



Personalize Learning; Accelerate Growth

i-Ready Programs Support Every Learner
on Their Path toward Grade-Level Success

By connecting to actionable, intuitive data, teachers know where to focus and
students become more capable and engaged.



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.

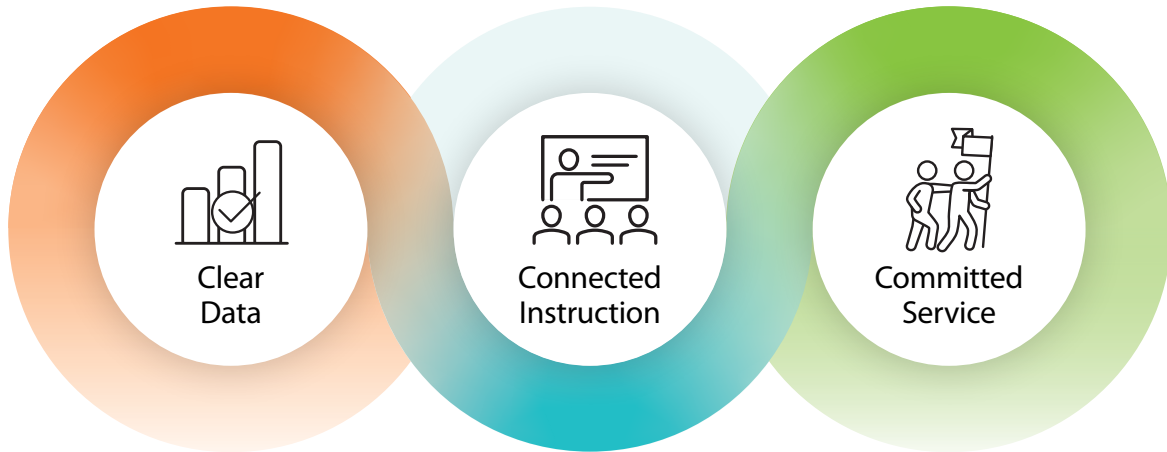
We know every student can reach higher with your guidance and the right instruction. But that instruction needs to be powered by reliable assessment data.

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 11 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 alongside you and watch your students grow!

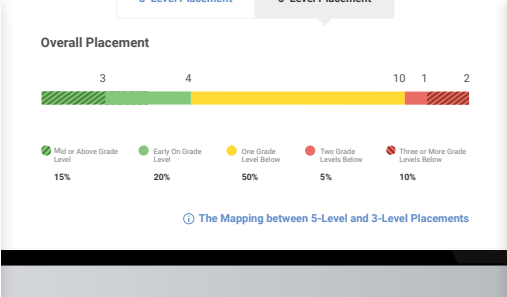
Get to Know the Power of One Coherent Program



The screenshot shows the 'Diagnostic Results' interface. At the top, there are filters for 'Subject' (Reading), 'Class/Report Group' (Grade 5, Section 1), and 'Diagnostic' (Diagnostic 1). Below these filters, there are tabs for '3-Level Placement' and '5-Level Placement', with '5-Level Placement' being the active tab. A date range '08/31/22-09/30/22' is also visible.

This screenshot shows a lesson page titled 'Multisyllabic Words: Three and Four Syllables'. It includes a 'Three Ways to Teach' section with bullet points and a table of words with shared base words.

Words with Shared Base Word	Base Word	Additional Word
wrapping, wrapper, wrapup	wrap	(possible answer: wrap, wrapping)
placing, misplaced, placement	place	(possible answer: misplaced)
carving, candies, careful	care	(possible answer: careful)
corrected, incorrect, correctly	correct	(possible answer: corrected)
equally, unequal, inequality	equal	(possible answer: unequal)



This screenshot shows a lesson page titled 'Know Division Facts'. It includes a 'Step by Step' section with instructions for modeling a 3x3 array and making the connection to division.

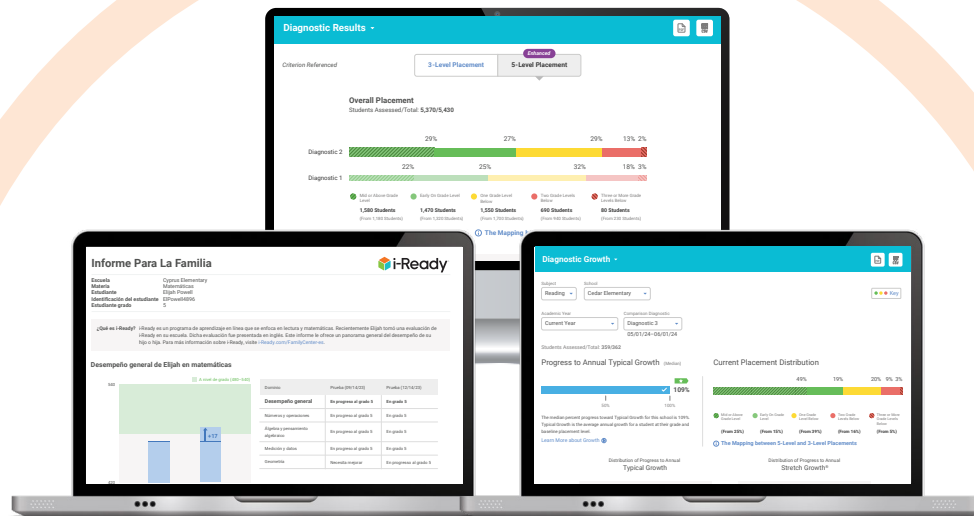
The screenshot shows a math problem: 'What is the measure of the angle?'. Below the question is a graphic of a protractor with an angle of 75 degrees marked. The text 'Angle Measure = ?°' is displayed above the protractor.

This screenshot shows a reading comprehension activity titled 'Tip #1: Spit on It'. It includes a paragraph about a cheetah and a word bank with 'saliva' and a question mark. A clue box asks 'Which clue helps you understand what "saliva" is?' and 'Drag the clue into the chart.' The word bank has 'Word' and 'Context Clue' buttons.



Clear Data

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



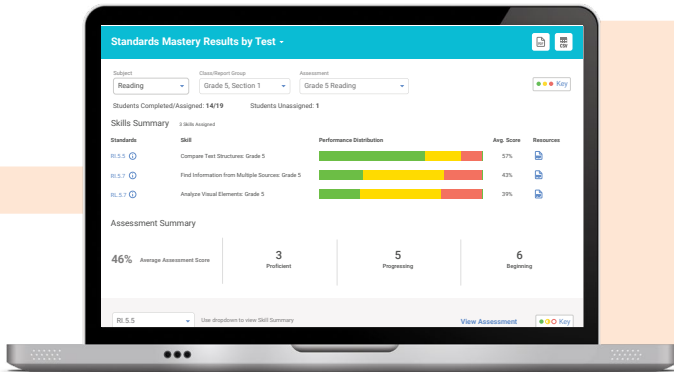
Pinpoint What Students Know and Where They Need Support

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

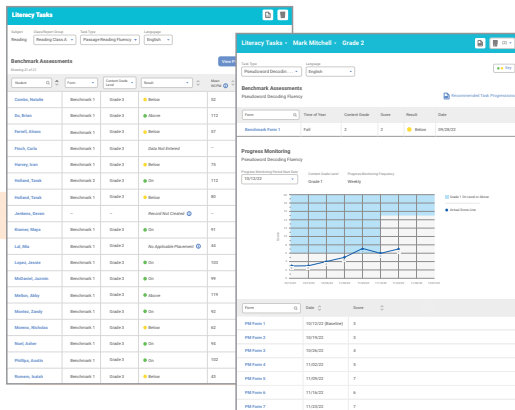
[Learn more on page 6.](#)



Evaluate Student Performance on Key Academic Standards

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

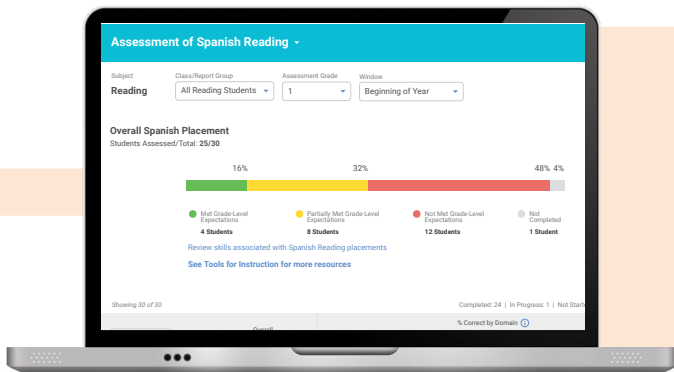
[Learn more on page 8.](#)



