i-Ready®

One Coherent Program

Clear Data, Connected Instruction, Committed Service

Dear educator,

Thank you for your devotion to our nation's children, the world-changers of tomorrow. You inspire us to do the very best that we can every day. We hope you can see our gratitude in all the ways we are working to make daily teaching and learning the best it can be.
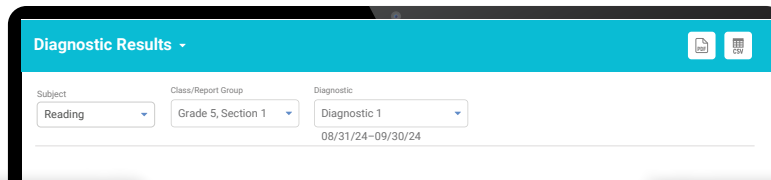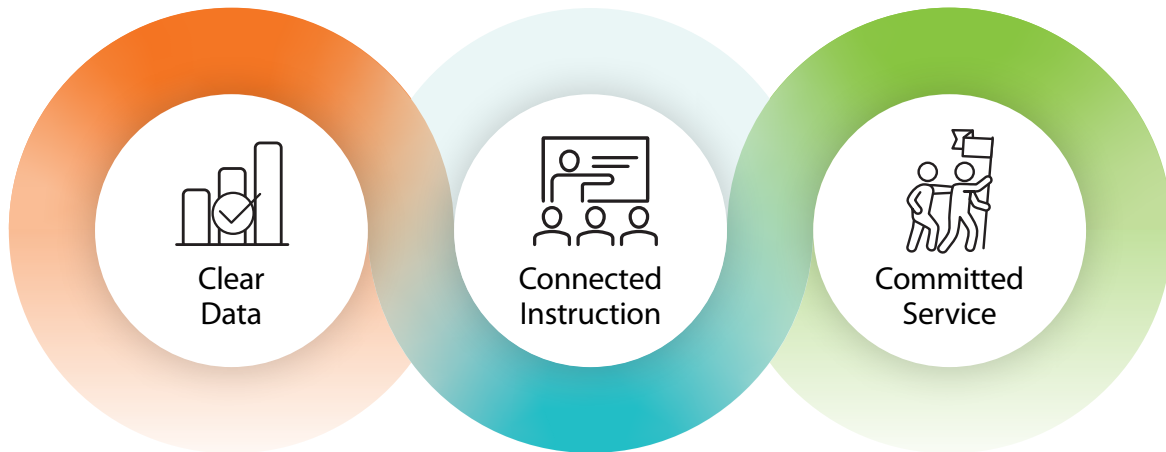
We know every student can reach higher with your guidance and the right instruction, but that instruction needs to be powered by reliable assessment data.

i-Ready is the only solution that seamlessly connects assessment to instruction. It's one coherent program delivering clear data that's connected to precise instruction and brought to life with committed service from teams that are wholly dedicated to your success. It's the reason our programs are trusted with more than 13 million students.

i-Ready is ultimately a promise to drive student growth—a promise we have been delivering on for many years.

We hope to partner with you and watch your students grow!

Get to Know the Power of **One Coherent Program**

Clear Data

Connected Instruction

Committed Service

Diagnostic Results ▾

Subject	Class/Report Group	Diagnostic
Reading ▾	Grade 5, Section 1 ▾	Diagnostic 1 ▾
		08/31/24–09/30/24

Overall Placement

3	4		10	1	2

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%	50%	5%	10%

...omain*

📘 i-Ready® Tools for Instruction

Multisyllabic Words: Three and Four Syllables

With practice decoding three- and four-syllable words, students can build their knowledge of the repeated spelling patterns that make up many multisyllabic words and learn to look for familiar chunks—syllables, endings, prefixes, and suffixes. Students can gain the confidence to approach long words strategically, identifying the parts that they then put together to read the whole word. For each of the following activities, select words from the word lists **Multisyllabic Words: Three and Four Syllables** (page 3) that are appropriate for your students.

Three Ways to Teach

Identifying Base Words 10–15 minutes

- Display the words *connected, disconnect,* and *connecting.* Ask, *What is the same base word in all three words?* (connect) *What chunks have been added to the words?* (the ending *-ed,* the prefix *dis-,* the ending *-ing*)
- Have students read each longer word and show or tell about its meaning.
- Add *connection* and *connector* to the display so that students can demonstrate how to figure out each longer word by looking for the base word.
- Display groups of three words that share a base word. Have students write the base word. Then read the three words together with students and discuss their meanings.
- Challenge students to write an additional word with suffixes or prefixes made with the same base word. See the examples below.

Words with Shared Base Word		Base Word	Additional Word
wrapping	wrapper	unwrap	(wrap)	(possible answer: rewrapping)
placing	replaced	placement	(place)	(possible answer: replacement)
caring	careless	careful	(care)	(possible answer: carefully)
corrected	incorrect	correctly	(correct)	(possible answer: correction)
equally	unequal	equality	(equal)	(possible answer: equaling)
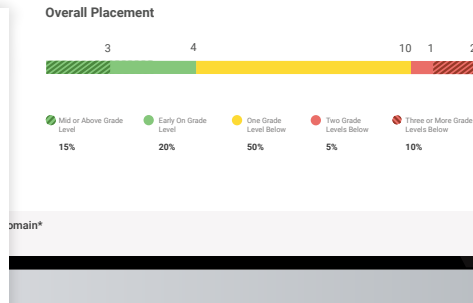
📘 i-Ready® Tools for Instruction

Know Division Facts

Objective Use known multiplication facts, arrays, and fact families to solve division facts.	**Materials** 1-inch grid paper, counters

Students have experience with basic multiplication facts, including using equal groups and arrays to represent multiplication situations. They also understand the inverse relationship between multiplication and addition and subtraction, the structure of inverse operations should be familiar.

One way to achieve fluency and confidence in division is to emphasize ways in which students can use the facts they know to find quotients they do not yet know. In this activity, students will use arrays to connect basic multiplication facts to the related division facts. Later, students need to be able to recall division facts in order to estimate quotients and find exact quotients of larger numbers. Fluency with all basic facts provides a foundation for later computation, including those involving fractions and decimals.

Step by Step 20–30 minutes

① Model a 3 3 6 array.
- Provide the student with 1-inch grid paper. Help the student to model a 3 3 6 array.
- Say: *There are 3 rows and 6 columns in this array.*
- Have the student place one counter in each square on the grid paper to construct her own 3 3 6 array.
- Ask: *What basic multiplication fact does the array show?* (3 3 6 5 18) Discuss that the two factors can be represented by the number of rows and the number of counters in each row (which is also the number of columns), so the area is the same as the number of counters.

② Make the connection to division.
- Have the student take the counters off the grid paper and count the total number of counters.
- Say: *Recall how addition and subtraction have an inverse relationship. Multiplication and division also have an inverse relationship. In multiplication, you use the number of groups (or rows) and the number in each group (or...*

🔊 What is the measure of the angle?

Angle Measure = [?] °

|◀   ▮▮▮▮   ▶| ❚❚

---

i-Ready   Determine Word Meaning — Instruction   ✕

Tip #1: Spit on It

Have you ever seen your dog or cat lick its wounds? It probably feels good, but it's good medicine too. Licking cleans a wound, and saliva contains chemicals that kill germs. For many animals in the wild, spit is great medicine for cuts and scrapes. Even a human being will suck on a cut finger.

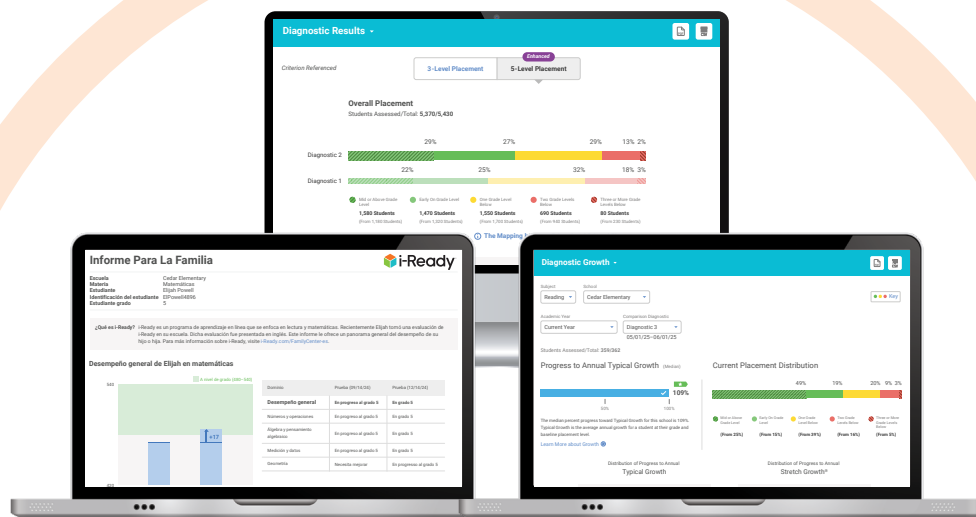🔊 Which clue helps you understand what "saliva" is? Drag the clue into the chart.

