



Using *i-Ready Standards Mastery* to Support Intervention and Monitor Student Progress

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i-Ready Standards Mastery gives educators deep insight into their students' understanding of key skills associated with content standards for students in Grades 2–8. It is designed to help educators assess individual, grade-level standards to identify performance trends and uncover student misconceptions and to provide educators with recommendations for differentiated instruction. Standards Mastery ensures educators can align assessment to their curricular scope and sequence while using data to inform and reflect on instruction. Additionally, Standards Mastery gives educators the data they need to informally monitor a student's pathway to proficiency and reinforce intervention learning as part of a Response to Intervention or Multi-Tiered System of Supports implementation. This document offers step-by-step guidance for educators when considering this approach.

Step 1: Determine and Plan Intervention Instruction



Educators can consider referencing [10 Steps: Using *i-Ready* for Intervention](#) when planning intervention instruction.

Step 2: Identify an Aligned Standards Mastery Assessment



Once intervention instruction has been planned, educators can determine the standard or prerequisite standard that aligns to the overall intervention focus.

Step 3: Assign the Aligned Mastery Check



Educators assign the aligned Standards Mastery assessment (i.e., Mastery Check) to students at the end of the week's intervention instruction or once the intervention focus has been delivered to students.

[Appendices A, B, and C](#) illustrate how an aligned Mastery Check can be embedded into an intervention plan.

Step 4: Respond to Mastery Check Performance



Using the detailed reports that provide specific item-by-item information about potential student misconceptions, educators analyze student performance and respond accordingly.

Monitoring Student Progress with Standards Mastery



i-Ready Standards Mastery enables educators to assess individual, grade-level standards to identify performance trends, misconceptions, and areas of need and provide differentiated instructional support to help students develop proficiency. Additionally, Standards Mastery provides educators with the ability to informally monitor students' intervention learning in two primary ways.

Option 1. Using Standards Mastery as a Post-Assessment

Once interventions have been planned for specific skill(s) and/or concept(s), educators can consider identifying the grade-level or prerequisite standard that is being targeted throughout intervention instruction. Once identified, educators can assign a Mastery Check to students in the intervention group as a culminating activity, or post-assessment, to gauge their learning of the primary skill(s) and/or concepts(s) that were targeted throughout instruction.

Educators can consider using [10 Steps: Using i-Ready for Intervention](#) when planning intervention and assigning Standards Mastery to measure student progress. [Appendix A](#) provides an example of using Standards Mastery as a post-assessment to informally gauge student learning of intervention instruction.

Option 2. Using Standards Mastery as a Pre- and Post-Assessment

Each Mastery Check has two pre-built forms (i.e., Forms A and B) available for use and provides educators with the option to assign a pre- and post-assessment within intervention instruction. Once interventions have been planned and the correlating standard or prerequisite standard has been identified, educators can assign Form A as a pre-assessment to provide a baseline of student knowledge. Student performance on Form A is detailed in reports that provide specific item-by-item information about potential student misconceptions and links to differentiated instructional support documents that can be used to enhance planned intervention instruction.

Once skill(s) and/or concept(s) within the intervention have been fully addressed, educators can assign Form B as a post-assessment to gauge student learning and to analyze progress in relation to a student's baseline

performance on the Form A pre-assessment. Reporting from Form B enables educators to determine misconceptions of intervention learning and determine if any additional instructional support needs to occur before moving onto other prioritized intervention skill(s) and/or concept(s).

[Appendix B](#) provides an example of using Standards Mastery as a pre- and post-assessment to informally gauge student learning of intervention instruction.



IMPORTANT CONSIDERATION:

When utilizing Standards Mastery as pre- and post-assessments for intervention, use the Preview feature to view and work through the items while noting the level of rigor, strategies required to address each item, correct responses, and scaffolding that may help support students.

This can be done individually but may work best in grade-level teams/ professional learning communities or with the support of an instructional leader.

Leveraging Standards Mastery for Impactful Intervention Instruction



Once interventions have been planned for specific skill(s) and/or concept(s), Standards Mastery's two pre-built assessment forms give educators the option to use Mastery Checks as a teaching tool throughout intervention instruction. When a correlating standard (or substandard or set of standards) is identified, Form A can be used to model thinking skills and strategies address in each question. Form B can then be used to assess students' learning of targeted intervention instruction. The two primary steps for using Standards Mastery as an intervention teaching tool are detailed in the graphic below.

Step 1: Using Standards Mastery (Form A) as an Intervention Teaching Tool

While the specific methods of using Form A as an intervention teaching tool are left for the educator to determine, Form A is most utilized as a "bell ringer" or as an "exit ticket" throughout intervention instruction. Specifically, educators can consider the following:

- A. Introduce the standard or prerequisite standard to be addressed throughout planned intervention instruction.
- B. Model thinking skills and strategies for students throughout the week to reinforce intervention learning.
- C. Ensure students are active participants throughout the modeling process as they work toward mastery of the identified standard.

It is important to remember if used as a teaching tool, Form A is not implemented as an official assessment measure but rather a tool to support learning and prepare for a post-assessment.



Step 2: Assessing Intervention Learning Using Standards Mastery (Form B)

Once Form A has been modeled to reinforce intervention instruction, students can be assigned Form B to assess their learning of targeted skills/concepts. As detailed on the [previous page](#), assigning Form B as a post-assessment enables educators to understand any misconceptions of intervention learning and determine if additional intervention instruction is warranted before addressing other prioritized skill(s) and/or concept(s).

[Appendix C](#) provides an example of using Standards Mastery as an intervention teaching tool to reinforce and informally gauge student learning of intervention instruction.



Want to learn more about Standards Mastery and potential uses?

Access the [Educator Guide: Standards Mastery](#) for more detailed information.

Appendix A: Using Standards Mastery to Monitor Student Progress (Post-Assessment)



Standards Mastery (or Mastery Checks) can be used to monitor students’ progress when aligned to the week’s intervention focus/instruction. An **example** 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
	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>i-Ready</i> instructional resources.				
					Assessment: Mastery Check Aligned to Weekly Intervention Instruction

Appendix B: Using Standards Mastery to Monitor Student Progress (Pre- and Post-Assessment)



Standards Mastery (or Mastery Checks) can be used to gauge students' understanding prior to intervention instruction and evaluate progress at the conclusion of the intervention focus/instruction. An **example** 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
	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>i-Ready</i> instructional resources.				
	Assessment: Mastery Check Aligned to Weekly Intervention Instruction as a Pre-Assessment				Assessment: Mastery Check Aligned to Weekly Intervention Instruction as a Post-Assessment

Appendix C: Using Standards Mastery as an Intervention Teaching Tool



Each Mastery Check in Standards Mastery has two forms, A and B. Educators can teach with Form A when delivering intervention instruction and then assess with Form B once the skill(s) and/or concept(s) have been taught. An **example** 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
	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>i-Ready</i> instructional resources.				
	Model Standards Mastery Questions Using Form A	Model Standards Mastery Questions Using Form A	Model Standards Mastery Questions Using Form A	Model Standards Mastery Questions Using Form A	Assessment: Mastery Check Aligned to Weekly Intervention Instruction as a Post-Assessment Using Form B