High School Diagnostic for i-Ready

Sample Reports	Reading	Math
Diagnostic Results for a Class	4	9–10
Diagnostic Results for a Student	5–6	11–12
Diagnostic Results for a School	7	13

i-Ready

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

2020 SIIA CODiE FINALIST

Received high ratings from the National Center on Intensive Intervention.

Want to find out more?

i-Ready.com/Empower

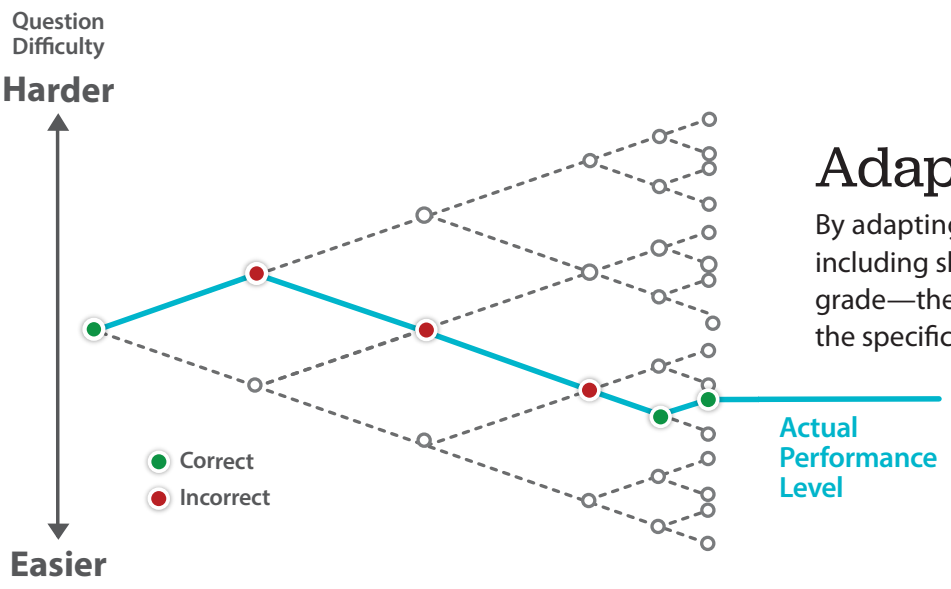
33568.0

Sophisticated Assessments with Practical Purpose

i-Ready Diagnostic

K–12, Reading | Mathematics

An adaptive assessment designed to provide teachers with deep insight into student needs and a complete picture of student performance. Intuitive reports offer accurate, actionable data to help teachers make more informed decisions about whole class, small group, and individual instruction.



Adaptive Is Better

By adapting to student responses and assessing a broad range of skills—including skills across the K–12 continuum regardless of a student's chronological grade—the *i-Ready Diagnostic* pinpoints a student's proficiency level and identifies the specific skills students need to learn to accelerate their growth.

After completing the *i-Ready Diagnostic*, student performance for high school is reported in several ways:

- Scale score (overall and by domain)
- Criterion-referenced placement level
- National percentile ranking (for the fall assessment window—Grades 9 and 10)
- Lexile® Measure (Reading)/ Quantile® Measure (Mathematics)
- Reported for mathematics using either the Traditional or Integrated Pathway

Student	Scale Score	Overall Placement	Placement by Domain: NO	ALG	MS	GEO	National Norms: Quantile® measure & ra . . . National Norms	Date
Romero, Reagan	517	Early Algebra 1	Tested Out	Early Algebra 1	Tested Out	Grade 8	70th	09/14/21
Rios, Abby	515	Early Algebra 1	Tested Out	Grade 8	Tested Out	Early Geometry	69th	09/14/21
Nixon, Isaac	512	Grade 8	Tested Out	Grade 7	Tested Out	Early Geometry	67th	09/14/21
Rowland, Brian	505	Grade 8	Tested Out	Early Algebra 1	Tested Out	Grade 7	60th	09/14/21

One Assessment, Many Uses

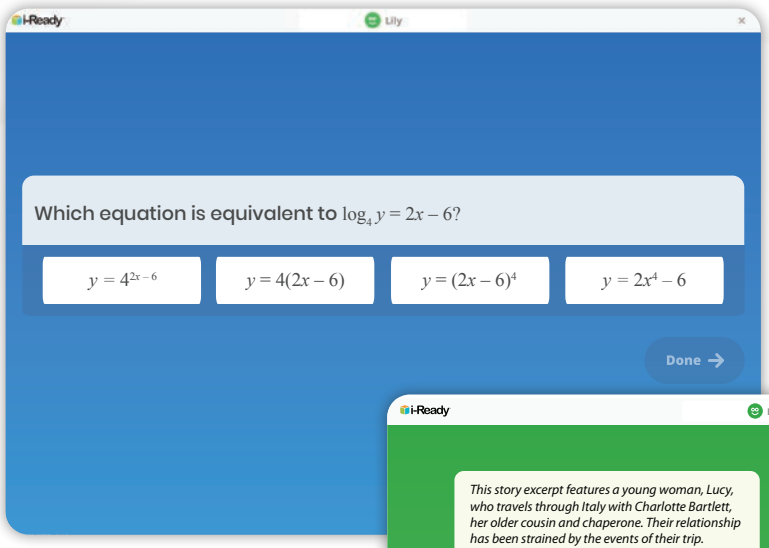
Consider using the *i-Ready Diagnostic* with high school students for the following:

- As a **universal screener** for all incoming Grade 9 students, to better understand students' strengths and needs, validate course placements, and help determine which students might benefit from additional academic support.
- **To assess students previously identified as requiring intervention services.**
- As a **benchmark assessment** that can be administered three times per year to gauge broad understanding of reading and mathematics concepts.

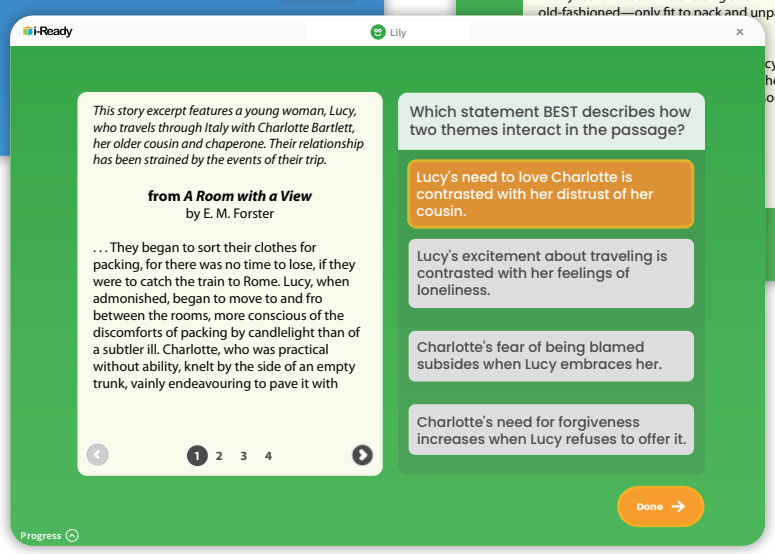
i-Ready Diagnostic can also be used to specifically identify unfinished learning needs. Reports will help educators prioritize instructional next steps for use with individuals and groups of students with like needs. For students with placement levels at Grade 8 or below, educators will have access to Tools for Instruction, which are downloadable lesson plans aligned to instructional needs identified by *i-Ready Diagnostic*.

Built to Measure
the Standards

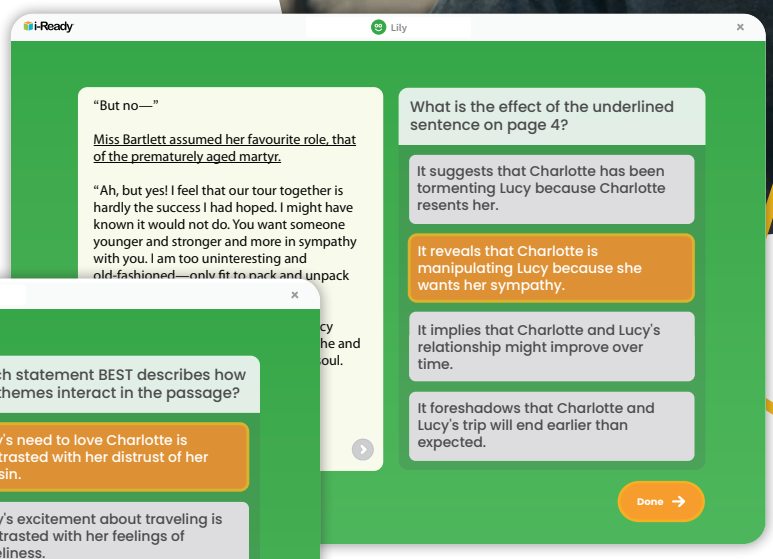
i-Ready Assessment items are built to measure rigorous state standards. Students using *i-Ready* can effectively demonstrate skills while building comfort and familiarity with item types like the ones seen on state tests.



