes** or **Report Groups**.

To view and edit information for the class or Report Group:

- Select the **+** icon next to a name to expand the row. When expanded, it will change to a **-** icon. Select **Edit** next to **Class/Report Group Information, Settings, Students,** or **Teachers** to change specific details. Be sure to save your changes.

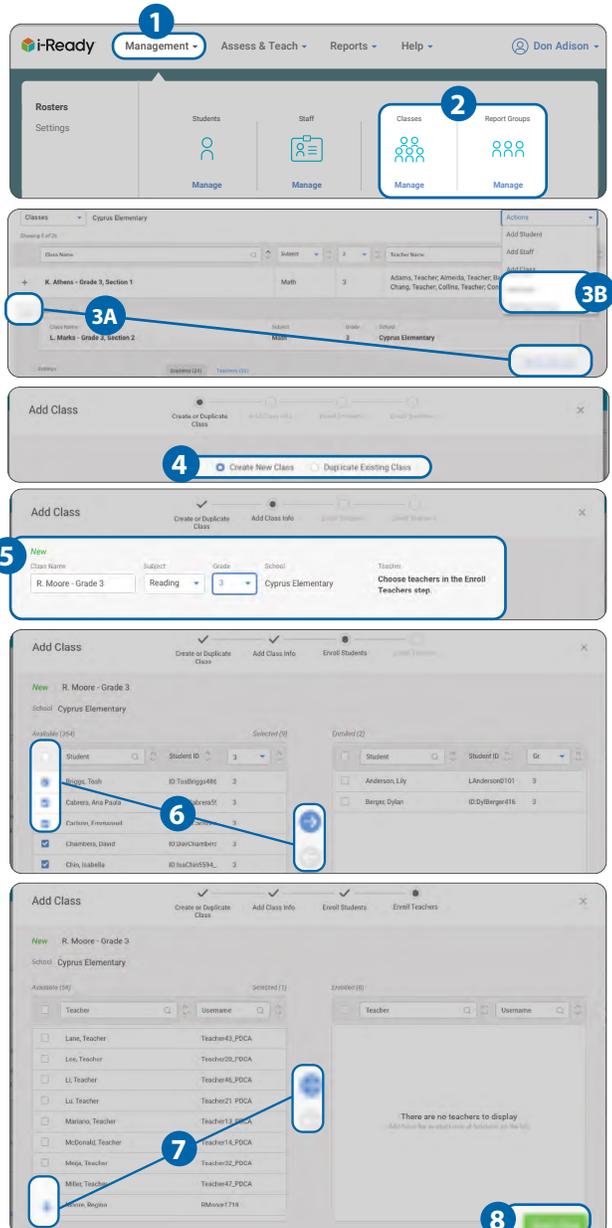
To add a class or Report Group:

- Select **Add Class** or **Add Report Group** from the **Actions** dropdown.

! Make sure to click the arrow after each step to move forward!

- Select **Create New Class** or **Duplicate Existing Class**.
- Input the relevant class or Report Group information.
- Use the **checkboxes** to select **students** and the **arrows** to **add or remove them** from the class or Report Group.
- Use the **checkboxes** to select **teachers** and the **arrows** to **add or remove them** from the class or Report Group.
- Click **Save & Close**.

Note: Administrators and teachers may create Report Groups in order to divide students within a class into smaller groups or to pull students from different classes into one group for instructional assignment or class and student reporting purposes.



Assign Lessons to a Grade Across One or More Schools

With appropriate permissions, district administrators can assign *i-Ready* lessons to all students in a grade across one or more schools in the district. School administrators can assign to a grade within their school(s).

1. Select **Assess & Teach** from the top navigation.
2. Select **Instruction** for the category.
3. Select **Reading** or **Math** under *Personalized Instruction*.
4. Under *Preview or Assign Lessons*, select the **school you are adding lessons to**. If you are assigning lessons to more than one school, you must still select a school from the list.
5. In the *Create Assignments view*, **All Lessons** will appear, with an option to filter to Focus Lessons. *For more information on Focus Lessons, search Teacher-Assigned Lessons on [i-ReadyCentral.com](https://www.i-ready.com/central).*
6. Use the **checkboxes** to select *lessons* you would like to add. You may add up to 10 lessons at a time. You can click on a lesson name to view the objectives associated with the lesson and preview parts of the lesson before deciding whether to assign it.
7. Click **Assign Lessons**. The corresponding pop-up will appear.

