



i-Ready® for Reading and Math: Detailed Program Overview

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Introducing *i-Ready*®

A Connected System for Assessment and Instruction

Designed and developed to meet the rigor of today's college- and career-ready standards, Curriculum Associates' award-winning *i-Ready® Assessment and Personalized Instruction* (*i-Ready*) for reading and mathematics combines a valid and reliable assessment suite with instructional resources targeted to each student's specific academic needs. Decision-making at the student, group, class, school, and district levels is explicitly driven by comprehensive, actionable reports—helping educators *assess less and know more*.

We designed *i-Ready* to meet not only the *skills* outlined in the standards but also their *intent*. *i-Ready* mitigates the challenges of what's next (and how much of it is required) to meet each student's unique needs—whether their performance is below-grade, on-grade, or above-grade. The program helps teachers efficiently and effectively provide targeted, differentiated instruction to help each student reach their academic potential and monitors their progress in reading and mathematics over time.



Our research-based, classroom-proven program was designed to get students excited about learning, and to support teachers in the challenge of meeting the needs of every learner. Through the power of one intuitive system with pieces built from the ground up to work together, teachers have the tools they need to ensure students are on the road to proficiency.

With *i-Ready*, the District will benefit from intuitive data, connected instruction, and a commitment to service (Figure 1).



Figure 1. *i-Ready* supports every student with one coherent program.

i-Ready Assessment: Data to Inform Instruction

The core component of *i-Ready Assessment* is ***i-Ready Diagnostic*** (K–12), a computer-adaptive assessment that provides a deep, customized evaluation of every student and tracks student growth and performance consistently and continuously over a student’s entire K–12 career in both reading and mathematics. By dynamically adapting based on student response patterns, *i-Ready Diagnostic* derives large amounts of information from a limited number of test items. This allows the *Diagnostic* to accurately and efficiently pinpoint students’ needs and helps teachers better understand the root causes behind student challenges. This is especially beneficial for identifying gaps spanning back multiple years, determining where students are ready for further challenges, and providing differentiated instruction.

While the data are important, what is most critical to improving student learning outcomes is that those numbers directly and explicitly support effective instruction. *i-Ready Diagnostic* provides intuitive reports that track student progress toward mastery of the standards and explicitly inform instructional decision-making. The design of *i-Ready Diagnostic*, which adapts across grade levels, maximizes student engagement and encourages students to put in their best effort when experiencing successes and challenges. These design considerations help yield the most targeted prescription for instruction.

i-Ready’s assessment suite is presented in Figure 2.

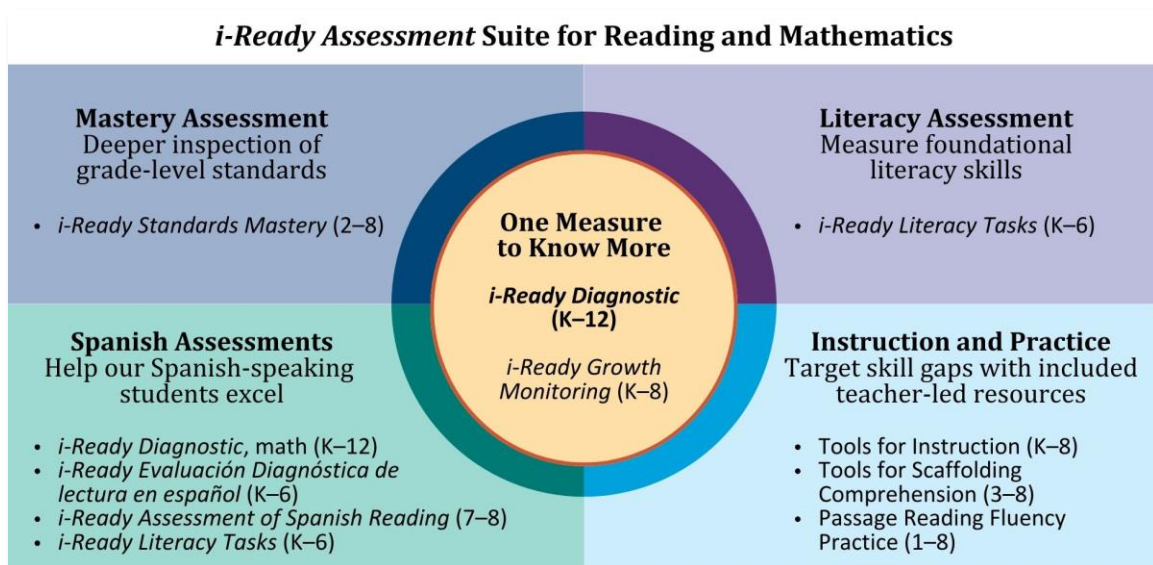


Figure 2. *i-Ready Assessment* offers multiple forms of assessment and progress monitoring.

In addition to the *Diagnostic*, the following assessment and progress monitoring tools are included with an *i-Ready Assessment* license fee and are optional to administer:

- ***i-Ready Growth Monitoring*** (K–8) is a computer-adaptive assessment designed to measure overall progress in reading and mathematics. This tool helps educators project whether students are on track to achieve meaningful growth. It is particularly valuable when implementing MTSS and RTI for students who are performing below level. *Growth Monitoring* is intended to be administered monthly, serving as supplemental measures between *Diagnostic* assessments.

- ***i-Ready Standards Mastery*** (2–8) is an online assessment tool to monitor students’ mastery of each on-grade-level standard in reading and mathematics. These quick, fixed-form assessments evaluate how well students have mastered the material while also identifying potential misconceptions. *Standards Mastery* can also be used as unit assessments aligned with the District’s scope and sequence, providing valuable insights into student understanding.
- ***i-Ready Literacy Tasks*** (K–6) are fixed-form, offline tasks (with digital data entry and digital scoring available) that provide information on how well students are performing in foundational reading skills. As a complement to *i-Ready Diagnostic* for reading, this suite of tasks helps provide a comprehensive snapshot of a student’s overall reading performance, while providing deeper insight into specific skill areas. Districts can choose to have teachers use benchmark and/or progress monitoring tasks. Many *Literacy Tasks* are also available in Spanish.
 - **Benchmark Tasks** are generally administered up to three times per year to gain broad insight into those literacy skills measured in a one-on-one setting.
 - **Progress Monitoring Tasks** monitor the progress of students receiving intervention in specific early literacy skills that are the focus of intervention.

Additional assessments in Spanish include:

- ***i-Ready Evaluación Diagnóstica de lectura*** (cross grade adaptive for K–6) and ***i-Ready Assessment of Spanish Reading*** (grade level based fixed-form for 7–8) measure students’ reading performance in Spanish. These are effective tools to determine literacy skills in Spanish and evaluate how K–6 students are progressing in Spanish reading skills over time. It can be used to support both Spanish-speaking English Learners and Spanish Learners.
- ***i-Ready Diagnostic de matemáticas en español*** (K–12) is based on a careful transadaptation of each item from its English counterpart, using a rigorous process recommended by the International Test Commission. Students being assessed in Spanish have the same testing experience as students being assessed in English.

The following instructional resources are also included with an *i-Ready Assessment* license fee:

- **Tools for Instruction** (K–8) are short, targeted, downloadable PDF resources for teacher-led instruction that focus directly on students’ skill needs. Tools for Instruction are also available in Spanish for mathematics (K–8) and reading (K–6).
- **Tools for Scaffolding Comprehension** (3–8) comprise both teacher- and student-facing downloadable PDF materials that help educators teach the most critical skills for grade-level reading instruction, preparing students to participate in grade-level content.



i-Ready Personalized Instruction: Proven to Work

i-Ready Personalized Instruction seamlessly connects deep student insights from the *i-Ready Diagnostic* with engaging, evidence-based instruction to ensure each learner receives support where and when it is needed most. Available for students who need instruction at grade levels K–8 in reading or mathematics, *Personalized Instruction* is aligned to the college- and career-ready standards and is backed by extensive research.

With *Personalized Instruction*, every student gets their own unique, differentiated instructional experience. It delivers:

- A tailored lesson path based on *Diagnostic* results
- Adaptive, evidence-based lessons that provide just-right instruction, practice, and feedback
- An engaging student experience that grows as its learners grow
- Instruction for Spanish-speaking students, and support for English Learners and students with disabilities



“i-Ready is the best supplemental learning program I have ever used. My students’ scores have soared since we added i-Ready to their reading and math instruction. My students and I love it and couldn’t imagine being without it.”
—Educator and i-Ready User

Explicit instruction throughout *Personalized Instruction* is systematic, clear, and precise. Skills introduced in earlier lessons lay the foundation for those that come later. This approach supports students across grades K–8 with lessons that adapt to individual needs and build knowledge over time.

In grades 6–8, *i-Ready Pro* enhances this experience with distinct lesson types that address a wider range of learning needs. Essential Lessons support students who need foundational skill-building, and Elevate Lessons provide rigorous, engaging content with appropriate supports for on- and near-grade-level learners.

i-Ready is built on strong lesson design principles and age-appropriate pedagogical practices that keep students engaged and motivated. For 6+ students, lessons in *i-Ready Pro* offer a more age-appropriate design and greater learner agency—empowering them to take ownership of their learning. Accessibility features and supports for Spanish-speaking students and English Learners ensure every learner can participate meaningfully.

Digital Promise: *i-Ready Personalized Instruction* for reading and mathematics has earned the **Research-Based Design Product Certification** from Digital Promise. This rigorous certification is only earned by educational technology products with a demonstrable research base and proven research. For more, see <https://productcertifications.digitalpromise.org/certified-products>.

One Coherent Program

i-Ready provides a complete picture of student performance and combines a research-based online assessment platform with tailored data-driven instructional paths, offering a holistic approach to address major assessment needs through formative assessment, growth monitoring, and standards mastery. Every piece of data informs instruction, and we designed *i-Ready* to be easily consumable and actionable—whether the user is a director of assessment, a first-year teacher, or has any experience or background level in between.

In a single program, *i-Ready*:

- Empowers teachers to make more informed decisions.
- Integrates powerful assessments and rich insights with effective and engaging instruction in reading and mathematics to address students' individual needs.
- Motivates students with access to just-right instruction through their own personalized, age-appropriate path of lessons to support their growth.
- Supports English Learners and offers a variety of assessments and instruction in Spanish.



i-Ready embodies the philosophy that learning is a continuous cycle of assessment linked to instruction.