Grade 10—Algebra



Grade 11—Reading Comprehension



Grade 11—Reading Comprehension

Examples of Tech-Enhanced Item Types Include:

Item Types for Reading:

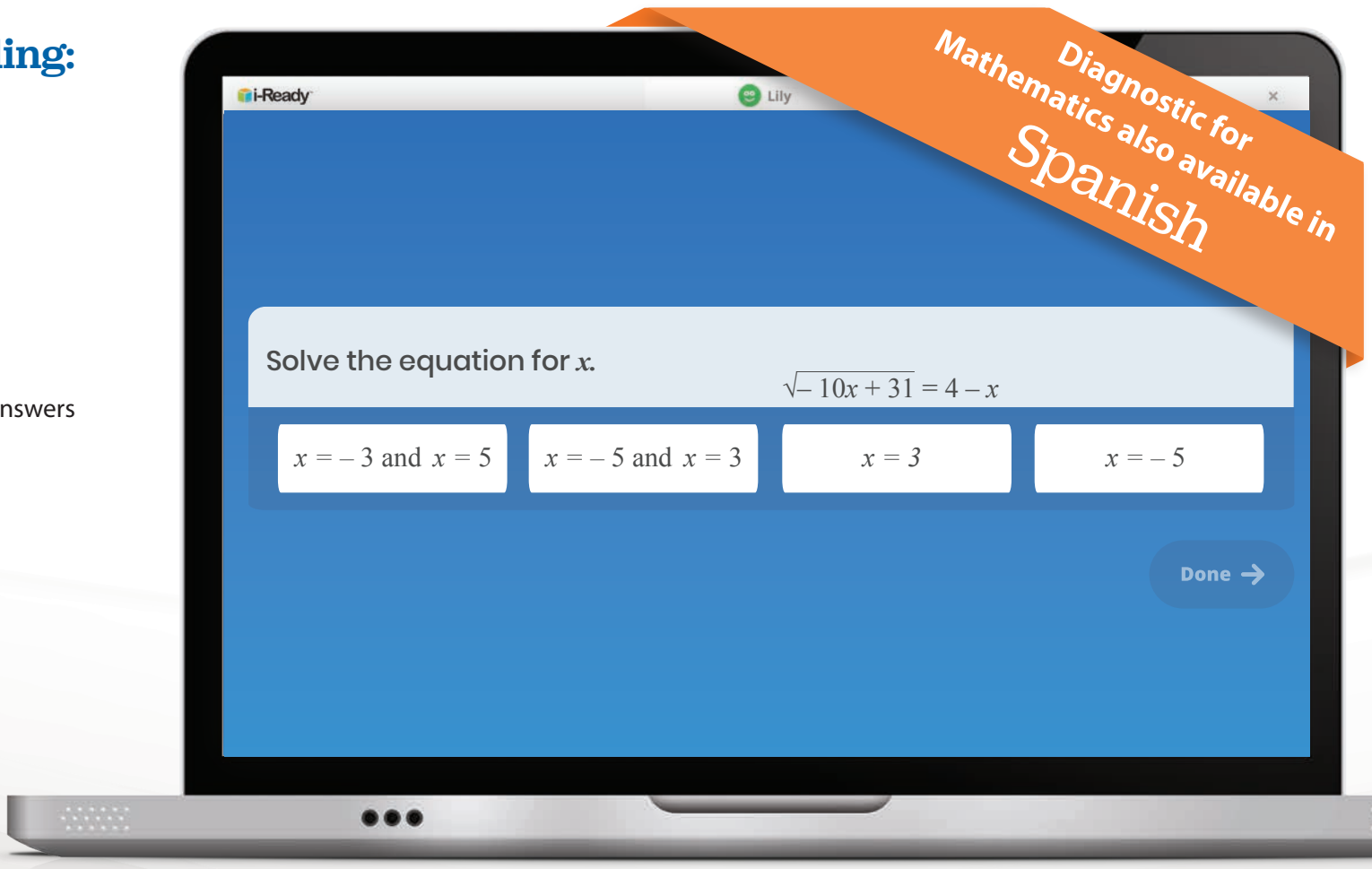
- Multiple choice
- Drag-and-drop
- Text highlighting

Item Types for Mathematics:

- Multiple choice
- Short answer (accepts numeric answers only)
- Dropdown menu
- Number line

Virtual Tools for Mathematics:

- Ruler
- Protractor
- Four-function calculator
- Five-function calculator
- Coordinate grid
- Unit square and cubes



Grade 10—Algebra

Reading Diagnostic Results for a Class

Diagnostic Results

Subject: Reading | Class/Report Group: Grade 9 ELA | Diagnostic: Diagnostic 1

08/31/21–09/30/21

Gives a comprehensive picture of class instructional needs based on data from each Diagnostic

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

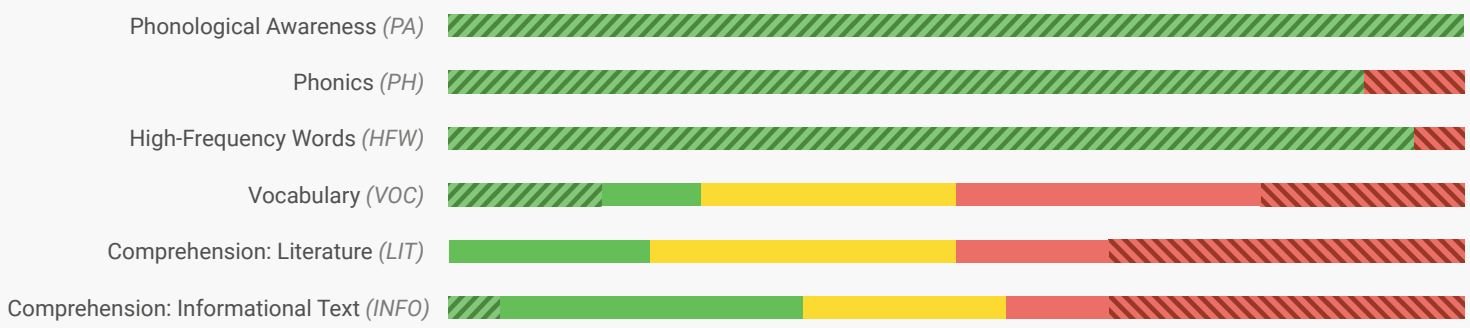
Overall Placement

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

0 Students	6 Students	6 Students	2 Students	6 Students
0%	30%	30%	10%	30%
Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below

The Mapping between 5-Level and 3-Level Placements

Placement by Domain*



*Students not completed are not included.

Showing 20 of 20

Choose Your Column: Lexile® measure & ra...

Student	Scale Score	Overall Placement	Placement by Domain: PA	PH	HFW	VOC	LIT	INFO	Lexile measure & range	Date
Burke, Gavan	649	Early 9	Tested Out	Tested Out	Tested Out	Mid/Late 9	Grade 8	Mid/Late 9	1310L, 1210L–1360L	09/14/21
Tan, Melanie	644	Early 9	Tested Out	Max Score	Tested Out	Mid/Late 9	Grade 8	Grade 8	1285L, 1185L–1335L	09/14/21
Contreras, Abby	643	Early 9	Tested Out	Max Score	Tested Out	Early 9	Grade 8	Early 9	1280L, 1180L–1330L	09/14/21
Wade, Kiara	632	Grade 8	Tested Out	Tested Out	Tested Out	Early 9	Grade 8	Grade 7	1225L, 1125L–1275L	09/14/21
Vo, Isaiah	611	Grade 8	Tested Out	Tested Out	Tested Out	Grade 7	Grade 7	Early 9	1120L, 1020L–1170L	09/14/21
McDonald, Kal	609	Grade 8	Tested Out	Tested Out	Tested Out	Grade 8	Grade 7	Grade 8	1110L, 1010L–1160L	09/14/21
Newman, Bruno	609	Grade 8	Tested Out	Tested Out	Tested Out	Grade 8	Grade 8	Grade 6	1110L, 1010L–1160L	09/14/21
Romero, Reagan	600	Grade 7	Tested Out	Tested Out	Tested Out	Grade 6	Grade 8	Grade 6	1065L, 965L–1115L	09/14/21
Lin, William	584	Grade 6	Tested Out	Tested Out	Tested Out	Grade 7	Grade 7	Grade 5	985L, 885L–1035L	09/14/21

Reading Diagnostic Results for a Student

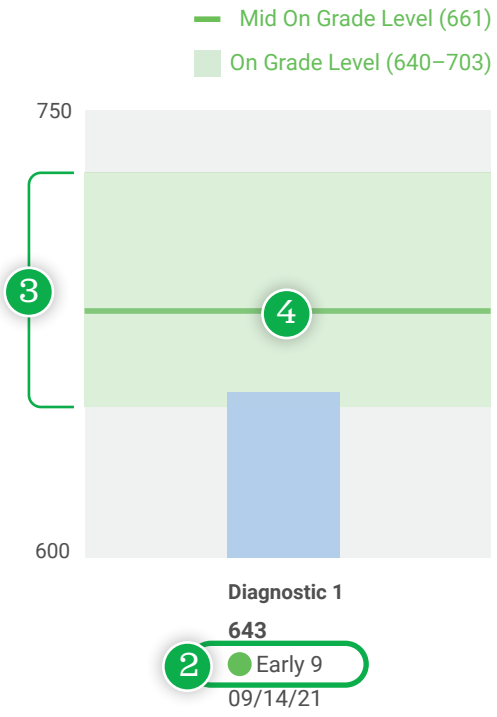
On-Grade Level Placement

Diagnostic Results ▾ **Abby Contreras** ▾ **Grade 9** (1)

Subject: Reading ▾ Diagnostic: Diagnostic 1 (09/14/21) ▾ Key

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

1. *Student's Grade*
2. *Current Grade-Level Placement*
3. *Grade-Level Performance Range*
4. *Grade-Level Proficiency*
5. *Domain-Specific Placements*
6. *Current Normative Percentile*
7. *Lexile Reading or Quantile Mathematics Measure*



Overall

Early 9 (643)
Standard Error +/- 12

Domain	Placement	Can Dos & Next Steps
Vocabulary	Early 9	
Comprehension: Literature	Grade 8	
Comprehension: Informational Text	Early 9	

(5)

National Norm Performance and Lexile® Framework for Reading Measure

(6) **National Norm**
72nd Percentile

(7) **Lexile® Reading Measure:**
1280L

Lexile Range:
1180L–1330L

Understanding Lexile Reading Measures

The Lexile® Find a Book tool enables you to search for books by grade, interest, and Lexile measure. You can view a book's most challenging words and build a customized reading list. Search for books and see additional Lexile tools now at Hub.Lexile.com.

