# Digital Assessment Reports

*Sampler*

# Make a Difference Every Day

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

# A Yearly Action Plan for Practical Differentiation
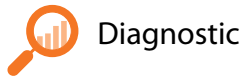
- Diagnostic
- Unit Assessment Comprehension Check
- Lesson Quiz Comprehension Check
- Instruction

## Proactively Address Prerequisite Skills during Instruction

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

## Month 3

| M | T | W | T | F |
|---|---|---|---|---|
| | | Lesson | | ✓ |
| | | Lesson | | ✓ |
| | | Lesson | | ✓ |
| | | Lesson | | ✓ |

## Month 4

| M | T | W | T | F |
|---|---|---|---|---|
| | | Lesson | | ✓ |
| | | Lesson | | ✓ |
| | | Lesson | | ✓ |
| | | Lesson | | ✓ |

## Month 5

| M | T | W | T | F |
|---|---|---|---|---|
| | | Lesson | | ✓ |
| | | Lesson | | ✓ |
| | | Lesson | | ✓ |
| | | Lesson | | ✓ |

## Month 6

| M | T | W | T | F |
|---|---|---|---|---|
| | | Lesson | | ✓ |
| | | Lesson | | ✓ |
| | | Lesson | | ✓ |
| | | Lesson | | ✓ |

## Month 7

| M | T | W | T | F |
|---|---|---|---|---|
| | | Lesson | | ✓ |
| | | Lesson | | ✓ |
| | | Lesson | | ✓ |
| | | Lesson | | ✓ |

## Month 8

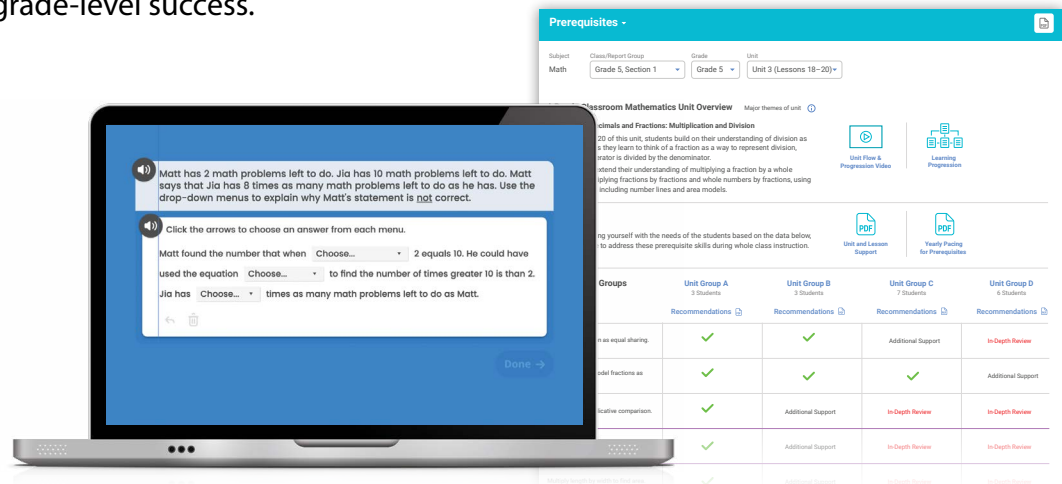| M | T | W | T | F |
|---|---|---|---|---|
| | | Lesson | | ✓ |
| | | Lesson | | ✓ |
| | | Lesson | | ✓ |
| | | Lesson | | ✓ |

## Month 9

| M | T | W | T | F |
|---|---|---|---|---|
| | | Lesson | | ✓ |
| | | Lesson | | ✓ |
| | | Lesson | | ✓ |
| | | Lesson | | ✓ |

## Month 10

| M | T | W | T | F |
|---|---|---|---|---|
| | | Lesson | | ✓ |
| | | Lesson | | ✓ |
| | | Lesson | | ✓ |
| | | Lesson | | ✓ |

# Simplify Planning with In-Depth Reports

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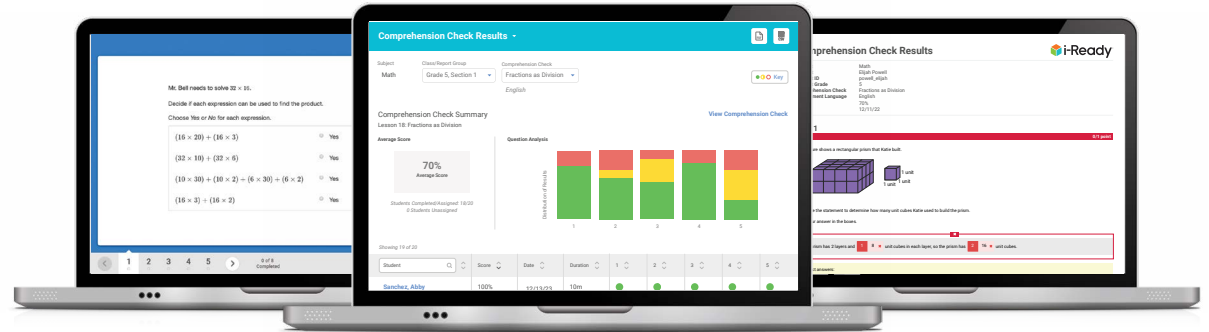


# Respond to Students' Needs in the Moment

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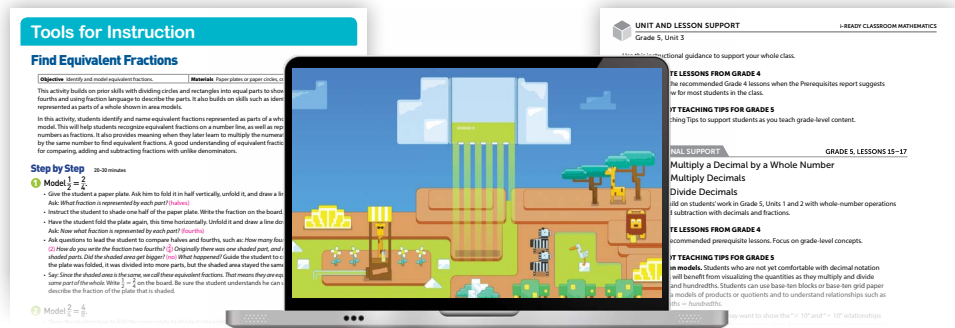


**Tools for Instruction** are mini-lessons that give teachers another way to present lesson concepts.

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

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

i-Ready Classroom Mathematics

## Diagnostic Results ▾

[PDF] [CSV]

**Subject**
Math ▾

**Class/Report Group**
Grade 5, Section 1 ▾

**Diagnostic**
Diagnostic 1 ▾
08/31/23–09/30/23

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

3-Level Placement | **Enhanced** 5-Level Placement

### Overall Placement

| 3 | 4 | | 9 | 1 | 3 |

| ⬤ Mid or Above Grade Level | ⬤ Early On Grade Level | ⬤ One Grade Level Below | ⬤ Two Grade Levels Below | ⬤ Three or More Grade Levels Below |
|---|---|---|---|---|
| **15%** | **20%** | **45%** | **5%** | **15%** |

ⓘ **The Mapping between 5-Level and 3-Level Placements**

▼ **Placement by Domain***

Number and Operations *(NO)*

Algebra and Algebraic Thinking *(ALG)*

Measurement and Data *(MS)*

Geometry *(GEO)*
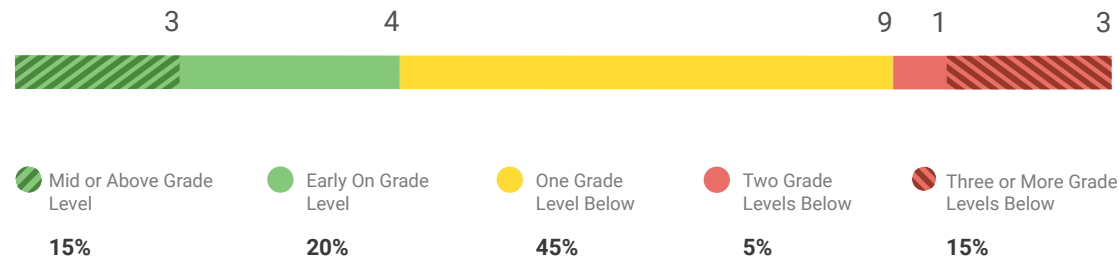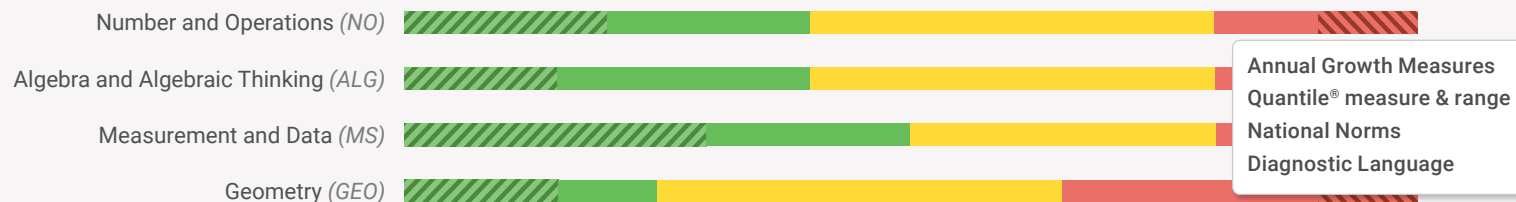
Annual Growth Measures
Quantile® measure & range
National Norms
Diagnostic Language

*Students not completed are not included.

Choose Your Column:

National Norms

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

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# Prerequisites ▾

| Subject | Class/Report Group | Grade | Unit |
|---|---|---|---|
| Math | Grade 5, Section 1 ▾ | Grade 5 ▾ | Unit 3 (Lessons 18–20) ▾ |

## i-Ready Classroom Mathematics Unit Overview    Major themes of unit ⓘ

**Unit 3: More Decimals and Fractions: Multiplication and Division**

In Lessons 18–20 of this unit, students build on their understanding of division as equal sharing as they learn to think of a fraction as a way to represent division, where the numerator is divided by the denominator.

Students then extend their understanding of multiplying a fraction by a whole number to multiplying fractions by fractions and whole numbers by fractions, using various models including number lines and area models.

**Unit Flow & Progression Video**

**Learning Progression**

## Whole Class

After familiarizing yourself with the needs of the students based on the data below, you may decide to address these prerequisite skills during whole class instruction.