! *Make sure to click the arrow after each step to move forward!*

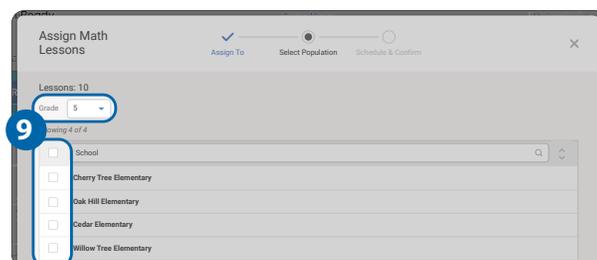
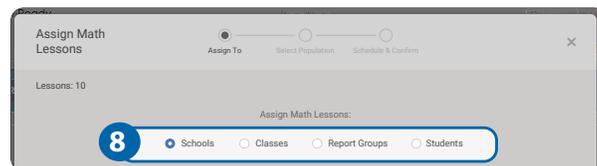
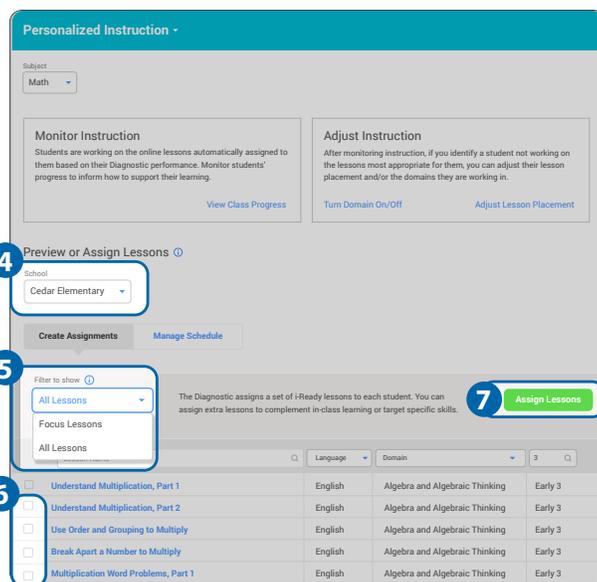
8. Choose to assign lessons to **Schools, Classes, Report Groups, or Students**.

Note: School administrators can only see and assign for their school(s). District administrators can assign across one or more schools in the district.

9. Use the **checkboxes** to select the *Schools, Classes, Report Groups, or Students* you would like to assign to.

You will need to select the *population* by Schools if you want to assign a lesson to an entire Grade. When assigning by Schools, select Grade, then use the checkboxes to **select specific school(s)**.

Continued on next page



10. Schedule and confirm:

- Select an **Available Date** for the lesson(s). Make sure to assign the lesson at least a day in advance of when you want it to appear for students.
- Make sure you add available dates for all the lessons you've selected to assign. You may need to scroll down to enter dates for all lessons.

Note: We encourage administrators to have a clear purpose and plan for assigning lessons and to communicate to schools and teachers which lessons are being assigned and when they will become available to students in order to avoid students receiving the same lessons from multiple educators and i-Ready. Until the Available Date you have selected, teachers will not see the lessons you have assigned in their reports or the i-Ready Connect interface.

11. Enter a **Due Date** for the lesson(s) you are assigning.

- If no Due Date is selected, the assignment will appear at the bottom of the student's queue below other assignments with Due Dates.
- Students in Grades K–2 see up to two Current and two Past Due assignments. Students in Grades 3–8 see up to five Current and five Past Due assignments.
- If none of the assignments have Due Dates, they will be ordered by content order.

12. Click **Assign Lessons**.

The screenshot shows the 'Assign Math Lessons' interface. At the top, there are three steps: 'Assign To', 'Select Population', and 'Schedule & Confirm'. Below this, it shows 'Lessons: 10', 'Grade: 5', and 'Schools: 4'. A table lists lessons with columns for Lesson Name, Language, Domain, Grade, and Est. Time. To the right of the table are two columns for date selection: 'Available Date (Required)' and 'Due Date'. A blue circle with the number '10' points to the 'Available Date' column, and a blue circle with the number '11' points to the 'Due Date' column. At the bottom right, there is a green button labeled 'Assign Lessons' with a blue circle and the number '12' next to it. A 'Back' button is visible at the bottom left.