- **Pinpoints specific student needs with an adaptive K–12 *Diagnostic***—*i-Ready Diagnostic* automatically and accurately identifies each student's overall and sub-skill needs by domain in reading and mathematics, providing a valid and reliable measure of student growth with detailed results and personalized next steps for instruction.
- **Provides immediate, prescriptive reports that inform data-driven instructional decisions**—From offering insight as to why students need additional support to tracking their response to instruction and progress toward mastery of the standards, *i-Ready* presents all data in actionable, easy-to-read reports available to teachers in real time.
- **Monitors growth and standards mastery between administrations of the full *Diagnostic***—*Growth Monitoring* (K–8) and *Standards Mastery* (2–8) assessments offer progress monitoring. Additionally, *Personalized Instruction* (K–8) data allows teachers to continuously track how students are doing and where they might need more support—with skill-level insights available for those supporting 6–12 students in *i-Ready Pro*.
- **Ensures a comprehensive view of each student's reading performance**—*Literacy Tasks* complement the *Diagnostic* to provide a snapshot of a student's overall reading performance.
- **Connects valid and reliable data to differentiated instruction**—Based on *Diagnostic* results, students are automatically placed into a unique online learning path, with adaptive, evidence-based lessons that provide just-right instruction, practice, and feedback, ensuring every learner gets the support they need for grade-level success. Furthermore, *Diagnostic* reports provide a developmental analysis and specific teacher-led resources for instruction, such as Tools for Instruction, or lessons within other Curriculum Associates' programs.

Instructional Coherence

i-Ready supports all grades K–12 students on their learning journey with one coherent program.

- Coherence means having one strategy that informs all tiers of instruction. With *i-Ready*, gain a full picture of student growth potential (e.g., Stretch Growth) with clear data connected to precise instruction.
- Tier 1 instruction includes scaffolds that support every learner. Use *i-Ready* reports to group students by skill needs to further differentiate instruction.
- Using *i-Ready* lessons makes students more successful in Tier 1, and we continually invest in our lesson offering.
- We maintain the integrity of our solution with a high rating from the National Center on Intensive Intervention (NCII).
- Implement a strong data culture with *i-Ready* to identify best practices backed by our commitment to unparalleled service.



i-Ready is trusted by educators to deliver screening, progress monitoring, benchmark assessments, and online instruction to millions of students nationwide.

Thousands of Schools and Districts Use *i-Ready*

We have provided *i-Ready* to thousands of urban, suburban, and rural school districts across the U.S. (Figure 3). Currently, approximately 13,452,713 students across the country use *i-Ready*—**approximately 40 percent of the nation’s K–8 public school students**. This includes over 5,600 districts, over 38,250 schools, and over 1,049,480 educators who use the program. As the program has for other clients, we are confident *i-Ready* will yield measurable improvements for the District.

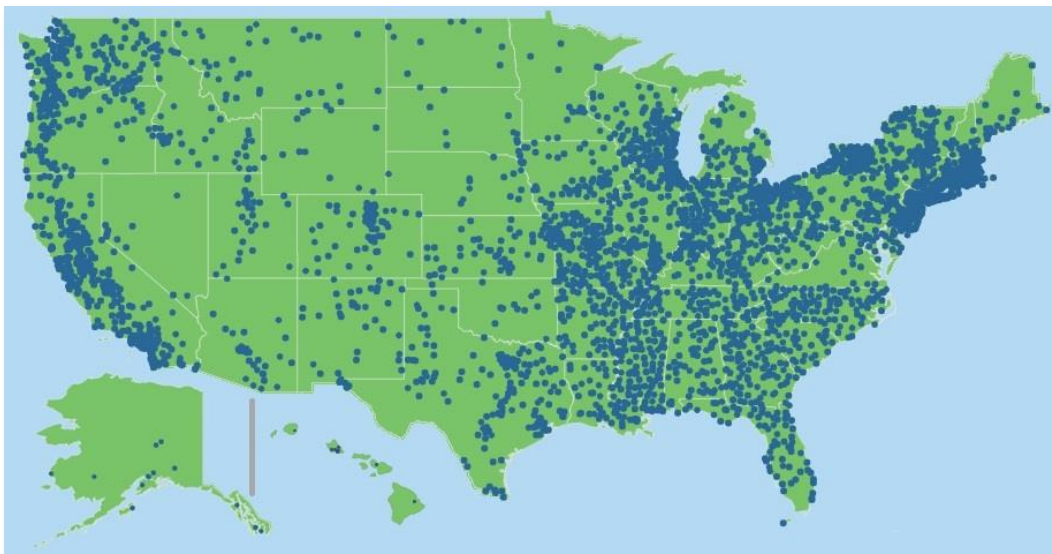


Figure 3. Thousands of districts across the nation are using *i-Ready* to meet their needs.

Supporting Educators through Partnership

In tandem with our dedication to designing and developing high-quality programs that drive measurable student achievement, what truly differentiates us is our commitment to being the best service provider in the publishing industry.

Beginning with the first contact with Curriculum Associates through setting up and implementing the program, our staff will be here to ensure success. The District will be served by *i-Ready Partners*, a connected and experienced group of professionals focused on meeting the needs of educators, students, and communities. *i-Ready Partners* offers:

- **A Partner Success Manager You Know on a First Name Basis:** A dedicated Partner Success Manager works with you to build and execute an implementation plan to get the most from our products and is your point of connection to a powerful network of experts solely focused on making your implementation successful.
- **Consultative Professional Learning Program Planning:** Tailored professional learning pathways address the specific needs of your educators including facilitated sessions and Online Educator Learning resources to move teachers and leaders along the continuum from product to practice.
- **Guidance on Education Trends and Implications:** Consultation from our experienced Educational Consultants in group settings as well as individual consultation with your district ensures you stay up to date and are prepared to implement education best practices.
- **Real-Time Achievement Data After Every Assessment:** Get detailed student performance and growth analysis at key points in the implementation—and on an ongoing basis—to empower data-driven practices in classrooms.
- **Technical Support and Health Checks:** Proactive support anticipates and heads off issues before they start, promptly addresses your concerns, and delivers clear answers to your questions.

i-Ready Partners provide award-winning service that is designed to help your District succeed (Figure 4).



Figure 4. Each *i-Ready Partner* will have a different role to play in a successful implementation, working alongside you every step of the way to help drive the greatest impact.

With Curriculum Associates, the District will have a partner who understands that real change and student growth that move the needle on achievement do not happen through magic. It takes carefully planned hard work, day after day. Our team becomes your partner in that work, doing our part to help your educators, and in turn your students, succeed.

i-Ready is Always Improving

New for the 2025–2026 School Year

As we look to another year of successfully supporting so many growth stories, we continue to listen, learn, and respond. Educators tell us that supporting every student from every background is today's priority, along with unified solutions working seamlessly together to advance the same set of grade-level student experiences across math, reading, and beyond.

The following is an overview of planned *i-Ready* improvements for the 2025–2026 school year—a range of new and enhanced features designed to honor the middle school experience, build literacy skills, support the unique needs of English Learners, and maximize implementation impact. Learn more at <https://www.curriculumassociates.com/programs/features>.

“i-Ready as a product—Curriculum Associates as a company—is the most responsive company or product line out there. I have never seen a company where literally we make suggestions, and we see definitive steps toward trying to make them happen.”
—Educator and *i-Ready* User

Middle School and High School Experience

Help students feel empowered, confident, and capable of independent growth.

- **New—*i-Ready Pro*:** The *i-Ready Pro* experience supports middle and high school students in building critical skills during a pivotal stage in their learning journey. With adaptive lessons tailored to each student's needs—whether they require foundational support (in grades 6–12) or are ready to engage in grade-level instruction (in grades 6–8)—*i-Ready Pro* helps every learner feel empowered, confident, and capable of independent growth. For educators, it offers real-time insights, enabling both celebration and reflection to guide students with purpose.

Build Foundational Literacy Skills

Unlock every student's reading potential with precise assessment and targeted follow-up.

- **Enhanced—*i-Ready Literacy Tasks with Digital Administration*:** Maximize teaching time by minimizing administrative tasks. Assess more efficiently by digitally marking *Literacy Tasks* in real time. Choose to administer tasks digitally or on paper to give teachers a choice for what works best in their classroom. Easily find the right task for each student that complies with your state's guidance with an improved task library experience.

Meet the Unique Needs of Spanish Learners

Support students striving toward biliteracy.

- **New**—*i-Ready Evaluación Diagnóstica de lectura en español* (*i-Ready Diagnostic Assessment of Spanish Reading*): *Evaluación Diagnóstica de lectura* is an online, adaptive assessment of Spanish reading skills for grades K–6. It is designed to more closely match the robust reporting information and connections to instruction obtained from the current *i-Ready Diagnostic* for reading in English. This helps educators with their instructional planning by providing specific information on what each student knows and where they may need more support.

Maximize Impact through Partnership

Implement *i-Ready* solutions with a team committed to your success.

- **New**—*i-Ready Success Central: Success Central*—the next evolution of *i-Ready Central*—is a support site that dynamically provides implementation guidance, tools, and resources based on a user’s role, product license, and state.

Up-to-Date Resources Support Educators and Students

Teaching and learning are more challenging than ever. While this year is a more customary school year, unfinished learning continues to be a reality—many students need multiple years of acceleration to get to grade level. For this school year, we are here to support the District by helping you to address unfinished learning, engage students in grade-level work, and motivate every learner with supportive instruction. The following resources provide information on learning:

- **Context**, Curriculum Associates’ blog at <https://www.curriculumassociates.com/blog>. This blog features practical and relevant strategies, best practices, and educator stories to help teachers and building-level leaders navigate today’s complex educational environment. New content, written by educators and industry experts, is added regularly.
- **Extraordinary Educators Podcast** by Curriculum Associates brings you best practices, ideas, and stories from extraordinary educators to help you thrive in your classroom. Learn more at <https://www.curriculumassociates.com/extraordinary-educators/podcast>. Listen and subscribe.
- **State of Student Learning** report at <https://www.curriculumassociates.com/research-and-efficacy/annual-report-the-state-of-student-learning-in-2024>. These detailed report results are from a nationally representative sample across school years: 2018–2024. The research provides rich insights on student learning trends by examining data in relation to grade-level learning benchmarks, rather than in comparison to other students, to provide a unique view of learning rather than rank (Figure 5).