**Unit and Lesson Support**

**Yearly Pacing for Prerequisites**

## Prerequisite Groups

| Prerequisites | Unit Group A<br>3 Students<br>Recommendations 📄 | Unit Group B<br>3 Students<br>Recommendations 📄 | Unit Group C<br>7 Students<br>Recommendations 📄 | Unit Group D<br>6 Students<br>Recommendations 📄 |
|---|---|---|---|---|
| Understand division as equal sharing. | ✓ | ✓ | Additional Support | In-Depth Review |
| Understand and model fractions as parts of a whole. | ✓ | ✓ | ✓ | Additional Support |
| Understand multiplicative comparison. | ✓ | Additional Support | In-Depth Review | In-Depth Review |

| | | | |
|---|---|---|---|
| **Essential Skill** Multiply a fraction by a whole number. | ✓ | Additional Support | In-Depth Review | In-Depth Review |
| Multiply length by width to find area. | ✓ | Additional Support | In-Depth Review | In-Depth Review |

| Tan, Melanie | Stanton, Geena | Baker, Danielle | Choi, Isabelle |
|---|---|---|---|
| Vo, Isaiah | Warren, Santino | Bowers, Tara | Cochran, Damon |
| | | ess, Michael | Lowe, Noah |
| | | owell, Elijah | Malone, Carla |
| | | amirez, Gabriella | Sanchez, Abby |
| | | uiz, Justin | Simmons, Tristan |
| | | ingh, Brian | |

...and skills acquired since the last Diagnostic when selecting

**Grade 5, Unit 3 (Lessons 18–20)**

| Prerequisite Skill | Grade 3 | Grade 4 | Grade 5 |
|---|---|---|---|
| | | | Current Unit |

Understand division as equal sharing → Understand the Meaning of Division 3.OA.A.2

Understand and model fractions as parts of a whole → Understand What a Fraction Is 3.NF.A.1

Fractions as Division 5.NF.B.3

Understand multiplicative comparison → Understand Multiplication as Comparison 4.OA.A.1 → Understand Fraction Multiplication 4.NF.B.4a, 4.NF.B.4b

Multiply a fraction by a whole number → **Essential Skill** Multiply Fractions by Whole Numbers 4.NF.B.4c → Understand Multiplication by a Fraction 5.NF.B.4a
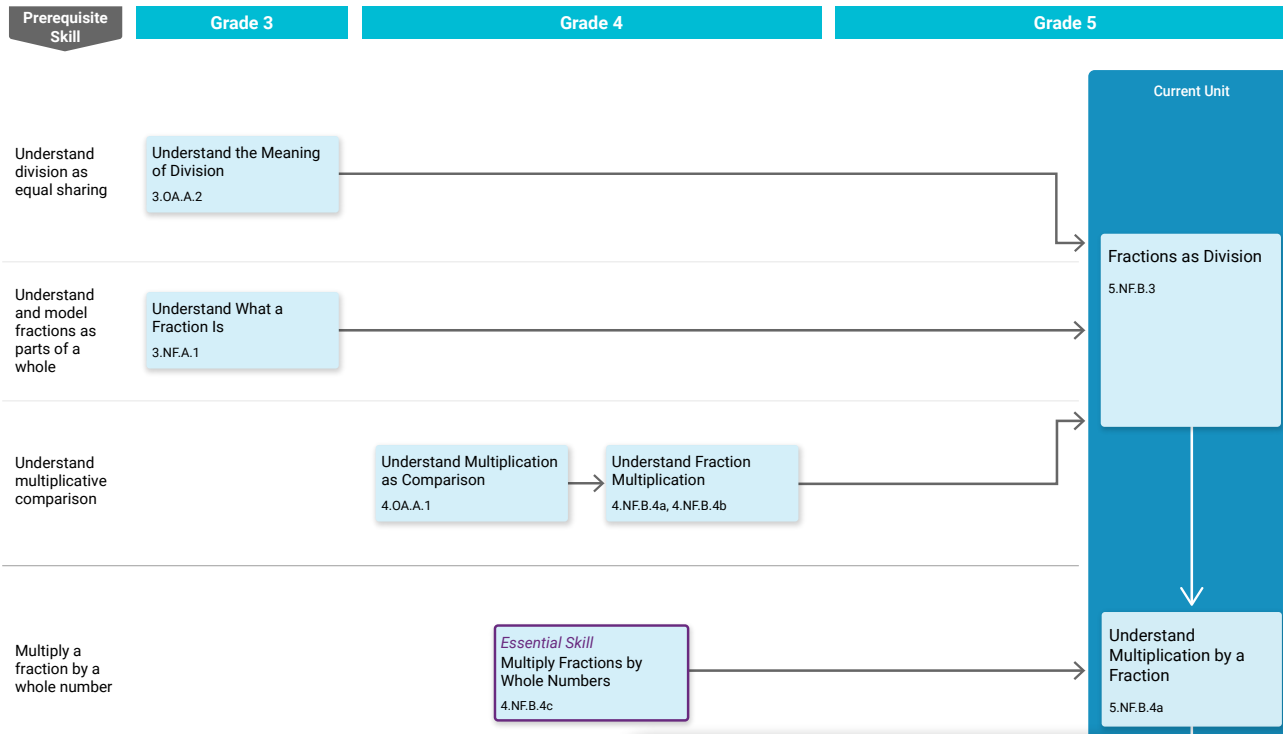
*Illustrates the path of mathematical skills acquisition across the grades, going back as many as three years. It ties previous concepts directly to the new lessons they support and highlights the most Essential Skill for this unit to support efficient planning.*

Multiply length by width to find area → Multiply to Find Area 3.MD.C.7a, 3.MD.C.7b

**i-Ready Classroom** Mathematics

**UNIT AND LESSON SUPPORT**

Grade 5, Unit 3

Use this instructional guidance to support your whole class.

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

▶ **PREREQUISITE LESSONS FROM GRADE 4**

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

◆ **ON-THE-SPOT TEACHING TIPS FOR GRADE 5**

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

**INSTRUCTIONAL SUPPORT**                    **GRADE 5, LESSONS 15–17**

**Lesson 15**  Multiply a Decimal by a Whole Number

**Lesson 16**  Multiply Decimals

**Lesson 17**  Divide Decimals

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

▶ **PREREQUISITE LESSONS FROM GRADE 4**

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

◆ **ON-THE-SPOT TEACHING TIPS FOR GRADE 5**

- **Use base-ten models.** Students who are not yet comfortable with decimal notation for fractions will benefit from visualizing the quantities as they multiply and divide with tenths and hundredths. Students can use base-ten blocks or base-ten grid paper to make area models of products or quotients and to understand relationships such as *tenths × tenths = hundredths*.

- **Post a place-value chart.** You may want to show the "× 10" and "÷ 10" relationships between adjacent columns of the place-value chart. Support students in understanding how they use these relationships when they multiply and divide with decimals.

- **Connect decimals to money.** Build on students' Grade 4 work with decimals in money contexts. Give students experiences with multiplying or dividing with decimals by posing problems that relate the cost of 1 item to the total cost of 2, 3, or 5 of the item.

- **Make sense of the operations.** By verbalizing what a multiplication or division computation with decimals represents, students can relate operations with decimals to operations with whole numbers. For example, 5 × 0.3 means "I am making 5 copies of 3 tenths," 0.1 × 0.3 means "I am finding 1 tenth of 3 tenths," or 1.4 ÷ 0.7 means "I am finding how many 7 tenths fit into 14 tenths."

- **Make connections between decimals and fractions.** When multiplying a decimal by a whole number, students who are comfortable with Grade 4 work on multiplying a fraction by a whole number may find it helpful to rewrite decimals as fractions.

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

i-Ready Classroom Mathematics

**YEARLY PACING FOR PREREQUISITES**                    **i-READY CLASSROOM MATHEMATICS**

# Grade 5 Alternate Pacing Guide

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

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

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

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

**PREPARE for Unit 1, Lessons 1–4** by reviewing strategies for solving perimeter and area problems and strategies for multiplying two-digit numbers. This provides support for students to understand and solve volume problems and to work with multi-digit whole number multiplication.

**Unit 1, Lessons 1–4** build on skills that are no additional recommended prerec

**Lesson 1** Understand Volume

**Lesson 2** Find Volume Using Unit Cube

**Lesson 3** Find Volume Using Formulas

**Lesson 4** Multiply Multi-Digit Numbers

**PREPARE for Unit 1, Lesson 5** by review support students with dividing by two-

**Grade 4, Lesson 14** Divide Three-Digit

**Lesson 5** Divide Multi-Digit Numbers

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**YEARLY PACING FOR PREREQUISITES**                    **i-READY CLASSROOM MATHEMATICS**

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

| | |
|---|---|
| **PREPARE for Unit 2, Lessons 6–11** by reviewing tenths and hundredths to support students with decimals to thousandths.<br><br>**Grade 4, Lesson 25** Fractions as Tenths and Hundredths | 0 to 2 days |

| | |
|---|---|
| **Lesson 6** Understand Decimal Place Value | 3 days |
| **Lesson 7** Understand Powers of 10 | 3 days |
| **Lesson 8** Read and Write Decimals | 4 days |
| **Lesson 9** Compare and Round Decimals | 4 days |
| **Lesson 10** Add Decimals | 3 days |

**Lesson 11**  Subtract Decimals                                                    4 days

**PREPARE for Unit 2, Lessons 12–14** by reviewing equivalent fractions and addition and subtraction of fractions with like denominators to support students in addition and subtraction of fractions with unlike denominators.                                    0 to 4 days

**Grade 4, Lesson 17**  Understand Equivalent Fractions

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## YEARLY PACING FOR PREREQUISITES

| Unit 3 More Decimals and Fractions: Multiplication and Division | |
|---|---|
| **Unit 3, Lessons 15–17** primarily build on lessons from the current grade. | |

|  |  |
|---|---|
| **Lesson 15**  Multiply a Decimal by a Whole Number | 3 days |
| **Lesson 16**  Multiply Decimals | 4 days |
| **Lesson 17**  Divide Decimals | 5 days |

**PREPARE for Unit 3, Lessons 18–20** by reviewing multiplying a fraction by a whole number to support students in using visual fraction models.          0 to 4 days

**Grade 4, Lesson 23**  Understand Fraction Multiplication

**Grade 4, Lesson 24**  Multiply Fractions by Whole Numbers

|  |  |
|---|---|
| **Lesson 18**  Fractions as Division | 3 days |
| **Lesson 19**  Understand Multiplication by a Fraction | 3 days |
| **Lesson 20**  Multiply Fractions to Find Area | 4 days |
| **Lesson 21**  Understand Multiplication as Scaling | 3 days |
| **Lesson 22**  Multiply Fractions in Word Problems | 4 days |
| **Lesson 23**  Understand Division with Unit Fractions | 3 days |
| **Lesson 24**  Divide Unit Fractions in Word Problems | 4 days |

4 days

4 days

4 days

# Recommendations: Unit Group C

**i-Ready**

**Grade**     Grade 5

**Unit**     Unit 3 (Lessons 18−20)

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

## Understand multiplicative comparison – In-depth Review

*Skill: Understand Multiplication as Comparison (Grade 4)*

**Teacher-led Small Groups**

• Tools for Instruction: Multiplication as Comparison
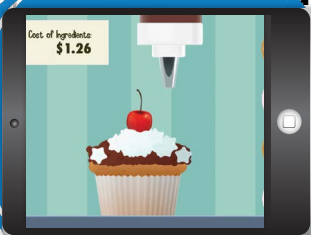
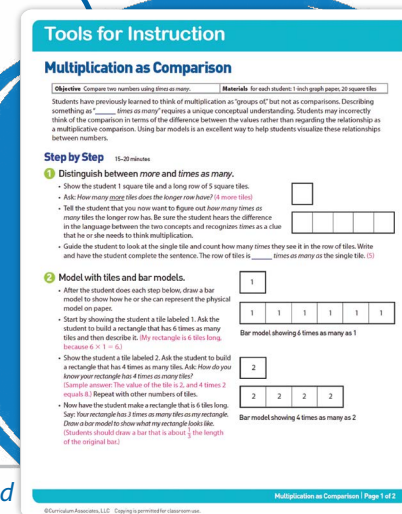**Independent Reinforcement**

• Learning Games: Cupcake

*Skill: Understand Fraction Multiplication (Grade 4)*

**...ed Small Groups**

...and Practice: Understand Fraction Multiplication
...all resources)

See Grade 4 Lesson 6 for
i-Ready Classroom Math
Teacher Toolbox resources

...3 for
...th
...urces

**Tools for Instruction**

**Multiplication as Comparison**

**Objective** Compare two numbers using *times as many.*    **Materials** for each student: 1-inch graph paper, 20 square tiles

Students have previously learned to think of multiplication as "groups of," but not as comparisons. Describing something as "_____ *times as many*" requires a unique conceptual understanding. Students may incorrectly think of the comparison in terms of the difference between the values rather than regarding the relationship as a multiplicative comparison. Using bar models is an excellent way to help students visualize these relationships between numbers.