Lesson Name	Language	Domain	Grade	Est. Time	Available Date (Required)	Due Date
Add and Subtract Decimals	English	Number and Operations	Mid 5	26m	03/19/20	03/21/20
Practice: Add Decimals	English	Number and Operations	Mid 5	20m	MM/DD/YY	03/21/20
Practice: Subtract Decimals	English	Number and Operations	Mid 5	20m	MM/DD/YY	MM/DD/YY
Add and Subtract Fractions	English	Number and Operations	Mid 5	27m	MM/DD/YY	MM/DD/YY
Add and Subtract Fractions in Word Problems	English	Number and Operations	Mid 5	26m	MM/DD/YY	MM/DD/YY



FAQ

What should I know about Teacher-Assigned Lessons so I can effectively use them?

PLEASE NOTE: If you're considering using Teacher-Assigned Lessons for your summer learning program, please speak with your account manager before pursuing this option. The functionality of this feature during summer is dependent upon the setup of your account.

Overview

During the regular academic school year, Teacher-Assigned Lessons can be assigned by a teacher or administrator to individual students, groups of students, or classes and should be used to complement teacher-led instruction. When deciding how best to leverage Teacher-Assigned Lessons, it's important to use all the information you have about students—data from assessments, content knowledge, class observations, etc. However, it's very important to be strategic. **Teacher-Assigned and My Path lessons generally come from the same lesson bank, and without careful planning and monitoring, students might see duplicate lessons.** We also recommend students focus most of their Personalized Instruction time on My Path, as lessons are sequenced to provide targeted instruction based on Diagnostic results.

How can Teacher-Assigned Lessons support my instruction?

Teacher-Assigned Lessons complement teacher-led, grade-level instruction. Lessons can be assigned to individual students or groups for specific purposes, such as reteaching, skills practice, and supporting access to core instruction. You may also consider assigning lessons for whole class grade-level instruction aligned to a core scope and sequence.

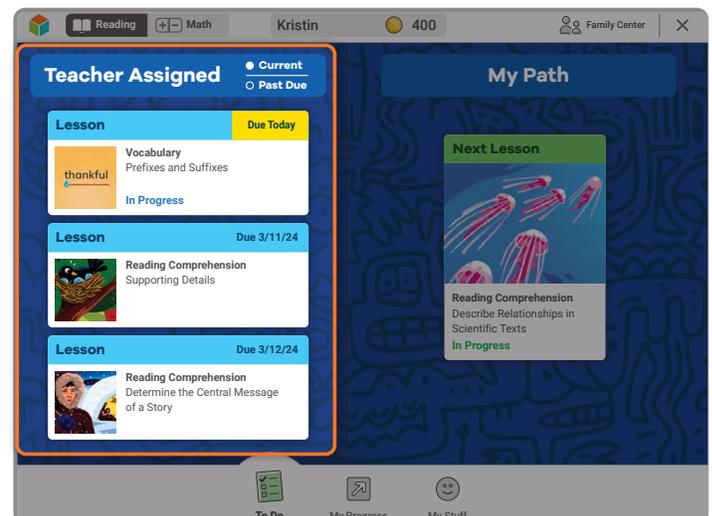
How will Teacher-Assigned Lessons appear to my students in their dashboard?

When students log in to *i-Ready* and select a subject, they are taken to the To Do page of their dashboard. The To Do page contains two columns: **Teacher Assigned** and **My Path** lessons.* Teacher-Assigned Lessons appear in the Teacher Assigned column. If using *i-Ready Classroom Mathematics*, Interactive Practice and Comprehension Checks also appear in this column.

Grades K–2



Grades 3+



*Teacher-Assigned Lessons will appear without My Path lessons for students who did not complete a Diagnostic.

What is the lesson experience like for my students?

Depending on the lesson, students may see tutorial/instruction and/or practice components, and they end with a quiz that is scored. Quizzes are indicated to students as “Lesson Name—Quiz.” **Lessons are done once the student completes the quiz and they receive a final score as a percentage. If they have not seen a percentage score, they have not completed the lesson.**

Who can assign lessons in *i-Ready*?

In addition to lessons being automatically assigned by *i-Ready*, teachers and administrators can assign lessons to classes, Report Groups, or individual students. Administrators can assign lessons to a whole grade level if that is part of the instructional plan.