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–6

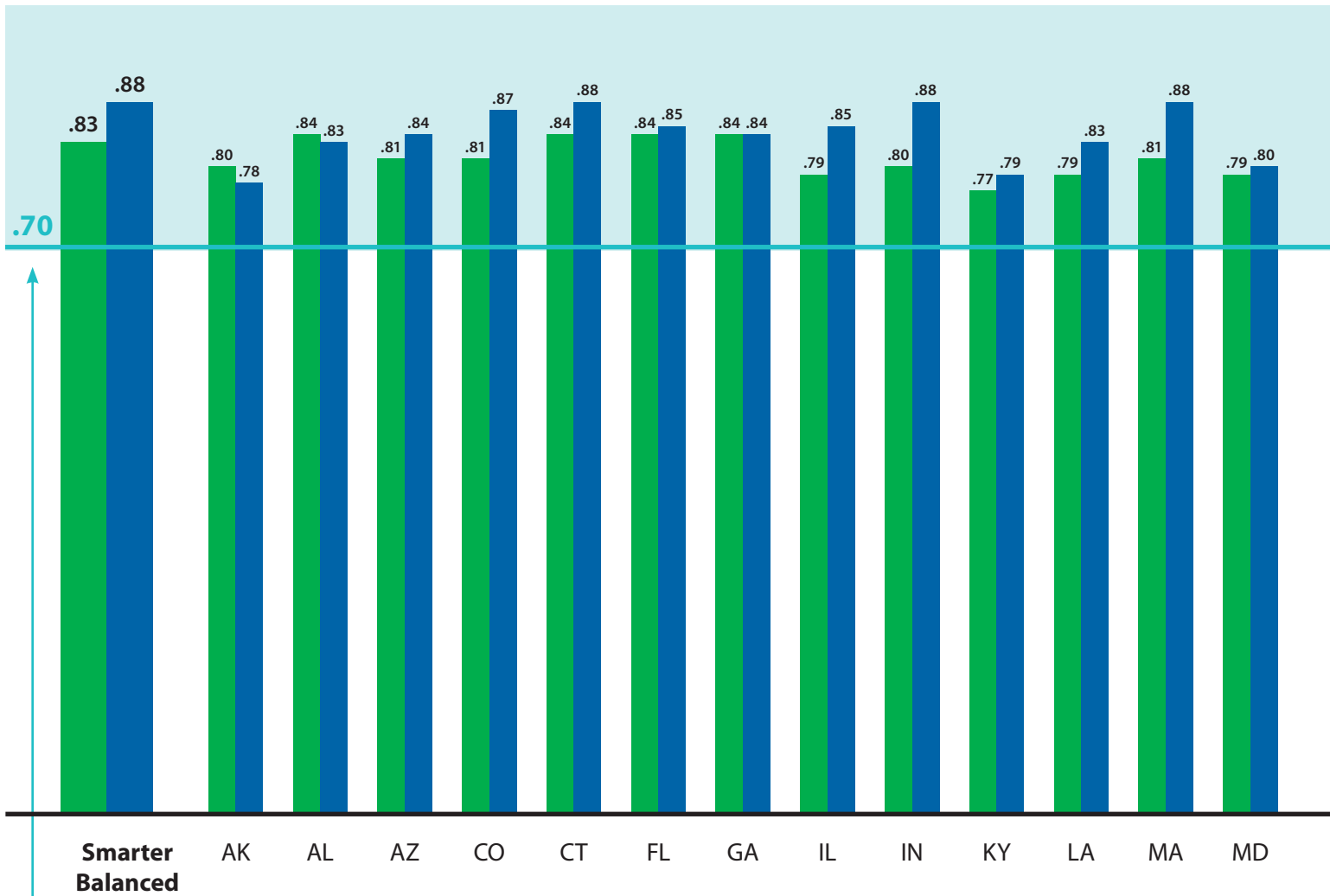
[Learn more on page 9.](#)

Industry-Leading Assessments Backed by Extensive Research

i-Ready is highly rated by the National Center on Intensive Intervention, trusted by educators, and strongly correlated with state assessments. More than 11 million students use these accurate and actionable assessments every day. We continually refine, field test, and innovate to create the best possible program for driving student growth.

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

■ Reading
■ Mathematics



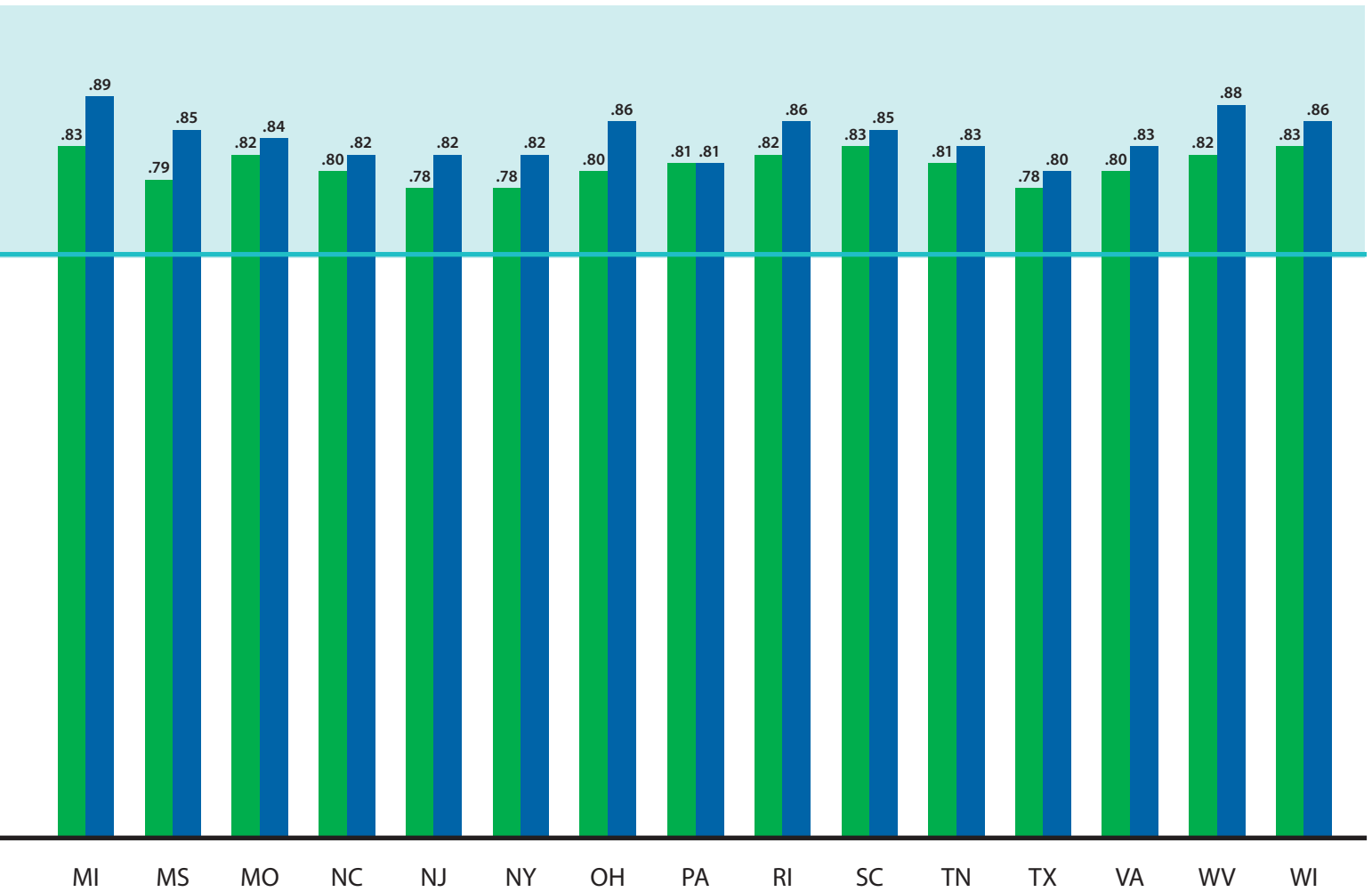
Assessment correlations above .70 are generally considered to be strong in education research.