How to Use the Lexile Find a Book Tool

Placement by Domain

Results in Comprehension: Literature indicate that Abby is a skillful reader who applies effective strategies in comprehending on-grade level literary and informational texts. Abby demonstrates good word knowledge and word-learning skills. Challenge this student to read a wide range of increasingly complex texts.

Vocabulary	Comprehension: Literature	Comprehension: Informational Text
Early 9	Grade 8	Early 9
647	639	642

Developmental Analysis

This domain addresses Abby's understanding of literary text. Results indicate that Abby needs instruction in Grade 8 literary skills and strategies such as supporting inferences with specific details in the text and understanding theme. Teach these skills in a variety of literary genres. Abby should be reading novels, short stories, poetry, and plays.

Can Do

Determine word meaning.
Understand the meaning of words and phrases in Grade 7 literary or informational text, including academic and/or domain-specific words.
Standards

Cite textual evidence.
Identify facts and details or cite explicit statements from Grade 7 literary or informational text to explain what the text says explicitly or to support inferences made about the text.
Standards

Interpret relationships among story elements in literary text.
Analyze how the setting, including historical and

Next Steps & Resources for Instruction

+ Develop understanding of plot elements. Challenge Abby to extend the following skills to Grade 8 text:

— Continue to provide practice with making inferences. Challenge Abby to extend these skills to Grade 8 text:

Continue to provide practice with making inferences.
Challenge Abby to extend these skills to Grade 8 text:

- Emphasize that readers make inferences by combining evidenc from their own experiences. They support these inferences by
- Point out that readers may revise inferences as they gather mo

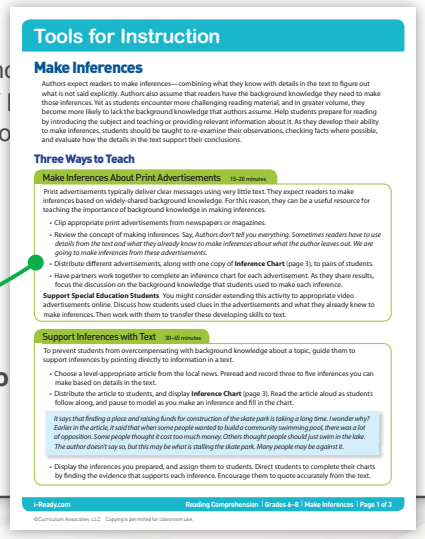
Tools for Instruction

Make Inferences

Additional Resources

Ready Reading **instruction or digital access to**
Learn More

Grade 8


Tools for Instruction

Make Inferences

Authors expect readers to make inferences—combining what they know with details in the text to figure out what is not said explicitly. Authors also assume that readers have the background knowledge they need to make those inferences. Yet as students encounter more challenging reading material, and in greater volume, they become more likely to lack the background knowledge that authors assume. Help students prepare for reading by introducing the subject and teaching or providing relevant information about it. As they develop their ability to make inferences, students should be taught to re-examine their observations, checking facts where possible, and evaluate how the details in the text support their conclusions.

Three Ways to Teach

Make Inferences About Print Advertisements 15–20 minutes

Print advertisements typically deliver clear messages using very little text. They expect readers to make inferences based on widely-shared background knowledge. For this reason, they can be a useful resource for teaching the importance of background knowledge in making inferences.

- Clip appropriate print advertisements from newspapers or magazines.
- Review the concept of making inferences. Say, *Authors don't tell you everything. Sometimes readers have to use details from the text and what they already know to make inferences about what the author leaves out. We are going to make inferences from these advertisements.*
- Distribute different advertisements, along with one copy of **Inference Chart** (page 3), to pairs of students.
- Have partners work together to complete an inference chart for each advertisement. As they share results, focus the discussion on the background knowledge that students used to make each inference.

Support Special Education Students You might consider extending this activity to appropriate video advertisements online. Discuss how students used clues in the advertisements and what they already knew to make inferences. Then work with them to transfer these developing skills to text.

Support Inferences with Text 30–45 minutes

To prevent students from overcompensating with background knowledge about a topic, guide them to support inferences by pointing directly to information in a text.

- Choose a level-appropriate article from the local news. Preread and record three to five inferences you can make based on details in the text.
- Distribute the article to students, and display **Inference Chart** (page 3). Read the article aloud as students follow along, and pause to model as you make an inference and fill in the chart.

It says that finding a place and raising funds for construction of the skate park is taking a long time. I wonder why? Earlier in the article, it said that when some people wanted to build a community swimming pool, there was a lot of opposition. Some people thought it cost too much money. Others thought people should just swim in the lake. The author doesn't say so, but this may be what is stalling the skate park. Many people may be against it.

- Display the inferences you prepared, and assign them to students. Direct students to complete their charts by finding the evidence that supports each inference. Encourage them to quote accurately from the text.

i-Ready.com Reading Comprehension | Grades 6–8 | Make Inferences | Page 1 of 3

Reading Diagnostic Results for a Student

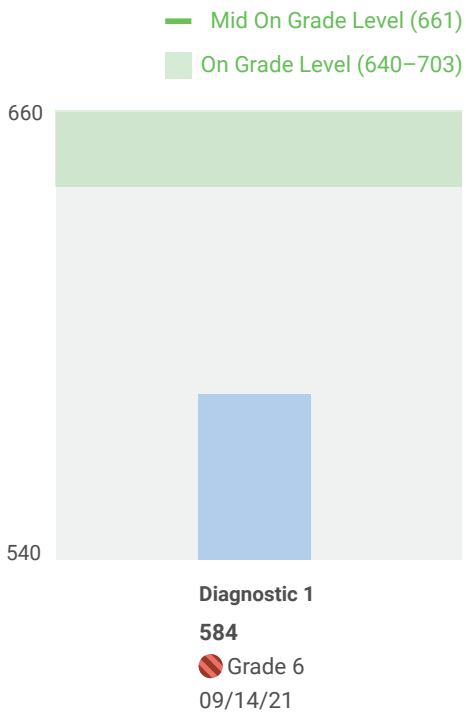
Below-Grade Level Placement

Diagnostic Results ▾ **William Lim** ▾ **Grade 9**

Subject: Reading ▾ Diagnostic: Diagnostic 1 (09/14/21) ▾

Gives teachers insight into the instructional strengths and areas of need for every student in their class, with clear Next Steps for Instruction in each domain

Diagnostic 1



Overall

Grade 6 (584)
Standard Error +/- 11

Domain	Placement	Can Dos & Next Steps
Vocabulary	Grade 7	
Comprehension: Literature	Grade 7	
Comprehension: Informational Text	Grade 5	

National Norm Performance and Lexile® Framework for Reading Measure

National Norm
31st Percentile

Lexile® Reading Measure:
985L

Lexile Range:
885L–1035L

Understanding Lexile Reading Measures

The Lexile® Find a Book tool enables you to search for books by grade, interest, and Lexile measure. You can view a book's most challenging words and build a customized reading list. Search for books and see additional Lexile tools now at Hub.Lexile.com.

How to Use the Lexile Find a Book Tool

Placement by Domain

Results in Comprehension: Literature indicate that William may lack key Comprehension strategies, but the Vocabulary score points to some gaps in word knowledge. Instruction in word meanings and word-learning strategies will support William's continued growth in overall Comprehension.

Vocabulary
Grade 7
597

Comprehension: Literature
Grade 7
596

Comprehension: Informational Text
Grade 4
566

Developmental Analysis

This domain addresses William's understanding of literary text. Results indicate that William needs instruction in Grade 7 literary skills and strategies such as determining theme and identifying the impact of an author's word choice on mood and tone. Teach these skills in a variety of literary genres. William should be reading novels, short stories, poetry, and plays.

Can Do

Analyze characters in literary text.
Analyze characterization in Grade 6 literary text. Describe how characters respond or change as the plot moves toward a resolution.
Standards

Make inferences based on textual evidence.
Draw conclusions or make inferences in Grade 6 literary or informational text.
Standards

Interpret author's use of language.
Interpret an author's use of connotations, or shades of meaning, in Grade 6 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary text.

Next Steps & Resources for Instruction

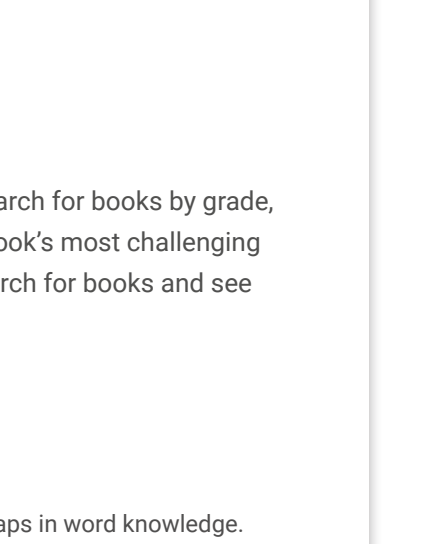
— Analyze relationships among story elements.