Communicate and coordinate clearly so students aren’t given duplicate lessons. To avoid duplicating assignments, connect with your administrator or anyone who shares students with you. Note which My Path lessons a student has completed, as Teacher-Assigned Lessons will appear for a student even if they’ve completed the same lesson in their My Path queue.

What lessons can be assigned in *i-Ready*, and how do I assign them?

- You can preview lessons directly in *i-Ready*, or access Lesson Lists on *i-Ready Central*[®]:
[Mathematics Lessons and Objectives](#) | [Reading Lessons and Objectives](#)
- To assign lessons, see this [FAQ: How do I add Teacher-Assigned Lessons?](#).

When will students see the lessons I’ve assigned?

An assignment becomes available to a student on the Available Date set by the educator, and it clears from the student dashboard when completed or canceled. Incomplete assignments are canceled 60 days past the Due Date (or 60 days past the Available Date, if no Due Date was assigned). Please note:

- Grades K–2 students see two Current and two Past Due lessons at a time.
- Grades 3+ students see five Current and five Past Due lessons at a time.

How are teacher assignments ordered for students?

There are a few factors that determine the order in which assignments are presented, as outlined below. Keep in mind, however, that students can choose from the available lessons on their dashboards and can have multiple lessons In Progress. To help students complete lessons in the order you intend, consider assigning lessons one at a time, with Due Dates, and communicate expectations to students.

How are *i-Ready* Teacher-Assigned Lessons ordered for students?

Lessons are placed in chronological order by Due Date.

- If several lessons have the same or no Due Date, lessons are placed in content sequence order (i.e., grade level, then domain, then skill). Spanish lessons will fall at the end of the content sequence.
- If the same lesson is assigned multiple times, the one In Progress will appear first.
- Without a Due Date, a lesson is placed at the bottom and again sorted by content sequence.

Additional Details

For *i-Ready Classroom Mathematics* users: How are teacher assignments ordered for students?

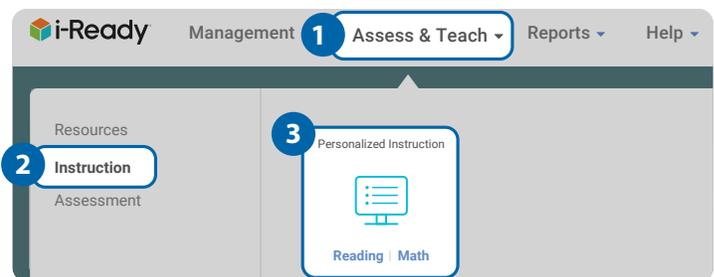
Teacher-Assigned Lessons and activities are placed in chronological order by Due Date.

- If several assignments have the same or no Due Date, *i-Ready* lessons will appear before *i-Ready Classroom Mathematics* assignments.
- If several *i-Ready Classroom Mathematics* assignments have the same or no Due Date, they are placed in content sequence (i.e., unit then lesson).
- If several *i-Ready Classroom Mathematics* assignments are from the same unit and lesson, then Interactive Practice assignments appear before Comprehension Checks.
- Without a Due Date, an assignment is placed at the bottom and again sorted by content sequence.

How can I actively manage my students' assignments?

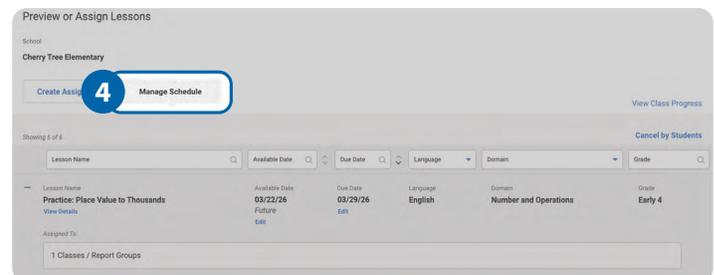
To review, edit, or cancel lessons you have assigned to one or more students:

1. Select **Assess & Teach** from the top navigation.
2. Select **Instruction**.
3. Select **Reading** or **Math** under *Personalized Instruction*.
4. Select **Manage Schedule**.



To review upcoming, available Teacher-Assigned Lessons for one particular student:

1. Visit the **Personalized Instruction Summary (Student)** report.
2. Select the **Upcoming Lessons** tab.
3. Then select **Teacher Assigned** in the *dropdown*.