**Step by Step**    15–20 minutes

**1** Distinguish between *more* and *times as many.*
• Show the student 1 square tile and a long row of 5 square tiles.
• Ask: *How many more tiles does the longer row have?* (4 more tiles)
• Tell the student that you now want to figure out *how many times as many* tiles the longer row has. Be sure the student hears the difference in the language between the two concepts and recognizes *times* as a clue that he or she needs to think multiplication.
• Guide the student to look at the single tile and count how many *times* you see it in the row of tiles. Write and have the student complete the sentence. The row of tiles is _____ *times as many as* the single tile. (5)

**2** Model with tiles and bar models.
• After the student does each step below, draw a bar model to show how he or she can represent the physical model on paper.
• Start by showing the student a tile labeled 1. Ask the student to build a rectangle that has 6 times as many tiles and then describe it. (My rectangle is 6 tiles long, because 6 × 1 = 6.)
• Show the student a tile labeled 2. Ask the student to build a rectangle that has 4 times as many tiles. Ask: *How do you know your rectangle has 4 times as many tiles?* (Sample answer: The value of the tile is 2, and 4 times 2 equals 8.) Repeat with other numbers of tiles.
• Now have the student make a rectangle that is 6 tiles long. Say: *Your rectangle has 3 times as many tiles as my rectangle. Draw a bar model to show what my rectangle looks like.* (Students should draw a bar that is about ⅓ the length of the original bar.)

Bar model showing 6 times as many as 1

Bar model showing 4 times as many as 2

Multiplication as Comparison | Page 1 of 2

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*Learning Games found on the Student Digital Experience*

*Tools for Instruction found on the Teacher Toolbox*

Cost of Ingredients: $1.26

# Lesson 19: Understand Multiplication by a Fraction

**Multiply a fraction by a whole number –** <span style="color:red">In-depth Review</span>
*Essential Skill*

> *The Essential Skill is identified to help focus teacher time and effort on the prerequisite standards most critical for grade-level success.*

> *Skill: Multiply Fractions by Whole Numbers (Grade 4)*
> *Essential Skill*
>
> **Teacher-led Small Groups**
> • Instruction and Practice: Multiply Fractions by Whole Numbers (select from all resources)

> See Grade 4 Lesson 24 for i-Ready Classroom Math Teacher Toolbox resources

i-Ready Classroom Mathematics

## Diagnostic Results ▾    Elijah Powell ▾    Grade 5

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

Subject
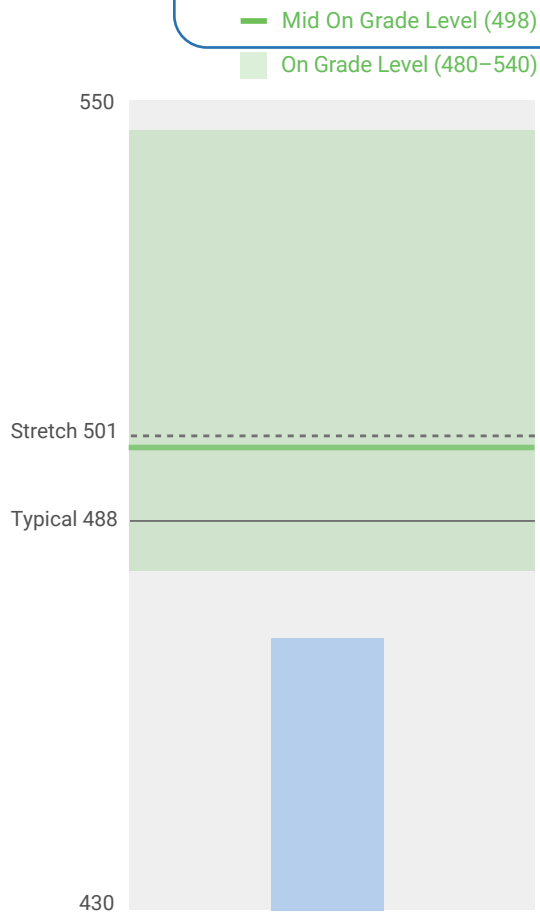
| Math ▾ |

Diagnostic

| Diagnostic 1 (09/14/23) ▾ |

● ● ● Key

## Diagnostic 1

### Typical Growth

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

### Stretch Growth®

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

— Mid On Grade Level (498)

▭ On Grade Level (480–540)

550

Stretch 501

Typical 488

430

**Diagnostic 1**
**470**
● Grade 4
09/14/23

This Diagnostic is considered the

**Overall**     ● Grade 4 (470)
Standard Error +/- 7

| Domain | Placement | Can Dos & Next Steps |
|---|---|---|
| Number and Operations | ● Grade 4 | ↓ |
| Algebra and Algebraic Thinking | ● Grade 4 | ↓ |
| Measurement and Data | ● Grade 4 | ↓ |
| Geometry | ● Grade 3 | ↓ |

*Criterion Referenced*

# National Norm Performance and Quantile® Framework for Mathematics Measure

**National Norm**
51st Percentile  ⓘ

**Quantile® Measure:**
**685Q**

**Quantile Range:**
635Q–735Q

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

Understanding Quantile Measures  📄

How to Use Quantile Tools on the Hub  📄

## Placement by Domain

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

| **Number and Operations** | **Algebra and Algebraic Thinking** | **Measurement and Data** | **Geometry** |
|:---:|:---:|:---:|:---:|
| 🟡 Grade 4 | 🟡 Grade 4 | 🟡 Grade 4 | 🔴 Grade 3 |
| **449** | **457** | **466** | **436** |

## Developmental Analysis

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

### Can Do  ⓘ
**Base Ten**

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

**Standards**

Standards  ✕

**Curriculum Framework for Mathematics**

Focus Standard(s)

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

### Next Steps & Resources for Instruction  ⓘ
**Base Ten**

– **Subtract multi-digit numbers.**

Subtract multi-digit numbers.

Tools for Instruction
**Subtract Multi-Digit Numbers**  📄
**Restar números enteros de varios dígitos**  📄

Additional Resources

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

Ready | 4 Mathematics

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**i-Ready** Tools for Instruction

**Subtract Multi-Digit Numbers**

**Objective** Use place-value concepts and the standard algorithm to subtract multi-digit numbers.

This activity builds on a conceptual understanding of place value and using the algorithm to subtract numbers through 1,000. Students work with large numbers, first estimating and then finding the differences by using knowledge of place value and the standard algorithm. Using place-value concepts (expanded form) to subtract numbers helps students develop a concrete understanding of regrouping. As they move to the standard algorithm, regrouping becomes somewhat of a shorthand version of what they did with numbers in expanded form. This activity especially targets minuends with zeros that require regrouping, because students often find this type of problem difficult. Students need to build a solid mastery of the standard algorithm for subtraction with integers of any size in order to be able to understand how to apply the process to subtract decimals.

**Step by Step**   20–30 minutes

**1** Provide a multi-digit subtraction problem.
- Write "4,036 − 1,329" on the board in vertical format.
- Ask the student to estimate the difference to the nearest thousand. Guide the student to estimates of anywhere between 2,700 and 3,000.
**Support English Learners** The word *difference* is a form of the word *different*. Help students to see that subtraction is a way of determining how numbers are different.

**2** Use place-value concepts to subtract.
- Have the student write the expanded form of 1,329. Remind the student that each part of the expanded form represents a place value in the original number. (1,000 + 300 + 20 + 9)
- Demonstrate how to subtract 1,329 from 4,036 one place value at a time. Explain that you start with the largest place value because it will be easier to work with smaller numbers as you go. Write out the problem on the board. As you complete each step, say:

$$4,036 \text{ minus } 1,000 \text{ is } 3,036 \qquad \begin{array}{r} 4,036 \\ -\ 1,000 \\ \hline 3,036 \end{array}$$

$$3,036 \text{ minus } 300 \text{ is } 2,736. \text{ You may want to think,} \qquad \begin{array}{r} -\ 300 \\ \hline 2,736 \end{array}$$
$$\text{"30 hundreds minus 3 hundreds is 27 hundreds."}$$

$$\begin{array}{r} -\ 20 \\ \hline 2,716 \end{array}$$

$$Finish\ the\ process. \qquad \begin{array}{r} -\ 9 \\ \hline 2,707 \end{array}$$

- Have the student check the answer using partial sums. Point out that since the process is being reversed (adding instead of subtracting), the student should start with the lower place value and continue up: "2,707 + 9 is 2,716; 2,716 + 20 = 2,736; 2,736 + 300 is 3,036; 3,036 + 1,000 is 4,036."

www.i-ready.com                    Number and Operations | Level 4 | Subtract Multi-Digit Numbers | Page 1 of 2

🧊 **i-Ready Classroom** Mathematics

## Interactive Practice ▾

[PDF] [CSV]

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

### Number of Assignments

| 3 | 6 | 11 |
|---|---|---|
| Not Started | In Progress | Completed |

**Interactive Practice Details**

*Showing 19 of 19*

| Student 🔍 | Status | Due Date | Duration | Practice Results |
|---|---|---|---|---|
| **Vo, Isaiah** | Not Started | 1/22/24 | - | - |
| **Patel, Mia** | Not Started | 1/22/24 | - | - |
| **Cochran, Damon** | Not Started | 1/22/24 | - | - |
| **Ruiz, Justin** | In Progress | 1/22/24 | 3m | - |
| **Warren, Santino** | In Progress | 1/22/24 | 5m | - |
| **Baker, Danielle** | In Progress | 1/22/24 | 5m | - |

| | | | | |
|---|---|---|---|---|
| **Hess, Michael** | In Progress | 1/22/24 | 8m | - |
| **Stanton, Geena** | In Progress | 1/22/24 | 9m | - |
| **Powell, Elijah** | In Progress | 1/22/24 | 10m | - |
| **Singh, Brian** | Completed 1/19/24 | 1/22/24 | 13m | 100% |
| **Malone, Carla** | Completed 1/19/24 | 1/22/24 | | |
| **Sanchez, Abby** | Completed 1/19/24 | 1/22/24 | | |
| **Lowe, Noah** | Completed 1/19/24 | 1/22/24 | | |
| | d 1/19/24 | 1/22/24 | | |
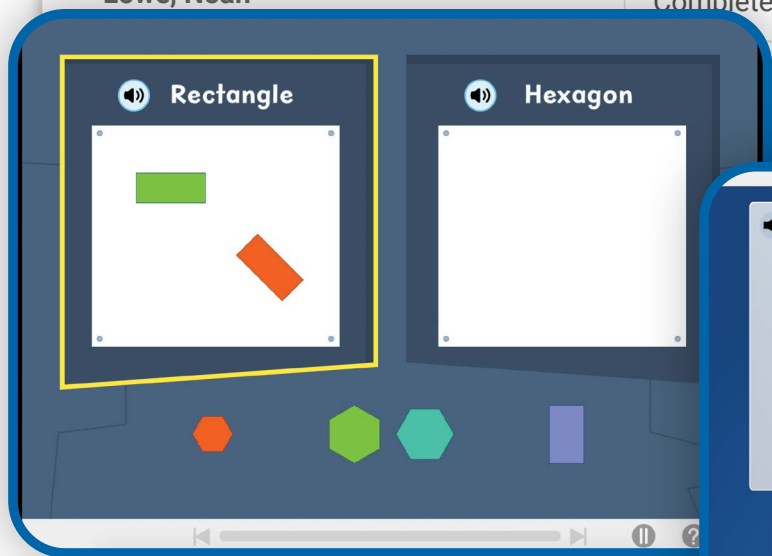


**Example of Grade K**
Interactive Practice: Drag-and-Drop



Multiply by Two-Digit Numbers — Practice — Level D

How do you break apart the factor 15 into tens and ones?