Support William in extending the following skills to Grade 7 text:

- Describe how a particular plot unfolds in a series of episodes (introduction, falling action, resolution).
- Describe how these plot events relate to the main conflict the characters fa need to solve.
- Analyze how particular elements of a text interact, such as how setting sha plot, or how characters' actions and motivations advance the plot developm

Tools for Instruction

Analyze Story Elements


Tools for Instruction

Analyze Story Elements

As students read more sophisticated literature, they encounter authors using story elements in increasingly intricate ways. Students must learn to analyze how characters' words and actions drive plot events, how the events form a rising action to build suspense and interest, and how the climax, or turning point, leads to a resolution. Students also start to explore how character, setting, and plot relate to the theme or central idea of a story. Frequent text-based discussion is the most effective tool for helping students analyze story elements.

Three Ways to Teach

Identify the Turning Point 10–20 minutes

Explain that the turning point, also called the climax, is an event that happens near the end of a story. It is usually exciting or suspenseful, and it signals a big, important change for the main character. Using a familiar story, help students understand how to identify the turning point by answering the following questions.

- *Who is the main character?*
- *What is the central conflict that this character faces?*
- *During what event do we learn how this conflict will be resolved?*
- *How does this resolution affect the character?*

Organize students in small groups, and have them identify the turning point in a previously-read literary selection from class. Invite each group to share their turning points with the class, and briefly discuss how each event signals an important change for the main character.

Connect Story Elements to Theme 30–45 minutes

Help students understand that the goal of analyzing story elements is to understand the central idea. Demonstrate by thinking aloud about an example from a familiar story, such as *Esperanza Rising*, by Pam Muñoz Ryan.

Esperanza comes from a very wealthy family, but she is forced to become a migrant worker to survive after her father is killed and her house is burned. The difference in the settings between Esperanza's old and new homes makes me think a lot about the difference between the rich and the poor. When Esperanza eventually learns to be happy without riches, I think Muñoz Ryan was trying to tell us that money is not the only thing that makes happiness, and that people can change the way they used to think.

Guide students to use story elements to understand the central idea of stories you have read together in class. Encourage them fill in **Story Structure Chart** (page 3), and then to consider the following questions.

- *Does the story happen in different places? What is unique about each place?*
- *Do the characters change the way they think, feel, or act in different settings?*
- *What is the character's main problem? What lesson can I learn from the resolution?*
- *Would the problem be the same in a different setting?*

Allow ample time for discussion, and encourage students to take notes in order to prompt their thinking as they read future texts.

i-Ready.com Reading Comprehension | Grades 6–8 | Analyze Story Elements | Page 1 of 3

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Additional Resources

***Ready Reading* instruction or digital access to *Ready* through Teacher Toolbox**
Learn More

Grade 8

Lesson 7: Analyzing Dialogue and Incidents in Stories and Drama

— Continue to provide practice with making inferences.

Reading Diagnostic Results for a School

Comparison Diagnostic View

Diagnostic Results

Subject: Reading

School Groups: All Schools

School: Cyprus High School

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

Academic Year: Current Year

Diagnostic: Diagnostic 2 — 11/30/21–12/30/21

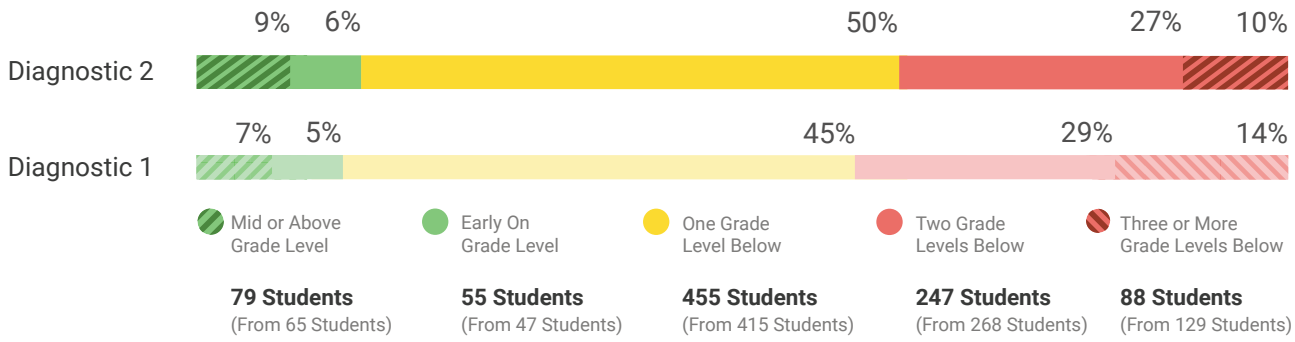
Prior Diagnostic: Diagnostic 1 — 08/31/21–09/30/21

Criterion Referenced

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

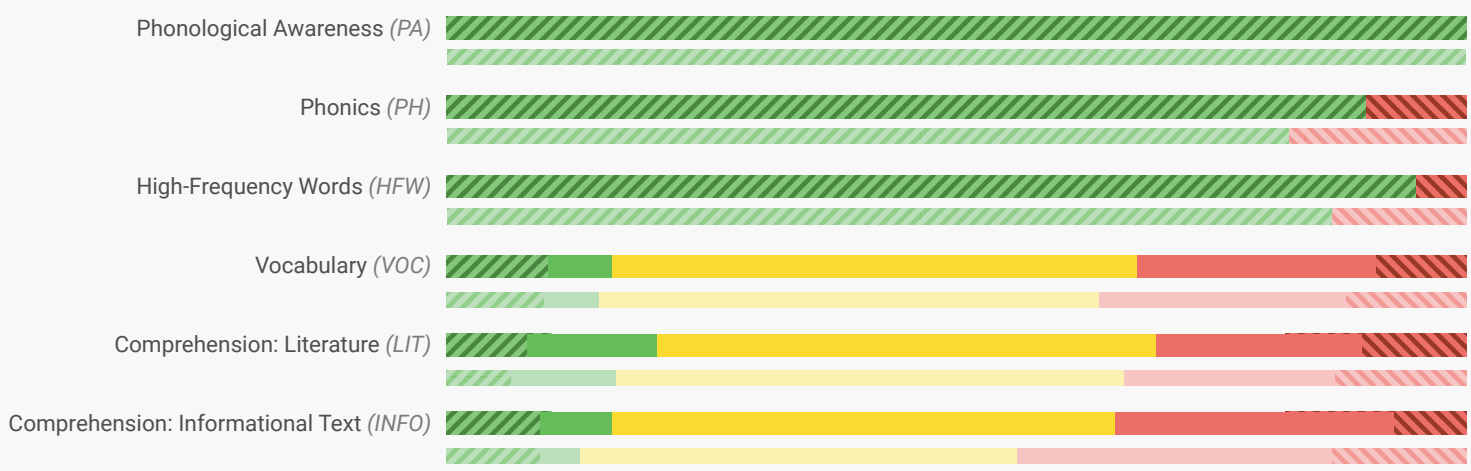
Overall Placement

Students Assessed/Total: **924/996**



The Mapping between 5-Level and 3-Level Placements

Placement by Domain



Switch Table View: Placement Summary

Show Results By: Grade

Showing 4 of 4

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 9	Diagnostic 2	10%	8%	52%	18%	12%	231/231
	Diagnostic 1	7%	4%	46%	32%	11%	
Grade 10	Diagnostic 2	14%	10%	50%	16%	10%	252/258
	Diagnostic 1	9%	6%	48%	28%	9%	
Grade 11	Diagnostic 2	14%	11%	53%	13%	9%	224/230
	Diagnostic 1	6%	5%	48%	35%	6%	

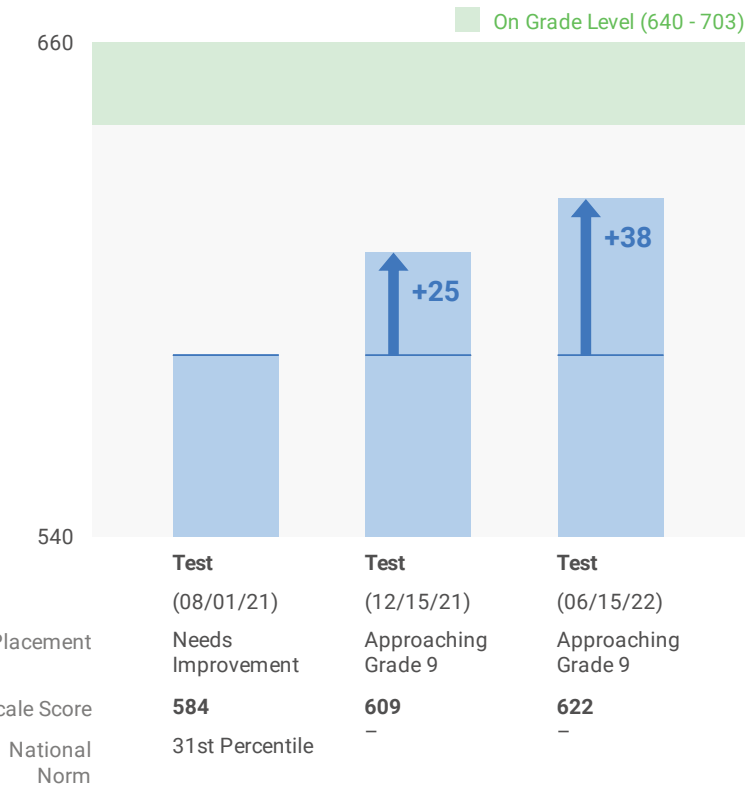
For Families

Subject	Reading
Student	Julia Flores
Student ID	ID:JuFloresGr9
Student Grade	9

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. Julia 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 www.i-ready.com/FamilyCenter.