***i-Ready* Receives High Ratings from NCII**

i-Ready received high ratings in reading and mathematics from the National Center on Intensive Intervention (NCII) in all three categories that NCII reviews: Academic Screening, Academic Progress Monitoring, and Academic Intervention.

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

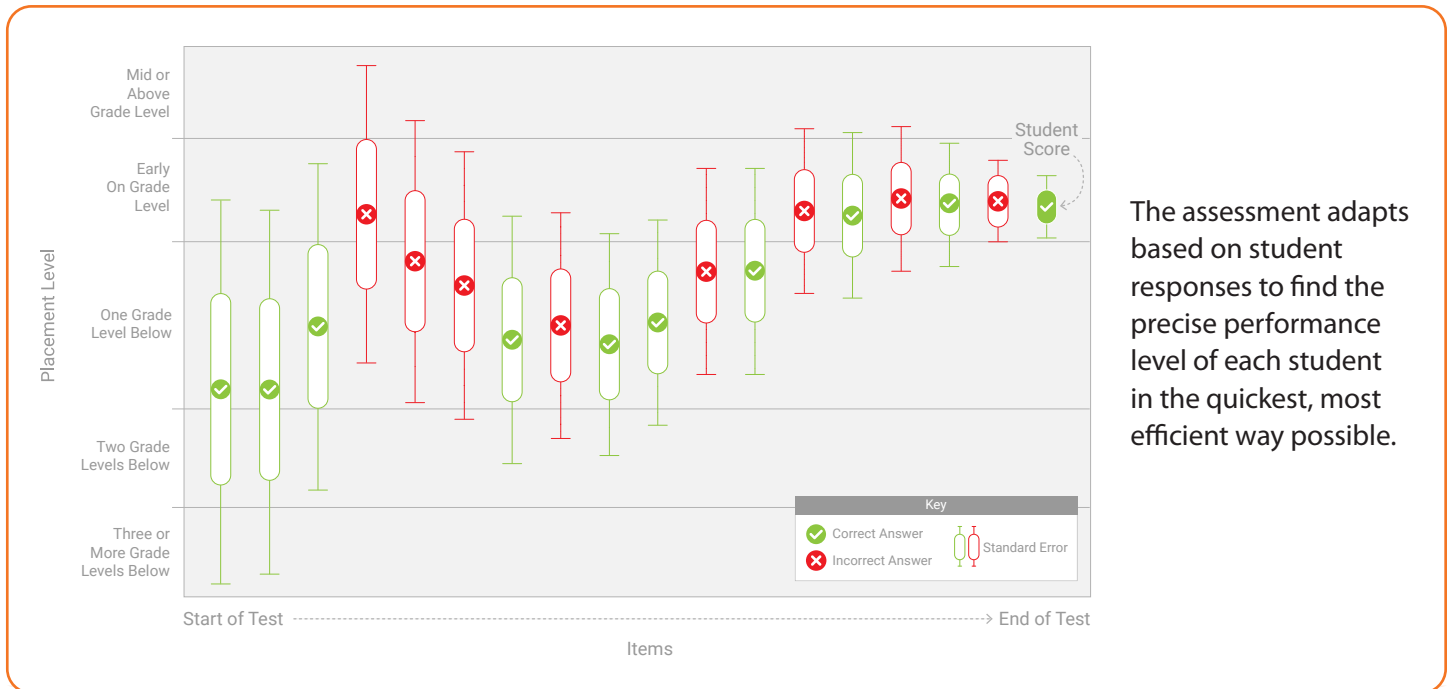


BUROS
CENTER FOR TESTING

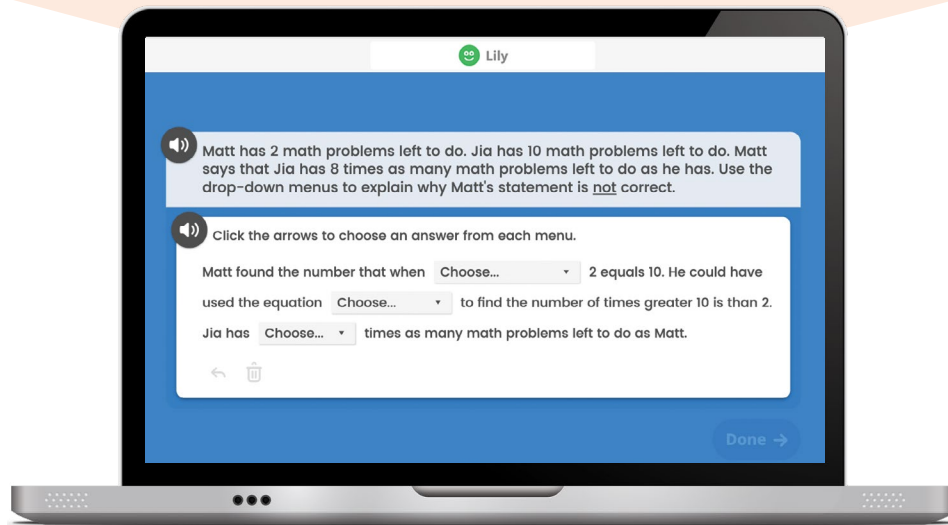
“The *i-Ready* K-12 Diagnostic and K-8 instruction [are] well designed and executed. The heart of the program—the pool of test items—is superb.”

Know Students Deeply with a Powerful Diagnostic

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

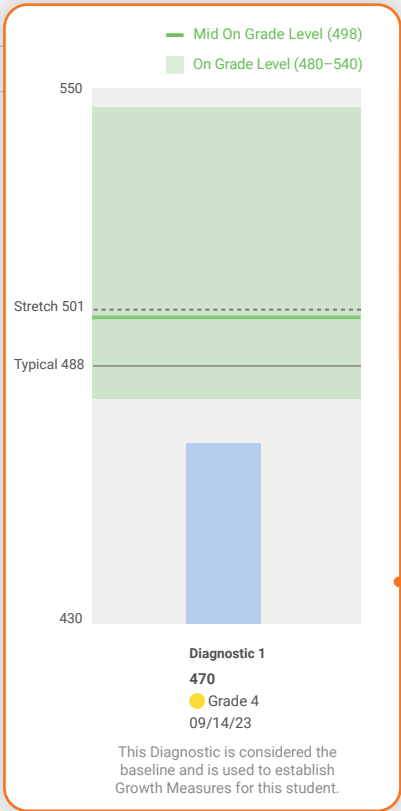
Diagnostic 1

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.



98 Percent
of Grade 3 students who hit Stretch Growth in Mathematics two years in a row scored on grade level their second year.¹

●●● 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 PDF
Restar números enteros de varios dígitos PDF

Additional Resources

Ready® Math Instruction
 Or
 Digital Access to Ready through Teacher Tools

Tools for Instruction

Subtract Multi-Digit Numbers

Step by Step

- Provide a multi-digit subtraction problem.
- Use place-value concepts.

Recursos de instrucción

Restar números enteros de varios dígitos

Paso a paso

- Proporcionar un problema de resta de varios dígitos.
- Usar conceptos de valor posicional para restar.

¹Rome, L., & Daisher, T. (2022). *i-Ready Stretch Growth as a path toward proficiency*. 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 key academic standards and identify performance trends with Standards Mastery assessments.



Standards Mastery Results by Test

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

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

Skills Summary

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%
RI.5.7	Analyze Visual Elements: Grade 5		39%

Assessment Summary

46% Average Assessment Score

3 Proficient | 5 Progressing | 6 Beginning

Resources

i-Ready Standards Mastery: Differentiated Instructional Support

Find Information from Multiple Sources

Standard RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Prerequisite Standard RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, maps, tables, or data displays), and use that information to make plans and solve problems.

Overview of Tested Skills On this assessment form, students read informational passages and draw on information to answer questions and solve problems. Students need to understand they must consult at least two passages with differing but complementary information about a topic.