To analyze student performance on Teacher-Assigned Lessons:

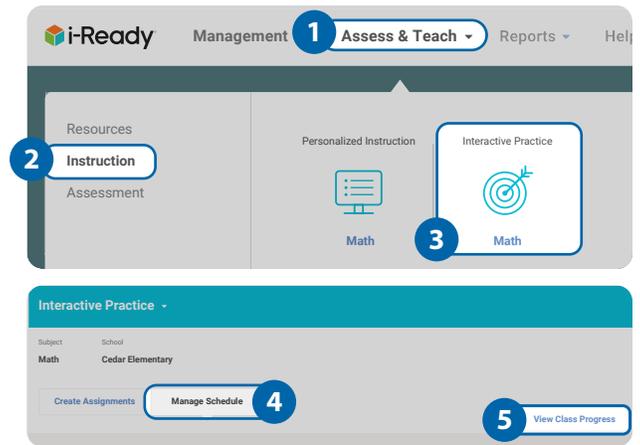
- To monitor all Teacher-Assigned Lessons once they are available to students, see these [step-by-step instructions](#).
- To analyze **Teacher-Assigned** and **My Path** lesson data for a class, Report Group, or individual student, follow guidance to [actively monitor Personalized Instruction](#).



Note: When students struggle with My Path lessons, alert icons appear in Personalized Instruction reports. However, these alerts will not appear for Teacher-Assigned Lessons. If a student does not pass the first attempt at a lesson that you have assigned, i-Ready will automatically reassign the lesson for a second attempt.

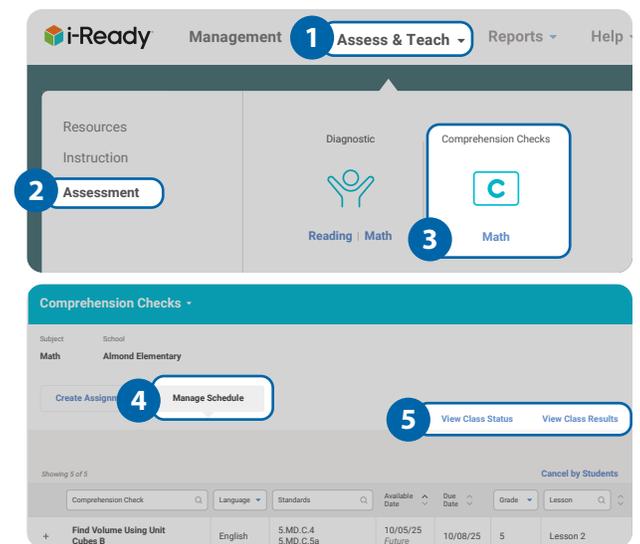
To manage Interactive Practice:

1. Select **Assess & Teach** from the top navigation.
2. Select **Instruction**.
3. Select **Math** under *Interactive Practice*.
4. Select **Manage Schedule**.
5. Select **View Class Progress**.



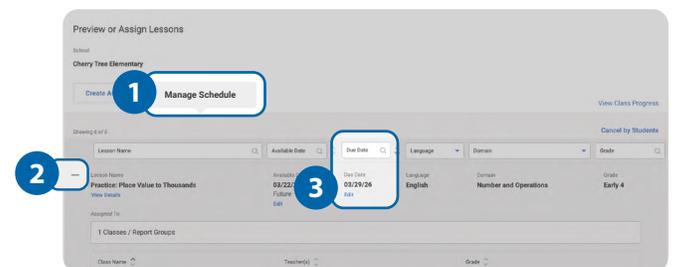
To manage Comprehension Checks:

1. Select **Assess & Teach** from the top navigation.
2. Select **Assessment**.
3. Select **Math** under *Comprehension Checks*.
4. Select **Manage Schedule**.
5. Select **View Class Status** and/or **View Class Results**.



What if the assignment I want the student to work on is not showing on their dashboard?

1. Navigate to the **Manage Schedule** tab for the type of assignment.
2. Click the **+** icon next to the desired assignment. When expanded, it will change to a **-** icon.
3. Click **Edit** under *Due Date*.



Measuring the Impact of Summer Learning Programs

Summer programs are usually short, and instructional time can be limited to as little as 40 hours.

Therefore, **it is critical to prioritize instruction over assessment* during this precious time to maximize student learning.** However, there is often a need to measure the impact of summer learning.