15 x 34

?
+
?

| 10 + 5 | 1 + 5 |
| 10 + 50 | 1 + 50 |

**DONE**
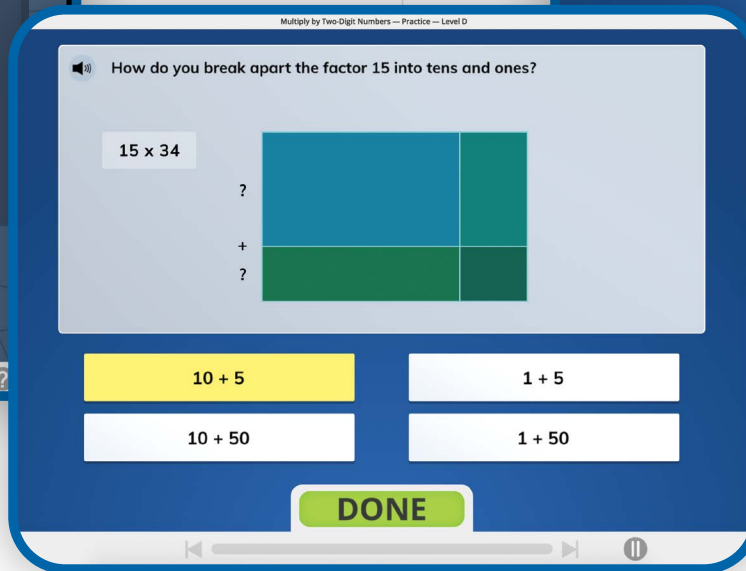
**Example of Grade 4**
Interactive Practice: Multiple Choice



What is 10 × 4?

$( 2 \times 5 ) \times 4$
$10 \times 4$
$40$

**DONE**
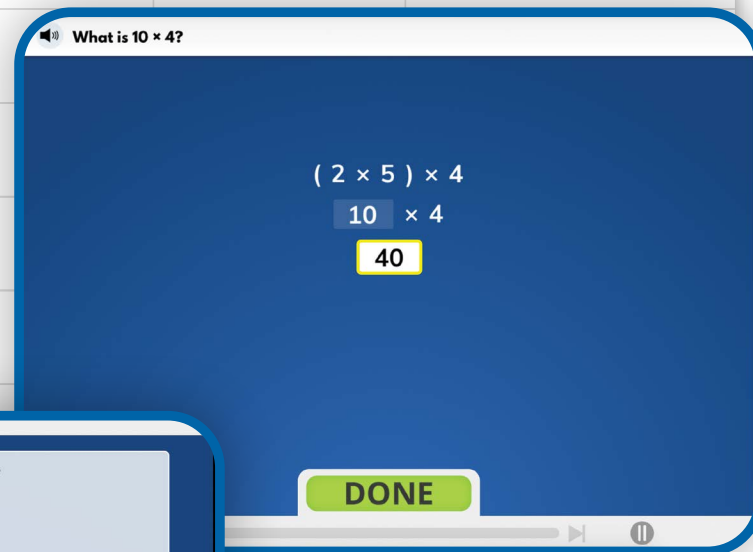
**Example of Grade 3**
Interactive Practice: Short Response

9

i-Ready Classroom Mathematics

## Personalized Instruction Summary ▾    Elijah Powell ▾    Grade 5

📄 PDF    📊 CSV

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

**Subject**
Math ▾

**Date Range**
All Activity ▾

| **Current & Past Lessons** | Upcoming Lessons |
|---|---|

### — Monitor Domain Progress

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

**On Grade Level**

### — Activity Overview

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

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

| Domains | Passed/Completed | % Lessons Passed |
| --- | --- | --- |
| ⚠ Number and O | | |
| Algebra and A | | |
| Measurement | | |
| Geometry (GE | | |

Lesson Time-on-Task: Year to Date

## 23h 26m

| Last Week | Current Week |
| --- | --- |
| 34m | 47m |

**Number and Operations**

## Add and Subtract Decimals ✕

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

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

[ **Instruction** ]   [ **Quiz** ]

**Curriculum Framework for Mathematics**

Focus Standard(s)

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

*Showing 9 of 60*

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

**i-Ready Classroom** Mathematics

## Personalized Instruction Summary ▾

[PDF] [CSV]

**Subject**
Math ▾

**Class/Report Group**
Grade 5, Section 1 ▾

**Date Range**
Current Week ▾

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

### Lesson Time-on-Task   Current Week



| | | | |
|---|---|---|---|
| 2 | 5 | 9 | 4 |
| **1 - 9 min** | **10 - 29 min** | **30 - 49 min** | **50+ min** |
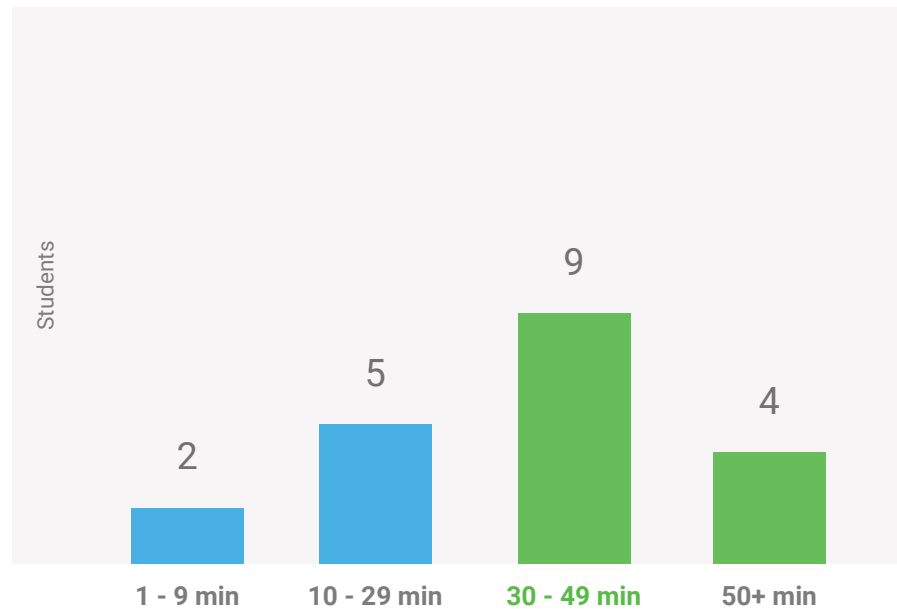
Students Completing Lessons/Total (YTD): **20/20**

### Lessons Passed

Current Week ⓘ

Year to Date



**75%**
Average % Lessons Passed

Average Lessons Completed: 2

● **10 Students:** 70 - 100% Passed
● **6 Students:** 50 - 69% Passed
● **4 Students:** 0 - 49% Passed
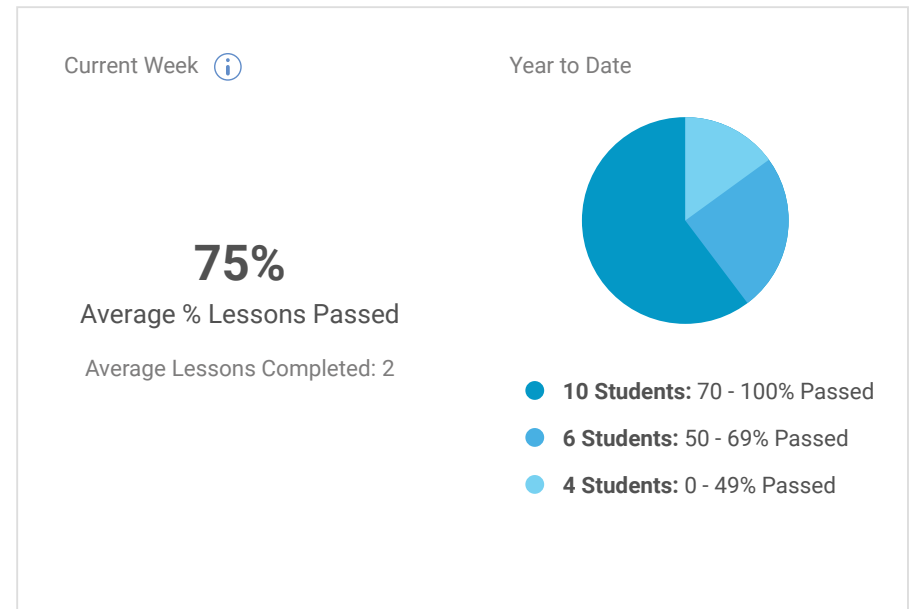
**Include Lessons in:**

◉ English and Spanish     ○ English Only     ○ Spanish Only

*Showing 20 of 20*

| | Lesson | In... | Lessons Passed (Current Week) | Lessons Passed (YTD) |
|---|---|---|---|---|

| | | Task | Progress | Passed | Completed | % Passed | Passed/Completed | |
|---|---|---|---|---|---|---|---|---|
| + | ⚠️ | **Baker, Danielle** | 46m | 1 | 1 | 2 | 50% | 17/20 | 85% |
| | | **Bowers, Tara** | 44m | 2 | 2 | 2 | 100% | 8/12 | 67% |
| | | **Choi, Isabelle** | 23m | 1 | 1 | 1 | 100% | 4/6 | 67% |
| | | **Cochran, Damon** | 36m | 1 | 1 | 1 | 100% | 32/35 | 91% |
| | | **Hess, Michael** | 17m | 1 | 0 | 1 | 0% | 8/18 | 44% |
| | | **Jones, Anna** | 53m | 1 | 3 | 3 | 100% | 25/30 | 83% |
| | | **Lowe, Noah** | 32m | 1 | 1 | 1 | 50% | 5/6 | 50% |
| − | ⊗ | **Malone, Carla** | 28m | 1 | 1 | 2 | 100% | 12/24 | 90% |