Common Misconceptions and Errors

- do not know how to draw on information from multiple sources to answer questions or solve problems.
- do not understand how to make use of text features to locate information quickly and efficiently, including subheads, key words, bullet points, side bars, and footnotes.
- do not understand how to navigate between passages in the user interface.
- do not understand academic language, including information, description, topic, or question.
- are unfamiliar with the various informational text structures.

Ready & i-Ready Instructional Resources

Beginner Focus: Developing Understanding Concepts Help students understand how to draw information from sources quickly and efficiently. Share two short passages with common text features such as subheads, key words, footnotes, and even visual resources such as charts and graphs. Check how readers can use such features and resources to locate information quickly and efficiently. Talk about which school subjects have texts that commonly contain such features and resources and measure why each text has them.

Teacher Aid Small Group Teacher: Ready Instruction Grade 5, Lesson 18

Progressing Focus: Practicing and Building Confidence Provide a reading for locating information quickly and efficiently in multiple texts, such as scanning passages before reading them, locating text features intended to help the reader find information quickly, and thinking about what kind of information each feature typically provides. Discuss circumstances in which finding information from more than one text is important.

Teacher Aid Small Group Teacher: Ready Instruction Grade 5, Lesson 18

Proficient Focus: Deepening Understanding Understanding Using past instruction, school history or a digital resource, have students choose two short informational texts that cover different aspects of the same topic, and compare text features that can help them find information quickly. As students read, have them make a list of ways they can use such features to obtain information quickly.

Teacher Aid Small Group Teacher: Ready Instruction Grade 5, Lesson 18

Findings Information from Multiple Sources

Find resources to support student proficiency.

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
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%						

Standards Mastery Results

School: ATLANTIC WEST ELEMENTARY
Subject: Reading
Student: LUNA, FAYLINE
Student ID: 013189
Student Grade: 4
Assessment: Grade 4 Reading 09/12/21
Score: 50%
Completion Date: 11/10/21

Use this report to review a student's results on a Standards Mastery assessment. Review the student's responses and common misconceptions for each wrong answer.

Read the passage, listen to the audio, and study the picture. Then answer the questions that follow.

Passage Audio & Picture

Passage **Audio & Picture**

Read the passage, listen to the audio, and study the picture. Then answer the questions that follow.

Questions

1. After looking around attentively in the room, she asked, "Where am I going to sleep, grandfather?"

2. "Wherever you want to," he replied. "That suited Heidi exactly. She peeped into the corners of the room and looked at every little nook to find a third place to sleep. Besides the old man's bed she saw a ladder. Climbing up, she arrived at a haven, which was filled with linen and fragrant hay. Through a tiny round window she could look for stars in the night sky.

3. "I want to sleep up here," Heidi called down. "Oh, it is lovely here. Please come up, grandfather, and sleep to your heart's content!"

4. "I know I'm troubled from below."

5. "I'm making the bed now," the little girl called out again, while she ran busily to and fro. "Oh, do come up and bring an arrow, grandfather, for every bed must have an arrow!"

6. "No that isn't what the old man. After a while he opened the cupboard and rummaged around in it. At last he pulled out a long, coarse cloth from under the unity. It somewhat resembled a sheet, and with this he climbed up to the loft. Here a small little bed was already prepared. On the top he heaped up high up that the head of the occupant would be exactly opposite the window.

Questions

1. Based on what the author writes in the passage and how the dialogue is used in the audio, drag each character trait to each box to describe each character.

Part A

Heidi

greedy excited selfish

giving honest

Part B

Choose two sentences from the passage that best support the character trait you chose to describe Heidi in Part A.

Besides the old man's bed she saw a ladder.

"I know I'm troubled from below."

"I want to sleep up here," Heidi called down. "Oh, it is lovely here. Please come up, grandfather, and sleep to your heart's content!"

"I'm making the bed now," the little girl called out again, while she ran busily to and fro. "Oh, do come up and bring an arrow, grandfather, for every bed must have an arrow!"

"No that isn't what the old man. After a while he opened the cupboard and rummaged around in it. At last he pulled out a long, coarse cloth from under the unity. It somewhat resembled a sheet, and with this he climbed up to the loft. Here a small little bed was already prepared. On the top he heaped up high up that the head of the occupant would be exactly opposite the window."

Answers

1. **Answer:** Students may have chosen this response because the character trait greedy is only mentioned once in the passage and only once in the audio. Students may have chosen excited because Heidi is excited about the room and the bed. Students may have chosen selfish because Heidi is selfish about the room and the bed. Students may have chosen giving because Heidi is giving about the room and the bed. Students may have chosen honest because Heidi is honest about the room and the bed.

2. **Answer:** Students may have chosen this response because the character trait greedy is only mentioned once in the passage and only once in the audio. Students may have chosen excited because Heidi is excited about the room and the bed. Students may have chosen selfish because Heidi is selfish about the room and the bed. Students may have chosen giving because Heidi is giving about the room and the bed. Students may have chosen honest because Heidi is honest about the room and the bed.

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. Sus hermanos se acercaron, vieron en el suelo tres huevos azules.

—El nido debe haberse caído preocupado. Entonces, sacó una cuerda y organizó una expedición local de rescate.

Pronto llegaron dos expertos. Traían una cuerda, una cesta y una escalera.

—Nos alegra que nos hayas ayudado a encontrar el nido. Ahora vamos a colocar el nido en una rama fuerte para que el pájaro pueda regresar.

Mientras Dana colocaba la cesta explicó que la cesta fortalecería el árbol. Después de atar una cuerda a una rama fuerte, Mina subió con ella poco a poco a 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.

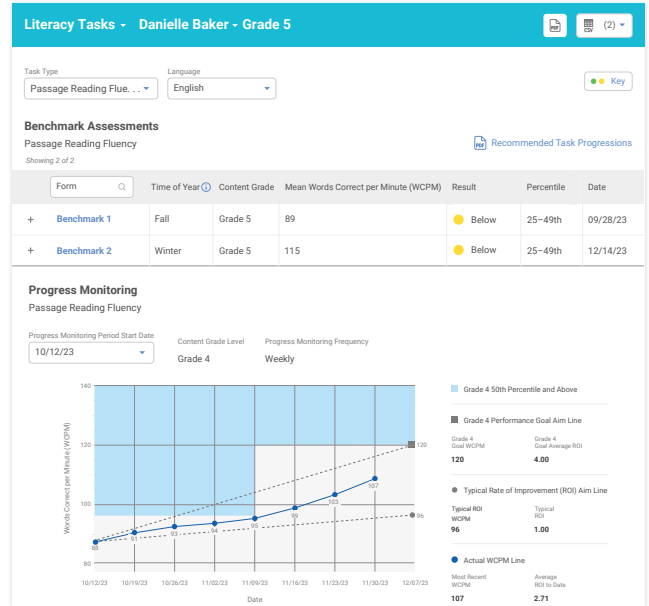
Soon, two bird experts named Dana and Millie arrived, carrying some rope, a small basket, and a ladder.

"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."

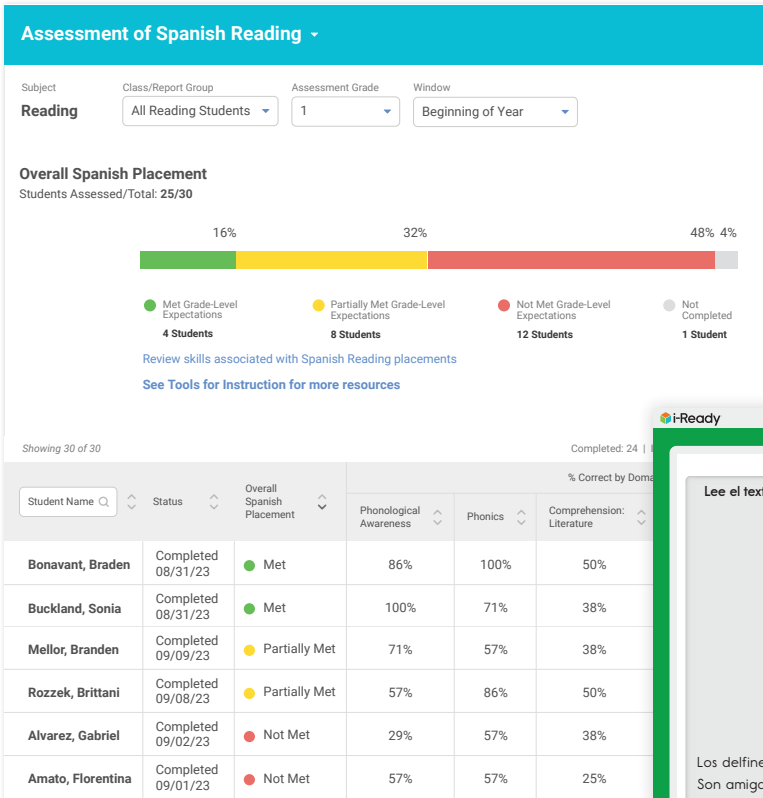
As Dana carefully put the nest into the basket, she explained that the basket would make the nest stronger and help it to stay up in the tree. Then, after tying some rope around the basket, Millie slowly climbed up the ladder with it until she reached a strong branch.