Julia's Overall Reading Performance



* Foundational Domains

Domain	Test (08/01/21)	Test (06/15/22)
Overall	**Needs Improvement**	**Approaching Grade 9**
Phonological Awareness*	Tested Out	Tested Out
Phonics*	Tested Out	Tested Out
High-Frequency Words*	Tested Out	Tested Out
Vocabulary	Needs Improvement	Needs Improvement
Comprehension: Literature	Approaching Grade 9	At Grade 9
Comprehension: Informational Text	Needs Improvement	Approaching Grade 9

Lexile ® Reading Measure	Lexile Reading Range	Find A Book
1175L	1075L-1225L	Pick a book based on your student's Lexile measure and personal interests. Search for books at https://hub.lexile.com/find-a-book

Additional Suggestions

Discuss these results with your child

Celebrate their strengths and progress and collaborate with them on planning how they will reach their goals.

Reach out to the teacher

Ask your student's teacher for additional insight into Julia's progress and to get ideas and resources to support your student's learning at home.

Understanding Key Terms

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

The four possible placement levels

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

Scale Scores provide a single, cons
grade levels and domains. You can u
growth on different administrations

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

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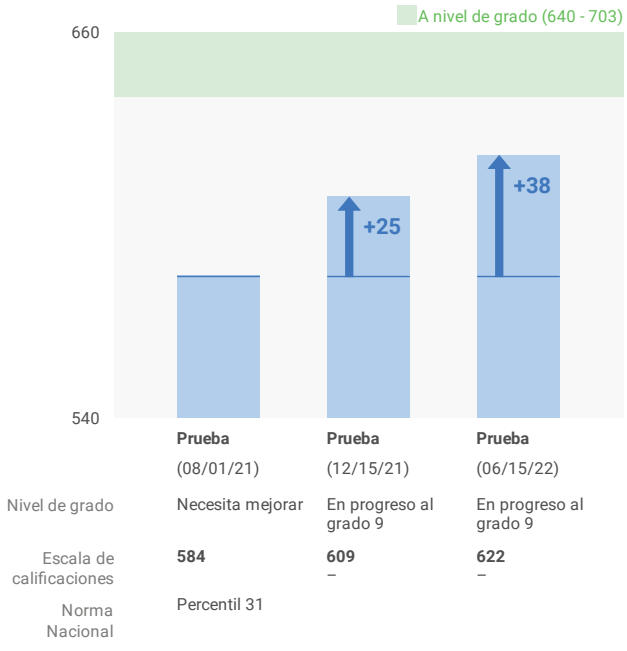
Curriculum Associate

Informe Para La Familia

Materia	Lectura
Estudiante	Julia Flores
Identificación del estudiante	ID:JuFloresGr9
Grado del estudiante	9

¿Qué es i-Ready? i-Ready es un programa de aprendizaje en línea que se enfoca en lectura y matemáticas. Julia ha realizado recientemente una Evaluación diagnósitca i-Ready en la escuela. Este reporte le da un panorama del desempeño de su niño. Para más información sobre i-Ready, visite www.i-ready.com/FamilyCenter-es.

Desempeño general de Julia en Lectura



* Dominios fundamentales

Domino	Prueba (08/01/21)	Prueba (06/15/22)
Desempeño general	**Necesita mejorar**	**En progreso al grado 9**
Conciencia fonológica*	No evaluado	No evaluado
Fonética*	No evaluado	No evaluado
Palabras frecuentes*	No evaluado	No evaluado
Vocabulario	Necesita mejorar	Necesita mejorar
Comprensión: literatura	En progreso al grado 9	En grado 9
Comprensión: texto informativo	Necesita mejorar	En progreso al grado 9

Medida Lexile para lectura	Rango Lexile para lectura	Encuentre un libro
1175L	1075L-1225L	Elija un libro basándose en la medida Lexile y en los intereses de su estudiante. Busque libros en https://hub.lexile.com/find-a-book

Mathematics Diagnostic Results for a Class
Traditional Pathway

Diagnostic Results

Subject: Math

Class/Report Group: Grade 9 Math

Diagnostic: Diagnostic 1

08/31/21–09/30/21

Gives a comprehensive picture of class instructional needs based on data from each Diagnostic

Schools can view reports for students using a Traditional Mathematics Pathway, consisting of Algebra I, Geometry, and Algebra 2 or using an Integrated Algebra Pathway, consisting of Grade 9 (Integrated I), Grade 10 (Integrated II), and Grade 11 (Integrated III) Mathematics.

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

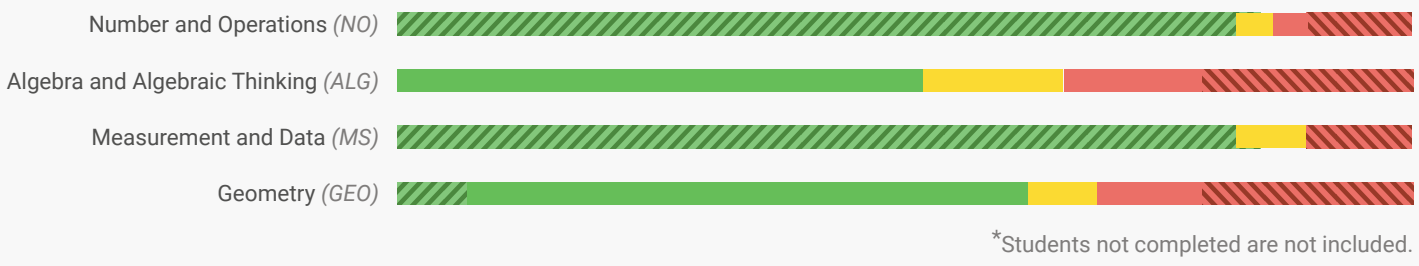
Overall Placement

Students Assessed/Total: **26/29**

1 Student	11 Students	5 Students	5 Students	4 Students	3 Students
0%	35%	25%	5%	40%	0%
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

The Mapping between 5-Level and 3-Level Placements

Placement by Domain*



*Students not completed are not included.

Showing 20 of 20

Choose Your Column: National Norms

Student	Scale Score	Overall Placement	Placement by Domain: NO	ALG	MS	GEO	National Norms: Percentile Rank	Date
Burke, Gavan	557	Mid Algebra 1	Tested Out	Early Algebra 1	Tested Out	Mid Geometry	96th	09/14/21
Parker, Carla	526	Early Algebra 1	Tested Out	Early Algebra 1	Tested Out	Early Geometry	79th	09/14/21
Romero, Reagan	517	Early Algebra 1	Tested Out	Early Algebra 1	Tested Out	Grade 8	70th	09/14/21
Rios, Abby	515	Early Algebra 1	Tested Out	Grade 8	Tested Out	Early Geometry	69th	09/14/21
Nixon, Isaac	512	Grade 8	Tested Out	Grade 7	Tested Out	Early Geometry	67th	09/14/21
Rowland, Brian	505	Grade 8	Tested Out	Early Algebra 1	Tested Out	Grade 7	60th	09/14/21
Mays, Mason	505	Grade 8	Grade 8	Grade 5	Grade 8	Early Geometry	60th	09/14/21
Vinson, Ana Cristina	499	Grade 7	Tested Out	Grade 6	Tested Out	Grade 7	53rd	09/14/21
Levine, Brian	494	Grade 7	Grade 7	Grade 4	Grade 8	Grade 7	47th	09/14/21

Mathematics Diagnostic Results for a Class
Integrated Pathway

Diagnostic Results

Subject: Math

Class/Report Group: Grade 9 Math

Diagnostic: Diagnostic 1

08/31/21–09/30/21

Gives a comprehensive picture of class instructional needs based on data from each Diagnostic

Schools can view reports for students using a Traditional Mathematics Pathway, consisting of Algebra I, Geometry, and Algebra 2 or using an Integrated Algebra Pathway, consisting of Grade 9 (Integrated I), Grade 10 (Integrated II), and Grade 11 (Integrated III) Mathematics.

3-Level Placement | Enhanced 5-Level Placement

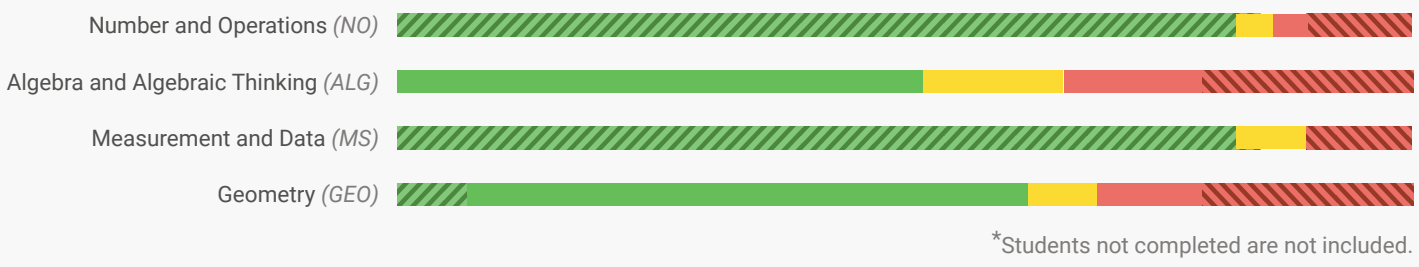
Overall Placement

Students Assessed/Total: **26/29**

1 Student	11 Students	5 Students	5 Students	4 Students	3 Students
0%	35%	25%	5%	40%	0%
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

The Mapping between 5-Level and 3-Level Placements

Placement by Domain*



*Students not completed are not included.