⊗ **Domain Shutoff**
This student did not pass two consecutive lessons twice each within the same domain. The student will receive no further Personalized Instruction in each domain that was shut off until a teacher intervenes. View the student's report to see which lessons were not passed, find resources to help support the development of skills covered in those lessons, and then turn the corresponding domain back on.

| | | Task | Progress | Passed | Completed | % Passed | Passed/Completed | |
|---|---|---|---|---|---|---|---|---|
| | | **Patel, Mia** | 4m | 1 | - | 0 | - | 20/23 | 87% |
| | | **Powell, Elijah** | 37m | 1 | 1 | 2 | 50% | 13/20 | 65% |
| | | **Ruiz, Justin** | 53m | 1 | 2 | 2 | 100% | 20/25 | 83% |
| | | **Sanchez, Abby** | 41m | 1 | 2 | 3 | 100% | 19/23 | 80% |

🟦 **i-Ready Classroom** Mathematics

**i-Ready** Learning Games

PLAY GAMES        **PLAYTIME**        SKILLS

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

▼ **Grade 5, Section 1**

*Moore, R.*

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

Last 7 Days ▼

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

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

**i-Ready** Learning Games

PLAY GAMES        PLAYTIME        SKILLS PROGRESS        **FACTORS OF LEARNING**

▼ **Grade 5, Section 1**

*Moore, R.*

☐ Not enough gameplay data    ☐ Medium
☐ Low    ☐ High

Sort by: Student Name ▼

| Name | Growth Mindset<br>Selects challenging levels &<br>persists even after losing | Confidence<br>Selects even more challenging<br>levels after winning | Productive Strategy<br>Plays a productive path through<br>the game | Self-Regulation<br>Focuses during gameplay, rarely<br>pausing or quitting |
|------|------|------|------|------|
| Tan, Melanie | | | | |

## i-Ready Learning Games

PLAY GAMES     PLAYTIME     **SKILLS PROGRESS**     FACTORS OF LEARNING

▼ **Grade 5, Section 1**
*Moore, R.*

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

Details ▼     Grade 5 ▼

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

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

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

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i-Ready Classroom Mathematics

## Comprehension Check Results ▾

Subject
Math

Class/Report Group
Grade 5, Section 1 ▾

Comprehension Check
Fractions as Division ▾
*English*

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

### Comprehension Check Summary
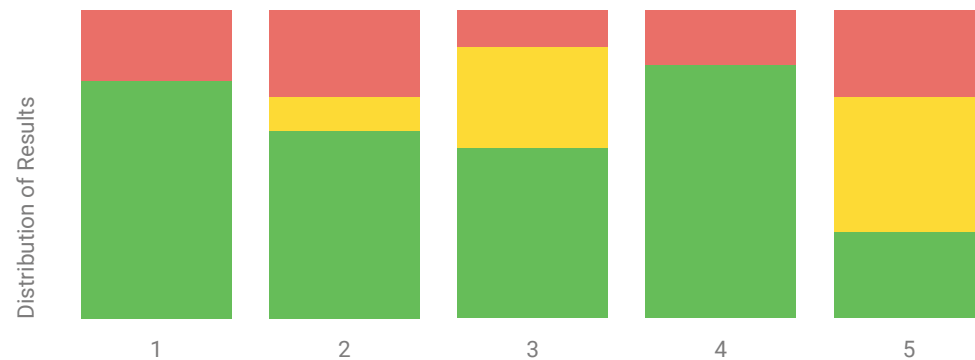Lesson 18: Fractions as Division

**View Comprehension Check**

**Average Score**

**70%**
Average Score
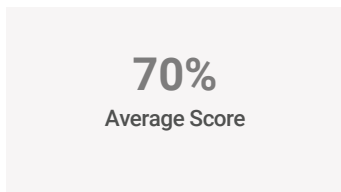
Students Completed/Assigned: 18/20
0 Students Unassigned

**Question Analysis**

Distribution of Results

1   2   3   4   5

*Showing 19 of 20*

| Student 🔍 ↕ | Score ↕ | Date ↕ | Duration ↕ | 1 ↕ | 2 ↕ | 3 ↕ | 4 ↕ | 5 ↕ |
|---|---|---|---|---|---|---|---|---|
| **Sanchez, Abby** | 100% | 12/13/23 | 10m | 🟢 | 🟢 | 🟢 | 🟢 | 🟢 |
| **Choi, Isabelle** | 100% | 12/13/23 | 14m | 🟢 | 🟢 | 🟢 | 🟢 | 🟢 |
| **Bowers, Tara** | 100% | 12/13/23 | 13m | 🟢 | 🟢 | 🟢 | 🟢 | 🟢 |

| Name | % | Date | Time | | | | | |
|---|---|---|---|---|---|---|---|---|
| Lowe, Noah | 90% | 12/16/23 | 9m | 🟢 | 🟢 | 🟢 | 🟢 | 🟡◑ |
| Warren, Santino | 90% | 12/17/23 | 13m | 🟢 | 🟢 | 🟡◑ | 🟢 | 🟢 |
| Patel, Mia | 80% | 12/13/23 | 15m | 🟢 | 🟢 | 🟢 | 🟢 | ⭕ |
| Singh, Brian | 80% | 12/16/23 | 13m | 🟢 | 🟢 | 🟢 | ⭕ | 🟢 |
| Malone, Carla | 80% | 12/18/23 | 12m | 🟢 | 🟢 | 🟢 | 🟢 | ⭕ |
| Baker, Danielle | 70% | 12/13/23 | 12m | ⭕ | 🟡◑ | 🟢 | 🟢 | 🟢 |
| Vo, Isaiah | 70% | 12/13/23 | 14m | 🟢 | ⭕ | 🟢 | 🟢 | 🟡◑ |
| Ramirez, Gabriella | 70% | 12/13/23 | 9m | 🟢 | ⭕ | 🟢 | 🟢 | 🟡◑ |
| Tan, Melanie | 60% | 12/16/23 | 11m | ⭕ | 🟢 | 🟡◑ | 🟢 | 🟡◑ |
| Ruiz, Justin | 60% | 12/16/23 | 8m | 🟢 | 🟢 | ⭕ | 🟢 | ⭕ |
| Stanton, Geena | 50% | 12/13/23 | 13m | ⭕ | 🟡◑ | 🟢 | 🟢 | ⭕ |
| Powell, Elijah | 50% | 12/13/23 | 14m | ⭕ | ⭕ | 🟢 | 🟢 | 🟡◑ |
| Hess, Michael | 40% | 12/13/23 | 9m | ⭕ | 🟡◑ | ⭕ | 🟢 | 🟡◑ |
| Cochran, Damon | 40% | 12/16/23 | 8m | 🟢 | ⭕ | 🟡◑ | ⭕ | 🟡◑ |
| McDonald, Kal | 30% | 12/13/23 | 10m | 🟢 | ⭕ | 🟡◑ | ⭕ | ⭕ |

i-Ready Classroom Mathematics

# Comprehension Check Results

**i-Ready**

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

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

## Item 1

**0/1 point**

The picture shows a rectangular prism that Katie built.

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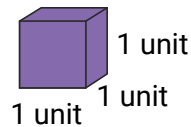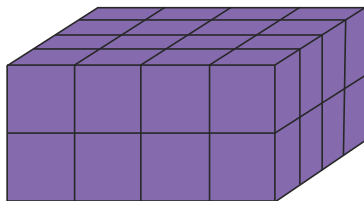
Complete the statement to determine how many unit cubes Katie used to build the prism.

Enter your answer in the boxes.

×

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

Correct answers:

| 1 | 16 | 2 | 32 |
|---|---|---|---|

## Item 2

**0.50/1 point**

The number 402.301 can be written in different ways.

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

$$402.301 \;=\; 4 \times \boxed{1}\; 100 \;\checkmark\; + 2 \times \boxed{2}\; 10 \;\times\; + 3 \times \boxed{3}\; \tfrac{1}{10} \;\checkmark\; + 1 \times \boxed{4}\; \tfrac{1}{100} \;\times$$

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

Correct answers:

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

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

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

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

# CCSS Performance ▾

[PDF] [CSV]

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

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

Subject
**Math** ▾

Class/Report Group
**Grade 5, Section 1** ▾

Grade
**5**

Diagnostic
**Diagnostic Window 1** ▾

08/31/23–09/30/23

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

*Common Core State Standards for Mathematics*

Grade(s) of Standards
**Grade 5** ▾ to **Grade 5** ▾

Switch Table View
**Skill Summary** ▾

Showing 12 of 43

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

# CCSS Performance

**Subject**
Math ▾

**Class/Report Group**
Grade 5, Section 1 ▾

**Grade**
5

**Diagnostic**
Diagnostic Window 1 ▾
08/31/23–09/30/23

✓✓✗ Key

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

*Common Core State Standards for Mathematics*

**Grade(s) of Standards**
Grade 5 ▾ to Grade 5 ▾

**Switch Table View**
5.NBT.A.3b ▾

**All Students Performance**
✓ 5    ✓ 5    ✗ 10

**Standard Description**

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

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

*Showing 20 of 20*

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

## Standards Mastery Results by Test ▾

PDF | CSV

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

**Subject**
Math ▾

**Class/Report Group**
Grade 5, Section 1 ▾

**Assessment**
Grade 5 Fractions ▾

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

## Skills Summary     3 Skills Assigned

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

## Assessment Summary

**46%** Average Assessment Score

**6** Beginning

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

🔲 i-Ready

**Add and Subtract Fractions with Unlike Denominators**

**Standard**
**5.NF.A.1** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)

**Prerequisite Standards**
**3.NF.A.1** Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by $a$ parts of size $\frac{1}{b}$.

**4.NF.B.3c** Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.

**4.NF.B.3d** Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

**Overview of Tested Skills**
Problems on this assessment form require students to be able to find sums or differences of fractions or mixed numbers with unlike denominators by using equivalent fractions to rewrite them as sums or differences with like denominators, and by drawing area models or number lines to represent the sums or differences. Students will also need to be familiar with multiplying whole numbers, adding and subtracting fractions and mixed numbers with like denominators, reading measurements shown in inches, and writing fractions greater than 1 as both mixed numbers and improper fractions.

**Common Misconceptions and Errors**
Misconceptions and errors may result if students don't understand how to write a mixed number as a fraction greater than 1, how to find a common denominator, or how to find equivalent fractions.
Errors may also result if students:
• do not multiply each numerator by the factor used to create the common denominator.
• add the numerators and add the denominators.
• add instead of subtracting, or vice versa.
• make a basic multiplication fact error.

**Ready Classroom Mathematics & i-Ready Resources**

*Consider using the following resources and the Learning Games\* as additional instructional resources for students who have placed on or above level in Number and Operations and Algebra and Algebraic Thinking. See additional recommendations on page 2 for students performing below grade level.*

**Beginning**
**Focus: Developing Underlying Concepts**
Help students remember how to find equivalent fractions by multiplying the numerator and denominator of a fraction by the same number. Discuss how students can use equivalent fractions to make same-size parts that can then be added or subtracted. Then help students use equivalent fractions to find common denominators before adding or subtracting fractions.