Offline, educator-administered tasks

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



Digital data entry provides student- and class-level reporting in i-Ready Connect™.



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

¿Por qué hay que cuidar los delfines del texto?

Están tristes.

Han cambiado.

Hay pocos.

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

Mi progreso: 1 de 35 completo. **Acabé**

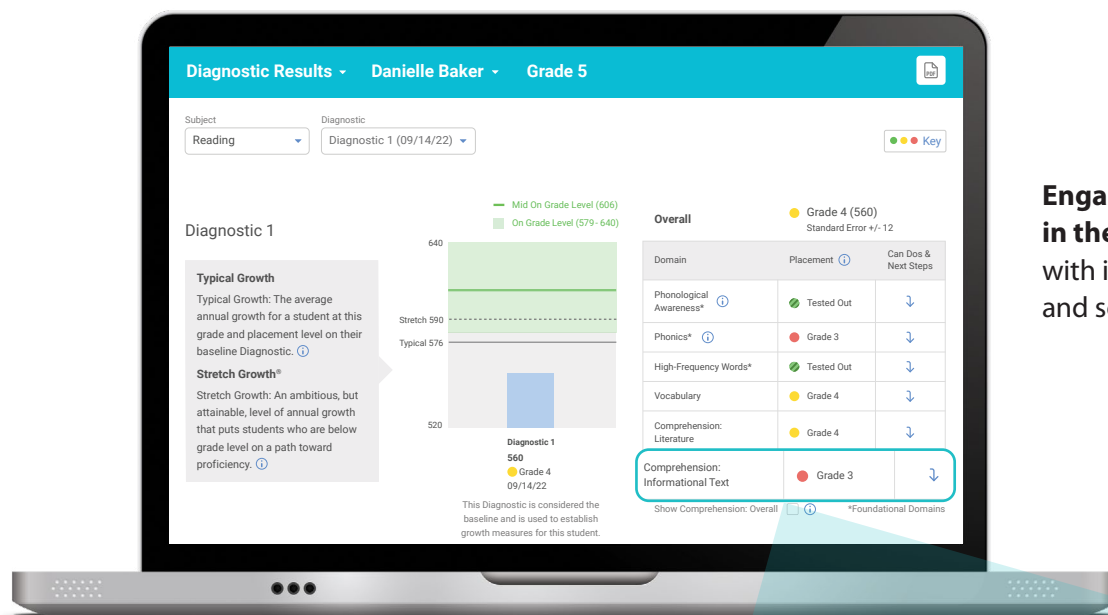


Connected Instruction

*Multiple Instructional Opportunities
Tailored to Students' Needs*

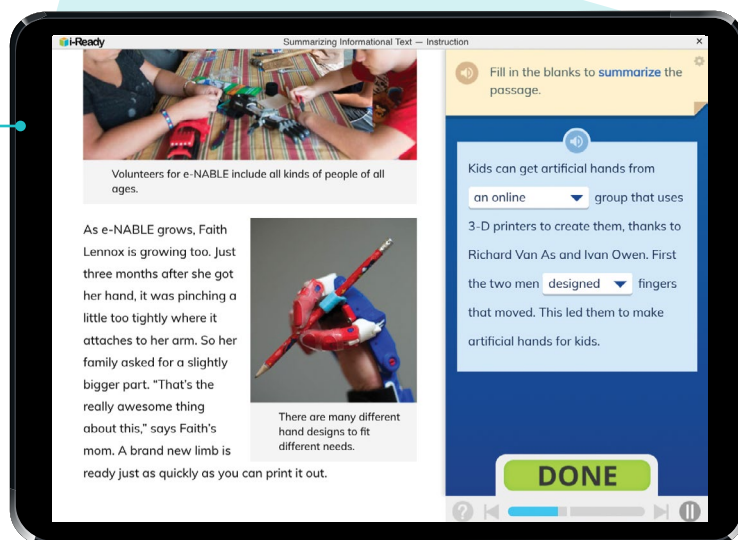
Personalized Learning with Student-Led Instruction Fueled by Assessment Results

i-Ready Personalized Instruction for Reading and for Mathematics for Grades K–8 is demonstrated to support growth with tailored instruction for every student. Designed to complement teacher-led instruction, these interactive, digital lessons bolster the skills of all students on their paths to grade-level proficiency.

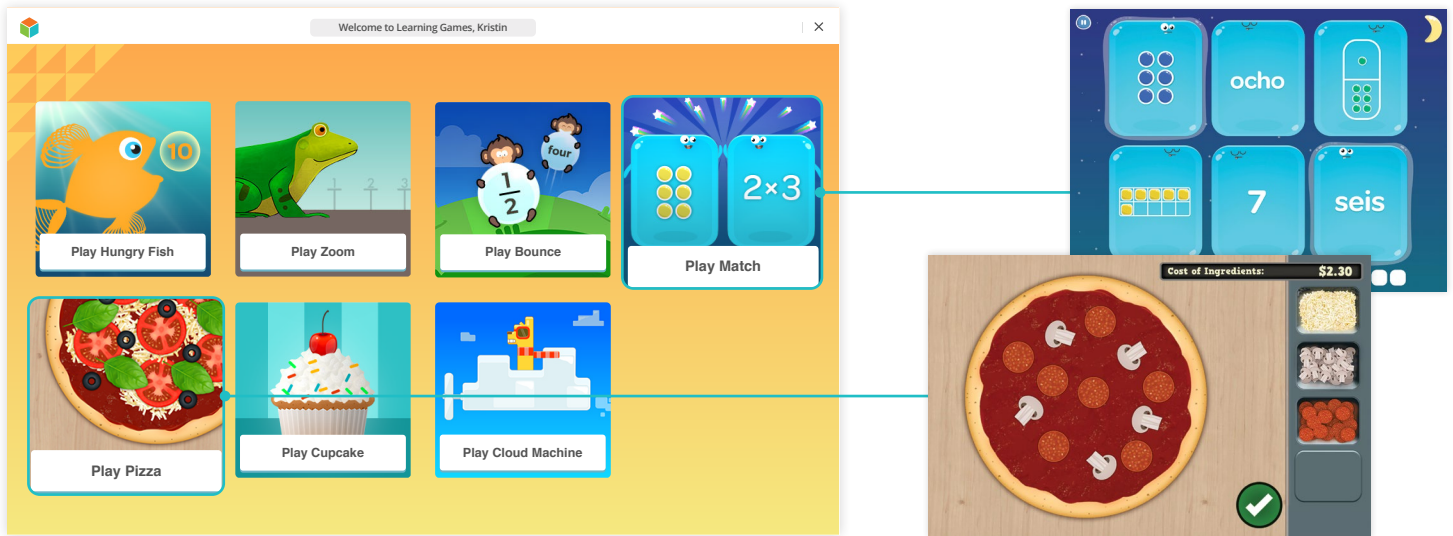


Engage students of all levels in their learning journey with intentional adaptivity and scaffolded instruction.