🔊 Word	🔊 Context Clue
🔊 saliva	[?]

Clear Data

Easily Understand Precisely What Students Can Do with a Full Suite of Assessments

Pinpoint What Students Know and Where They Need Support

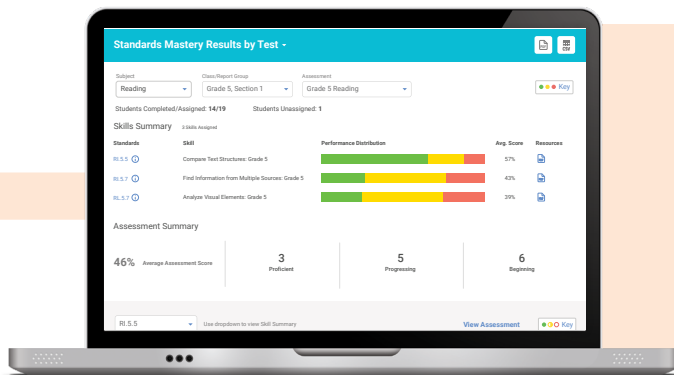*i-Ready Diagnostic** for Reading and for Mathematics: available for Grades K–12

i-Ready Diagnostic for Mathematics in Spanish: available for Grades K–12

i-Ready Growth Monitoring for Reading and for Mathematics: available for Grades K–8

[Learn more on page 6.](navigation)

*The *i-Ready Diagnostic* will be renamed to more clearly convey the scope and purpose of the assessment beginning in school year 2026–2027.

Evaluate Student Performance on Grade-Level Standards

i-Ready Standards Mastery for Reading and for Mathematics: available for Grades 2–8

[Learn more on page 8.](#)
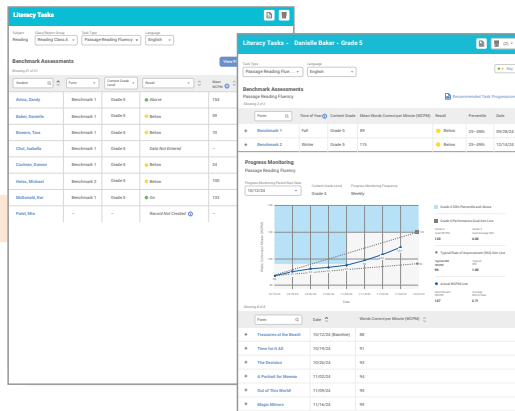
Ensure Students Are on Track for Reading Success

i-Ready Literacy Tasks in English and Spanish: available for Grades K–6

[Learn more on page 9.](#)
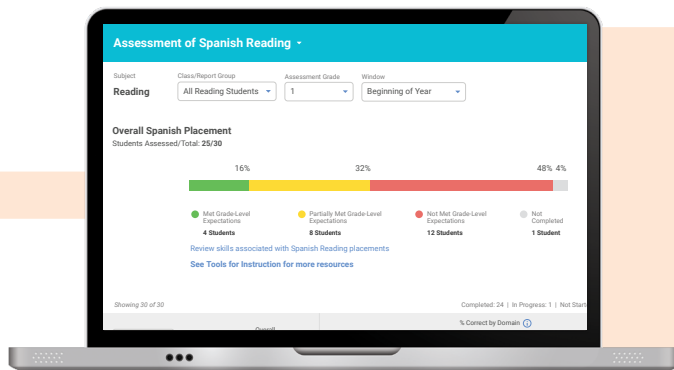
Understand Spanish-Speaking Students' Reading Performance

i-Ready Assessment of Spanish Reading: available for Grades K–8

[Learn more on page 9.](#)

Trusted by Educators, Validated by Research

i-Ready is highly rated by the National Center on Intensive Intervention (NCII), strongly correlated with state assessments, and trusted by educators—with 13 million students using these accurate and actionable assessments.

Correlations between *i-Ready Diagnostic* and State Summative Assessments

Legend: ■ Reading (green) ■ Mathematics (blue)

	Reading	Mathematics
Smarter Balanced	.83	.88
AK	.83	.85
AL	.84	.83
AZ	.81	.84
CO	.82	.87
CT	.84	.88
FL*	.81	.87
IL	.79	.89
IN	.80	.88
KY	.77	.79
LA	.79	.83
MA	.81	.88
MD	.79	.80

Baseline reference line at .70

Assessment correlations above .70 are generally considered to be strong in education research.
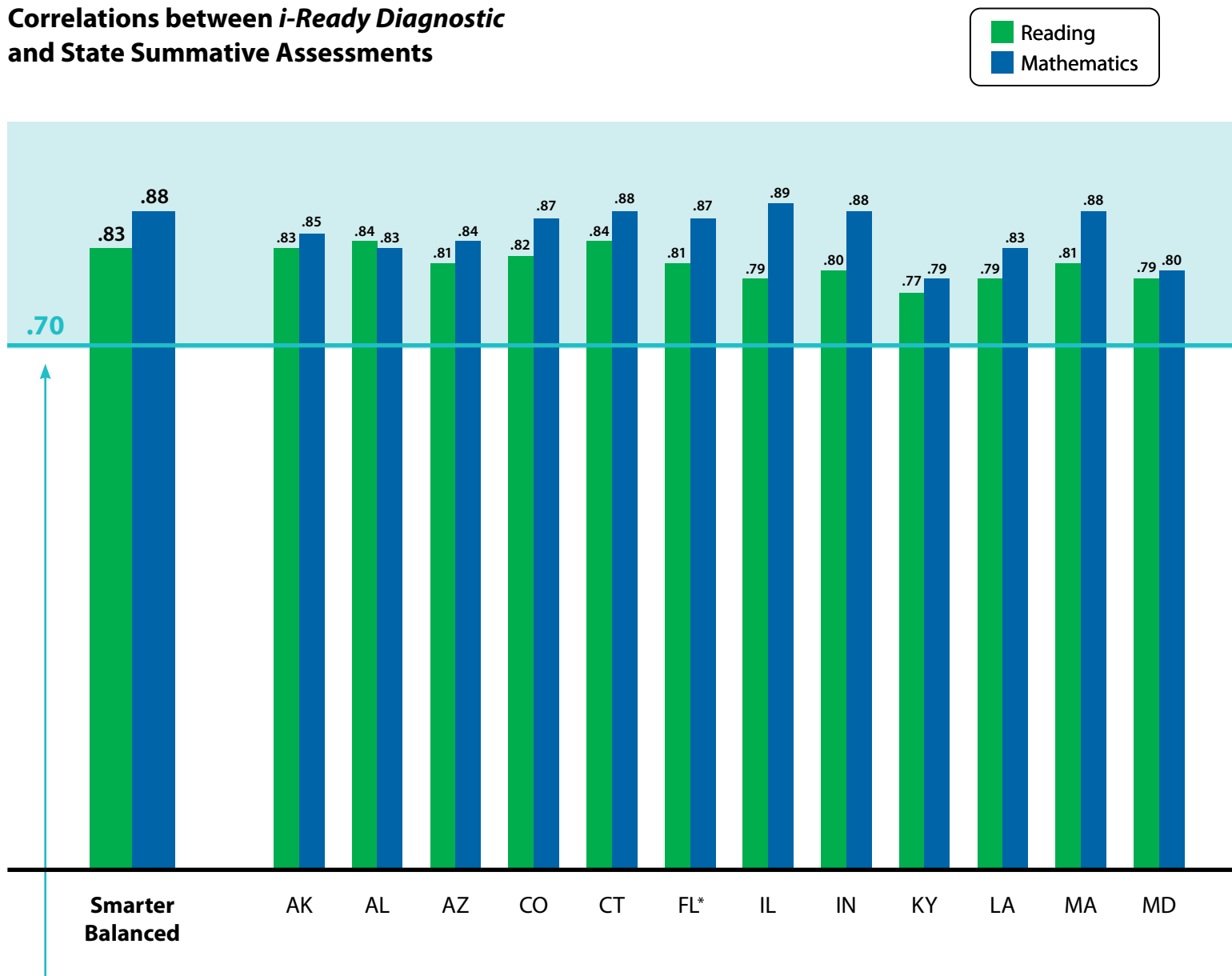
***Florida correlations for Grades 3–5**

i-Ready

i-Ready Receives High Ratings from NCII

i-Ready received high ratings in reading and mathematics from the NCII in all three categories NCII reviews: Academic Screening, Academic Progress Monitoring, and Academic Intervention.