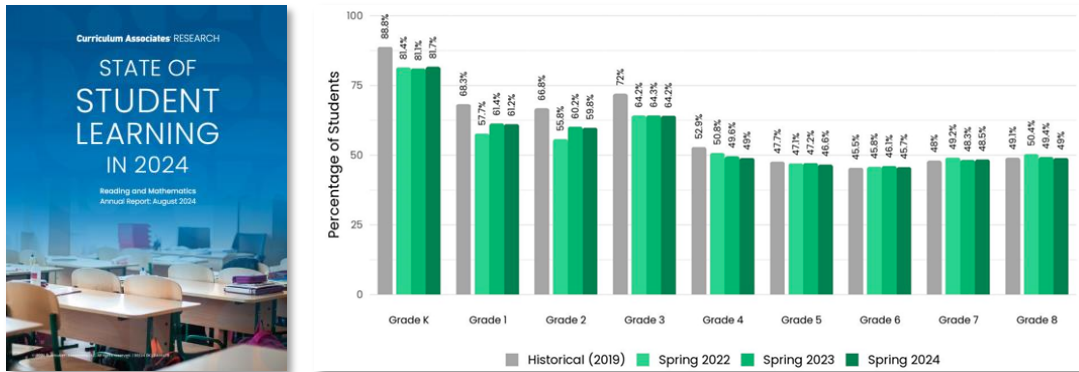


Figure 5. Curriculum Associates' State of Student Learning in 2024 provides information that can drive the delivery of targeted, data-driven instruction and influence allocation of resources at the district and state level.

- **Research on Unfinished Learning** web page at <https://www.curriculumassociates.com/research-and-efficacy/unfinished-learning-research>. This page provides a wealth of research summaries and lessons learned about the impact of the pandemic on student learning—to date, we have published over a dozen research papers on unfinished learning.

We continue to develop resource documents to help guide districts. Our team will also continue efforts to support educators with timely, accurate progress monitoring, data that informs differentiated instruction, and online learning that engages students.

Pinpointing Student Needs with an Adaptive Assessment

Preparing Students for Reading and Math Expectations

To successfully teach students to meet the expectations of challenging academic standards, it is crucial to have clear insight into student performance on rigorous assessments of those standards. *i-Ready* prepares students to meet college- and career-readiness expectations by aligning with current state standards and summative assessments.

Using assessments closely aligned to state tests is essential. *i-Ready Assessment and Personalized Instruction* are designed to meet the demands of college- and career-ready standards, empowering students with the skills they need to excel in state assessments and beyond. Built upon research and data-driven insights, *i-Ready Assessment* evaluates, and *i-Ready Personalized Instruction* teaches important domains in reading and mathematics, as listed in Table 1.

Table 1. <i>i-Ready</i> Assesses and Teaches Key Domains	
Reading/English Language Arts (ELA)	Mathematics
<ul style="list-style-type: none">• Foundational Skills: Phonological Awareness, Phonics, High-Frequency Words, and Fluency¹• Vocabulary• Comprehension of Informational Text and Literature	<ul style="list-style-type: none">• Number and Operations/The Number System• Algebra and Algebraic Thinking• Measurement and Data• Geometry

i-Ready Diagnostic Pinpoints Student Performance Level

i-Ready Diagnostic starts students at an estimated difficulty level based on their chronological grade. As a student answers questions correctly or incorrectly, the test adjusts up or down, with questions of varying difficulty, until the assessment reaches the level of difficulty that is “just right” and pinpoints which sub-skills have been mastered and which need additional work. For subsequent *Diagnostics*, the assessment begins at the student’s estimated proficiency based on previous performance.

For example, a student may be performing on grade level with vocabulary but performing below grade level for comprehension. Or in mathematics, a student may need support in algebraic thinking, but is meeting grade-level expectations in numbers and operations. The depth of the item bank enables the *Diagnostic* to truly pinpoint a student’s performance and ensures the accuracy of results.

¹ *i-Ready Assessment* offers assessment and practice in fluency. While *i-Ready Personalized Instruction* does not provide explicit instruction in reading fluency, there are numerous opportunities for students to develop and strengthen their reading fluency within some of the High-Frequency Words, Phonics, and Comprehension lessons.

Figure 6 shows how the *Diagnostic* adapts to determine student placement level.

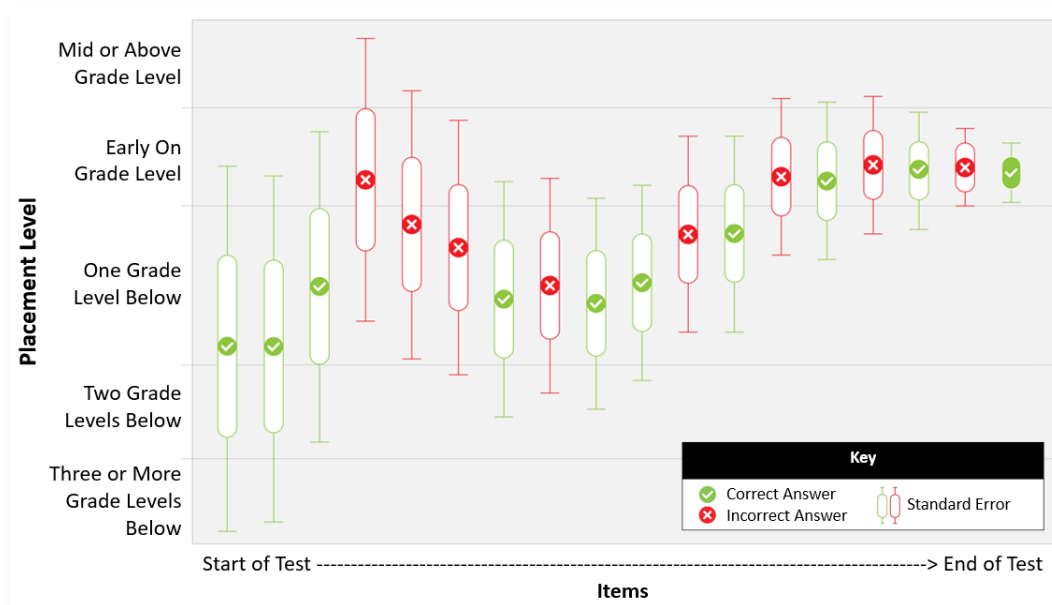


Figure 6. By adapting to student responses and assessing a broad range of skills—including skills above and below a student’s chronological grade—the *Diagnostic* pinpoints a student’s skill level.

A continuum of scale scores from kindergarten through high school offers powerful longitudinal data by tracking student progress within and across years—essential to evaluating program efficacy, differentiating instruction, and supporting learners in reaching their potential.

“I use *i-Ready* data in several different ways. From the minute the *Diagnostic’s* completed, I’ll use the data to start my instructional groupings. Every week I’ll check to see how the students are performing. Are they passing each domain and each standard?”
—Educator and *i-Ready* User

Criterion- and Norm-Referenced Scores

i-Ready Diagnostic's reports describe student performance in terms of scaled scores, criterion-referenced scores, and norm-referenced scores. Each score is presented in the Diagnostic Results report.

Scaled Scores

A vertical scale measures how a student's performance has changed between one point in time and the next on a single scale, regardless of the student's grade. By providing a measure of student learning on a single continuum—grade K to 12—allows educators to compare both within and across grade levels.

- **Scale Scores (K–12)**—*i-Ready Diagnostic's* vertical scale score provides a measure of student learning on a single continuum. The *i-Ready* scale is used to indicate what skills a student has mastered at each administration and what skills the student still needs to develop. Educators can use *i-Ready Diagnostic* to track yearly progress and optimize administration decision-making for long-term performance improvements. Scores are available overall and by domain.
- **Lexile® Measures (K–12)**—Developed by MetaMetrics®, Lexile measures are widely used as measures of text complexity and each student's current skill level as pertains to reading those materials. The *Diagnostic* has been statistically linked with the Lexile Framework, making it possible to provide a Lexile measure for every overall scale score. The report also has a link "Understanding Lexile measures" to explain the measures and *Diagnostic* linking studies.
- **Quantile® Measures (K–12)**—Developed by MetaMetrics, the Quantile measures are a unique resource for accurately estimating a student's current skills in thinking mathematically and matching them with appropriate mathematical content. The *Diagnostic* has been statistically linked with the Quantile Framework, making it possible to provide a Quantile measure for every overall scale score. The report also has a link "Understanding Quantile measures" to explain the measures and *Diagnostic* linking studies.

Criterion-Referenced Scores

Placement levels offer an understanding of a student's performance in each domain within each subject relative to their chronological grade. These scores highlight areas for teachers to focus on instruction to move students to the next placement level.

- **Placement Levels (K–12)**—The *Diagnostic* reports placement levels for students' overall performance and for each domain. *i-Ready's* grade-level placements are designed to help educators target instruction for each student. Grade-level placements also inform classroom instruction with domain-specific insights, allowing for targeted differentiation.

Norm-Referenced Scores

Norm-referenced scores identify how students are performing relative to their peers nationwide. These scores specify a student's ranking compared to students in the same grade.

- **National Norm Scores (K–10)**—The norm scores are based on a specific population of students who took *i-Ready Diagnostic* who are a nationally representative sample according to the latest available data from the National Center for Educational Statistics. Fall, winter, and spring norms are available for grades K–8. Fall norms are available for grades 9–10.

Figure 7 is an example of how scores are clearly presented in the Diagnostic Results (Student) report.

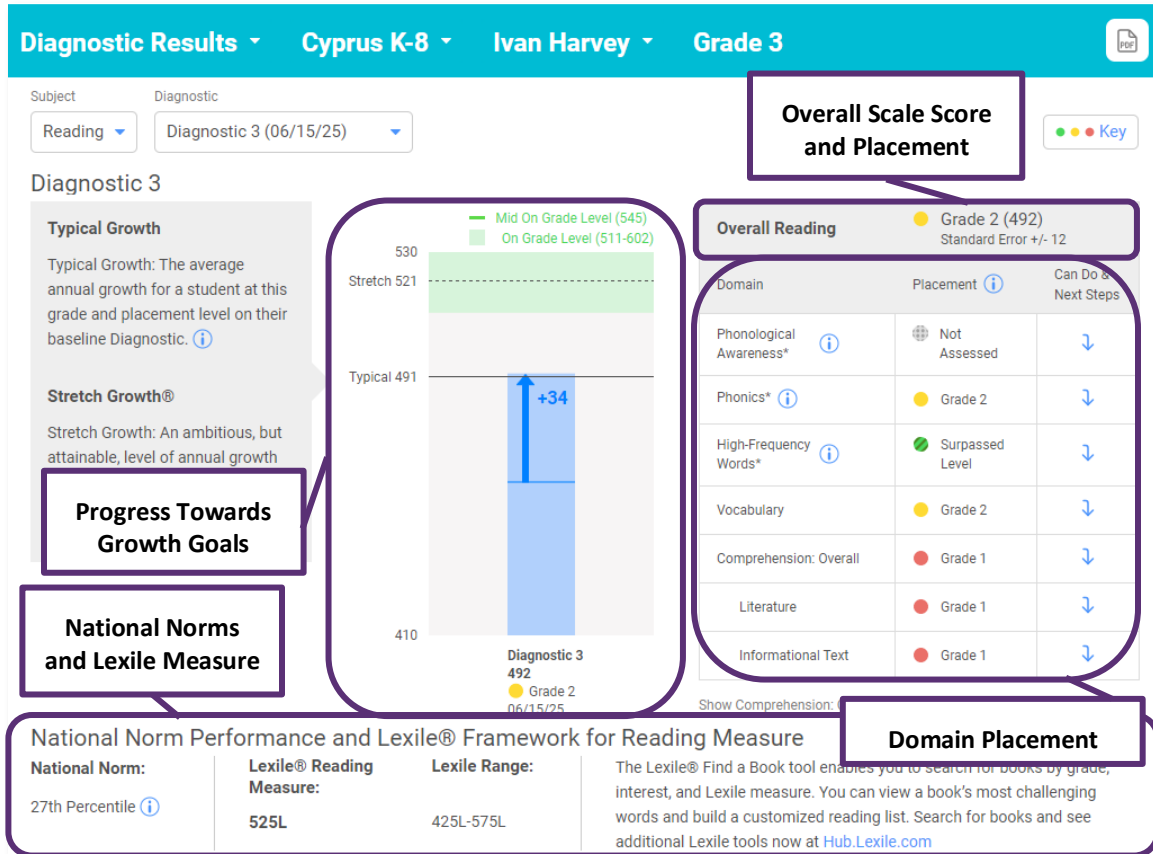


Figure 7. The Diagnostic Results report for a student lists the overall score and a score for each domain assessed. The report also lists norm scores, annual growth expectations, areas of strength (“Can Do”), and areas of need (Next Steps & Resources for Instruction).