Showing 20 of 20

Choose Your Column: National Norms

Student	Scale Score	Overall Placement	Placement by Domain: NO	ALG	MS	GEO	Percentile Rank	Date
Burke, Gavan	557	Mid 9	Tested Out	Early 9	Tested Out	Mid 9	96th	09/14/21
Parker, Carla	526	Early 9	Tested Out	Early 9	Tested Out	Early 9	79th	09/14/21
Romero, Reagan	517	Early 9	Tested Out	Early 9	Tested Out	Grade 8	70th	09/14/21
Rios, Abby	515	Early 9	Tested Out	Grade 8	Tested Out	Early 9	69th	09/14/21
Nixon, Isaac	512	Grade 8	Tested Out	Grade 7	Tested Out	Early 9	67th	09/14/21
Rowland, Brian	505	Grade 8	Tested Out	Early 9	Tested Out	Grade 7	60th	09/14/21
Mays, Mason	505	Grade 8	Grade 8	Grade 5	Grade 8	Early 9	60th	09/14/21
Vinson, Ana Cristina	499	Grade 7	Tested Out	Grade 6	Tested Out	Grade 7	53rd	09/14/21
Levine, Brian	494	Grade 7	Grade 7	Grade 4	Grade 8	Grade 7	47th	09/14/21

Mathematics Diagnostic Results for a Student
On-Grade Level Placement

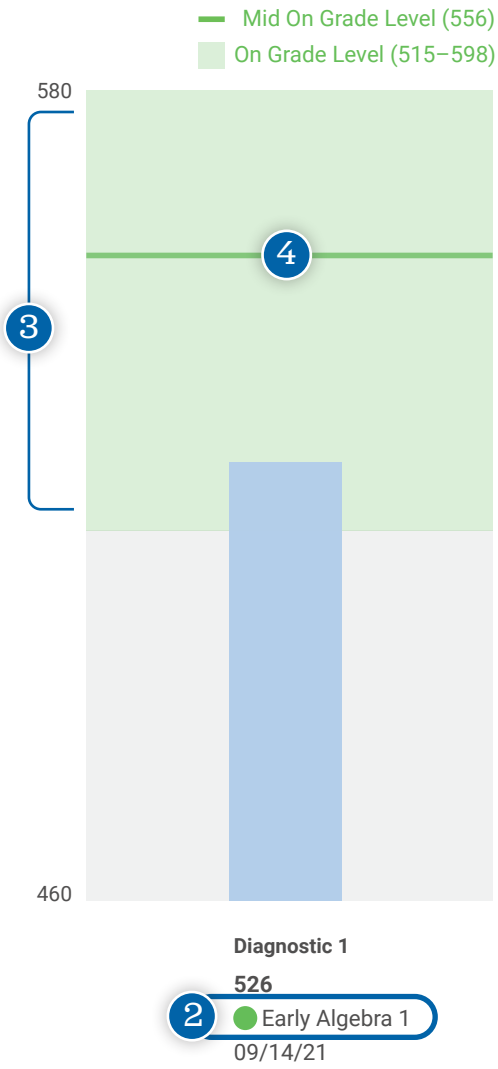
Diagnostic Results ▾ **Carla Parker** ▾ **Grade 9** (1)

Subject: Math ▾ Diagnostic: Diagnostic 1 (09/14/21) ▾ Key

Diagnostic 1

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

1. *Student's Grade*
2. *Current Grade-Level Placement*
3. *Grade-Level Performance Range*
4. *Grade-Level Proficiency*
5. *Domain-Specific Placements*
6. *Current Normative Percentile*
7. *Lexile Reading or Quantile Mathematics Measure*



Overall

Early Algebra 1 (526)
Standard Error +/- 7

Domain	Placement (5)	Can Dos & Next Steps
Algebra and Algebraic Thinking	Early Algebra 1	↓
Geometry	Early Geometry	↓

National Norm Performance and Quantile® Framework for Mathematics Measure

(6) **National Norm**
79th Percentile ⓘ

(7) **Quantile® Measure:**
1020Q

Quantile Range:
970Q–1070Q

Understanding Quantile Measures PDF

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

How to Use Quantile Tools on the Hub PDF

Placement by Domain

Test results indicate that Carla has strong math skills in all the tested domains. Carla would benefit from opportunities to further develop these strengths through assignments that introduce more advanced concepts and skills and promote connecting concepts across domains to solve challenging non-routine problems.

Algebra and Algebraic Thinking

Early Algebra 1
515

In Algebra 1 and Geometry, this domain addresses quantitative relationships including radicals and rational exponents; systems of linear equations; linear, exponential, and quadratic relationships. Test results indicate that Carla demonstrates an appropriate understanding of linear relationships. Carla may be ready to develop a deeper understanding of functions and functional notation.

Geometry

Early Geometry
515

Can Do ⓘ

Ratios and Proportional Relationships

Compute unit rates associated with ratios of fractions.

Standards

Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

Standards

Next Steps & Resources for Instruction ⓘ

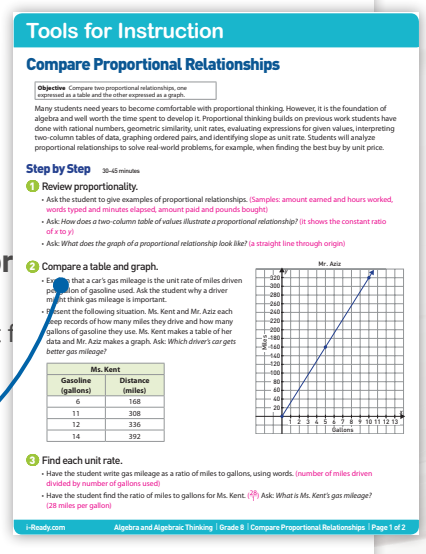
Expressions and Equations

— **Compare two different proportional relationships expr… forms, such as tables, graphs, or equations.**

Compare two different proportional relationships expressed in different f… graphs, or equations.

Tools for Instruction

Compare Proportional Relationships PDF


Tools for Instruction
Compare Proportional Relationships
Objective Compare two proportional relationships, one expressed as a table and the other expressed as a graph.
Many students need years to become comfortable with proportional thinking. However, it is the foundation of algebra and well worth the time spent to develop it. Proportional thinking builds on previous work students have done with rational numbers, geometric similarity, unit rates, evaluating expressions for given values, interpreting two-column tables of data, graphing ordered pairs, and identifying slope as unit rate. Students will analyze proportional relationships to solve real-world problems, for example, when finding the best buy by unit price.
Step by Step 30–45 minutes
1 Review proportionality.
2 Compare a table and graph.
3 Find each unit rate.
Ms. Kent
Gasoline (gallons) | Distance (miles)
6 | 168
11 | 308
12 | 336
14 | 392
Mr. Aziz
i-Ready.com Algebra and Algebraic Thinking | Grade 8 | Compare Proportional Relationships | Page 1 of 2

Additional Resources

Ready Mathematics **instruction or digital access to *Ready* through Teacher Toolbox**

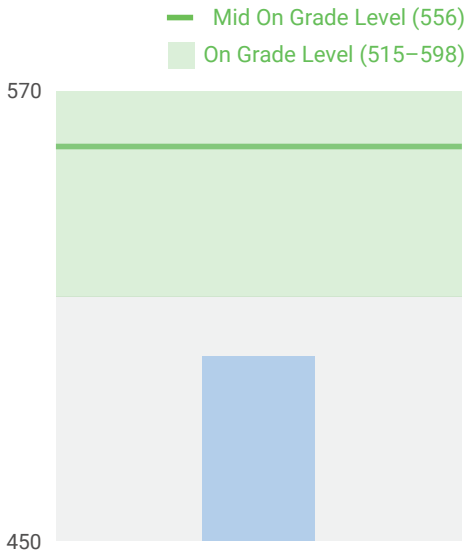
Learn More

Diagnostic Results ▾ **Ana Cristina Vinson** ▾ **Grade 9**

Subject: Math ▾ Diagnostic: Diagnostic 1 (09/14/21) ▾ Key

Diagnostic 1

Gives teachers insight into the instructional strengths and areas of need for every student in their class, with clear Next Steps for Instruction in each domain



Overall

Grade 7 (499)
Standard Error +/- 6

Domain	Placement	Can Dos & Next Steps
Algebra and Algebraic Thinking	Grade 6	
Geometry	Grade 7	

National Norm Performance and Quantile® Framework for Mathematics Measure

National Norm
53rd Percentile

Quantile® Measure:
855Q

Quantile Range:
805Q–905Q

Understanding Quantile Measures

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

How to Use Quantile Tools on the Hub

Placement by Domain

Test results indicate Ana Cristina would benefit from intensive intervention focused on skills and concepts related to quantitative reasoning and representation. Instruction that connects understanding of algebraic representation, computation, and problem-solving skills will strengthen Ana Cristina's math abilities across domains.

Algebra and Algebraic Thinking
Grade 6
492

Geometry
Grade 7
499

Developmental Analysis

At placement levels 6–8, this domain addresses ratios and proportional relationships, expressions, equations and inequalities, and functions. Test results indicate that Ana Cristina will benefit from developing a deeper understanding of expressions, equations, and inequalities in order to use them to solve multi-step problems.