Access a summary of the report at CurriculumAssociates.com/NCII.

State	Green	Blue
MI	.83	.89
MO	.82	.86
MS	.79	.85
NC	.80	.82
NH	.82	.88
NJ	.78	.82
NM	.82	.79
OH	.82	.85
PA	.81	.81
RI	.82	.86
SC	.84	.84
TN	.81	.82
TX	.78	.76
VA	.80	.83
WV	.84	.89

BUROS CENTER FOR TESTING
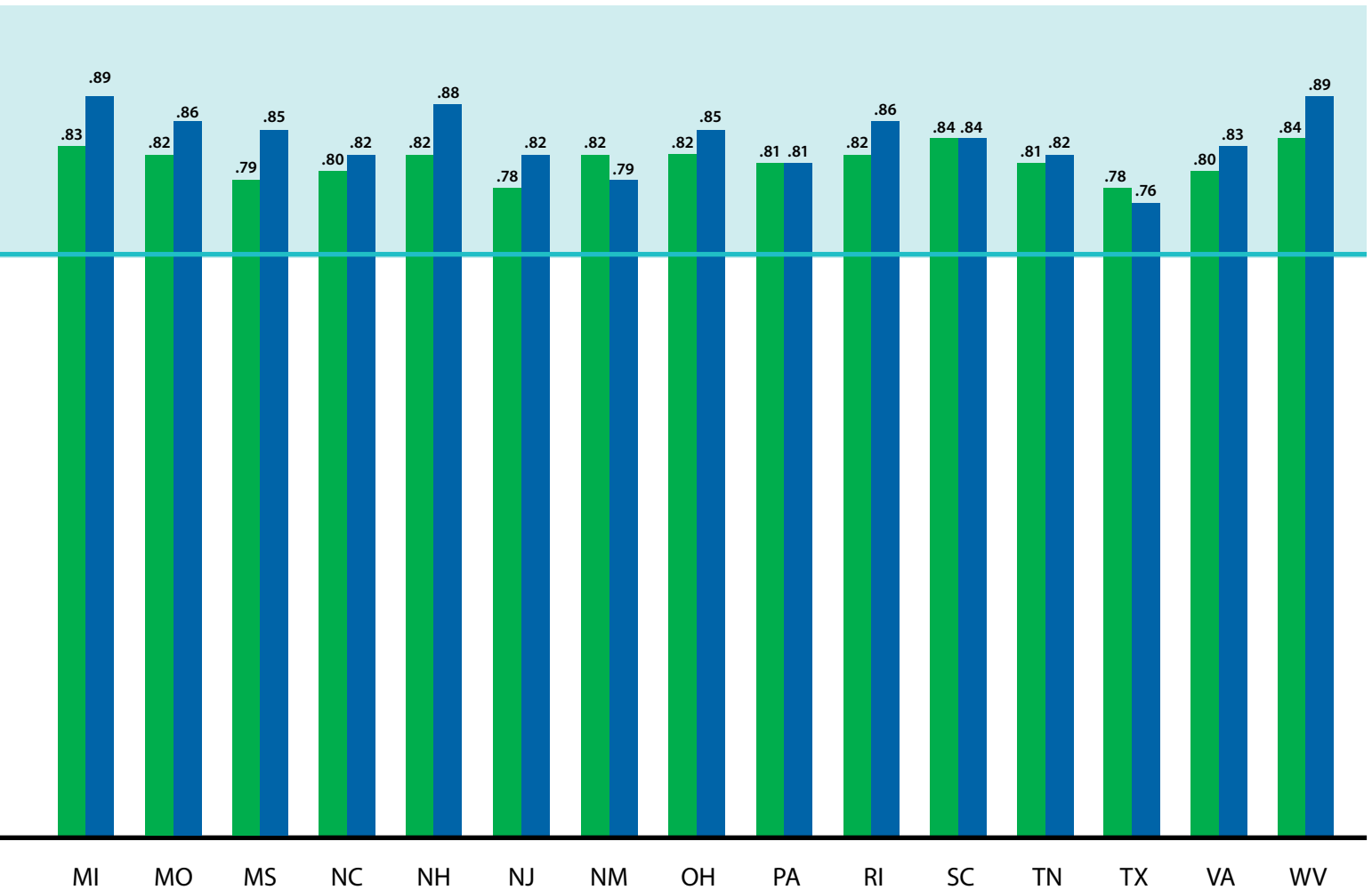
"The *i-Ready* K–12 Diagnostic and K–8 instruction [are] well designed and executed. The heart of the program–the pool of test items–is superb."

Know Students Deeply with a Powerful Adaptive Assessment

At the heart of the *i-Ready Assessment* suite is the adaptive *i-Ready Diagnostic* for Reading and for Mathematics in Grades K–12 that shows what students know, how much growth is needed to reach grade-level expectations, and which instruction is needed to get them there.
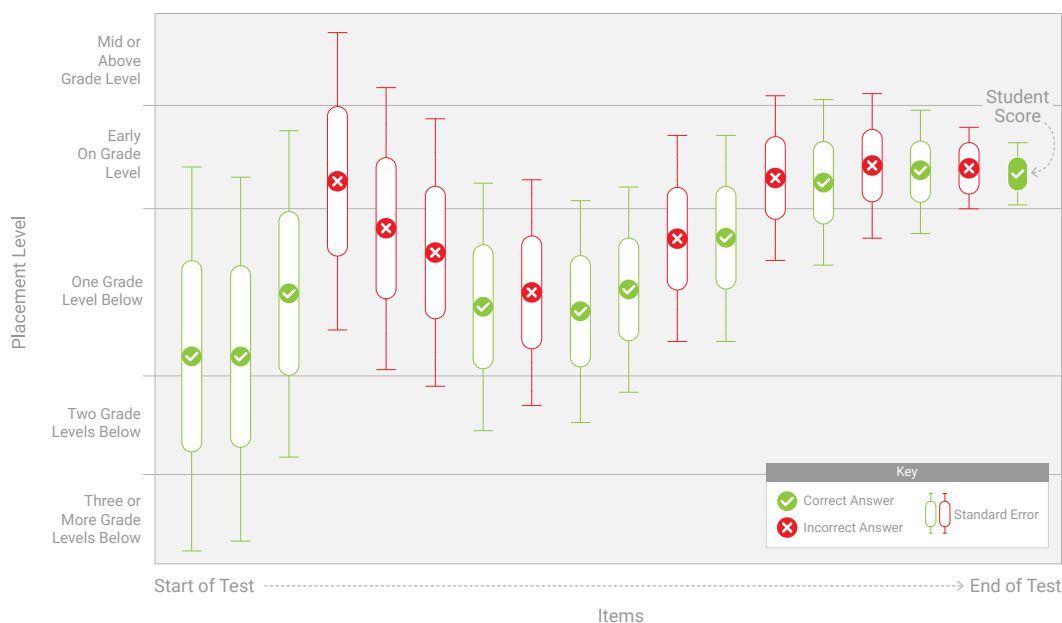
The assessment adapts based on student responses to find the precise performance level of each student in the quickest, most efficient way possible.
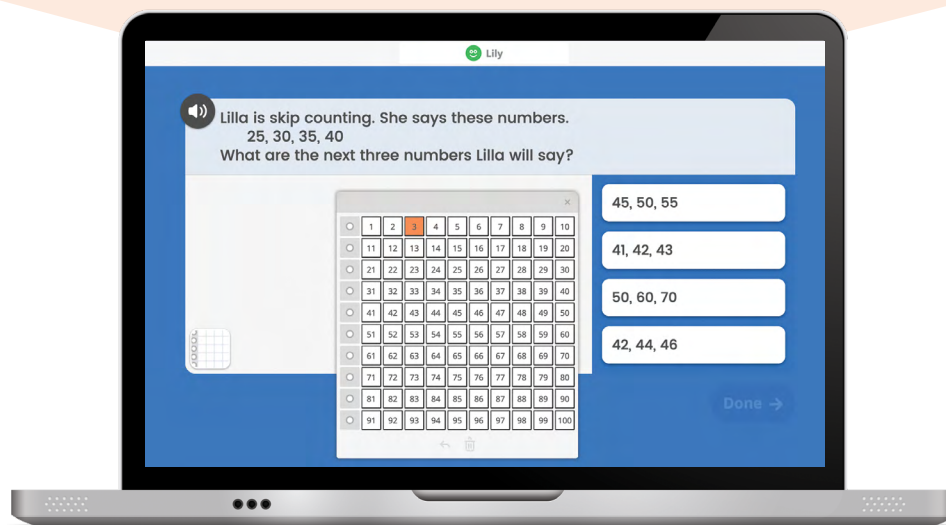
"The Diagnostic provides precise information on student strengths and weaknesses. I know where I should work with each student."