*Teacher-led Small Group*
**Teacher Toolbox: Ready Classroom Instruction and Practice**
*Grade 5, Lessons 12 and 13*
• Add Fractions
• Subtract Fractions

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

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

**Progressing**
**Focus: Practice and Building Confidence**
Help students pay careful attention to the words and the numbers in each problem. Build confidence with independent practice with rewriting sums or differences of fractions with unlike denominators as sums or differences with like denominators.

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

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

**Proficient**
**Focus: Deepening Understanding**
Encourage students to deepen their understanding of fraction addition and subtraction by finding multiple ways to rewrite sums and differences of fractions.

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

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

| Student | Assessment Score | Skill Score | 1 | 2 | 3 | 4A | 4B | 5 |
|---|---|---|---|---|---|---|---|---|
| Class Summary | 51% | 72% | 85% | 80% | 76% | 64% | 43% | 50% |
| Sanchez, Abby | 87% | 100% | ● | ● | ● | ● | ● | ● |
| Choi, Isabella | 80% | 75% | ● | ● | ○ | ◐ | ● | ● |
| Baker, Danielle | 79% | 80% | ● | ● | ○ | ● | ● | ● |
| Lowe, Noah | 78% | 80% | ● | ● | ● | ● | ● | ○ |
| Bowers, Tara | 73% | 80% | ● | ● | ● | ◐ | ◐ | ● |
| Warren, Santino | 70% | 75% | ● | ● | ○ | ◐ | ● | ● |
| Patel, Mia | 58% | 61% | ○ | ● | ◐ | ◐ | ○ | ● |
| Singh, Brian | 49% | 71% | ○ | ● | ◐ | ◐ | ● | ● |
| Malone, Carla | 46% | 57% | ● | ○ | ◐ | ○ | ● | ● |
| Vo, Isaiah | 41% | 69% | ● | ◐ | ◐ | ● | ○ | ● |
| Ramirez, Gabriella | 32% | 36% | ○ | ◐ | ◐ | ● | ○ | ○ |
| Tan, Melanie | 30% | 36% | ● | ◐ | ◐ | ● | ○ | ○ |

i-Ready Classroom Mathematics

## Diagnostic Growth ▾   Elijah Powell ▾   Grade 5

📄

Subject

Math ▾

## Year-to-Date Growth

### Progress to Annual Typical Growth
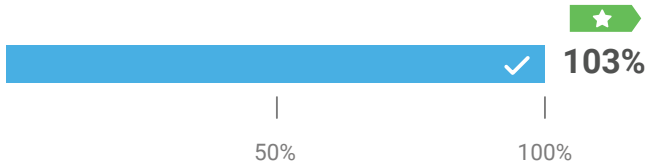
**Scale Points:** 32/18

⭐

**178%**

| | |
|---|---|
| 50% | 100% |
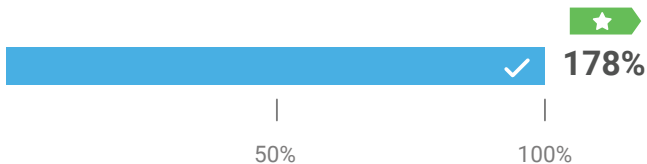
This student has made 178% progress toward Annual Typical Growth. Typical Growth is the average annual growth of students at this grade and placement level on their baseline Diagnostic.
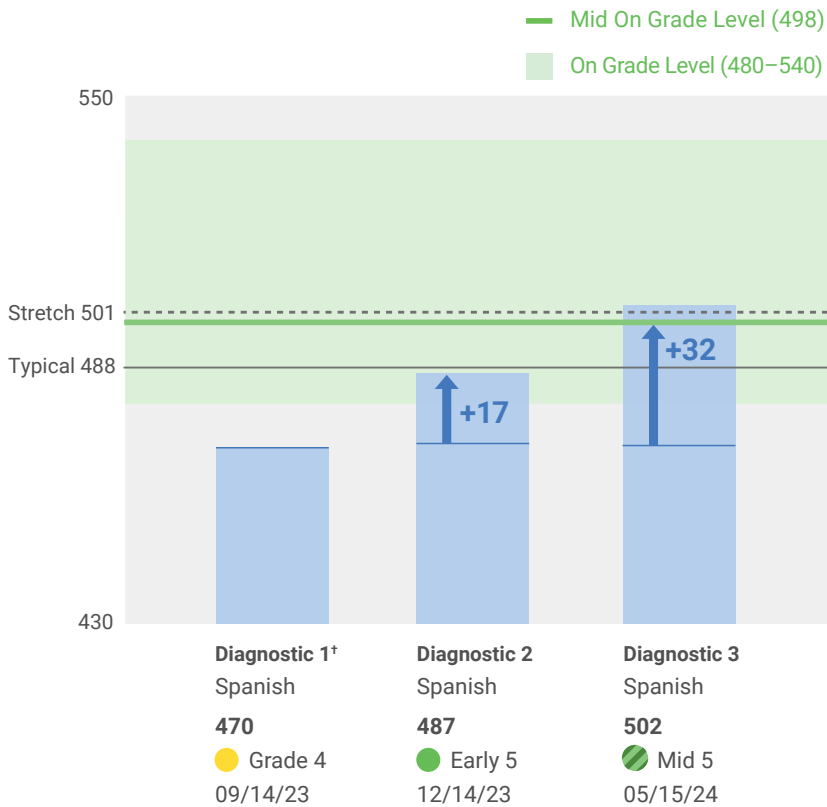
### Progress to Annual Stretch Growth®

**Scale Points:** 32/31

⭐

**103%**

| | |
|---|---|
| 50% | 100% |

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

**This student will likely need to meet or exceed their Annual Stretch Growth target for at least one year to be proficient if the student is not**

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

## Overall Diagnostic Growth

— Mid On Grade Level (498)
▨ On Grade Level (480–540)

550

Stretch 501

Typical 488

**+17**

**+32**

430

| **Diagnostic 1†** | **Diagnostic 2** | **Diagnostic 3** |
|---|---|---|
| Spanish | Spanish | Spanish |
| **470** | **487** | **502** |
| 🟡 Grade 4 | 🟢 Early 5 | 🟢 Mid 5 |
| 09/14/23 | 12/14/23 | 05/15/24 |

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

**proficient already. This is based on students with the same baseline placement who eventually achieved proficiency. Proficient for Grade 5 is a Mid On Grade Level scale score of 498.**

Learn More about Growth

## Placement by Domain ⓘ

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

i-Ready Classroom Mathematics

## Diagnostic Growth ▾

📄 PDF    ▦ CSV

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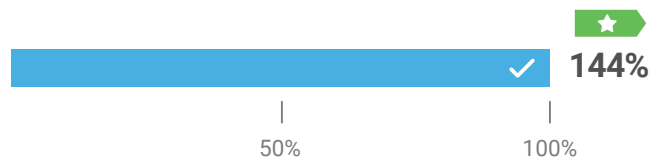
**Subject**
Math ▾

**Class/Group**
Grade 5, Section 1 ▾

**Comparison Diagnostic**
Diagnostic Window 3 ▾
05/01/24–06/01/24

### Progress to Annual Typical Growth (Median)

⭐
✓    **144%**

50%    100%

Learn More about Growth ▷

### Current Placement Distribution

9    6    3    2

| | |
|---|---|

● Mid or Above Grade Level
● Early On Grade Level
● One Grade Level Below
● Two Grade Levels Below
⦸ Three or More Grade Levels Below
○ Not Completed

**45%** (From 15%)    **30%** (From 20%)    **15%** (From 50%)    **10%** (From 5%)    **0%** (From 10%)    **0%** (From 0%)
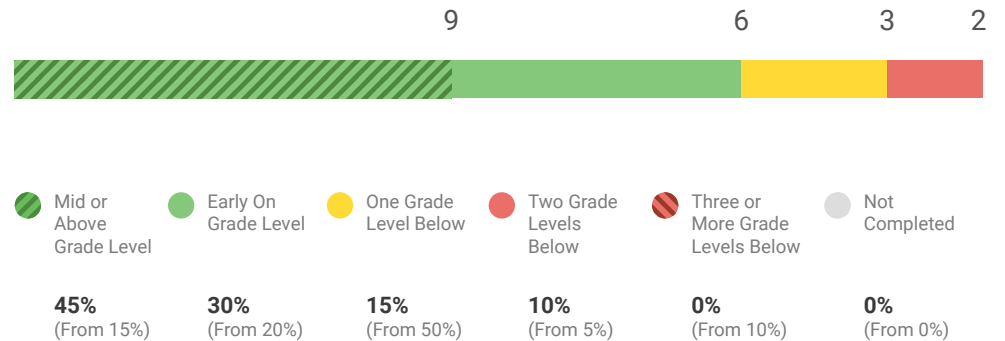
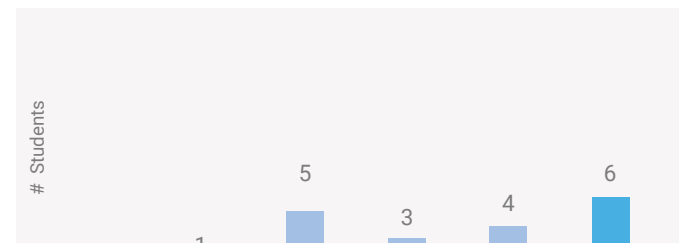ⓘ The Mapping between 5-Level and 3-Level Placements

─  Progress Distributions

**Distribution of Progress to Annual**
**Typical Growth**

12

3    3

# Students

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

5

3    4    6
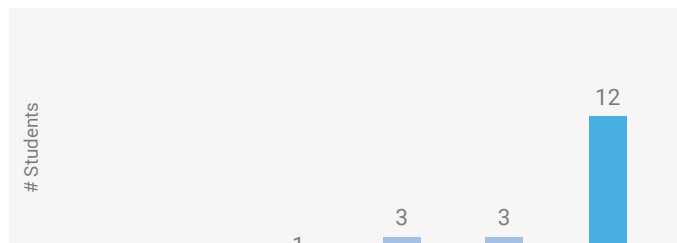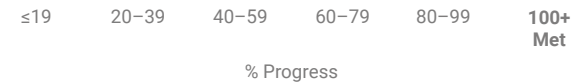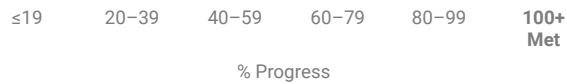
# Students

*Showing 20 of 20*

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

## Diagnostic Growth ▾

[PDF] [CSV]

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

**Subject**
Math ▾
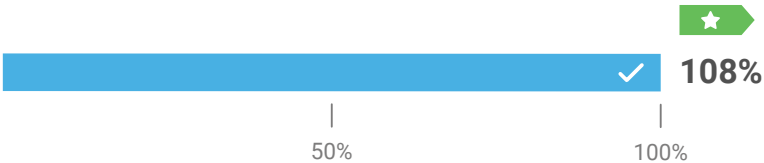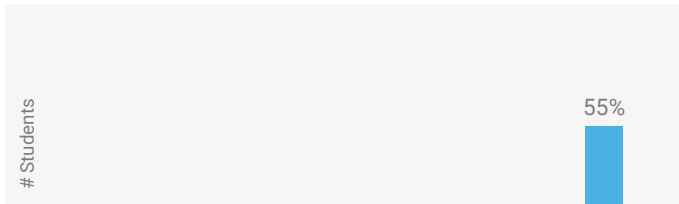
**School**
Cedar Elementary ▾