Can Do

Operations and Algebraic Thinking

Solve one- and two-step, real-world problems involving addition, subtraction, and multiplication of decimals.
Standards

Apply divisibility rules for 2, 3, 4, 5, 6, 9, and 10.
Standards

Describe, extend, analyze, and make generalizations about numeric patterns.
Standards

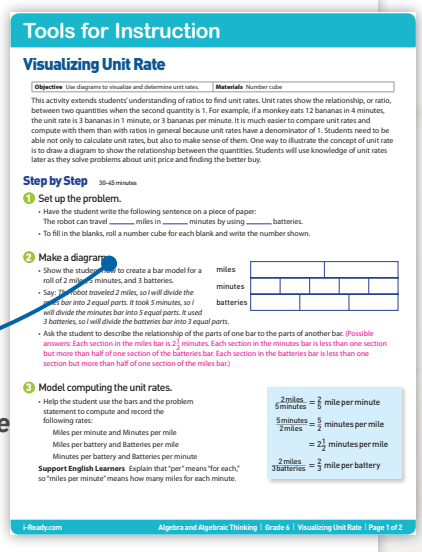
Generate two numerical patterns using two given

Next Steps & Resources for Instruction

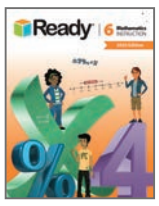
Ratios and Proportional Relationships

— **Solve problems involving unit rate.**
Solve problems involving unit rate.

Tools for Instruction
Visualizing Unit Rate


Tools for Instruction
Visualizing Unit Rate
Objective Use diagrams to visualize and determine unit rates. Materials Number cube
This activity extends students' understanding of ratios to find unit rates. Unit rates show the relationship, or ratio, between two quantities when the second quantity is 1. For example, if a monkey eats 12 bananas in 4 minutes, the unit rate is 3 bananas in 1 minute, or 3 bananas per minute. It is much easier to compare unit rates and compute with them than with ratios in general because unit rates have a denominator of 1. Students need to be able not only to calculate unit rates, but also to make sense of them. One way to illustrate the concept of unit rate is to draw a diagram to show the relationship between the quantities. Students will use knowledge of unit rates later as they solve problems about unit price and finding the better buy.
Step by Step 30–45 minutes
1 Set up the problem.
• Have the student write the following sentence on a piece of paper:
The robot can travel _____ miles in _____ minutes by using _____ batteries.
• To fill in the blanks, roll a number cube for each blank and write the number shown.
2 Make a diagram.
• Show the student how to create a bar model for a roll of 2 miles, 5 minutes, and 3 batteries.
• Say: The robot traveled 2 miles, so I will divide the miles bar into 2 equal parts. It took 5 minutes, so I will divide the minutes bar into 5 equal parts. It used 3 batteries, so I will divide the batteries bar into 3 equal parts.
miles
minutes
batteries
• Ask the student to describe the relationship of the parts of one bar to the parts of another bar. (Possible answers: Each section in the miles bar is 2½ minutes. Each section in the minutes bar is less than one section but more than half of one section of the batteries bar. Each section in the batteries bar is less than one section but more than half of one section of the miles bar.)
3 Model computing the unit rates.
• Help the student use the bars and the problem statement to compute and record the following rates:
Miles per minute and Minutes per mile
Miles per battery and Batteries per mile
Minutes per battery and Batteries per minute
Support English Learners Explain that "per" means "for each," so "miles per minute" means how many miles for each minute.
$\frac{2 \text{ miles}}{5 \text{ minutes}} = \frac{2}{5}$ mile per minute
$\frac{5 \text{ minutes}}{2 \text{ miles}} = \frac{5}{2}$ minutes per mile
$= 2\frac{1}{2}$ minutes per mile
$\frac{2 \text{ miles}}{3 \text{ batteries}} = \frac{2}{3}$ mile per battery
i-Ready.com Algebra and Algebraic Thinking | Grade 6 | Visualizing Unit Rate | Page 1 of 2

Additional Resources



Ready Mathematics* instruction or digital access to *Re
Teacher Toolbox
Learn More
Grade 6
Lesson 2: *Understand* Unit Rate
Lesson 4: Solve Problems with Unit Rate

Mathematics Diagnostic Results for a School

Single Diagnostic View

Diagnostic Results

Subject: Math

School Groups: All Schools

School: Cyprus High School

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

Academic Year: Current Year

Diagnostic: Diagnostic 1

08/31/21–09/30/21

Prior Diagnostic: None

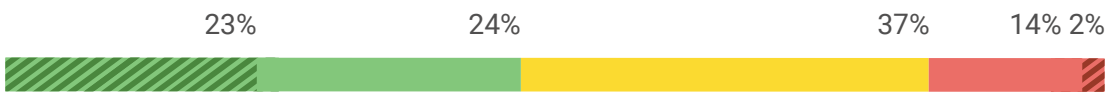
Criterion Referenced

Enhanced

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

Overall Placement

Students Assessed/Total: **924/924**



Mid or Above Grade Level **213 Students**

Early On Grade Level **222 Students**

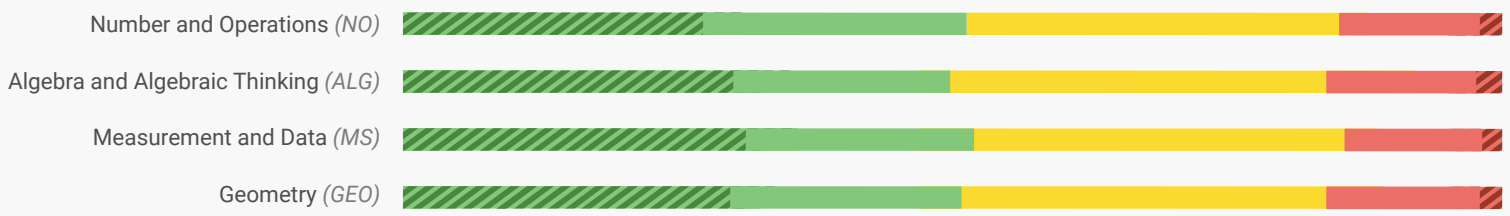
One Grade Level Below **342 Students**

Two Grade Levels Below **129 Students**

Three or More Grade Levels Below **18 Students**

The Mapping between 5-Level and 3-Level Placements

Placement by Domain



Switch Table View: Placement Summary

Show Results By: Grade

Showing 4 of 4

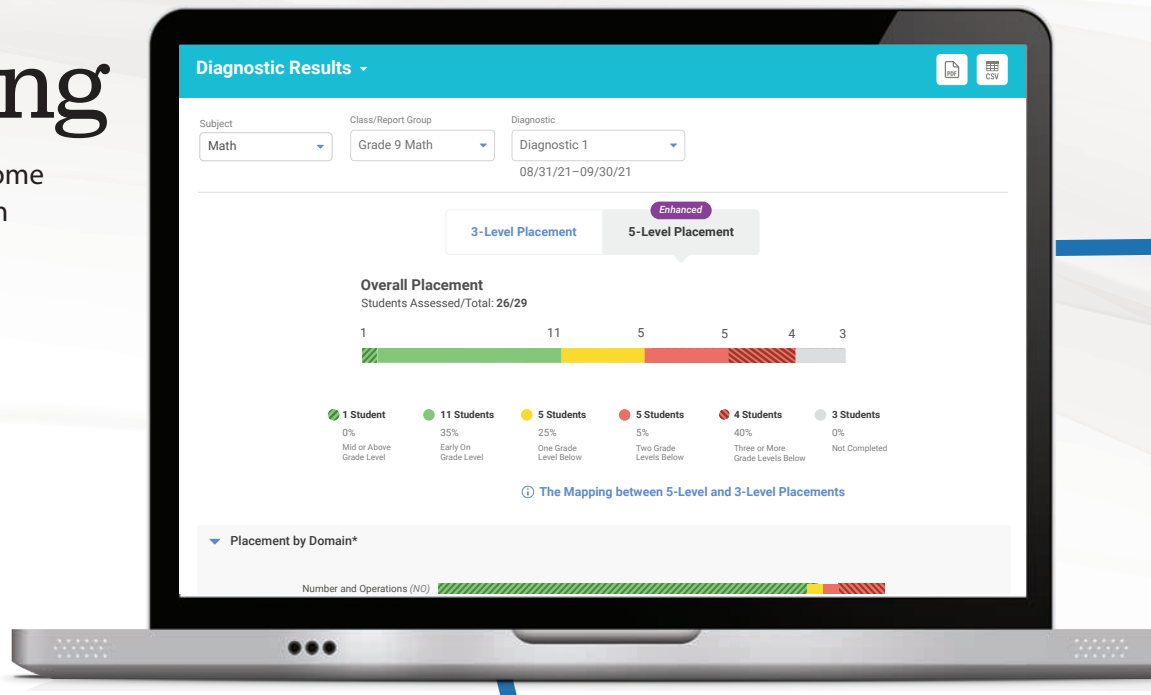
Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 9		28%	33%	38%	0%	0%	233/233
Grade 10		28%	26%	39%	7%	0%	219/219
Grade 11		27%	12%	35%	27%	0%	217/217
Grade 12		15%	25%	35%	22%	3%	255/255

High School Reporting

When using the *i-Ready Diagnostic* for Grades K–8 and 9–12, there are some differences in *i-Ready* reporting for the higher grades. Some information provided for Grades K–8, including Instructional Groupings and growth measures, are not provided for Grades 9–12.

Reports available for high school are:

- **Diagnostic Results for a Student, Class, School, or District**
  Note: Does not provide Typical Growth and Stretch Growth® measures. Norms only available in Grades 9 and 10 in the fall.
- **Diagnostic Status for a Class, School, or District**
- **Diagnostic Growth for a Student or Class**,
  focusing on change in student placements throughout the year
  Note: Does not provide Typical Growth and Stretch Growth measures



Measuring High School Student Growth

with the *i-Ready Diagnostic*

Each time students take the Diagnostic assessment, they receive a scale score and placement level. Educators can use portions of the Diagnostic Growth reports to track student progress, focusing on change in placement levels.