—Mary Rivers, Grade 3 Teacher, Krystal School of Science, Math, and Technology

Diagnostic Results ▾ Elijah Powell ▾ Grade 5

Subject
Math ▾

Diagnostic
Diagnostic 1

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
09/14/24

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

🟢🟡🔴 Key
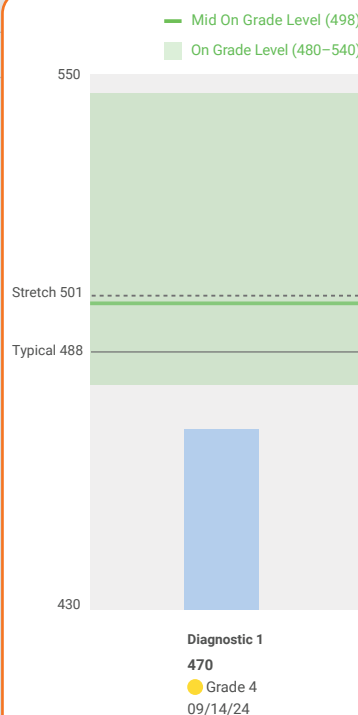
Overall 🟡 Grade 4 (470)
Standard Error +/- 7

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	↓

Motivate students to reach ambitious yet attainable goals, including a Stretch Growth goal to give them a path to proficiency.

Can Do ⓘ

Understand what students can do and need next with instructional resources to meet the unique needs of each learner.

Base Ten

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

Standards

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

Standards

Compare and order numbers through hundred millions.

Standards

Add multi-digit numbers.

Standards

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 Too...

[1] Rome, L., & Daisher, T. (2023). *i-Ready* Stretch Growth *in the pandemic context*. Curriculum Associates.

Gain a Comprehensive Picture of Student Learning

The *i-Ready Assessment* suite includes additional tools that can be administered to complement *i-Ready Diagnostic* data and give educators insights they need to drive key instructional decisions and accelerate learning.

Evaluate performance on grade-level standards and identify performance trends with Standards Mastery assessments.
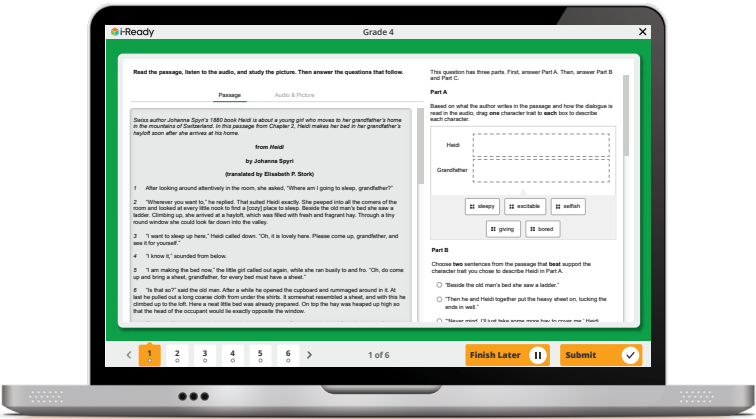
Standards Mastery Results by Test

Subject	Class/Report Group	Assessment
Reading	Grade 5, Section 1	Grade 5 Reading

Students Completed/Assigned: **14/19**   Students Unassigned: **1**

Skills Summary   3 Skills Assigned

Standards	Skill	Performance Distribution	Avg. Score
RI.5.5	Compare Text Structures: Grade 5		57%
RI.5.7	Find Information from Multiple Sources: Grade 5		43%
RL.5.7	Analyze Visual Elements: Grade 5		39%

Assessment Summary

46% Average Assessment Score	3 Proficient	5 Progressing	6 Beginning

RI.5.5   Use dropdown to view Skill Summary   View Assessment

Showing 20 of 20

Student	Assessment Score	Skill Score	1	2	3	4A	4B	5
Class Summary	46%	60%	60%	85%	76%	64%	43%	35%
Ramirez, Gabriella	90%	100%						
Tan, Melanie	85%	79%						
Sanchez, Abby	84%	79%						
Singh, Brian	64%	51%						
Baker, Danielle	55%	51%						
Powell, Elijah	51%	51%						
Wade, Kiara	42%	62%						
Stanton, Geena	34%	30%						
Ruiz, Justin	31%	30%						
McDonald, Kal	30%	30%						

Find resources to support student proficiency.

Gain insight into students' current understanding and possible misconceptions.

Introducción: Vas a leer un pasaje sobre algo que sucede cuando un niño llamado Jaime y su hermano encuentran algo interesante en el parque.

El nido

Jaime y su hermano mayor Sergio caminaban por el parque cuando, de repente, Jaime se detuvo sorprendido y señaló algo que estaba en el suelo. Cuando Jaime y Sergio se acercaron, vieron en el suelo huevos azules.

—El nido debe haberse caído preocupado. Entonces, sacó organización local de rescat

Pronto llegaron dos expertas Traían una cuerda, una cesto

—Nos alegra que nos hayan colocar el nido en una rama pájaro pueda regresar.

Mientras Dana colocaba con explicó que la cesta fortalec el árbol. Después de atar un Mina subió con ella poco a p una rama fuerte.

Introduction: You will read a passage about what happens when a boy named Jamil and his brother find something interesting in the park.

The Nest

Jamil and his older brother Cyrus were walking through the park when, suddenly, Jamil stopped in surprise and pointed to something on the ground. As both Jamil and Cyrus stepped a little closer, they saw a nest on the ground, with three small blue eggs in it.

"The nest must have fallen from the tree," Cyrus said, looking worried as he took out his phone and called the local bird rescue.
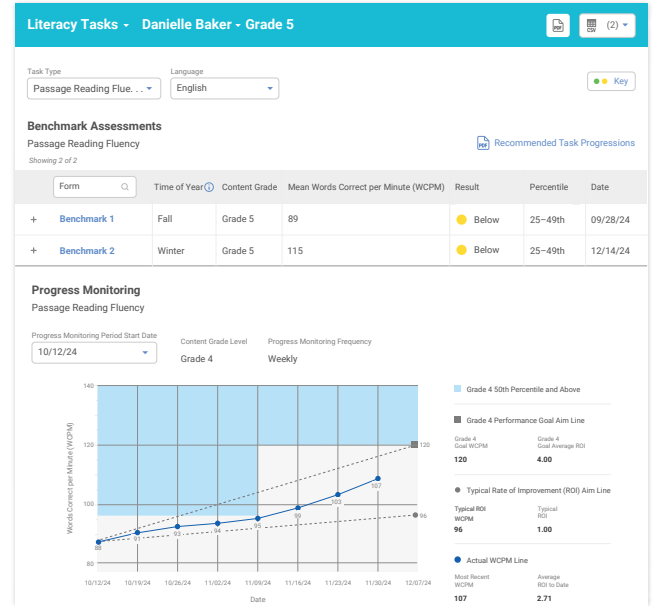
Soon, two bird experts named Dana and Millie arrived, carrying some rope, a small basket, and a ladder.