**Academic Year**
Current Year ▾

**Comparison Diagnostic**
Diagnostic 3 ▾
05/01/24−06/01/24

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

## Progress to Annual Typical Growth (Median)

⭐

✓ **108%**

| 50% | 100% |

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

Learn More about Growth ▷

## Current Placement Distribution
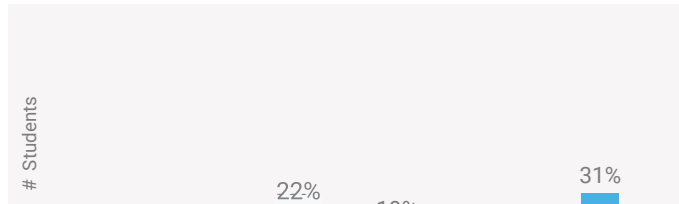
| 10% | 19% | 43% | 19% | 9% |

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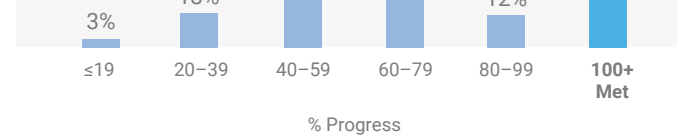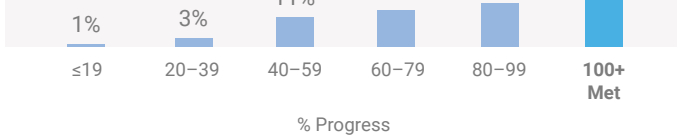- 🔴 Three or More Grade Levels Below **(From 14%)**

ⓘ The Mapping between 5-Level and 3-Level Placements

### Distribution of Progress to Annual Typical Growth

# Students

55%

### Distribution of Progress to Annual Stretch Growth®

# Students

22%

31%

1%  3%  11%

≤19  20–39  40–59  60–79  80–99  **100+ Met**

% Progress

3%  13%  12%

≤19  20–39  40–59  60–79  80–99  **100+ Met**

% Progress

Choose to Show Results By

Grade ▾

**+** **Add secondary demographic to show results by**

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

## Diagnostic Results ▾

**Subject**
Math ▾

**School Groups**
All Schools ▾

**School**
All Schools ▾

**Academic Year**
Current Year ▾

**Diagnostic**
Diagnostic 1 ▾

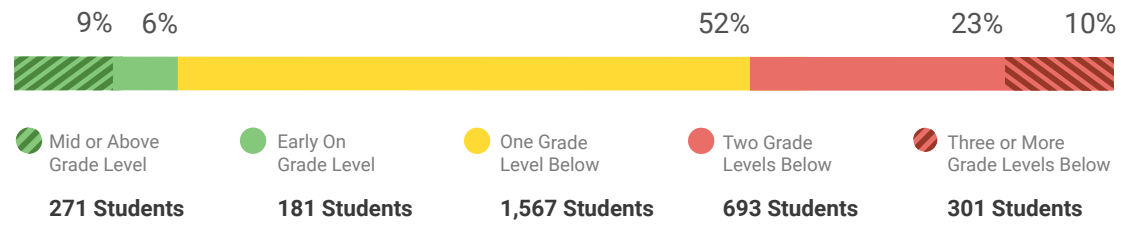**Prior Diagnostic**
None ▾

08/31/23–09/30/23

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

*Criterion Referenced*

**3-Level Placement**

**Enhanced**
**5-Level Placement**

### Overall Placement
*Students Assessed/Total: 3,013/3,013*

9%   6%   52%   23%   10%

| ● Mid or Above Grade Level | ● Early On Grade Level | ● One Grade Level Below | ● Two Grade Levels Below | ● Three or More Grade Levels Below |
|---|---|---|---|---|
| **271 Students** | **181 Students** | **1,567 Students** | **693 Students** | **301 Students** |

ⓘ **The Mapping between 5-Level and 3-Level Placements**

▼ **Placement by Domain**

Number and Operations *(NO)*

Algebra and Algebraic Thinking *(ALG)*

Measurement and Data *(MS)*

Geometry *(GEO)*

**Switch Table View**
Placement Summary ▾

**Subject**
Math ▾

**School Groups**
All Schools ▾

**School**
All Schools ▾

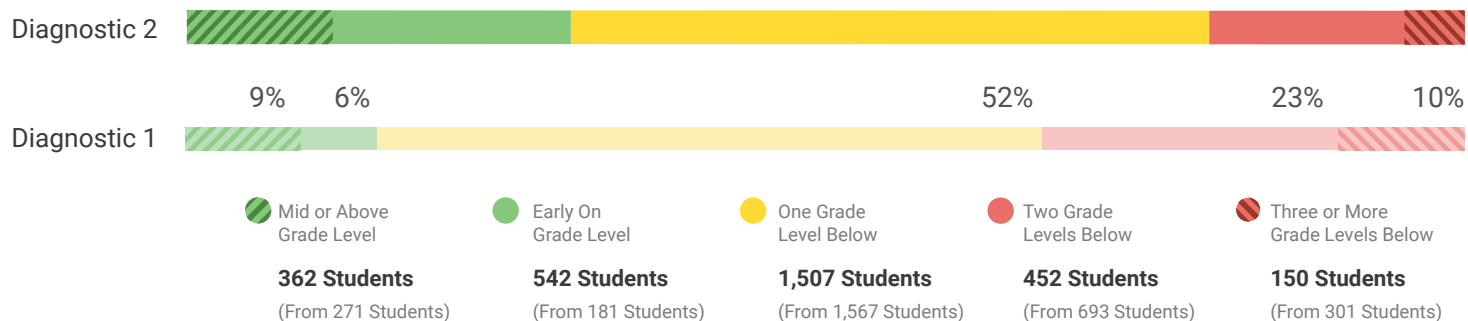**Academic Year**
Current Year ▾

**Diagnostic**
Diagnostic 2 ▾
12/01/23–12/31/23

**Prior Diagnostic**
Diagnostic 1 ▾
08/31/23–09/30/23

*Criterion Referenced*

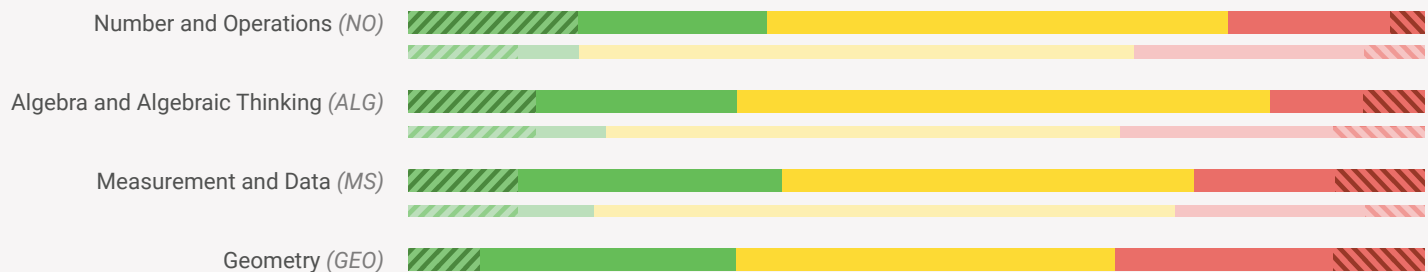| 3-Level Placement | **Enhanced** 5-Level Placement |
|---|---|

## Overall Placement
*Students Assessed/Total: 3,013/3,013*

Diagnostic 2

9%  6%          52%          23%    10%

Diagnostic 1

| ◐ Mid or Above Grade Level | ● Early On Grade Level | ● One Grade Level Below | ● Two Grade Levels Below | ◐ Three or More Grade Levels Below |
|---|---|---|---|---|
| **362 Students** | **542 Students** | **1,507 Students** | **452 Students** | **150 Students** |
| (From 271 Students) | (From 181 Students) | (From 1,567 Students) | (From 693 Students) | (From 301 Students) |

ⓘ **The Mapping between 5-Level and 3-Level Placements**

▼ **Placement by Domain**

Number and Operations *(NO)*

Algebra and Algebraic Thinking *(ALG)*

Measurement and Data *(MS)*

Geometry *(GEO)*

*Showing 5 of 5*

| School 🔍 ⇅ | Overall Grade-Level Placement | ◐ | ● | ● | ● | ◐ | Students Assessed/Total |
|---|---|---|---|---|---|---|---|

**i-Ready Classroom** Mathematics
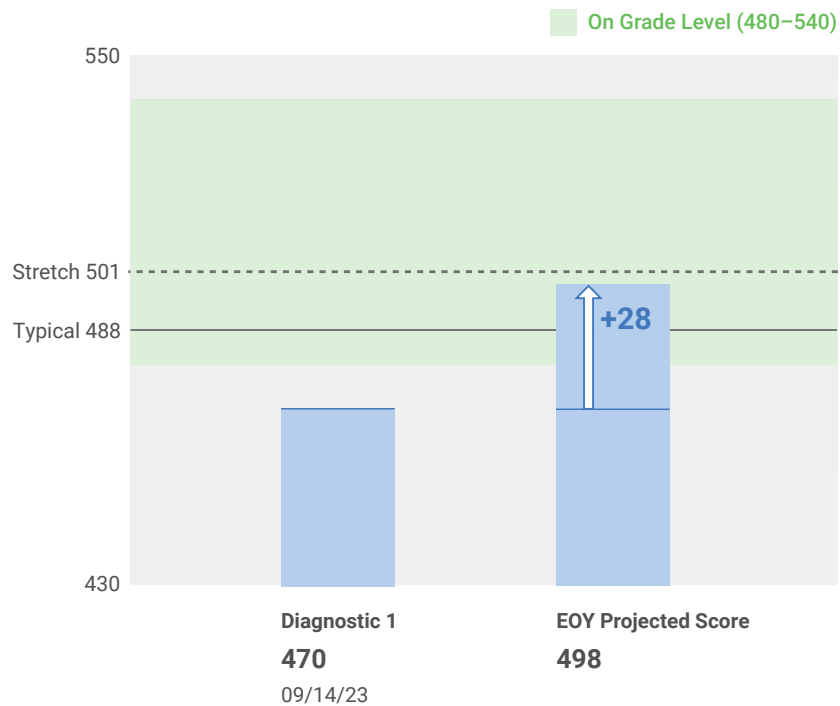
## Growth Monitoring Results ▾     Elijah Powell ▾     Grade 5

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

Subject

Math ▾

## Student Growth Monitoring Report



On Grade Level (480–540)

550

Stretch 501

Typical 488

+28

430

**Diagnostic 1**
**470**
09/14/23

**EOY Projected Score**
**498**

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

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

## Supporting Data

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

Learn More about Growth Monitoring

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

# For Families

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

**i-Ready**®

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

**What is i-Ready?** i-Ready is an online learning program focused on reading and math. Elijah has recently taken an i-Ready assessment at school. This report gives you a snapshot of your child's performance. For more information about i-Ready, visit i-Ready.com/FamilyCenter.