Initial Placement & Scale Score	Current Placement & Scale Score
Grade 4 (554)	Early 9 (649)
Grade 5 (579)	Early 9 (643)
Grade 8 (631)	Grade 8 (628)
Grade 7 (596)	Grade 8 (623)
Grade 6 (584)	Grade 8 (622)

Diagnostic Growth (Class)

Track changes in overall placement between Diagnostics.

Placement by Domain

Domain	Diagnostic 1	Diagnostic 2	Diagnostic 3
Overall ↑	**Grade 5**	**Grade 7**	**Early 9**
Phonological Awareness*	Tested Out	Tested Out	Tested Out
Phonics*	Tested Out	Tested Out	Tested Out
High-Frequency Words*	Tested Out	Tested Out	Tested Out
Vocabulary ↑	Grade 5	Grade 6	Early 9
Comprehension: Literature ↑	Grade 4	Grade 7	Grade 8
Comprehension: Informational Text ↑	Grade 8	Grade 6	Early 9

↑ Placement Improved from Initial
* Foundational Domains

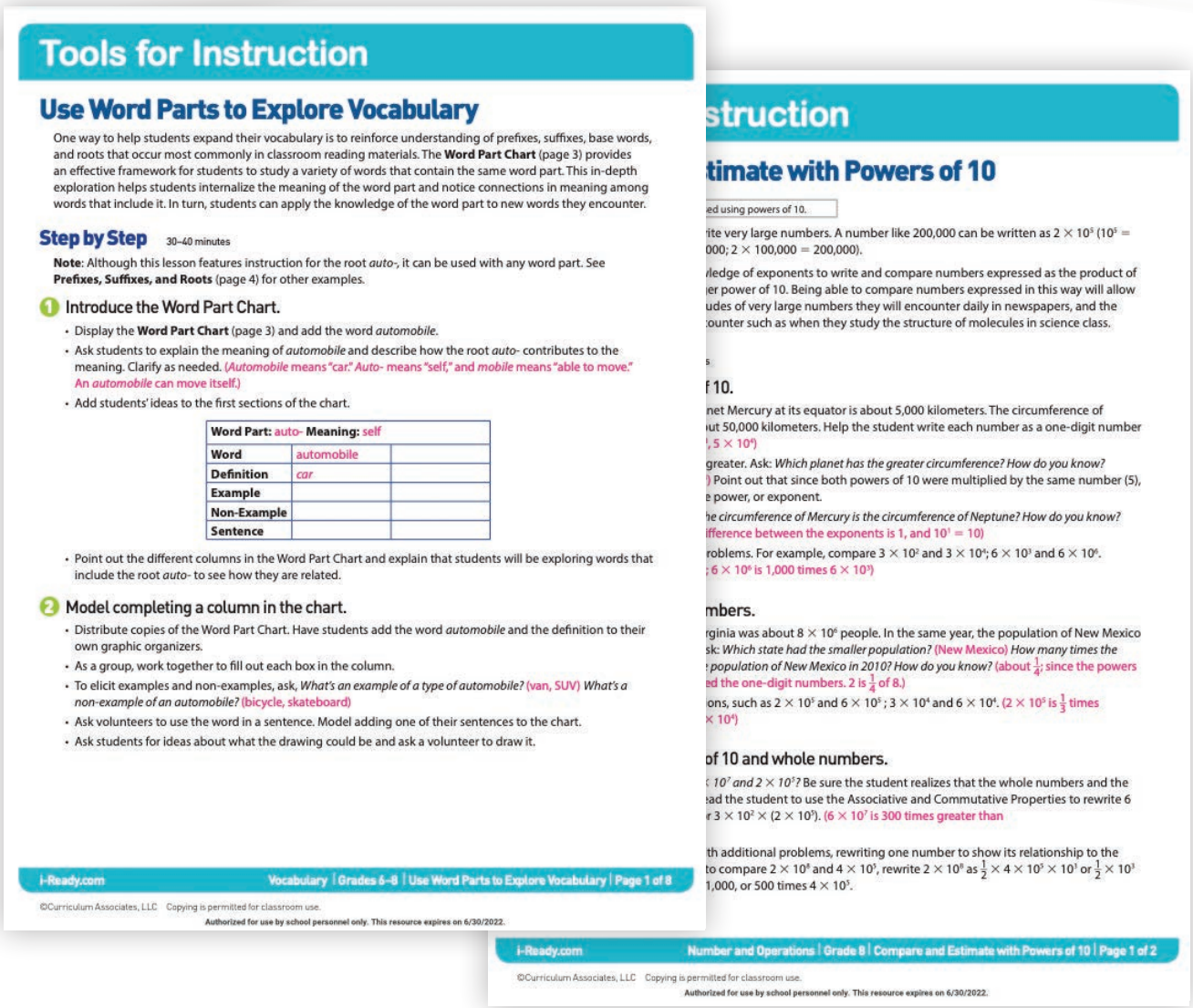
Diagnostic Growth (Student)

Track growth overall and by domain.

For information about how to measure growth for Grades 9–12, please contact your i-Ready *Implementation Service team.*

i-Ready Learning

Instruction Driven by Teachers, Tailored for Students



Tools for Instruction

Grades K–8

Targeted, actionable instruction based on student needs identified by the *i-Ready Diagnostic*, available at point of use.

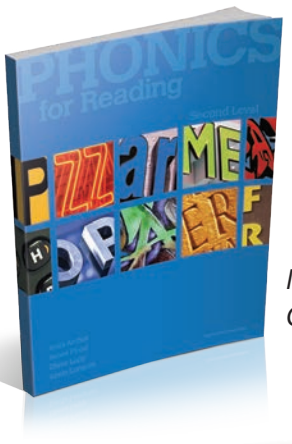
Proven Teacher-Led Programs

i-Ready works seamlessly with our proven supplemental and core instructional programs, providing recommendations for differentiated instruction and effective teaching of grade-level materials.

Mathematics and Reading Instruction

Grades K–8

Ready programs support teachers in differentiating instruction for small groups and individuals, enabling all students to receive the instruction they need to build their confidence and help them grow. *i-Ready* automatically recommends extra lessons from *Ready* programs for differentiated instruction and targeted reteaching.



New Edition Coming in 2022!

Phonics Intervention for Striving Readers

Grades 3–12

Authored by reading expert Dr. Anita Archer, *Phonics for Reading* is a systematic, research-based intervention program that helps students from Grades 3–12 rapidly build the skills they need to become fluent, independent readers.

i-Ready Partners

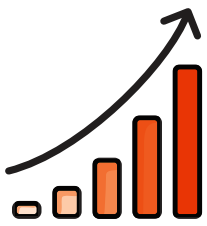
Each *i-Ready* partner has a different role to play in a successful implementation, working alongside you every step of the way to help you drive the greatest impact with *i-Ready*.

Account Managers

Dedicated partners working with you to integrate *i-Ready* data into classrooms and achieve your district goals

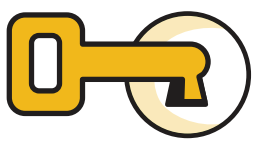
Professional Development

Experienced educators focused on best teaching practices to drive student achievement



Achievement Analytics

Periodic placement and progress analyses with ongoing analytic support



Educational Consultants

Program design and pedagogy experts providing strategic guidance

Technical Support

Responsive technical support and proactive issue identification

Flexible Professional Development That Grows with Your Implementation

Our professional development helps educators learn and enact carefully developed practices built around the most important actions that drive student growth.

Product Knowledge ●·····➤ **Practice Change**

New Users
Connecting data to instruction

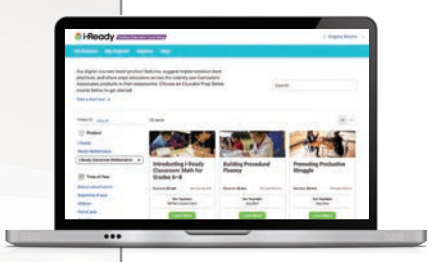
Practicing Users
Embedding data in daily instruction

Advanced Users
Expanding use of data for broader impact

What We Offer

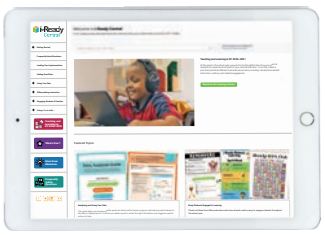
Expert-Facilitated Sessions That Provide the Foundation of a Data Culture

Led by expert former educators, our live professional development sessions use active, hands-on learning and engagement with data to build practical knowledge and pedagogical change.



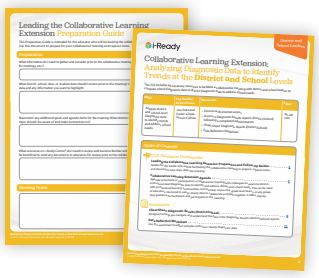
Online Educator Learning: Supporting Development, 24/7

The Online Educator Learning platform provides on-demand, interactive courses that enhance concepts introduced in facilitated professional development sessions.



Tools to Build a Collaborative Community of Learning

Designed to help you explore key steps and strategies in professional learning communities, grade-level team meetings, or other collaborative settings.



Resources to Help Educators Make the Most of *i-Ready*

Comprehensive and easy to access, *i-Ready Central*® is filled with a wealth of resources for teachers, coaches, and leaders.