"We're glad you called us," said Dana, "since the nest needs to be put back up on a branch of this tree so the mother bird will come back to it."
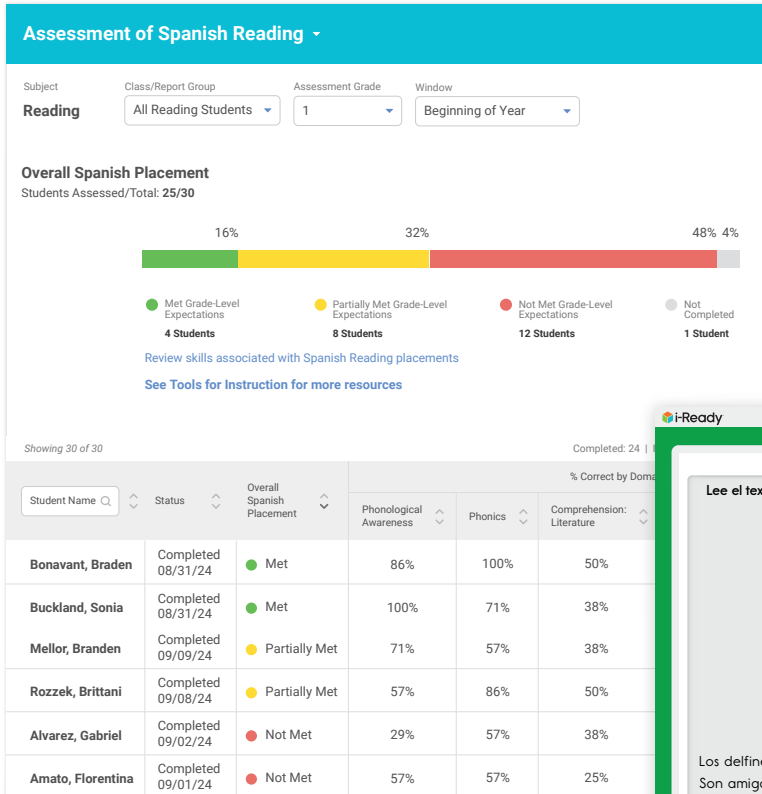
As Dana carefully put the nest into the basket, she explained that the basket would make the nest stronger and help it to stay up in the tree. Then, after tying some rope around the basket, Millie slowly climbed up the ladder with it until she reached a strong branch.

*Assess more efficiently
by digitally marking
Literacy Tasks in real time.*

Ensure students are on track for reading success with educator-administered *i-Ready Literacy Tasks* assessments.

Literacy Tasks · Danielle Baker · Grade 5

Task Type: Passage Reading Flue...
Language: English

Key

Benchmark Assessments
Passage Reading Fluency
Showing 2 of 2

Recommended Task Progressions

Form		Time of Year	Content Grade	Mean Words Correct per Minute (WCPM)	Result	Percentile	Date
+	Benchmark 1	Fall	Grade 5	89	● Below	25–49th	09/28/24
+	Benchmark 2	Winter	Grade 5	115	● Below	25–49th	12/14/24

Progress Monitoring
Passage Reading Fluency

Progress Monitoring Period Start Date: 10/12/24
Content Grade Level: Grade 4
Progress Monitoring Frequency: Weekly

■ Grade 4 50th Percentile and Above
■ Grade 4 Performance Goal Aim Line
Grade 4 Goal WCPM: 120
Grade 4 Goal Average ROI: 4.00
● Typical Rate of Improvement (ROI) Aim Line
Typical ROI WCPM: 96
Typical ROI: 1.00
● Actual WCPM Line
Most Recent WCPM: 107
Average ROI to Date: 2.71

*Understand student- and class-level
performance with intuitive reporting
in i-Ready Connect™.*

Assessment of Spanish Reading ▾

Subject: **Reading**
Class/Report Group: All Reading Students
Assessment Grade: 1
Window: Beginning of Year

Overall Spanish Placement
Students Assessed/Total: **25/30**

16%   32%   48% 4%

● Met Grade-Level Expectations — **4 Students**
● Partially Met Grade-Level Expectations — **8 Students**
● Not Met Grade-Level Expectations — **12 Students**
● Not Completed — **1 Student**

Review skills associated with Spanish Reading placements

See Tools for Instruction for more resources

Showing 30 of 30   Completed: 24 |

% Correct by Doma

Student Name	Status	Overall Spanish Placement	Phonological Awareness	Phonics	Comprehension: Literature
Bonavant, Braden	Completed 08/31/24	● Met	86%	100%	50%
Buckland, Sonia	Completed 08/31/24	● Met	100%	71%	38%
Mellor, Branden	Completed 09/09/24	● Partially Met	71%	57%	38%
Rozzek, Brittani	Completed 09/08/24	● Partially Met	57%	86%	50%
Alvarez, Gabriel	Completed 09/02/24	● Not Met	29%	57%	38%
Amato, Florentina	Completed 09/01/24	● Not Met	57%	57%	25%

Get insights into the grade-level reading performance of students receiving instruction in Spanish with the Assessment of Spanish Reading.

⬥ i-Ready   Grade 1   ✕

Lee el texto. Luego responde las preguntas.

Un color muy especial

Los delfines rosados viven en los ríos de América del Sur. Son amigables y muy inteligentes. Quedan muy pocos por la contaminación del agua.

¿Por qué hay que cuidar los delfines del texto?

Están tristes.

Han cambiado.
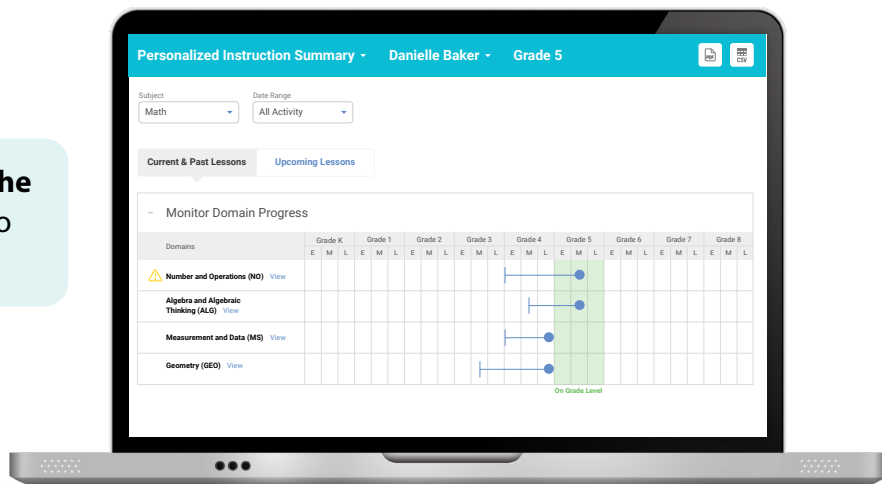
Hay pocos.

Mi progreso   1 de 35 completo   Acabé →

Connected Instruction

*Multiple Instructional Opportunities
Tailored to Students' Needs*

i-Ready Personalized Instruction builds the **exact skills** needed to progress students to grade level and beyond . . .

Personalized Instruction Summary ▾   **Danielle Baker** ▾   **Grade 5**

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

Determine Word Meanings Using Context Clues 1 — Instruction — Level E

A stepwell in India

Fresh water flows beneath the ground. People had to dig down to reach the water. They made a channel. It was a long hole dug into the earth. The underground water

Which of these clues helps you understand what "channel" means?

Look around the word

Look for phrases such as "it is" or "it was." They can be hints that an explanation is nearby.