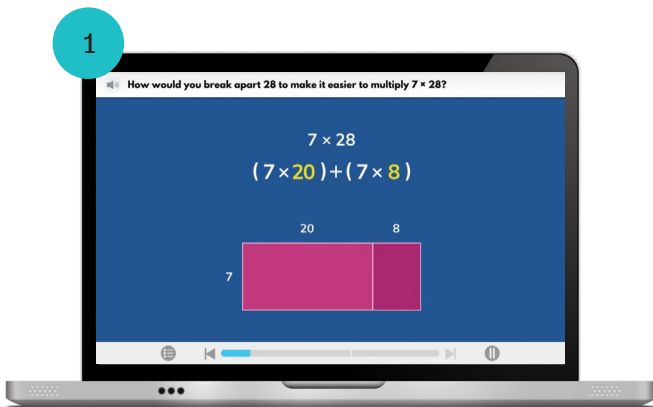
Spanish Reading lessons are available for Grades K–5, and Spanish Mathematics lessons are available for Grades K–8.



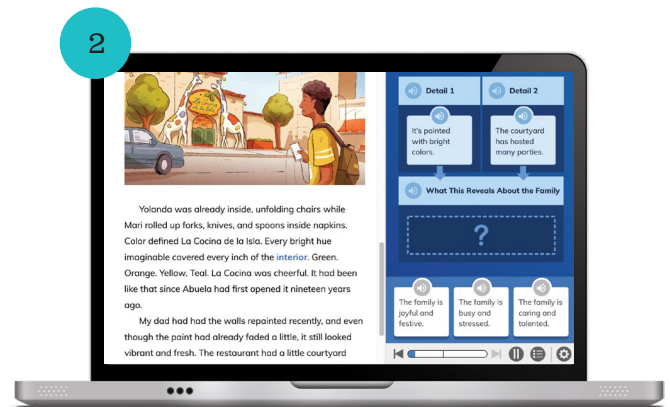
Strengthen understanding of mathematical concepts with Learning Games.



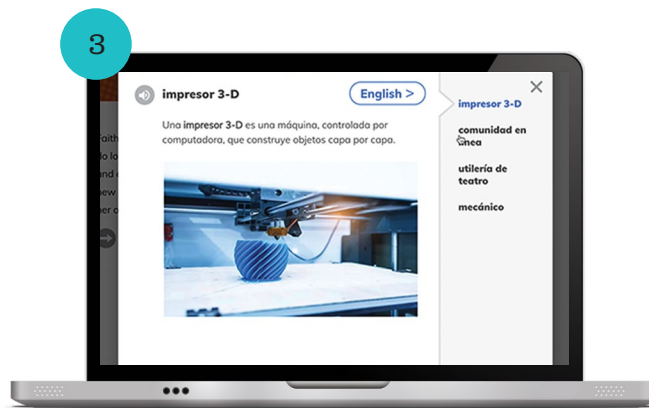
Support English Learners with instruction designed around three key principles:



Promote engagement and access.



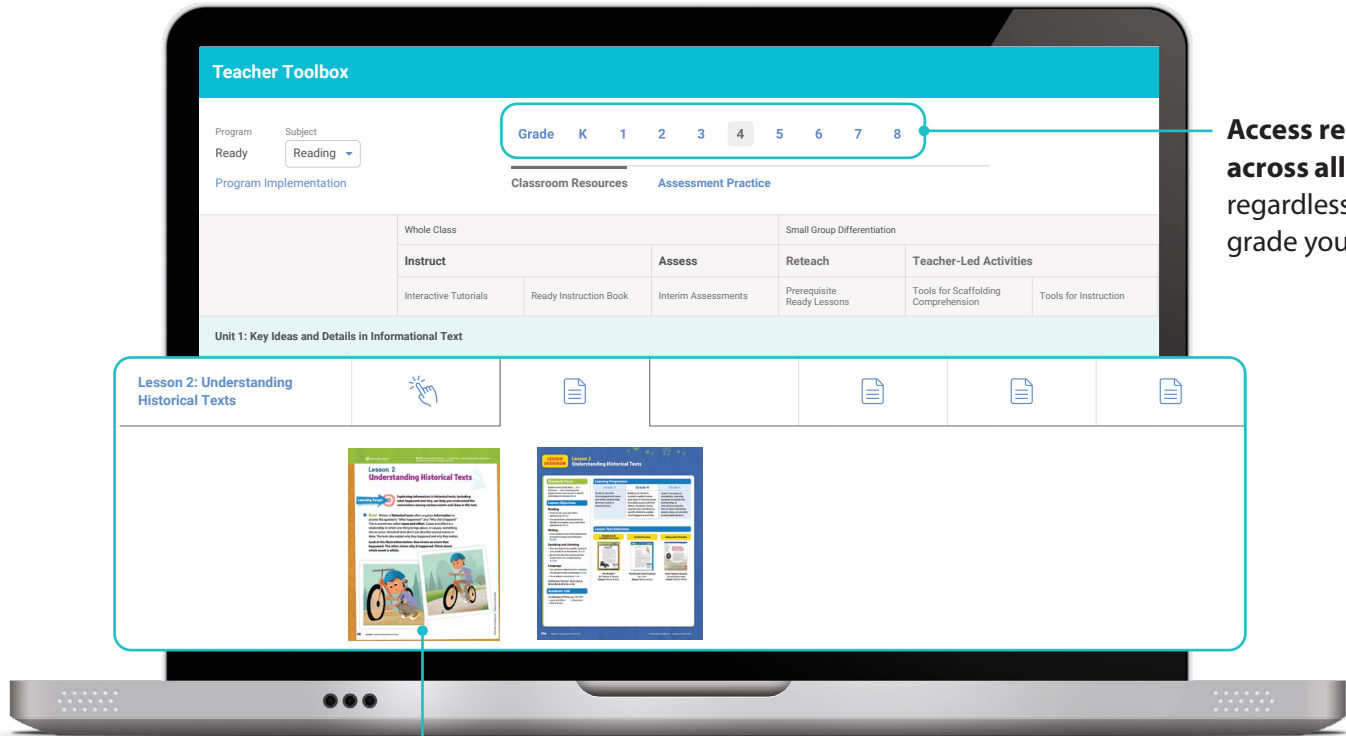
Support academic language development.



Integrate strategic scaffolds.

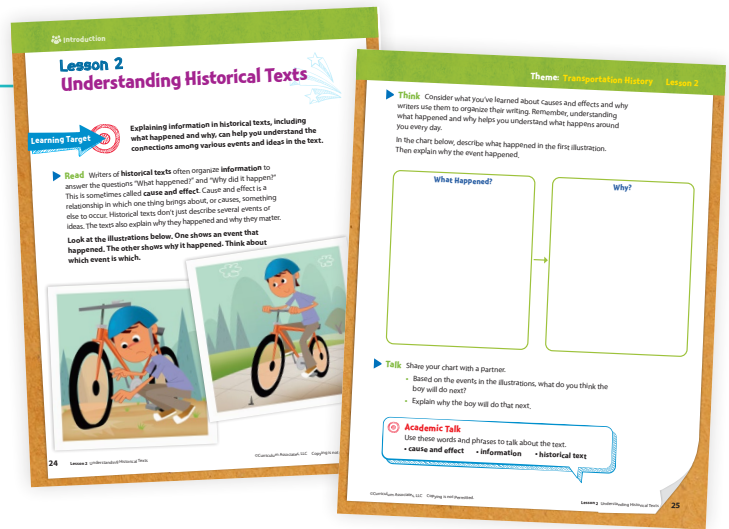
Targeted, Teacher-Led Resources at Your Fingertips

i-Ready uses rich assessment data to provide teachers with a complete picture of student performance and ties this 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—Diagnostic, 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 Scaffolding

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

When you're teaching a skill...
 When your class is reading a text...

Summarize Literature (Lit)

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

Ready to Go	Additional Support	In-Depth Support	Needs Support Decoding	No Diagnostic
7	5	5	3	1

Students Grouped/Total: 21/21 (No Diagnostic: 0)

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 Powell, Elijah Ruiz, Justin Sanchez, Abby Stanton, Geena	Hess, Michael McDonald, Kal Singh, Brian Vo, Isaiah Warren, Santino	Baker, Danielle Bowers, Tara Lowe, Noah Patel, Mia Ramirez, Gabriella	Cochran, Damon Malone, Carla Simmons, Tristan

Grade-Level Scaffolding report

TOOLS FOR SCAFFOLDING COMPREHENSION

Summarize Literature | **GRADE 5 OUTCOME**
Summarize the text.