“The most significant thing about *i-Ready* is how it places students accordingly and how it guides teachers in addressing the situation regarding students' knowledge.”
—Educator and *i-Ready* User

Utilizing a Differentiated Growth Model

For students in grades K–8, *i-Ready Diagnostic* uses a differentiated growth model (Figure 8) that is based on empirical research into the growth of millions of *i-Ready* students. This model provides perspectives on both growth and proficiency with:

- **Differentiated growth targets**—Students' growth targets will differ based on their performance and placement on the fall *i-Ready Diagnostic*, providing more personalized growth expectations.
- **Two complementary measures of growth**—The model provides two benchmarks for growth:
 - **Typical Growth** marks the annual growth of an average student at a given placement. It provides a comparative—or normative—view of growth, answering how students are growing relative to comparable peers.
 - **Stretch Growth** marks the amount of growth that a student should target to enter a path to attaining grade-level proficiency. Stretch Growth is grounded in *i-Ready's* criterion-referenced placements. It is designed to help educators understand how much growth is required for students to reach proficiency, even if a student's path requires more than one year of growth.

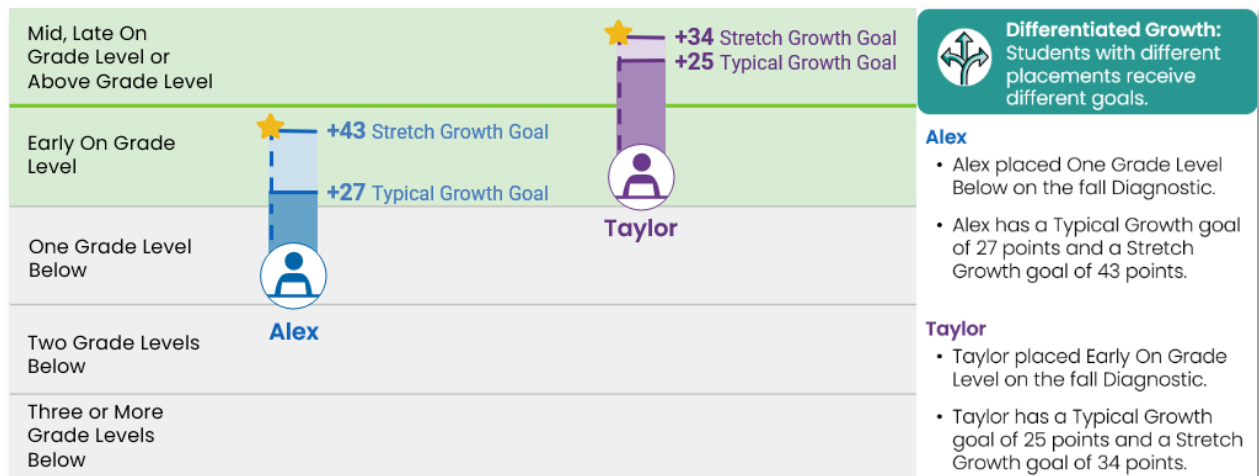


Figure 8. *i-Ready* provides differentiated growth measures based on each student's grade and initial placement on the *Diagnostic*. Teachers benefit from understanding each student's Typical and Stretch Growth goals.

Planning for *i-Ready Diagnostic* Administration

i-Ready Diagnostic is individually administered, untimed, and designed to be administered three times per year. The *Diagnostic* may be broken into multiple sessions; *i-Ready* saves each student's place upon exiting. We recommend multiple testing sessions so students do not feel rushed and can produce their best work. During the *Diagnostic*, students are provided intermittent breaks to maximize their performance and promote their engagement with the assessment.

Curriculum Associates conducted research into the time it takes students to complete the *Diagnostic* using data from the millions of students who completed a *Diagnostic* during the 2017–2018 school year. Our goal was to provide insight into the duration of the assessment so that teachers can allocate appropriate time for testing and ensure students have ample time to complete the *Diagnostic*—but not so much time that instructional time is impacted more than necessary.

Our research found that, on average, the *Diagnostic* takes students 25–75 minutes per subject to complete, and the time it typically takes students varies by grade level. We have organized the duration guidance in Table 2 broken down by grade band.

Table 2. <i>i-Ready Diagnostic</i> Scheduling Information and Duration Guidance			
Grade(s)	When to Schedule the First <i>Diagnostic</i>	How Long to Schedule for Each <i>Diagnostic</i> (per Subject)*	Estimated Total Active Testing Time (per Subject)**
K	Four to six weeks into the school year	Three 20-minute sessions	An average student takes 25–35 minutes of active testing time to complete the <i>Diagnostic</i> for each subject. The vast majority of students complete in fewer than 45 minutes.
1	Start as soon as possible [†]	Two 20- to 30-minute sessions	
2–5	Start as soon as possible [†]	Two 40- to 50-minute sessions	An average student takes 40–60 minutes of active testing time to complete the <i>Diagnostic</i> for each subject. The vast majority of students complete in fewer than 80 minutes.
6–12	Start as soon as possible [†]	Plan number and length of testing session based on your schedule ^{††}	An average student takes 60–75 minutes of active testing time to complete the <i>Diagnostic</i> for each subject. The vast majority of students complete in fewer than 90 minutes.

* We recommend 12–18 weeks between each *Diagnostic* administration. Scheduling recommendations are based on average active testing time to complete the *Diagnostic* for each subject, plus logging in, viewing tutorial videos, etc. Some students may take more or less time to complete the *Diagnostic*, depending on a variety of factors. We do not recommend students try to complete the *Diagnostic* in one session.

** Active testing time statistics only refers to active time spent taking the assessment and does not include account login time, tutorial videos, or the time after a session has gone inactive (after 29 minutes of inactivity on a single question).

[†] Administer the *Diagnostic* as soon as possible for your district/school, based on priorities and needs of your community.

^{††} Most students complete within 60–90 minutes (e.g., two 45-minute sessions). Some will need additional time.

Rigorous Development Guided by Classroom Experts

In designing and developing *i-Ready*, we adhere to the best practices set forth by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education. This adherence ensures that *i-Ready* demonstrates high standards of validity and reliability for educational assessments.

The input of numerous teachers and lifelong educators has been integral to the creation, review, and ongoing enhancement of *i-Ready Diagnostic*. Beyond their contributions during the initial development phase, teachers also play a vital role in the item development and standard setting processes that form the foundation of *i-Ready Assessment*.

All *i-Ready* assessment items undergo final review by subject matter experts, which may include classroom teachers and authenticity panel members. Additionally, the *i-Ready* item bank was reviewed by third-party stakeholders, including teachers, administrators, state education agency personnel, and other independent organizations. These reviews ensure thorough evaluation from various perspectives.

i-Ready placement levels—which identify if students are performing above, on, or below grade-level expectations—are based on an intensive, iterative standard setting process aimed at summarizing performance in a way that translates easily into classroom action. In this process, educators’ determinations of student performance are paramount in translating scale scores to *i-Ready* placement levels. More than 100 teachers and principals participated in the most recent standard-setting exercise.

Curriculum Associates continually develops new items for the *Diagnostic*. We use an embedded field-test approach to test many new items with varied demographic samples of students. Field testing determines the difficulty of each item, as well as the overall difficulty for the collection of items for each content indicator.

Based on both student performance and item difficulty levels, *i-Ready* makes probabilistic inferences about students’ knowledge and content skills. *i-Ready*’s adaptive methodology allows accurate assessment of students with a wide range of performance levels. Additionally, *i-Ready Diagnostic* results clearly identify students’ strengths and provide teachers with actionable insights into what students should focus on next.

Assessment Items Designed to Engage

i-Ready's assessment items are designed to engage students. The sample items that follow illustrate *i-Ready Diagnostic's* engaging format. In reading, passages at every level cover literary and informational text, place an emphasis on evidence-based reading, and consist of complex text—all called for by today's standards (Figure 9). In mathematics, items emphasize conceptual understanding and procedural fluency, and support the eight Standards for Mathematical Practice (SMPs). Many entail word problems or problem solving (Figure 10).

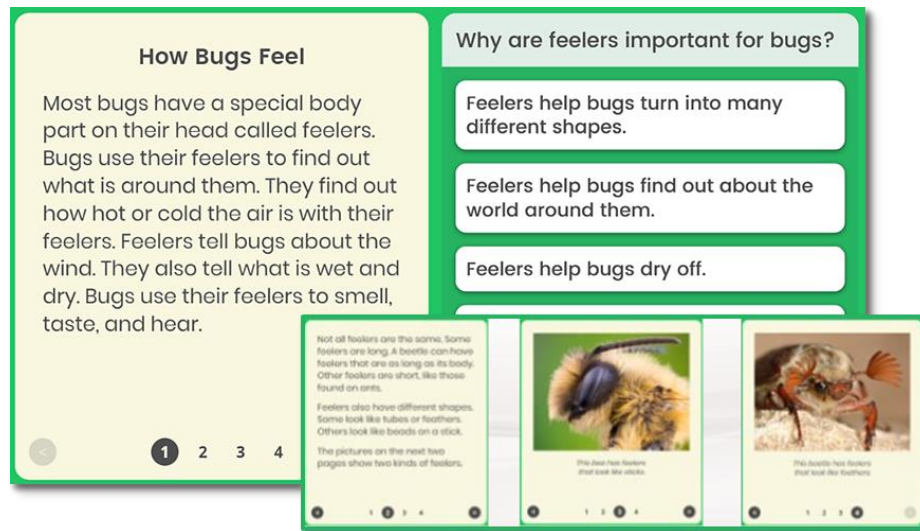


Figure 9. The age-appropriateness of items is prominent in this grade 2 reading comprehension question. The font is easy-to-read and large, and the passage length is grade-appropriate. By grade 2, students are expected to read simple texts with limited support, so this item does not include audio support for every student.