. . . **while engaging them as active participants in their learning** with intentional adaptivity and scaffolded instruction . . .
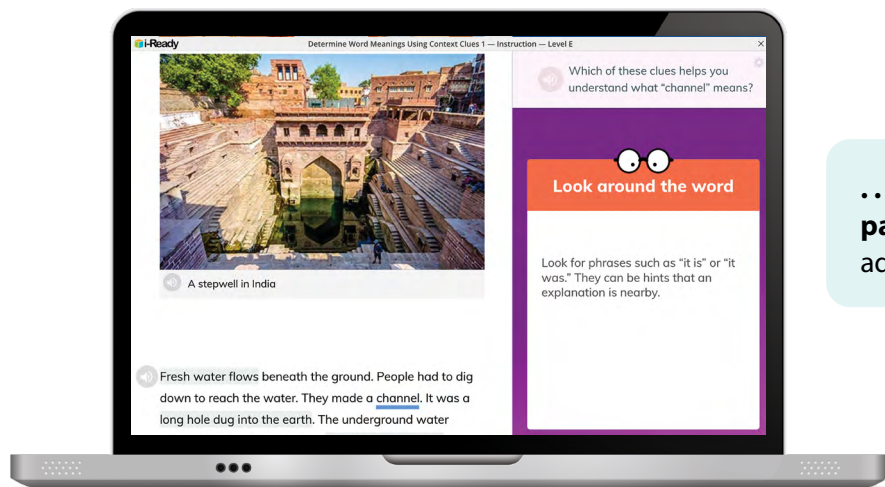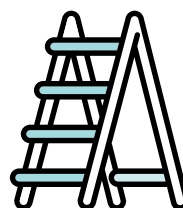
. . . **with supports for English Learners** grounded in three key principles:

Promote Engagement and Access
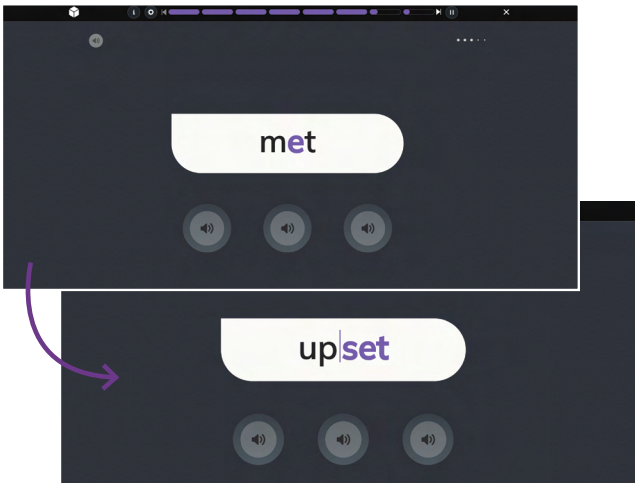
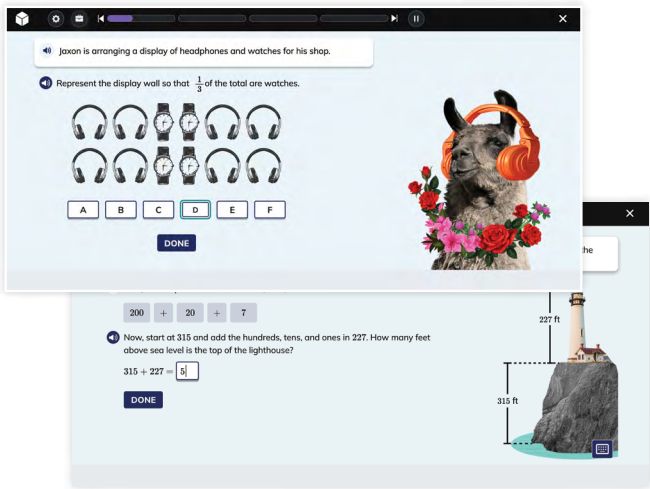**Support Academic Language Development**

Integrate Strategic Scaffolds

During the 2024–2025 school year, older striving learners in Grades 6+ will have early access to:

Essential Lessons in Foundational Skills
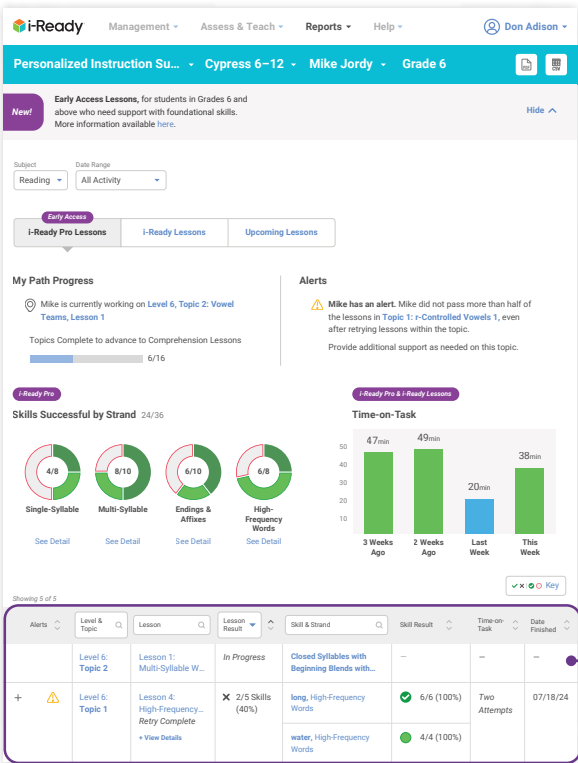

met

up|set

New Reading lessons build from single-syllable words to multisyllabic words and prepare students for words found in grade-level texts.

Essential Lessons in Core Numeracy

Jaxon is arranging a display of headphones and watches for his shop.

Represent the display wall so that $\frac{1}{3}$ of the total are watches.

| A | B | C | D | E | F |

DONE

200 + 20 + 7

Now, start at 315 and add the hundreds, tens, and ones in 227. How many feet above sea level is the top of the lighthouse?

$315 + 227 = $ 5

DONE

227 ft

315 ft

New Mathematics lessons bridge content across different grade levels with a focus on developing critical skills.

With **enhanced** skill-level reporting for educators

Learn More about the Evolution and Explore Key Resources:
i-Ready.com/Pro

Targeted, Teacher-Led Resources at Your Fingertips

i-Ready ties rich assessment data directly to teacher-led resources that can accelerate growth.

Access resources across all grades, regardless of the grade you teach.

Identify research-based resources to support both on-level and differentiated instruction across grades with Teacher Toolbox.
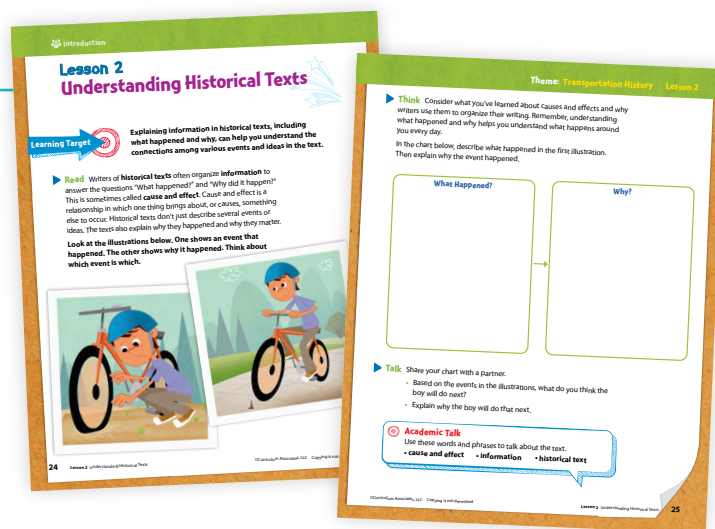
"It has the whole package–adaptive assessment, prescriptive lesson path, supportive lessons for prerequisites and specific skills."

—Kim Schoenau, Math Coordinator, Tulare City School District

Accelerate students to grade-level learning with targeted, teacher-led resources for whole class, small group, and one-on-one instruction in Reading and Mathematics.

Understand student needs related to grade-level content.

Use pre-identified resources to address essential skills.

Grade-Level Planning (Scaffolding)

Subject: Reading
Class/Report Group: Reading Class A
Grade of Content: 5

When you're teaching a skill . . .
Select a skill to see readiness data, groupings, and instructional recommendations.

Summarize Literature (Lit)

7 5 5 3 1

- Ready to Go
- Additional Support
- In-Depth Support
- Needs Support Decoding
- No Diagnostic

When your class is reading a text . . .
Select all Reading Buddies to see research-based, mixed-level pairings that will provide just the right level of support when reading a text.

Paired Reading — 17 Students
Teacher Support — 3 Students

All Reading Buddies

Students Grouped/Total: 20/21 (No Diagnostic: 1)

Ready to Go 7 Students	Additional Support 5 Students	In-Depth Support 5 Students	Needs Support Decoding 3 Students
Students are ready to summarize a story.	Students may need support recalling events in a sequence.	Students may need support with narrative text structures.	Students need explicit instruction on decoding in addition to their comprehension instruction.
✓ Ready to Go	Tools for Scaffolding Comprehension: Summarize Literature — Teacher - Use Scaffold B / Student - Use Scaffold B	Tools for Scaffolding Comprehension: Summarize Literature — Teacher - Use Scaffold A / Student - Use Scaffold A	Words with r-Controlled Vowels — Consider using a phonics intervention program such as *Phonics for Reading*
Choi, Isabella	Hess, Michael	Baker, Danielle	Cochran, Damon
Powell, Elijah	McDonald, Kal	Bowers, Tara	Malone, Carla
Ruiz, Justin	Singh, Brian	Lowe, Noah	Simmons, Tristan
Sanchez, Abby	Vo, Isaiah	Patel, Mia	
Stanton, Geena	Warren, Santino	Ramirez, Gabriella	

Grade-Level Planning (Scaffolding) Report

Grade-Level Planning (Prerequisites)

Subject: Math
Class/Report Group: Grade 5, Section 1
Grade: 5
Topic: Fraction Operations, Pa...