1 Choose a Level of Support

SCAFFOLD A Identifying Story Elements
Recommended for students 2+ grade levels below

SCAFFOLD B Organizing a Summary of Literature
Recommended for students 1 grade level below

COMPREHENSION TOOLS

Shawn's Dream

Meet the Texts

Review the complexity of the text for the chosen text.

TEXT A Shawn's Dream

Genre: Science Fiction
 • Setting: futuristic on the moon
 • The story requires general knowledge of physical conditioning

Lexical Demands
 • Vocabulary: rigorous, devout, glint

Directions: Read the story, and complete the activities on page 3.

Support: strong and tough

Support: half great city or officer

Prerequisites

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

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 and mixed numbers with unlike denominators. Next students connect their understanding of division and of fractions to explore the idea of a fraction as the division of the numerator by the denominator. They use area models to represent fraction multiplication and compare to multiplying using equations to see that the products are the same.

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.

Prerequisite Groups	Topic Group A 2 Students	Topic Group B 4 Students	Topic Group C 10 Students	Topic Group D 4 Students
Prerequisites	Recommendations	Recommendations	Recommendations	Recommendations
Add and subtract fractions and mixed numbers with like denominators	✓	Additional Support	In-Depth Review	In-Depth Review
Understand equivalent fractions	✓	Additional Support	In-Depth Review	In-Depth Review
Understand division as equal sharing	✓	✓	Additional Support	In-Depth Review
Essential Skill Multiply a fraction by a whole number	✓	Additional Support	In-Depth Review	In-Depth Review
	Sanchez, Abby Stanton, Geena	McDonald, Kal Patel, Mia	Baker, Danielle Bowers, Tara	Cochran, Damon Hess, Michael

Prerequisites report

Recommendations: Group C

Grade: Grade 5

Multiply a fraction by a whole number - In-Depth Review
Essential Skill

Skill: Understand Fraction Multiplications (Grade 4)

Teacher-led Small Groups
 • Tools for Instruction: Understand Fraction Multiplication

Independent Reinforcement
 • Learning Games: Cloud Machine

Skill: Multiply Fractions (Grade 4)
Essential Skill

Teacher-led Small Groups
 • Tools for Instruction: Multiply a Whole Number Fraction

Independent Reinforcement
 • Learning Games: Cloud Machine

Tools for Instruction

Understand Fraction Multiplication

Step by Step

1 Multiply whole numbers by unit fractions.
 • Provide for student work and have the student find the flip.
 • Bring with the student and have the student find the flip.
 • Write the equation on the board: $2 \times \frac{1}{4} = \frac{2}{4}$ and $2 \times \frac{1}{2} = \frac{2}{2}$.
 • Ask the student to write and solve an addition equation that describes the model: $\frac{1}{4} + \frac{1}{4} = \frac{2}{4}$
 • Repeat by having the student model $3 \times \frac{1}{4} = \frac{3}{4}$ and $2 \times \frac{1}{2} = \frac{2}{2}$

2 Multiply whole numbers by non-unit fractions.
 • Have the student add and label three steps of a number line from 0 to 1.
 • Ask the student to write and solve an addition equation that describes the model: $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{3}{4}$
 • Repeat by having the student model $2 \times \frac{1}{4} = \frac{2}{4}$ and $2 \times \frac{1}{2} = \frac{2}{2}$

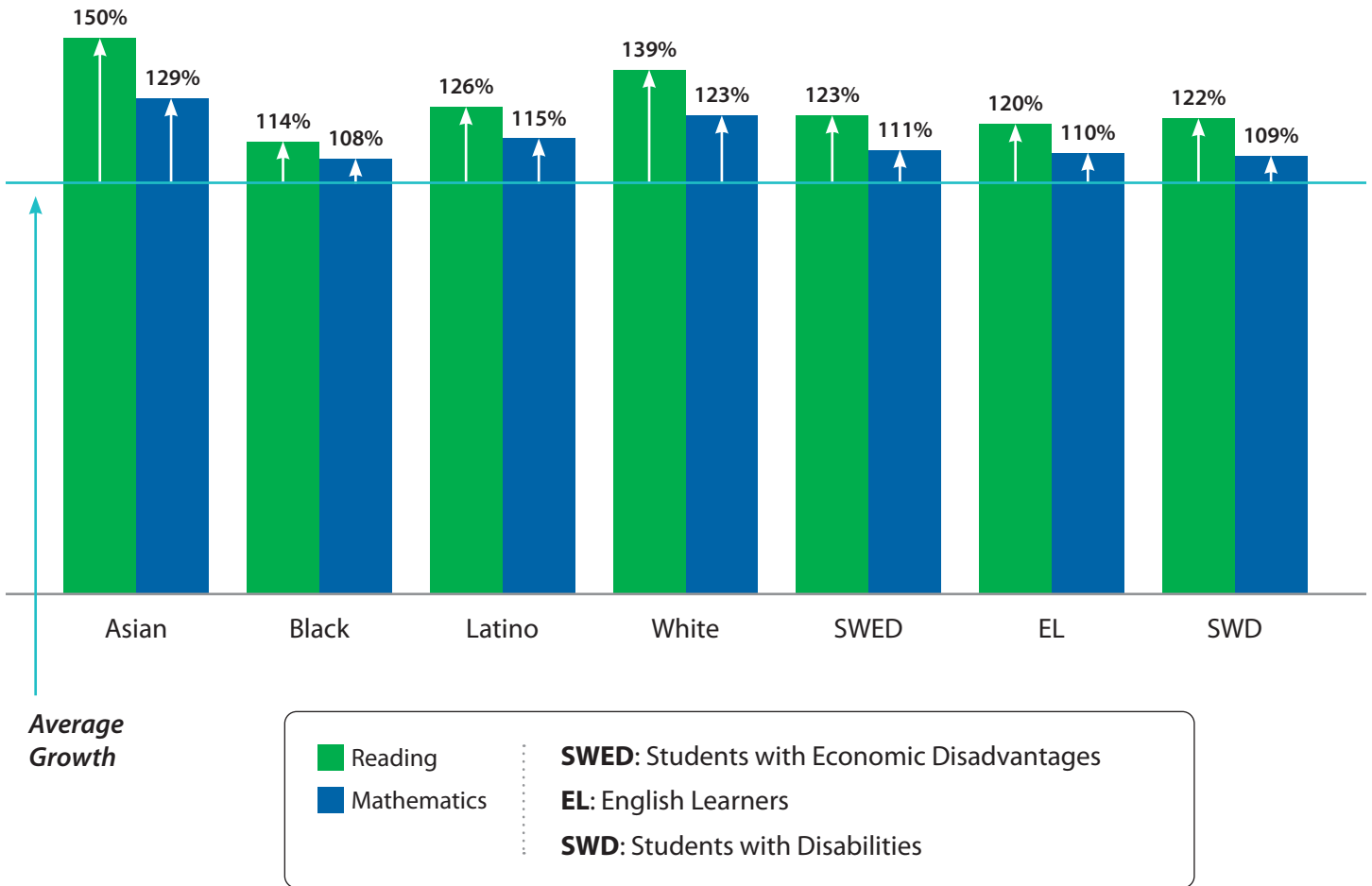
3 Model fraction multiplication.
 • Set the student to make or draw a model of the following equations to find each product: $2 \times \frac{1}{4} = \frac{2}{4}$ and $2 \times \frac{1}{2} = \frac{2}{2}$
 • Ask the student to write and solve an addition equation that describes the model: $\frac{1}{4} + \frac{1}{4} = \frac{2}{4}$
 • Repeat by having the student model $3 \times \frac{1}{4} = \frac{3}{4}$ and $2 \times \frac{1}{2} = \frac{2}{2}$

Support English Learners: The student may have difficulty describing the parts of the equation. Provide visual models for the vocabulary words: whole number, fraction, factor, product, multiplier, and denominator.

Grounded in Research, Informed by Experts, and Proven to Work

Built from rich literature on student learning and in partnership with academic authors, advisors, and advocacy groups to ensure the latest research and best practices are reflected, *i-Ready Personalized Instruction* positively impacts student outcomes, demonstrated through extensive Every Student Succeeds Act (ESSA) efficacy research.