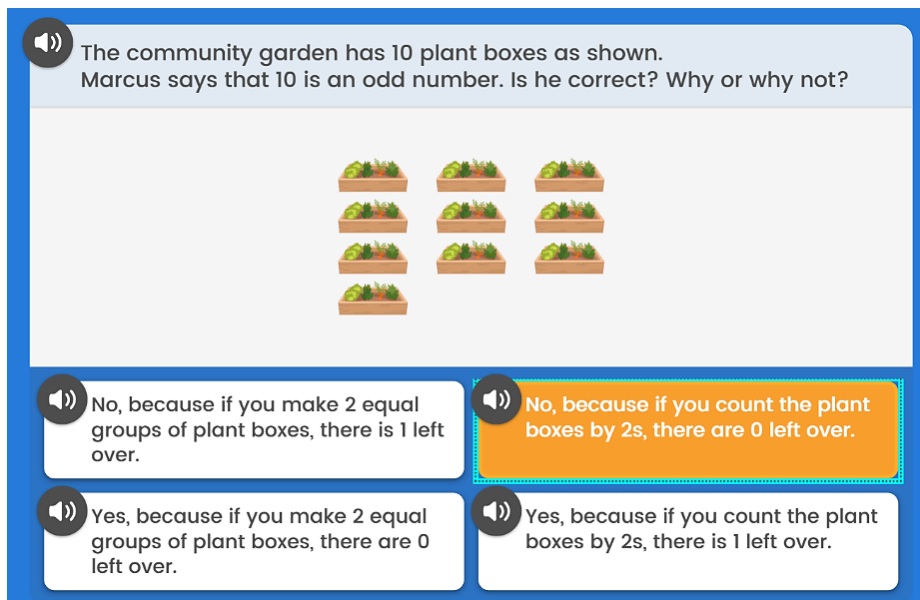


Figure 10. This grade 2 multiple-choice item is in the Numbers and Operation domain. Students are asked to determine whether a group of objects has an odd or even number of members.

Research-Based *Literacy Tasks*

Assessing Foundational Reading Skills

Educators can complement *i-Ready Diagnostic* reading scores by selecting from *i-Ready Literacy Tasks*, a suite of companion tasks that teachers can print and administer offline (with digital data entry and digital scoring² available) to assess students' foundational and fluency skills in English or Spanish. *Literacy Tasks* allow for more targeted understanding of reading skills of students who may need further evaluation, providing educators with tools to observe, quantify, and record student reading behaviors. *Literacy Tasks* evaluate pre-reading and reading skills that are best assessed through one-on-one administration between an educator and a student. These tasks can provide helpful information to inform day-to-day instruction or can be combined to meet universal or dyslexia risk factor screening needs. The *Literacy Tasks* benchmark forms may be administered three times per year, and the progress monitoring tasks are for more frequent checks for weekly or biweekly administration.

Key features of *i-Ready Literacy Tasks* include:

- **Flexible and modularized:** Educators can use the tasks they believe will best help identify their students' literacy needs, and specific in-application guidance directs educators to those tasks that address the specific requirements of the state's screening process.
- **One-on-one administered:** Tasks measure skills best evaluated in a one-on-one setting, allowing the educator to see firsthand how to best help a student achieve grade-level proficiency.
- **Scores available in *i-Ready*:** Scores are tied to a student's *i-Ready* record, allowing educators to evaluate students for risk factors or take advantage of other resources available within *i-Ready*.
- **Strong validity and reliability:** *Literacy Tasks* are built on a strong research foundation, and we conduct ongoing research to ensure strong evidence of reliability and validity.
- **Cover important pre-reading and reading skills consistent with the science of reading** (Figure 11): *Literacy Tasks* are available for the assessment of the following key skills:
 - Rapid Automatized Naming (K–3)
 - Phonological Awareness (K–2+)
 - Letter Naming Fluency (K–2)
 - Letter Sound Fluency (K–2)
 - Word Recognition Fluency (K–3)
 - Pseudoword Decoding Fluency (K–3)
 - Spelling and Encoding (1–3)
 - Passage Reading Fluency (1–6)

² Digital task scoring is not available for Spelling and Encoding task types, which are generally group-administered.

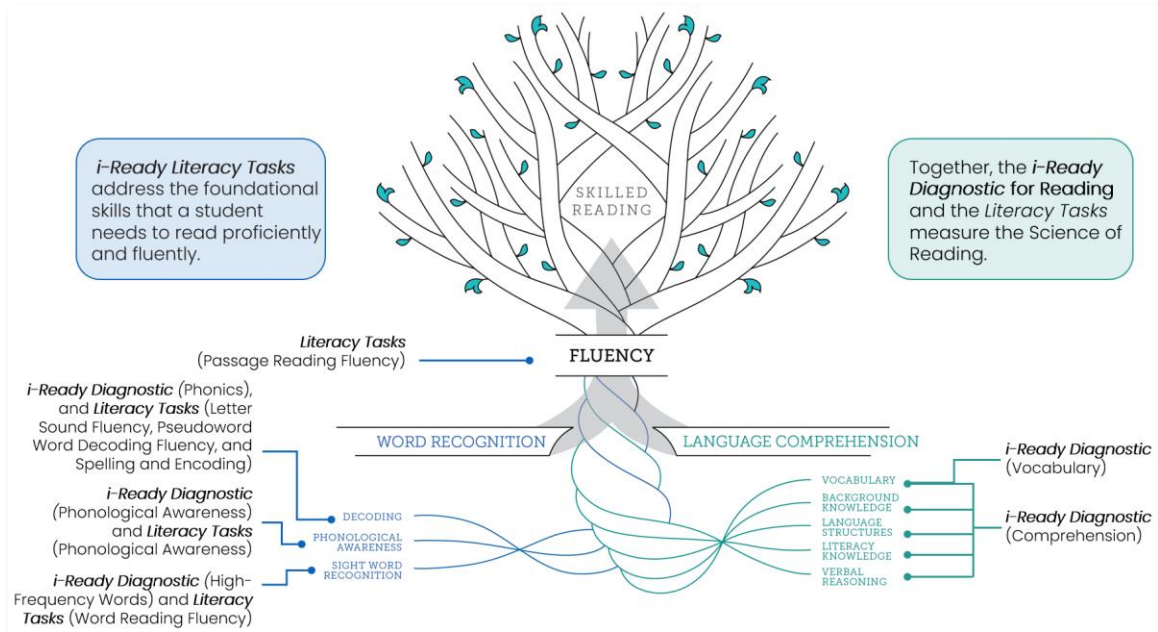


Figure 11. Together, the *Diagnostic* and *Literacy Tasks* align to the Simple View of Reading and are grounded in the Science of Reading.

Flexible Implementation to Meet Each Teacher's Needs

There are two *i-Ready Literacy Tasks* uses: Benchmark Tasks and Progress Monitoring Tasks.

i-Ready Literacy Tasks, Benchmark Tasks

Designed to be used three times a year, Benchmark Tasks use developmentally appropriate stimuli to determine whether a student is meeting grade-level expectations for foundational reading and fluency skills. These tasks use grade-level texts to determine a student's performance compared to nationally recognized norms for the student's grade level.

Benchmark Tasks also can be used in conjunction with the *Diagnostic* for universal literacy screening purposes. Using the two assessments together can identify students who may benefit from intervention for critical literacy skills. The tasks can also be used to screen for dyslexia risk factors addressed in state and district dyslexia risk factor screening requirements. Finally, when administered together, Benchmark Tasks and the *Diagnostic* provide teachers with perspective on students' reading proficiency and appropriate next steps to take for instruction.

i-Ready Literacy Tasks, Progress Monitoring Tasks

Progress Monitoring Tasks are used to monitor the progress of students who are receiving reading intervention during the school year. Progress monitoring reporting requirements differ by district and state, and the tasks are designed to allow educators to fulfill a variety of needs.

Progress Monitoring Data Informs Instructional Differentiation

Using Formal and Informal Progress Monitoring

i-Ready includes multiple forms of both formal and informal progress monitoring to help teachers effectively track student progress and inform instructional decision making.

- **Formal Progress Monitoring:** Monitor change over time, inform educators if students are benefiting from instruction and intervention, and understand where students might be in their learning by the end of the year.
 - ***i-Ready Diagnostic***, K–12 (adaptive universal screener): administer three times annually
 - ***i-Ready Growth Monitoring***, K–8 (optional): administer monthly, between *Diagnostics*
 - ***i-Ready Literacy Tasks, Progress Monitoring Forms***, K–6 (optional): offline (with digital data entry and digital scoring available), administer up to 20 times per year
- **Informal Progress Monitoring:** Use a variety of standardized and non-standardized measures, including curriculum materials, at frequent intervals as part of regular instruction to determine if students have learned the content and are improving their performance.
 - ***i-Ready Standards Mastery***, 2–8 (optional): use as needed to pinpoint misconceptions
 - ***i-Ready Personalized Instruction***, K–8 (automatically assigned): scored section in each lesson
 - **Tools for Instruction**, K–8 (optional): when recommended in *i-Ready* reports, use the Checks for Understanding in the lessons to measure student proficiency of a given skill

“Our district piloted *i-Ready* as the ongoing assessment piece to drive RTI. Teachers fell in love with the detailed data and the ease with which they could group and target instruction.”
—Assistant Superintendent in a District Using *i-Ready*

In the following sections, read more about *i-Ready*’s progress monitoring features.

i-Ready Diagnostic

i-Ready Diagnostic—the heart of *i-Ready Assessment*—is designed to be administered three times throughout the school year. Once students have completed more than one *D diagnostic*, educators can use the Diagnostic Growth report to learn more.

The Diagnostic Growth report (K–12), available for reading and math, compares scores over time (overall and by domain) and shows the scale score for each *Diagnostic*. This report is available after students have taken *i-Ready Diagnostic* more than one time. Also, for K–8, the report includes Typical and Stretch Growth measures, progress toward each measure, and estimated time to proficiency for the student to achieve Stretch Growth.

Figure 12 provides an excerpt of the Diagnostic Growth report at the student level.