Know the Math: i-Ready Topic Overview

Fraction Operations, Part 1

Students build on their knowledge of adding and subtracting fractions with like denominators and of equivalent fractions to learn to add and subtract fractions and mixed numbers with unlike denominators. They go on to solve word problems involving adding and subtracting fractions a . . .
+ Show More

Learning Progression

Identify Class Prerequisite Needs

2 4 10 4

- Group A
- Group B
- Group C
- Group D

- Topic Group A — Understand Grouping — 2 Students
- Topic Group B — Understand Grouping — 4 Students
- Topic Group C — Understand Grouping — 10 Students
- Topic Group D — Understand Grouping — 4 Students

Maximize Whole Class Instruction

Focus on grade-level instruction, integrating On-the-Spot-Teaching Tips to support students' connections to prerequisite skills. As needed, use the Recommended Resources to provide additional support for addressing prerequisite content ahead of upcoming lessons.

Topic Support (On-the-Spot Teaching Tips)

▶ View All Students

Prerequisite Skills for Upcoming Instruction

As you plan upcoming instruction, consider recommended resources for prerequisite skills while maintaining pace with grade-level instruction.

● ● ● Key

Fractions as Division
Understand Products of Fractions
Multiply Fractions Using an Area Model

| Understand division as equal sharing (Prerequisite Skill) | 2 4 10 4 — Group A Group B Group C Group D | View Resources ▼ |
| Multiply a fraction by a whole number (Priority Prerequisite Skill) ⓘ | 2 4 10 4 — Group A Group B Group C Group D | View Resources ▼ |

Grade-Level Planning (Prerequisites) Report

Research-Backed, Expert-Guided, Proven Effective

i-Ready Personalized Instruction leverages research and academic partnerships to positively impact student outcomes, as demonstrated by Every Student Succeeds Act (ESSA) efficacy research.

Students in Diverse Demographic Groups Exceed Typical Growth Targets

Chart showing average growth percentages by demographic group for Reading (green) and Mathematics (blue):

Group	Reading	Mathematics
Asian	150%	129%
Black	114%	108%
Latino	126%	115%
White	139%	123%
SWED	123%	111%
EL	120%	110%
SWD	122%	109%

Average Growth

Legend:
- Reading
- Mathematics
- **SWED**: Students with Economic Disadvantages
- **EL**: English Learners
- **SWD**: Students with Disabilities
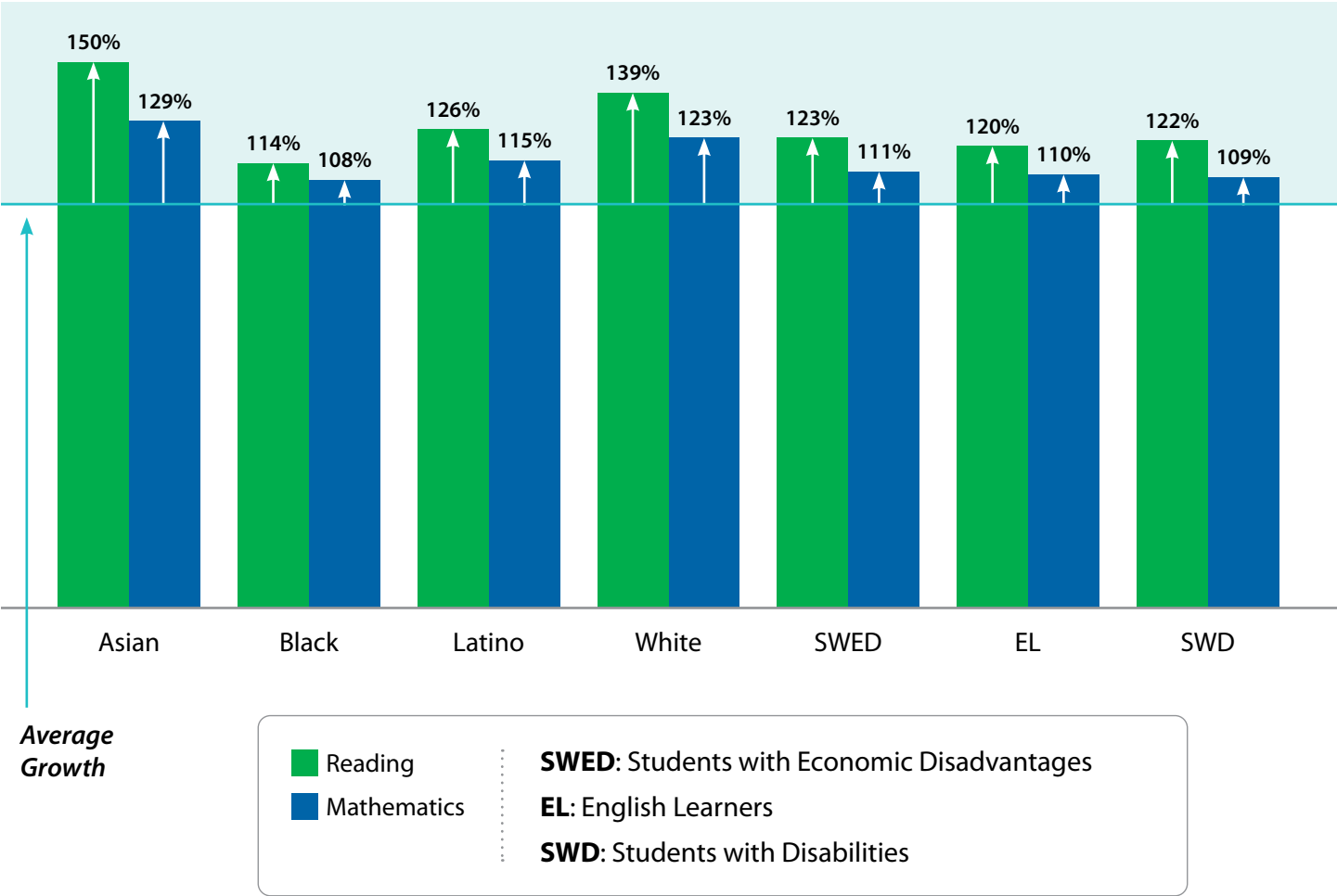
A study meeting ESSA Tier 3 evidence of students in Grades K–5 who used *i-Ready* for Reading (more than 570,000) and *i-Ready* for Mathematics (more than 700,000) found that students in various demographic groups who used *i-Ready* instruction as recommended exceeded their Typical Growth targets and achieved higher Typical Growth than comparison group students.[2]

[2]Curriculum Associates. (2022) *The impact of* i-Ready Personalized Instruction *during the 2020–2021 school year: Evidence to support historically marginalized student groups.* Author.

Students Learn More with *i-Ready Personalized Instruction*

A 2022 study of students in Grades K–8 who used *i-Ready* for Reading (more than 740,000) and *i-Ready* for Mathematics (more than 900,000) provides evidence that students in Grades K–8 who use *i-Ready* as recommended make greater learning gains than students who do not use *i-Ready* as recommended.

Students who used *i-Ready Personalized Instruction* with fidelity . . .
(i.e., 30–49 minutes on average per week with a lesson pass rate of 70 percent)

Had **greater fall-to-spring gains**

Achieved a **higher grade-level placement** by spring

Exceeded their Typical Growth targets

Achieved a **higher percentage of their Stretch Growth targets** across all grade levels[3]

EVIDENCE *for* **ESSA**

To read more about the extensive research behind *i-Ready*—including studies meeting ESSA evidence criteria—please visit our Research Library at CurriculumAssociates.com/Research.

[3]Curriculum Associates. (2022). *Using i-Ready* Personalized Instruction *with fidelity: Results from the 2018–2019 school year.* Author.