Here are some approaches to consider that can help measure impact while minimizing the time spent on assessment:

Performance and Progress in Online Lessons

Attendance

Proficiency or Improvement as Measured by *i-Ready Diagnostic*

Performance or Improvement in Select Standards as Measured by *i-Ready Standards Mastery*

Unless otherwise noted, the following measurement options assume that account rollover will take place after the conclusion of the summer program. Coordinate rollover dates with your Partner Success team.

*If you are interested in using formative assessments to inform your instruction during summer learning programs, use assessment options that are built into your instructional programs. These may include Comprehension Checks or Lesson Quizzes from *i-Ready Classroom Mathematics* or Weekly Assessments from *Magnetic Reading™ Foundations*.

Lesson	Data to Look At/Measure of Success	Considerations
Performance or Progress in Online Lessons		
<i>i-Ready Lessons</i>	<p>Maintain 30–49 minutes of Lesson Time-on-Task per subject per week with an average of 70% of lessons passed:</p> <ul style="list-style-type: none"> Consistent weekly Lesson Time-on-Task with high Percent of Lessons Passed is associated with learning gains. <p><i>(Note: Passing lessons means that a student is ready to move on with instruction but does not necessarily indicate proficiency on a given skill or standard.)</i></p> <ul style="list-style-type: none"> Our research-based recommendation is 30–49 minutes per week for Lesson Time-on-Task during the regular school year. 	<ul style="list-style-type: none"> The goal of 30–49 minutes per week can be modified based on the schedules, structures, and technology availability of individual summer programs. We recommend maintaining a minimum of 30 minutes of Lesson Time-on-Task per subject per week. If looking at the number of lessons passed, note that lesson length varies by subject, domain, and level. Students who spend the same amount of time in lessons will likely complete differing numbers of lessons.
<i>i-Ready Pro's Essential Lessons</i>	<p>Consider following our recommendation of 30–49 minutes of Lesson Time-on-Task per subject per week:</p> <ul style="list-style-type: none"> <i>i-Ready Pro's</i> Essential Lessons are designed to address the needs of older striving learners who need support with foundational reading or core numeracy skills. Support students in completing as many lessons as possible in their <i>i-Ready Pro</i> pathway by the end of the summer program. <p><i>(Note: The time for a student to complete the entire pathway depends on where they begin based on Diagnostic performance or progress in i-Ready Pro lessons during the school year.)</i></p>	<ul style="list-style-type: none"> For individual students who are working on their My Path lessons, based on recent Diagnostic results, you can compare their lesson level at the beginning of summer to their lesson level at the end of the summer program to get a sense of progress. Note that it is possible for students to pass multiple lessons without seeing a change in lesson level.

Data to Look At/Measure of Success	Considerations
Attendance	
Summer program daily attendance data: Consistent attendance in summer program	Although not a direct measure of impact, RAND® summer learning research* indicates attendance is one of the highest indicators of summer learning.
Proficiency or Improvement as Measured by <i>i-Ready Diagnostic</i>	
To gauge performance (i.e., proficiency)	
SY 2025–2026 Beginning-of-Year Results: Scale score or placement level	Look at overall and/or domain-specific scale scores or placement levels on the SY 2025–2026 beginning-of-year Diagnostic. Compare results to historical averages or placement-level distributions. Students who are on par with or exceed historical averages or the district’s expectations can be said to have achieved their proficiency goals.
To gauge improvement (i.e., growth/progress)	
SY 2024–2025 End-of-Year Results Compared to End-of-Summer 2025 or SY 2025–2026 Beginning-of-Year Results: Average (i.e., mean or median) scale score gain between Diagnostics for program evaluation or Progress toward Stretch Growth® targets for individual students	<ul style="list-style-type: none"> • For program evaluation purposes: Look at average overall scale score gains between the SY 2024–2025 end-of-year Diagnostic and the SY 2025–2026 beginning-of-year Diagnostic. If needed, administer a Diagnostic at the end of the summer program, and compare average overall scale score gains from spring 2025 to summer 2025. For more precise details, contact your partner success manager. • For individual students: Aim to meet or exceed 100 percent progress to Stretch Growth, as set by the baseline Diagnostic from SY 2024–2025, by the end of the summer program. Making as much progress as possible toward Stretch Growth will move students closer to their proficiency goals. • For new <i>i-Ready</i> users or for newly enrolled students who do not have a baseline Diagnostic from SY 2024–2025: While not generally recommended due to the limited instructional time in most summer learning programs, <i>i-Ready</i> users who do not have a baseline Diagnostic from SY 2024–2025 can take a Diagnostic at the beginning and end of the summer program for comparison purposes. Note that students will still need to take a Diagnostic at the beginning of the 2025–2026 school year to serve as the baseline for growth during the regular school year. • For programs that require domain-level reporting, contact your partner success manager.