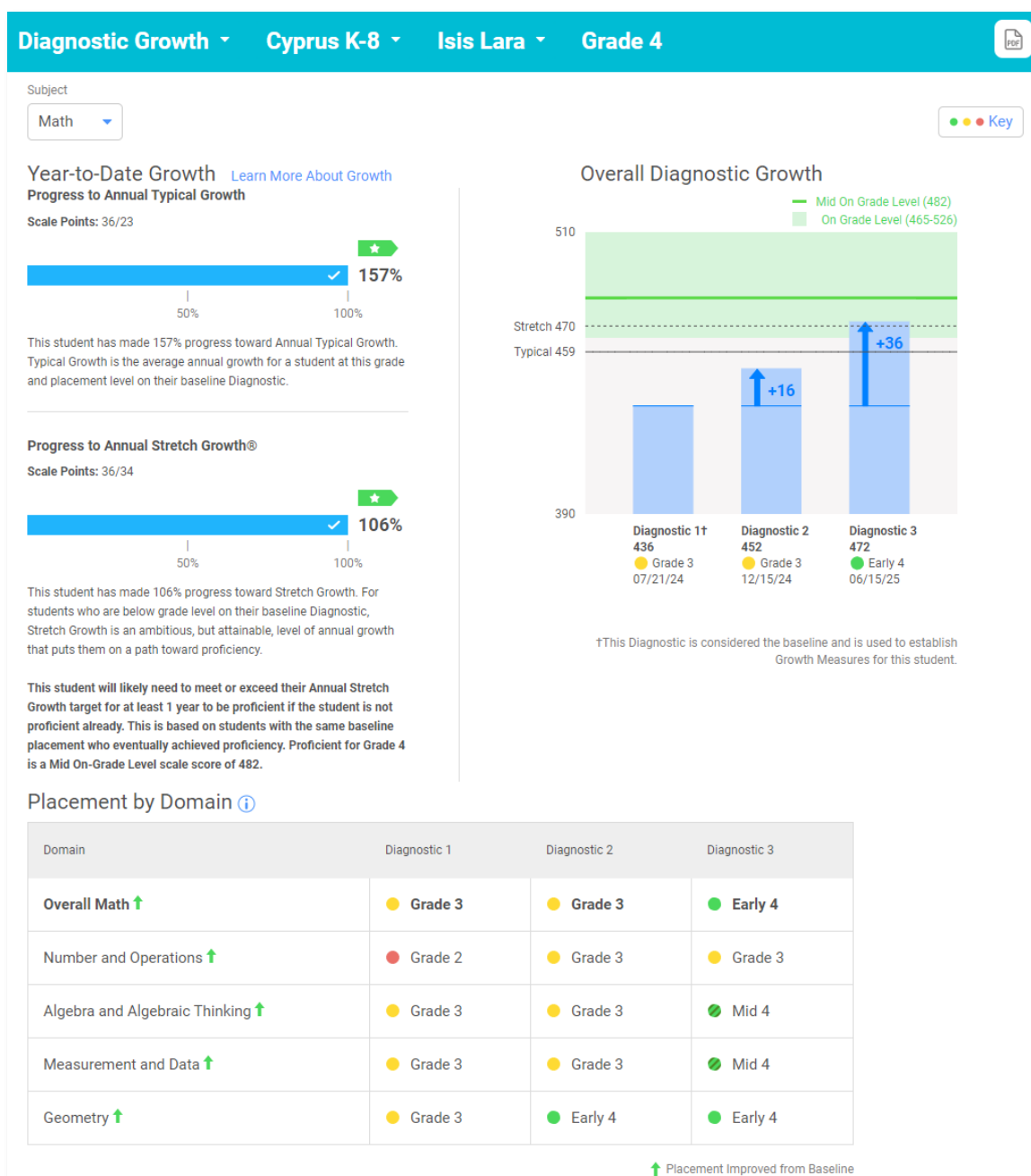


Figure 12. This excerpt from a Diagnostic Growth (Student) report shows student placements—overall and by domain—as well as Typical and Stretch Growth measures and progress toward each measure, and estimated time to proficiency for the student to achieve Stretch Growth.

i-Ready Growth Monitoring

i-Ready Diagnostic includes an optional *Growth Monitoring* feature that enables teachers to evaluate progress using short, adaptive assessments between full *Diagnostic* administrations as a general outcome measure form of progress monitoring. With *i-Ready Growth Monitoring*, educators can monitor students' progress to determine if they are on track to meet annual growth targets or if greater levels of intervention are needed. *Growth Monitoring* can be used as a tool for MTSS and RTI.

Growth Monitoring assessments draw items from the same bank of questions as the *Diagnostic* and, therefore, cover the same skills. *Growth Monitoring* assessments are adaptive, just like the *Diagnostic*, so they adjust up and down based on the student's responses. An assessment has approximately 20 questions and takes students about 15 minutes to complete. The first *Growth Monitoring* assessment starts item difficulty where the student placed on the last *Diagnostic*; subsequent *Growth Monitoring* assessments start at the last test's levels (whether *Growth Monitoring* or *Diagnostic*).

We recommend administering *Growth Monitoring* assessments between administrations of the *Diagnostic*, no more frequently than monthly. *Growth Monitoring* assessments may be scheduled by administrators for the entire district, school, or for specific grades. They may also be assigned manually by teachers for specific students, classes, or reports groups. *Growth Monitoring* for reading is available in English and for mathematics in English or Spanish.

A sample of the Growth Monitoring (Student) report is presented in Figure 13.

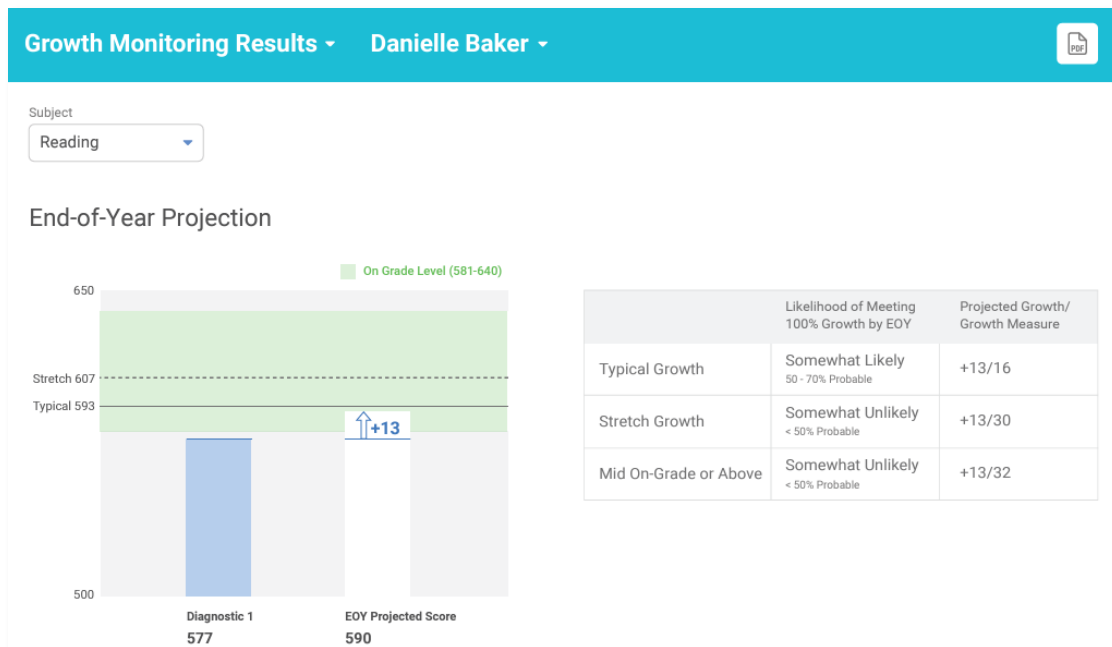


Figure 13. As students complete the *Diagnostic* and *Growth Monitoring* assessments during the year, *i-Ready* analyzes how the student's growth is trending and projects the progress toward growth measures, as shown in this Growth Monitoring Results (Student) report excerpt. This report also helps teachers prioritize which students may need additional intervention and support.

Third-Party Review

i-Ready Diagnostic and *i-Ready Growth Monitoring* received high ratings as a valid and reliable academic progress monitoring tool by NCII.

i-Ready Literacy Tasks, Progress Monitoring Tasks

i-Ready Literacy Tasks can be used as a complement to the *Diagnostic* for reading for students performing below grade level. *Literacy Tasks* offer a suite of educator-administered assessments including progress monitoring forms that assess discrete, foundational literacy and fluency skills in a one-on-one format. This allows for progress monitoring at various frequencies, including on a weekly, biweekly, or monthly schedule across five key areas:

- Letter Sound Fluency (20 forms per grade in grades K–2)
- Phoneme Segmentation Fluency (20 forms per grade in grades K–2)
- Pseudoword Decoding–Fluency (30 forms per grade in grades K–3)
- Word Recognition Fluency (20 forms per grade in grades K–1)
- Passage Reading Fluency (24 forms per grade in grades 1–6, excluding fall grade 1)

With *i-Ready Literacy Tasks*, educators can identify individual student learning needs and chart a customized pathway toward proficiency. Monitoring progress with these tasks allows educators to track incremental progress on key foundational reading and fluency skills. The data from the tasks adds deeper detail to the snapshot of reading performance gained from the *Diagnostic*, to inform next steps and understand progress.

An example of the student-level report is provided in Figure 14.