## Elijah's Overall Math Performance

On Grade Level (480–540)

540

**+17**

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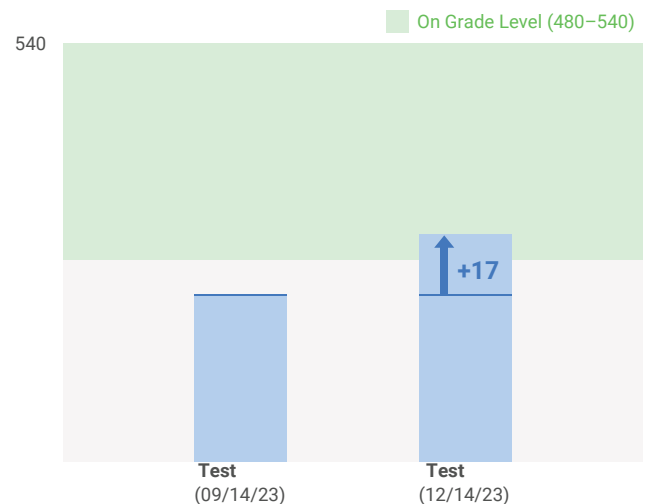
| Domain | Test (09/14/23) | Test (12/14/23) |
|---|---|---|
| **Overall** | **Approaching Grade 5** | **At Grade 5** |
| Number and Operations | Approaching Grade 5 | At Grade 5 |
| Algebra and Algebraic Thinking | Approaching Grade 5 | At Grade 5 |
| Measurement and Data | Approaching Grade 5 | At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

## Understanding Key Terms

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

**The four possible placement levels are:**
- Above Grade Level
- At Grade Level
- Approaching Grade Level
- Needs Improvement

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

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

# Informe Para La Familia

**i-Ready**®

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

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

## Desempeño general de Elijah en matemáticas

A nivel de grado (480−540)

540

+17

**Prueba**
(09/14/23)
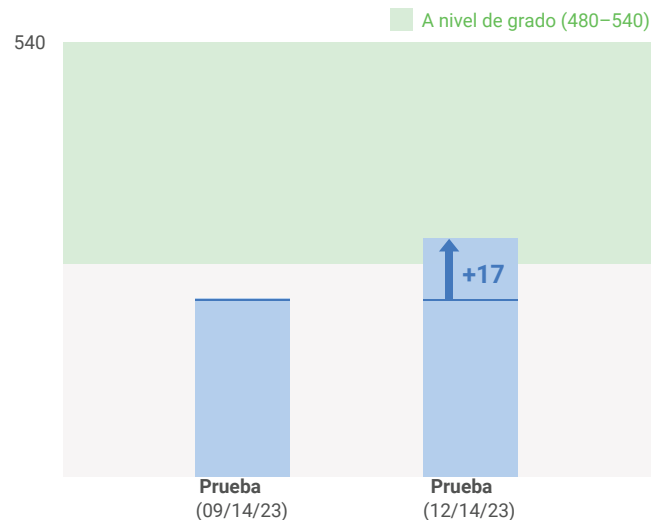
**Prueba**
(12/14/23)

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

## Términos clave

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

**Hay cuatro niveles de grado:**
- Por encima del nivel de su grado
- A nivel de su grado
- En progreso al nivel de su grado
- Necesita mejorar

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

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

**i-Ready Classroom** Mathematics
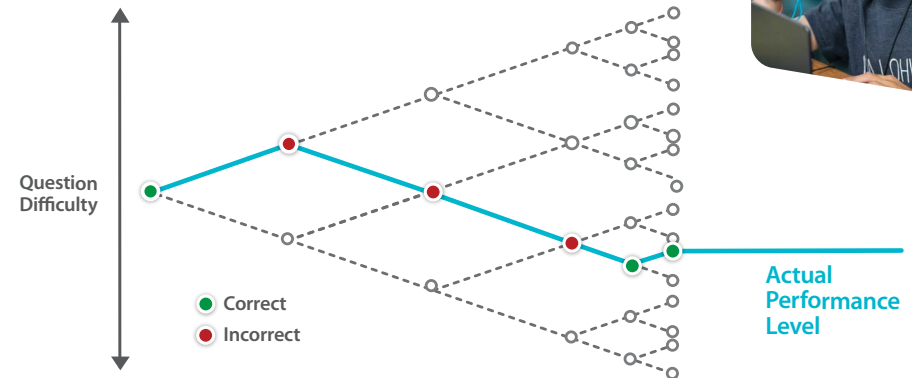
# Assess with Purpose

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

# One Measure to Know More: Diagnostic

## Adaptive Is Better

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

Question Difficulty

● Correct
● Incorrect

Actual Performance Level

| | |
|---|---|
| **Smarter Balanced** | .89 |
| CO | .87 |
| FL | .85 |
| GA | .83 |
| IL | .85 |
| IN | .88 |
| MA | .84 |
| MI | .89 |
| MS | .85 |
| MO | .84 |

| State | Correlation |
|---|---|
| NJ | .82 |
| NY | .82 |
| OH | .86 |
| PA | .84 |
| RI | .86 |
| SC | .85 |
| TN | .83 |
| TX | .80 |
| WV | .88 |
| WI | .86 |

.70

## Highly Correlated with State Tests

Recent research shows the Diagnostic to be highly correlated with Smarter Balanced, PARCC, and many state assessments.
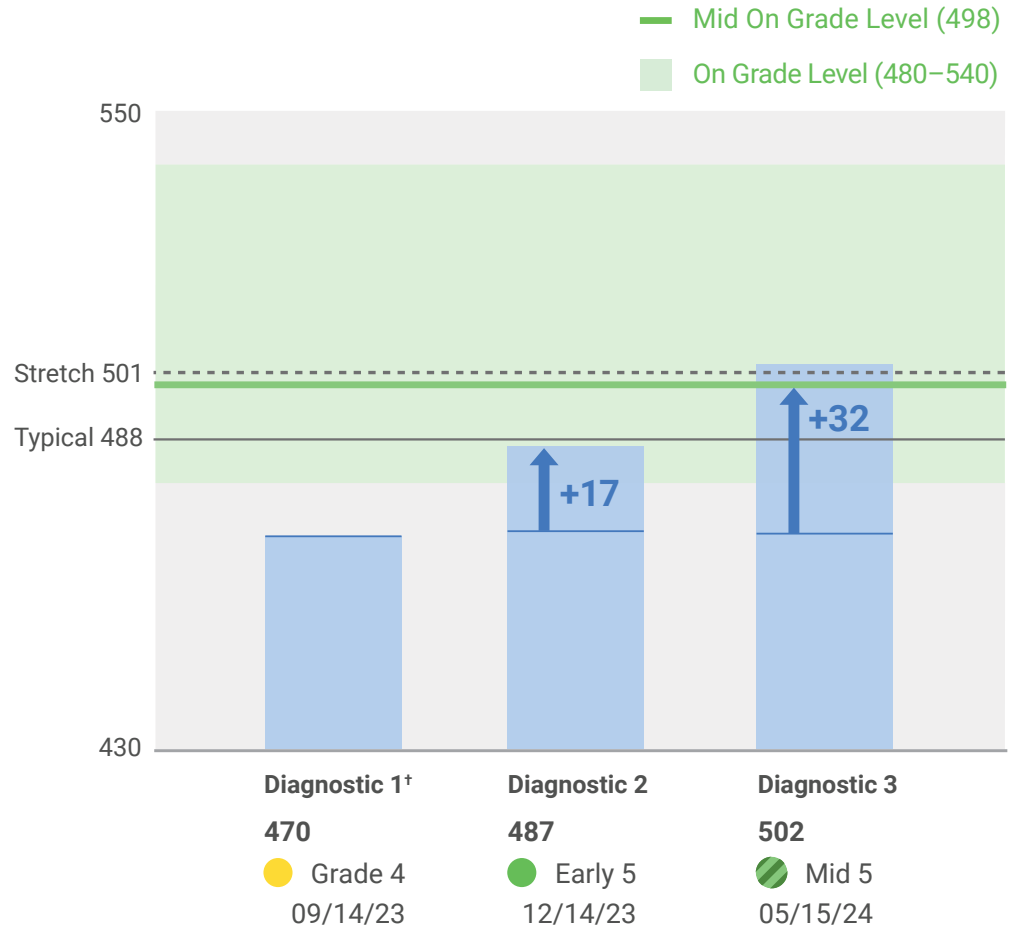
**Assessment correlations above .70** are generally considered to be strong in education research.

## Average Is Good, but Is It Good Enough?

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

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

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

— Mid On Grade Level (498)

On Grade Level (480–540)

550

Stretch 501

Typical 488

+17

+32

430

| Diagnostic 1† | Diagnostic 2 | Diagnostic 3 |
|---|---|---|
| **470** | **487** | **502** |
| ⬤ Grade 4 | ⬤ Early 5 | ◐ Mid 5 |
| 09/14/23 | 12/14/23 | 05/15/24 |

◆ **i-Ready Classroom** Mathematics

# Quality Results Start with Quality Items

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

## Examples of Tech-Enhanced Item Types Include:

**Multiple Selected Response:**

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

**Constructed Response:**

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

**Traditional Multiple Choice with Virtual Tools:**

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

# Diagnostic

Lily  ×

🔊 The table shows the number of years four friends have played basketball. Which friends have played for an even number of years?

| Name | Years of Basketball |
|---|---|
| Jax | 6 |
| Li | 3 |
| Paul | 5 |
| Emily | 8 |

🔊 Emily and Li
🔊 Jax and Emily
🔊 Li and Paul
🔊 Paul and Jax

Done →

**Grade 2**

i-Ready  Lily  ×

Alan used a total of $3\frac{3}{4}$ cups of flour to make cakes. He used $\frac{3}{4}$ cup of flour to cake. How many cakes did Alan make?

Total cups of flour

0  1  2  3  4

Type your answer in the box.

☐ cakes

Done →

**Grade 6**

*The Diagnostic and Comprehension Checks are available in Spanish.*

# Comprehension Checks

i-Ready  Joan  ×

The number 402.301 can be written in different ways.

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

$402.301 = 4 \times \boxed{\phantom{0}} + 2 \times \boxed{\phantom{0}} + 3 \times \boxed{\phantom{0}} + 1 \times \boxed{\phantom{0}}$

⁞⁞ 10  ⁞⁞ 100  ⁞⁞ $\frac{1}{100}$  ⁞⁞ $\frac{1}{10}$  ⁞⁞ 1  ⁞⁞ $\frac{1}{1,000}$  ⁞⁞ 1,000

‹ 1 2 3 4 5 ›  0 of 8 Completed  Finish Later ⏸  Submit ✓

**Grade 5**

i-Ready  Joan  ×

Drag an algebraic expression into the box paired with the description that it represents.

"three-fourths of the sum of a number and 15"

"fifteen less than three-fourths of a number"

"three-fourths more than 15 times a number"

"fifteen times the product of a number and three-fourths"

⁞⁞ $15d + \frac{3}{4}$  ⁞⁞ $15\left(\frac{3}{4}d\right)$  ⁞⁞ $\frac{3}{4}d - 15$  ⁞⁞ $\frac{3}{4}(d + 15)$

‹ 1 2 3 4 5 ›  0 of 5 Completed  Finish Later ⏸  Submit ✓

**Grade 6**

**BUROS** CENTER FOR TESTING

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

**NCII** NATIONAL CENTER ON INTENSIVE INTERVENTION at American Institutes for Research

*i-Ready* received high ratings from the National Center on Intensive Intervention (NCII).

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