Important note: Be careful of summer growth interpretations. The *i-Ready* growth model is based on 25–30 weeks of the regular school year and at least 12 weeks of instruction between Diagnostic administrations to ensure accurate growth data.

*[Getting to Work on Summer Learning](#)

RAND® is a registered trademark of the RAND Corporation.

© 2025 Curriculum Associates, LLC. All rights reserved. | 03/25 OK | 2697784

Data to Look At/Measure of Success	Considerations
<p>Performance or Improvement in Select Standards as Measured by <i>i-Ready Standards Mastery</i> Before the program begins, identify a small number of standards that are critical to the instruction being provided.</p>	
<p>To gauge performance (i.e., proficiency)</p>	
<p>Performance category at the end of the program</p>	<p>At the end of the summer program, administer Mastery Checks for the target standards (either Form A or Form B). Students who achieve a Proficient designation on the Mastery Check (indicated by the color green and representing greater than 66 percent of questions answered correctly) can be said to have achieved proficiency on the standard.</p>
<p>To gauge improvement (i.e., growth/progress)</p>	
<p>Increase in performance category (i.e., Beginning to Progressing or Progressing to Proficient) from the beginning to the end of summer instruction</p>	<p>Administer the Form A Mastery Checks at the beginning of the summer program and the Form B Mastery Checks at the end of the summer program and compare the results. Students who advance from one performance category to another (e.g., moving from Beginning to Progressing or Progressing to Proficient) from Form A to Form B of the same standard have shown progress or improvement on that standard.</p> <p><i>(Note: Not advancing to another performance category does not necessarily mean that a student did not learn. If possible, consider tracking both students who maintained their original performance category and those who advanced as part of your summer metrics.)</i></p>

Important note if using Standards Mastery:

In Progress and Not Started Standards Mastery Checks as well as student-level reports will be unavailable after your account rolls over to the 2025–2026 school year. Speak with your partner success manager if your summer program extends through this date.

Find the Resources You Need for Teacher-Led Instruction

Available for both Reading and Mathematics!

Deciding what to teach during the limited weeks of summer is hard enough, but finding the resources to teach with can be even harder. If you're looking for support, these summer resource lists can help!

Get Summer Resource Lists

1. Identify a variety of resources to use for different instructional needs, from independent work while students are working on a computer to teacher-led instruction, practice, and collaborative work.

2. Determine which skills to cover during limited learning time.

Grade 3 Recommended <i>i-Ready</i> Lessons and Pacing for Summer Learning							
3 English Language Arts (ELA)/Literacy							
Online Independent Student Work			Teacher-Led Instruction and Practice				
1	<i>i-Ready</i> Lesson	Domain	Tools for Instruction	Tools for Scaffolding Comprehension	Ready Lessons	Activity Packets*	
WEEK 1							
★	Reading Multisyllabic Words with Prefixes in- and im-	Standard: RF.3.3.A RF.3.3.C RF.3.4.A Est. Run Time: 14 min.	Phonics	Multisyllabic Words with Prefixes and Suffixes Introduce Prefix and Suffix Families	Ask and Answer Questions in Informational Texts	Ask and Answer Questions about Key Ideas	N/A
★	Determine Word Meanings Using Known Words and Prefixes in-/im- and mid-	Standard: RF.3.3.A L.4 L.6 Est. Run Time: 15 min.	Vocabulary	Prefixes in-, dis-, mis-, non- Use Context to Find Word Meaning Key Ideas and Details Main Idea and Details			
★	Determine Word Meanings Using Context Clues 1	Standard: RF.3.4.C L.4 L.5 L.6 Est. Run Time: 15 min.	Vocabulary				
★	Ask Questions about Key Ideas in an Informational Text	Standard: RI.1 RI.10 RF.4 Est. Run Time: 25 min.	Comprehension				

*These resources are available to educators who subscribe to Teacher Toolbox. Not a Teacher Toolbox user yet? [Explore more.](#)

★ Priority lesson for the week

Get summer resource lists for [i-Ready Classroom Mathematics](#).