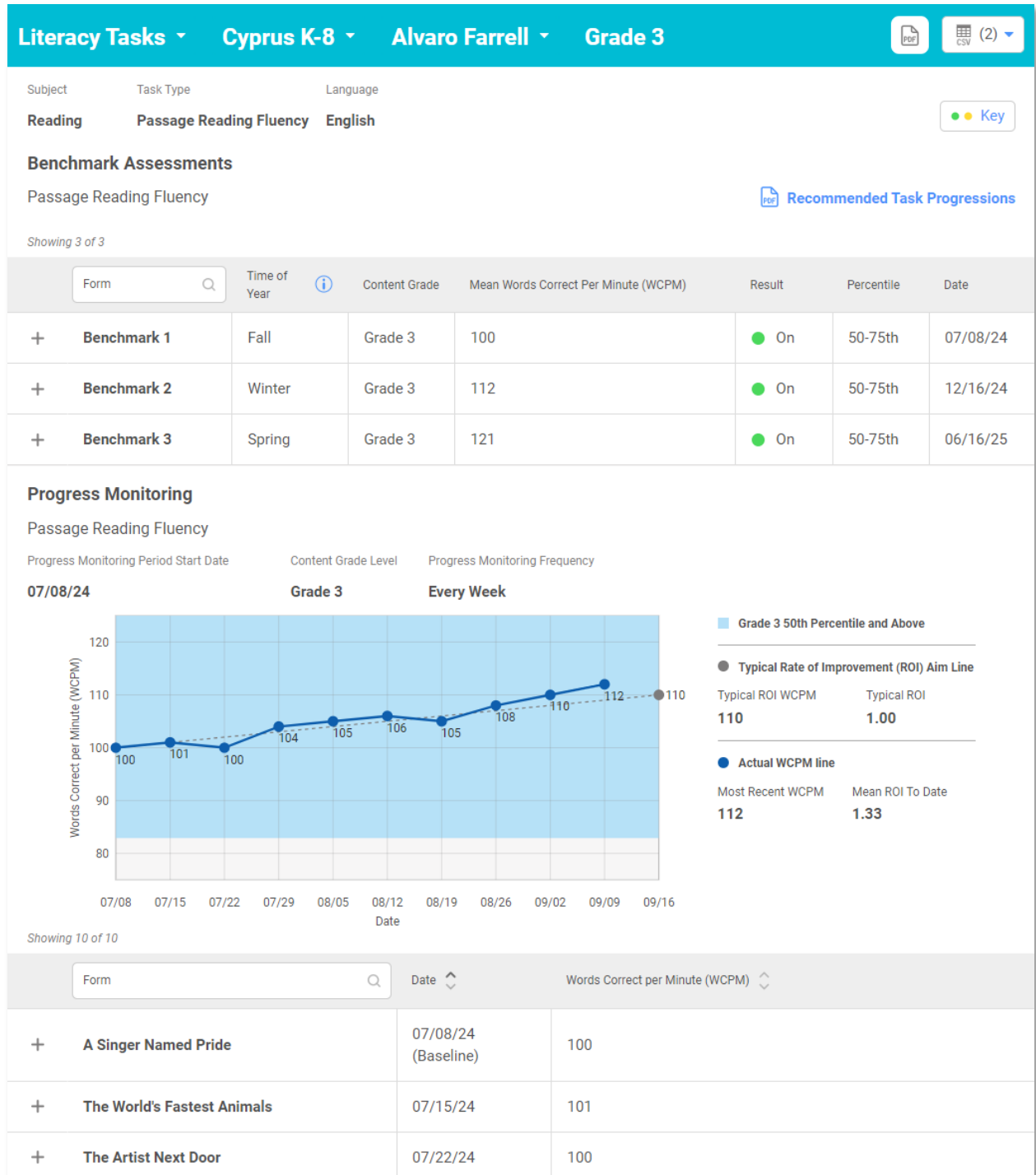


Figure 14. The Literacy Tasks (Student) report is shown here for Passage Reading Fluency. The progress monitoring chart includes two aim lines that help educators determine what goal to set for the student for the progress monitoring period.

i-Ready Standards Mastery

i-Ready Standards Mastery (2–8) provides digital, fixed-form assessments designed to measure specific grade-level standards for reading and mathematics as well as identify potential misconceptions that require targeted instruction. This tool makes it easy for teachers to obtain information on standards mastery as students progress in the curriculum. Teachers can choose to assess a specific standard, or administrators can combine several assessments to assess multiple standards in one administration.

Use Cases: There are two primary ways to use *Standards Mastery*.

- **Interim Assessment:** District administrators choose key standards to monitor throughout the year to inform resource allocation and instructional decisions. In this use case, administer the assessment approximately three times per year.
- **Formative Assessment:** Classroom teachers choose which assessments will help them gain insight into their students' understanding of specific concepts and skills. Use reports to determine the next steps in standards-based instruction. Administer up to six times per year.

Assessment Items: *Standards Mastery* offers two fixed-form assessments per mastery check, with each taking approximately 15 minutes to complete. Generally, each mastery check is aligned to one standard, with six to ten items per assessment. A wide range of items build comfort and familiarity with the types of items students will see on state tests.

- **Reading:** *Standards Mastery* measures reading comprehension in informational text, reading comprehension in literature, and language. The reading items (Figure 15) include technology-enhanced items such as Highlight Text, Selected Response (Multiple Choice, Multiple Response, Checklist), Drag and Drop, Cloze (Fill-in-the-Blank), Ordered List, and Choice Matrix. Assessment content includes multimedia passages with embedded audio, video, imagery, and animation.

i-Ready Grade 3

Read the poem. Then, answer the question that follows.

Surprise Garden

A bunch of seeds, small and brown,
Hard to believe they will spring from the ground.
But they will grow more than just flowers.
Our little seeds have super powers!

5 Just wait, just wait, and you will see
This garden will be as great as can be!
We'll add seeds for flowers of many sizes,
And hope we get a few surprises.

Colors will dance before your eyes—

10 Ready, and a magical night.

Read lines 13–24 of the poem. These three stanzas each add something new to the poem. Drag each event below to the order in which it happens.

- A butterfly visits the garden.
- A caterpillar goes to sleep.
- The gardeners plant seeds.
- The gardeners see a caterpillar.

< 1 2 3 4 5 6 > 1 of 6 Finish Later Submit

Figure 15. This sample grade 3 *Standards Mastery* reading item presents a poem and uses an order options item to assess the standard.

- **Mathematics:** *Standards Mastery* measures operations and algebraic thinking, number and operations in base ten, number and operations for fractions, measurement and data, geometry, ratios and proportional relationships, the number system, expressions and equations, statistics and probability, and functions. The mathematics items (Figure 16) include technology-enhanced items such as Selected Response (Multiple Choice, Multiple Response, Checklist), Short Constructed Response, Drag and Drop (Classification, Image Association, Ordered List), Drop-Down Menus (Cloze Dropdown, Image Dropdown), Graphing (Graph on Coordinate Grid, Data Graphs), Number Line (Number Line Plot, Number Line), Shading, and Hotspot. Additionally, virtual tools help answer questions (protractors, rulers, and calculators).

Part A

A farmer plants 132 tomato plants in each row of his field. He plants 65 rows of tomatoes. How many tomato plants are there in all?

Fill in the area model to find the partial products and represent the problem. Enter a number in each box to complete the model.

	100	+	30	+	2	
60	<input type="text"/>		1,800		<input type="text"/>	
+						
5	500		<input type="text"/>		10	

Part B

In a different field, the farmer plants 35 rows of corn with 145 plants in each row and another 35 rows of corn with 105 plants in each row. Does he plant more tomato plants or corn plants?

Use the dropdown menus to explain your reasoning.

The farmer plants a total of tomato plants. The total number of corn plants that the farmer plants can be represented by the expression which is equal to corn plants.

Therefore, he plants a greater number of plants.

1 of 6 Finish Later Submit

Figure 16. This sample grade 5 *Standards Mastery* mathematics item presents a farmer planting tomatoes and uses a dropdown item to assess the standard.

Benefits of the Assessment: Some of the benefits of utilizing *Standards Mastery* assessments—available at no additional cost with an *i-Ready Diagnostic* license—include:

- **Extensive Item Bank:** Includes more than 4,000 questions built by experts with deep knowledge of academic content. Many items require critical thinking or involve complex processes.
- **Response Analyses to Highlight Misconceptions:** For each item, the response analysis explains what misunderstandings students may have depending on the response they select or input.
- **Differentiated Instructional Support:** Mastery Checks are connected to Differentiated Instructional Support resource documents that help teachers adjust and determine next steps.
- **Robust Reports:** Reports are informative, actionable, and easy to understand.

DOK

Depth of Knowledge (DOK): Across items within a *Standards Mastery* assessment, approximately 20 percent are DOK 1, 60 percent are DOK 2, and 20 percent are DOK 3.

An excerpt of the Standards Mastery Results by Test (Student) report is provided in (Figure 17).

Standards Mastery Results



Item 5

Read the passages. Then answer the questions that follow.

Saving the Bald Eagle

A Bird in Need

1 The bald eagle is an important bird in the United States because it is the nation's symbol for freedom. However, this beautiful creature was almost destroyed in the very nation that honors it. The bald eagle was dying out slowly over hundreds of years due to a few major problems.

2 One problem was that people were taking over the eagle's habitat and destroying its home. People cut down trees where the birds nested and ate the eagle's food sources. As people moved into areas where the birds lived, they even killed eagles!

3 Another problem was that people were using a pesticide¹ called DDT on plants. Fish ate the plants, and eagles, in turn, ate the fish. DDT made the eagles very sick, and their eggs could no longer hatch. Over time, there were very few bald eagles left in the United States.

Working Together

4 The government developed ways to solve the problems we had created. It did not want to lose its national symbol, so it listed the bald eagle as an "endangered species." This meant that the bird was in danger of dying out completely. It became against the law to kill or hurt bald eagles. Another law was passed against the use of DDT, and this poison was no longer allowed to be used anywhere in the country.

5 The government and other groups also worked hard to protect the bald eagle's habitat. Special groups raised baby bald eagles and then released the eagles into the wild. They also watched over nesting trees to make sure the eggs and babies were safe from harm.

6 All of these efforts greatly helped to solve many problems that the bald eagle faced. The number of bald eagles in the United States slowly increased until finally the bird was no longer an endangered species. Today, the government is still watching over the bald eagle even though it is out of danger. We do not want the nation's bird to ever be threatened again!

Facts about the Bald Eagle

- Before settlers arrived, there were as many as 500,000 bald eagles in the United States.
- By 1963, there were fewer than 500 nesting pairs of bald eagles in the United States.

0.25/1 point

Parts of both passages use a similar structure. The problem of the disappearance of the bald eagle is described in both passages. The sentences below describe solutions for that problem. Decide whether each solution on the left below is found in Passage 1, Passage 2, or both passages. Drag your answers to the boxes on the right.

Special groups raised baby bald eagles and released them.	1	Passage 1	✓
A poison that almost destroyed the bald eagle is gone.	2	Passage 2	✗
A law was passed to prevent killing or hurting bald eagles.	3	Both Passages	✗
The bald eagle's trees are no longer chopped down.	4	Passage 1	✗

⚡ Passage 1 ⚡ Passage 2 ⚡ Both Passages

Correct answers:

2 Both Passages 3 Passage 1 4 Passage 2

Students may have an incorrect response because they do not understand how to compare and contrast the overall structure of information in two texts. They may not understand that while both passages offer solutions to the same problem, some of the stated solutions are shared, and some are unique, to the specific passage. Both passages mention elimination of poison, but only Passage 1 talks about laws passed to eliminate DDT and to prevent killing or harming bald eagles. Both passages make reference to protecting the eagle's habitat, but only Passage 2 describes specific actions regarding saving trees. Both passages talk about the efforts of people to prevent the disappearance of bald eagles, but only Passage 1 tells about special groups raising and releasing the birds.