Enhance Your *i-Ready* Implementation

Get to know our proven supplemental and core instructional programs that complement *i-Ready* to help students at all levels, from all backgrounds, achieve their greatest potential.
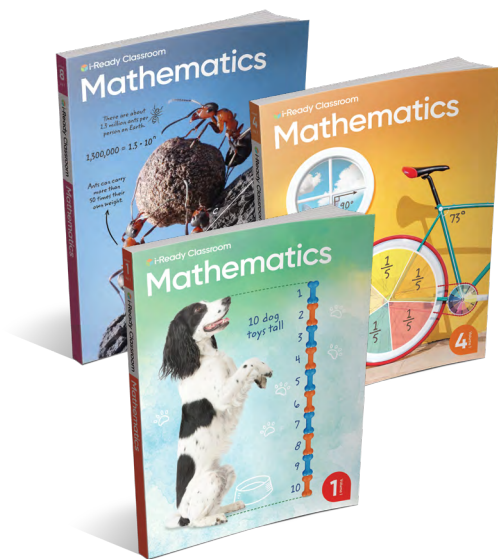
i-Ready Classroom Mathematics

Core Mathematics Instruction

i-Ready Classroom Mathematics is a comprehensive core mathematics program for Grades K–8 that uses mathematical discourse and rigorous practice opportunities to help students take ownership of their learning.

Also available in Spanish!

Ready®

Mathematics, Reading, and Writing Instruction

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.

MagneticReading™ Foundations

Foundational Reading Instruction

Magnetic Reading Foundations is a comprehensive foundational skills program for Grades K–2 that includes everything educators need to deliver systematic foundational skills instruction for students to become confident and skilled readers.
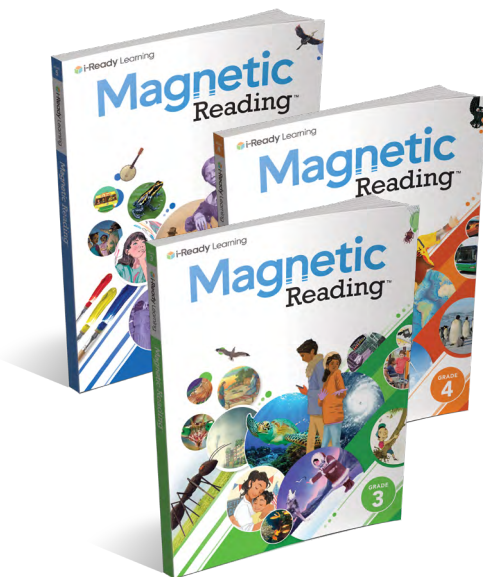
Magnetic Reading™

Reading Comprehension Instruction

Magnetic Reading is a reading comprehension program for Grades 3–5 that builds knowledge, scaffolds instruction for all learners, and uses actionable data to help teachers support student learning. Built in partnership with the Johns Hopkins Institute for Education Policy.
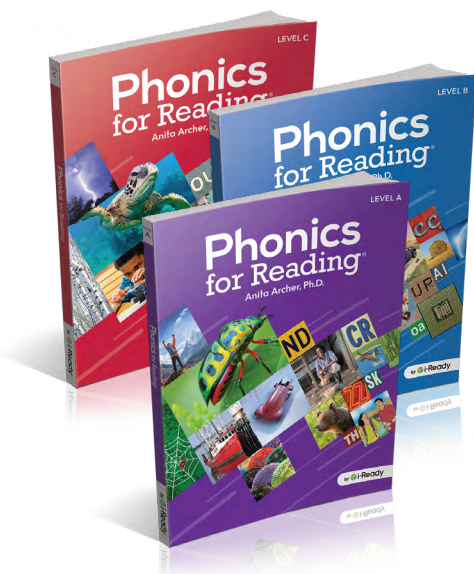
New Edition!

Phonics for Reading®

Phonics Intervention for Striving Readers

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

Committed Service

Powered by People and an Educator-Friendly Platform to Reach a Shared Goal

One Integrated and Intuitive Platform

The *i-Ready* platform makes actionable next steps easy with assessment data, instructional content, and support resources located in the same place.

Both Reading and Mathematics

All reporting in a single location

Differentiated instructional resources

Self-guided professional learning and implementation resources

Dashboards that update based on time of year

i-Ready

Management ▾   Assess & Teach ▾   Reports ▾   Help ▾   Regina Moore ▾

Math ▾

| Diagnostic Status | Diagnostic Results | Instruction | Standards Mastery | Diagnostic Growth |

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	○ Not Completed
15%	20%	45%	5%	15%	0%

Teacher Toolbox
Instructional material and resources

Online Educator Learning
Online courses that complement teacher PL

i-Ready Central
Tips, tools, and guidance to support use

Tools and Tips
▶ How to Review Your Diagnostic Data

Your Impact Is Our Purpose

Unparalleled service and educator support make up the *i-Ready* difference in empowering educator confidence and student growth. We align program, technical, and professional learning with strategic expertise to your goals, so you get the most out of *i-Ready*.

GOLD
2023 STEVIE WINNER
FOR SALES & CUSTOMER SERVICE

PEOPLE'S CHOICE STEVIE AWARDS
FOR FAVORITE CUSTOMER SERVICE
2023 WINNER

Partner Success Managers

Dedicated partners working with you to integrate *i-Ready* data into classroom instruction and address your district goals

Professional Learning

Experienced educators focused on best-practice teaching to drive student growth

Achievement Analytics

Periodic placement and progress analyses with ongoing analytic support

Educational Sales Consultants

Program design and pedagogy experts providing strategic guidance

Technical Support

Responsive technical support and proactive issue identification

More Than 40%

Your success matters to us—which is why more than 40 percent of the Curriculum Associates team is devoted to roles directly serving educators.

Drive Student Growth and Proficiency

Leaders play a critical role in the success of any program or initiative. School administrators, instructional leaders, and coaches who focus on these Top Leader Actions can unlock the potential of *i-Ready* to drive student growth and proficiency for all students.

	Before the Year Begins Before the First Diagnostic	Months 1–2 First Diagnostic Window
BUILD COMMUNITY & CULTURE	Generate **excitement** for the program(s). Get to know the program(s) and establish a **vision**. Establish shared **values** that reflect **equity and inclusivity**.	Maintain **excitement** for the program(s). Set **goals** and **celebrate** progress.
CREATE STRUCTURES & SCHEDULES	Communicate **expectations** for the program(s). Develop an effective **schedule**. Allocate **resources** appropriately.	Empower program **champions**.
USE ASSESSMENT & DATA		**Prepare** for and **monitor** administration of assessments.
SUPPORT TEACHING & LEARNING	Enable educators to **use the program(s)**. Reserve time for educators to **plan** and **collaborate**.	
PROMOTE PROFESSIONAL GROWTH	Schedule targeted **professional learning**.	Cultivate a climate of professional **growth**. Help educators pursue **growth opportunities**.

> "We've had multiple assessments that we've used through the years. This is the first time we felt like a company really partnered with us. The relationship part is important. We have a common goal, and Curriculum Associates helps us grow our students."
>
> —Chere Fetter, Director of Instructional Services, Haleyville City Schools

Months 3–4 Between Diagnostic Windows	Months 5–6 Second Diagnostic Window	Months 7–8 Between Diagnostic Windows	Months 9–10 Third Diagnostic Window/ End of the Year
Maintain shared **values**, and **celebrate** when you see them in action.			
	Revisit **expectations** for the program(s).		
	Adjust **schedules** as needed.		
	Prepare for and **monitor** administration of assessments.		**Prepare** for and **monitor** administration of assessments.
Leverage **data** as the basis for decision making.			
Engage educators in **data analysis**.			
Share data with your community.			
Provide guidance to ensure **planning** and **instruction** reflect **best practices**.			
Monitor instruction to ensure educators are facilitating grade-level learning.			
Provide and participate in **professional learning**.			
Prioritize time for frequent class **visits** and **feedback**.			

Discover the Power of
One Coherent Program at
i-Ready.com/TryIt

> **"A strong data culture exposes information to everyone, giving them notice and putting them on alert.** They are more aware of everything that is going on with our students and how they can take action."
>
> —Gisela Feild, Administrative Director for Assessment, Research, and Data Analysis, Miami-Dade County Public Schools

Follow us to see how other educators are using *i-Ready* to personalize learning and accelerate growth.

[Instagram] @MyiReady [Facebook] Curriculum Associates [X] @CurriculumAssoc [Pinterest] MyiReady

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