Students in Diverse Demographic Groups Exceed Typical Growth Targets



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) during the 2020–2021 school year 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

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

i-Ready Personalized Instruction Impacts Student Learning Gains

A study of students in Grades K–8 who used *i-Ready* for Reading (more than 740,000) and *i-Ready* for Mathematics (more than 990,000) during the 2018–2019 school year provides evidence that students in Grades K–8 who use *i-Ready* as recommended make greater improvements in reading and mathematics 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** in reading and mathematics across all grade levels³

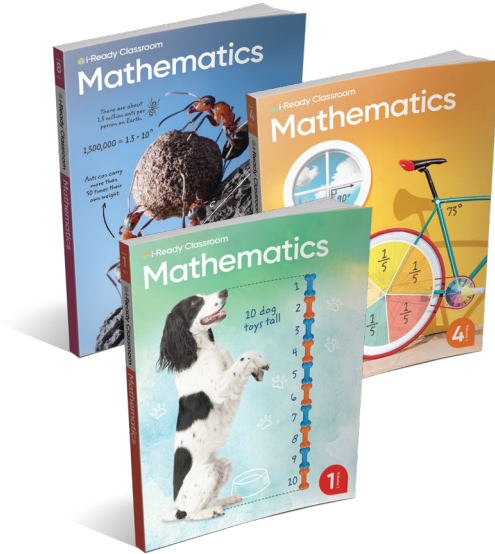


i-Ready Personalized Instruction meets Evidence for ESSA's Moderate Evidence rating. Students using *i-Ready Personalized Instruction* demonstrate positive and statistically significant gains above that of their control group counterparts on state tests.

³Curriculum 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.

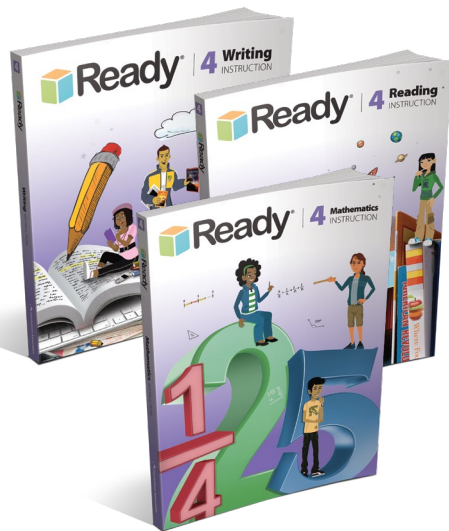


i-Ready Classroom Mathematics

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

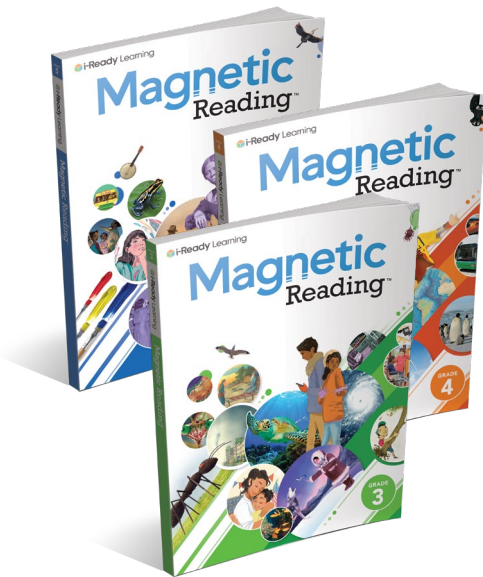
Ready programs support teachers in differentiating instruction for small groups and individuals, enabling all students to receive the instruction they need to build their confidence and help them grow.



Magnetic Reading™ 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.



i-Ready Learning 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.



i-Ready Learning Phonics for Reading®

New Edition Coming in 2024!

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

Both Reading and Mathematics

All reporting in a single location

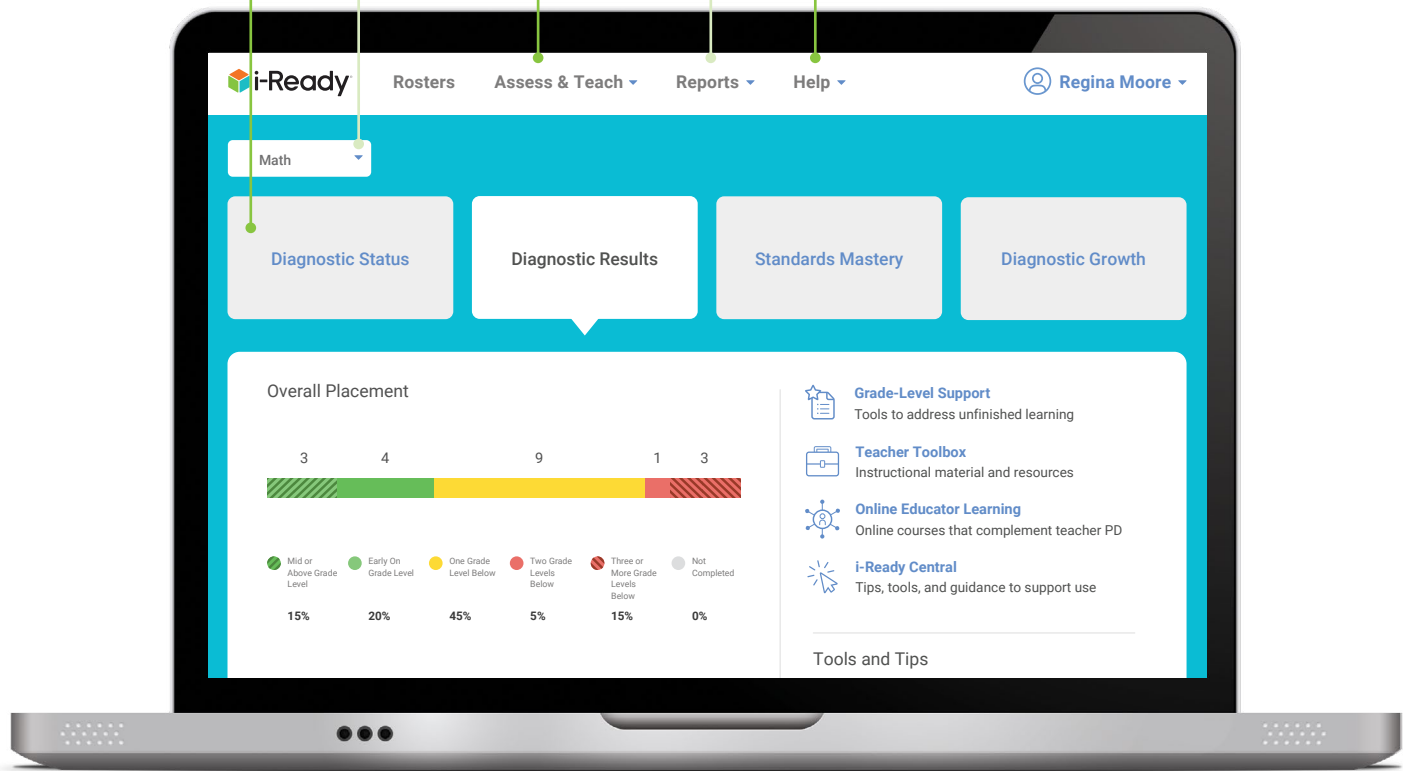
Dashboards that update based on time of year

Differentiated instructional resources

Self-guided professional learning and implementation resources

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.



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*.



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

“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 Year
<p>Maintain shared values and celebrate when you see them in action.</p>			
<p>Revisit expectations for the program(s).</p> <p>Adjust schedules as needed.</p>			
<p>Prepare for and monitor administration of assessments.</p> <p>Leverage data as the basis for decision making.</p> <p>Engage educators in data analysis.</p> <p>Share data with your community.</p>		<p>Prepare for and monitor administration of assessments.</p>	
<p>Provide guidance to ensure planning and instruction reflect best practices.</p> <p>Monitor instruction to ensure educators are facilitating grade-level learning.</p>			
<p>Provide and participate in professional learning.</p> <p>Prioritize time for frequent class visits and feedback.</p>			





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

“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

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

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