Getting to Know the Games

In the Learning Games suite, specific games are available to students based on their chronological grade level.

Within most games, students can choose from levels of difficulty that are “just right” for them based on their most recent performance on the Diagnostic for Mathematics or their previous performance in the games. Students given access to Learning Games by an account administrator before completing a Diagnostic will see game levels filtered by their chronological grade, and levels will be adjusted once students complete a Diagnostic. Adaptivity within the games meets students where they are and provides challenge, scaffolding, and feedback.

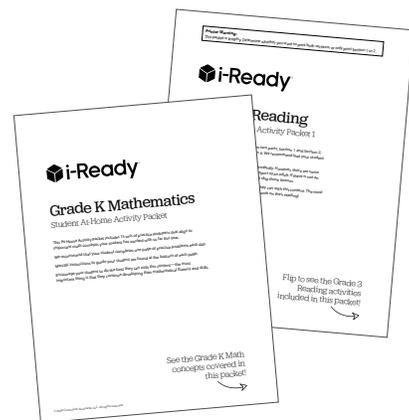


Game Focus and Availability by Grade Level

	K	1	2	3	4	5	6	7	8
 Hungry Guppy Early number sense and addition	✓	✓	✓						
 Hungry Fish Addition, subtraction, and rational number operations fluency	✓	✓	✓	✓	✓	✓	✓	✓	✓
 Zoom World's most interactive number line	✓	✓	✓	✓	✓	✓	✓	✓	✓
 Bounce Integer and fraction estimation, negative rational numbers, and absolute values on a number line	✓	✓	✓	✓	✓	✓	✓	✓	✓
 Match Basic numbers, addition, subtraction, multiplication, division, fractions, rational numbers, and ratios	✓	✓	✓	✓	✓	✓	✓	✓	✓
 Pizza Mental math, economics, and proportions			✓	✓	✓	✓			
 Cupcake Word problems, real-world economics, proportions, ratios, rates, and coordinate planes			✓	✓	✓	✓	✓	✓	✓
 Cloud Machine Visual and symbolic fractions				✓	✓	✓	✓	✓	✓

Printable Activity Packs and More

Sometimes it can be helpful to have a collection of preselected, high-quality instructional resources at your fingertips for students to work on independently or for student-facing staff of all experience levels to use in their instruction.



These resources are available to educators who subscribe to Teacher Toolbox. Not a Teacher Toolbox user yet? [Explore more.](#)

[Access Curated Resources](#)

[Access Tutoring Resources](#)

	Mathematics	Reading
Printable Learning Activity Packs	Curated student lessons designed to provide students with self-directed instruction and practice on key mathematics concepts for each grade	<ul style="list-style-type: none"> Cover grade-level content on reading comprehension and vocabulary (K–8). Most activities can be completed independently.
Additional Instructional Resources*	<p>Family Letters</p> <ul style="list-style-type: none"> Provide background information on vocabulary and concepts Include activities families can complete with their students <p>Activities</p> <ul style="list-style-type: none"> Include collaborative games and other opportunities for your student to practice vocabulary and skills <p>Enrichment</p> <ul style="list-style-type: none"> Provides engaging Enrichment Activities for parents and students to complement the practice pages and resources they already have 	<ul style="list-style-type: none"> Independent reading supports (K–5) <ul style="list-style-type: none"> Can be used alongside any type of reading Writing and language lessons (K–8) <ul style="list-style-type: none"> Writing opportunities and language skills practice Reading Strategy lessons <ul style="list-style-type: none"> Twelve evidence-based reading strategies to improve students’ reading ability
Tutoring Support Resources	<p>Tutoring Support Packs</p> <ul style="list-style-type: none"> Selected materials for Grades K–8 can be used by student-facing staff of all experience levels. Files must first be uploaded to a learning management system so tutors may easily access them. <p>Tools for Coordinators and Tutors</p> <ul style="list-style-type: none"> Easy-to-use resources to help you plan and get the most out of your tutoring program, including: <ul style="list-style-type: none"> Onboarding checklists, tips, planning tools, sample routines, and schedules 	

*Select resources are also available in Spanish.