Figure 17. Teachers can use the response analysis in the Standards Mastery Results by Test (Student) report to learn what misconception might be getting in the way of a student's understanding. It provides rich information that educators can use in day-to-day instruction.

i-Ready Personalized Instruction

Based on *Diagnostic* performance, *i-Ready Personalized Instruction* builds a unique lesson plan consisting of online instruction, with a personalized starting point for every student. Scored sections within each online lesson are designed to assess students' understanding of the focus skill of that lesson, serving as embedded progress monitoring.

Results from the scored sections populate the Personalized Instruction reports, available at the student, class, school, and district levels. These reports help teachers assess instruction effectiveness.

An example of the Personalized Instruction Summary (Student) report is provided in Figure 18.

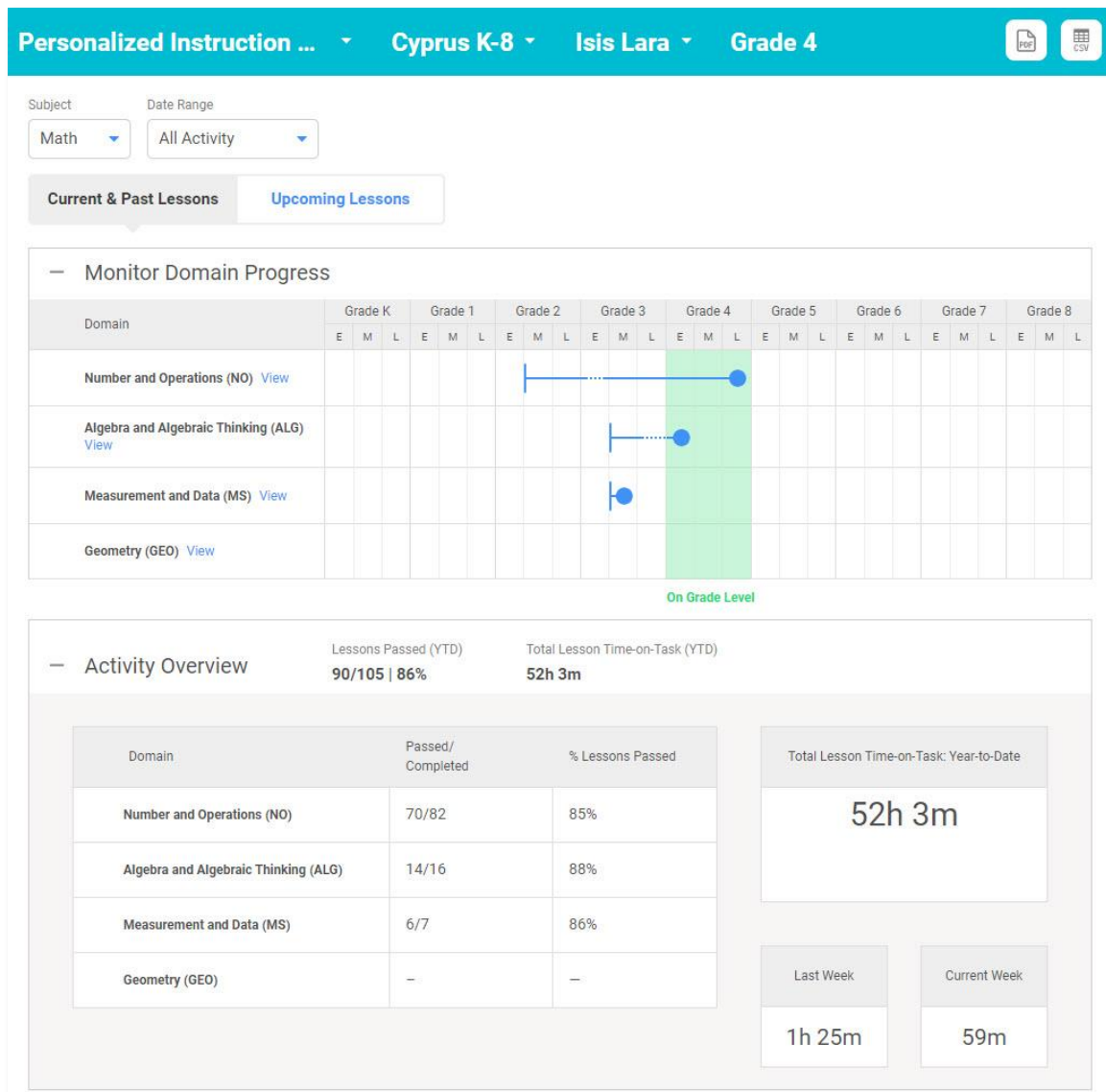


Figure 18. The Personalized Instruction Summary (Student) report synthesizes a wealth of data about an individual student's performance in *i-Ready Personalized Instruction* lessons. It reports progress by domain, the number and percentage of lessons the student has passed, and their time-on-task (for year-to-date, previous week, and current week).

Tools for Instruction

Tools for Instruction—included with the *i-Ready Assessment* license—are actionable, in-the-moment lesson plans for addressing skill needs identified by *i-Ready Diagnostic* reports. Each lesson includes a section titled Check for Understanding as an informal way to measure student proficiency of the target skill (Figure 19).

Check for Understanding

If you observe...	Then try...
difficulty matching uppercase and lowercase letters	having students identify uppercase and lowercase look-alikes first, such as Cc, Oo, Ww, and Ss before focusing on one or two letters that vary in form.
confusion about letters that look similar	controlling the introduction of letters so that one letter is learned thoroughly first. If applicable, choose the letter that is more common in print, such as g rather than q.

Check for Understanding

Give verbal descriptions of shapes and ask the student to draw the shapes. Say: *A hexagon has 6 sides and 6 angles. Draw a hexagon. Draw a quadrilateral with 4 square corners and sides that are not all the same length. Draw a triangle with 2 sides the same length.*

For the student who struggles, use the table below to help pinpoint where extra help may be needed.

If you observe...	the student may...	Then try...
the student draws shapes that are not polygons,	not understand that polygons are closed figures with straight sides.	showing samples of figures that are and are not polygons, explaining why each is or is not a polygon. Repeat the descriptions and have the student try again.
the student draws shapes that do not have the given attributes,	not understand the geometry terminology.	using drawings to review <i>square corners, sides that are (not) the same length, and angles.</i>

Figure 19. Included in each Tools for Instruction is a Check for Understanding for informal progress monitoring.

Making Differentiated Instruction a Reality

i-Ready, makes differentiated instruction a reality by finding a personalized pathway for each student—whether they are below-, on-, or above-grade level—to learn and grow.

i-Ready: Differentiation with Confidence

Years of research, classroom experience, and educator partnerships have led us to create assessment tools that “see” what the human eye cannot. This insight complements—with surgical precision—what educators know about their students and immediately allows them to connect to multiple, targeted instructional materials—for remediation or enrichment—built by the same company. Having materials available in the same best-in-class program saves time and energy for both educators and students.



- ***i-Ready Assessment*** uses tools to pinpoint and report on student strengths, identify specific areas of need with actionable next steps, and measure proficiency of on-grade level standards.
- ***i-Ready Personalized Instruction*** provides online, personalized instruction and practice that promotes productive struggle to help every learner achieve proficiency.
- ***Teacher Toolbox*** gives educators access to thousands of digital K–8 resources for teacher-led differentiated instruction, catered to each student’s needs.

i-Ready gives teachers a complete system of programs that were fundamentally designed to work together to enhance their instruction and lead to student growth. For schools around the country, *i-Ready* is proving to deliver on the promise of differentiated instruction in reading and mathematics classrooms, helping students of every level, from every background, grow and achieve more.

“i-Ready has made differentiating instruction so much easier for me. From the minute [students] take that test, it groups them into profiles; I can see exactly what they need and work with that group, and then reassess.”
—Teacher and i-Ready User

i-Ready Assessment

When educators log into *i-Ready*, the user-friendly dashboard immediately shows relevant information about their students’ *i-Ready* performance. *i-Ready*’s comprehensive reports synthesize enormous amounts of data, assisting teachers in truly differentiating instruction and providing each student with what they need to progress to the next level. The reports support Response to Intervention (RTI) by providing data that map student performance to intervention tiers and assigns students to appropriate instructional groups. The program supports:

- Data-based problem-solving to implement and evaluate RTI implementation.
- Placing students in tiers as well as determining the impact of instruction and intervention.
- Skill-specific instructional resources targeted to the skills where students need added support.

The following sections provide information on selected *i-Ready* resources that can help teachers use data to differentiate instruction: key reports (page 32) and included instructional resources (page 39).

“I love that so much information is made available to teachers, students, and parents . . . *i-Ready* is incredibly helpful in differentiating instruction. The diagnostic information is very specific and individualized. I love that the reports tell me what the student can do and what he should focus on, as well as the next steps with resources to help the teacher target instruction. Overall, this is data that helps drive instruction! So exciting.”
—Educator and *i-Ready* User

i-Ready Reports Provide Data to Differentiate Instruction

i-Ready's comprehensive reports assist teachers in truly differentiating instruction by detailing what each individual student—or group of students—needs to progress to the next level. Here, we present key reports that are incredibly helpful for differentiation. For example, at the group level, use the Grade-Level Planning (Scaffolding) report for reading or the Grade-Level Planning (Prerequisites) report for mathematics *before* instruction to accelerate learning or pre-teach skills. Then, *after* instruction, use the Instructional Groupings report for differentiation. For a full listing of available reports, refer to Table 4 beginning on page 54.

Diagnostic Results Report: The Diagnostic Results (Student) report provides a comprehensive picture of student instructional needs, based on data from each *Diagnostic*, with specific recommendations and resources for differentiating instruction. This report answers the questions:

- What are the strengths and areas of need for the individual student?
- How can I tailor instruction and identify the right resources to support individual students?

The scores reported include scale score, placement level, norm scores, and Lexile (reading) or Quantile (mathematics) measure. The student's latest *Diagnostic* placement level and progress toward their Typical and Stretch Growth measures are also reported. Lastly, the report includes a list of what the student can do as well as specific Next Steps and Resources for Instruction—the next skills in a developmental progression that the student needs to master.

- **Can Do:** The *Diagnostic* reports a set of statements called “Can Do” based on student placement scores for each domain. The “Can Do” statements are the *i-Ready* indicators, which contain the knowledge and skills that are measured by the items. Further, the teacher can click the Standards link for more details on the standard(s) for a given “Can Do” statement.
- **Next Steps & Resources for Instruction:** This section identifies the skills the student can and should learn next and offers resources to help educators plan direct instruction for the student:
 - **Tools for Instruction:** Included with the *i-Ready* license, teachers can use these targeted, skills-based mini-lesson plans, available in English and Spanish, for teaching to an individual, small group, or whole class.
 - **Additional Resources:** Reports sometimes reference resources from other Curriculum Associates products so teachers can utilize those resources if they have access.

Presented in Figure 20 is an example of the easy-to-read Diagnostic Results (Student) report.

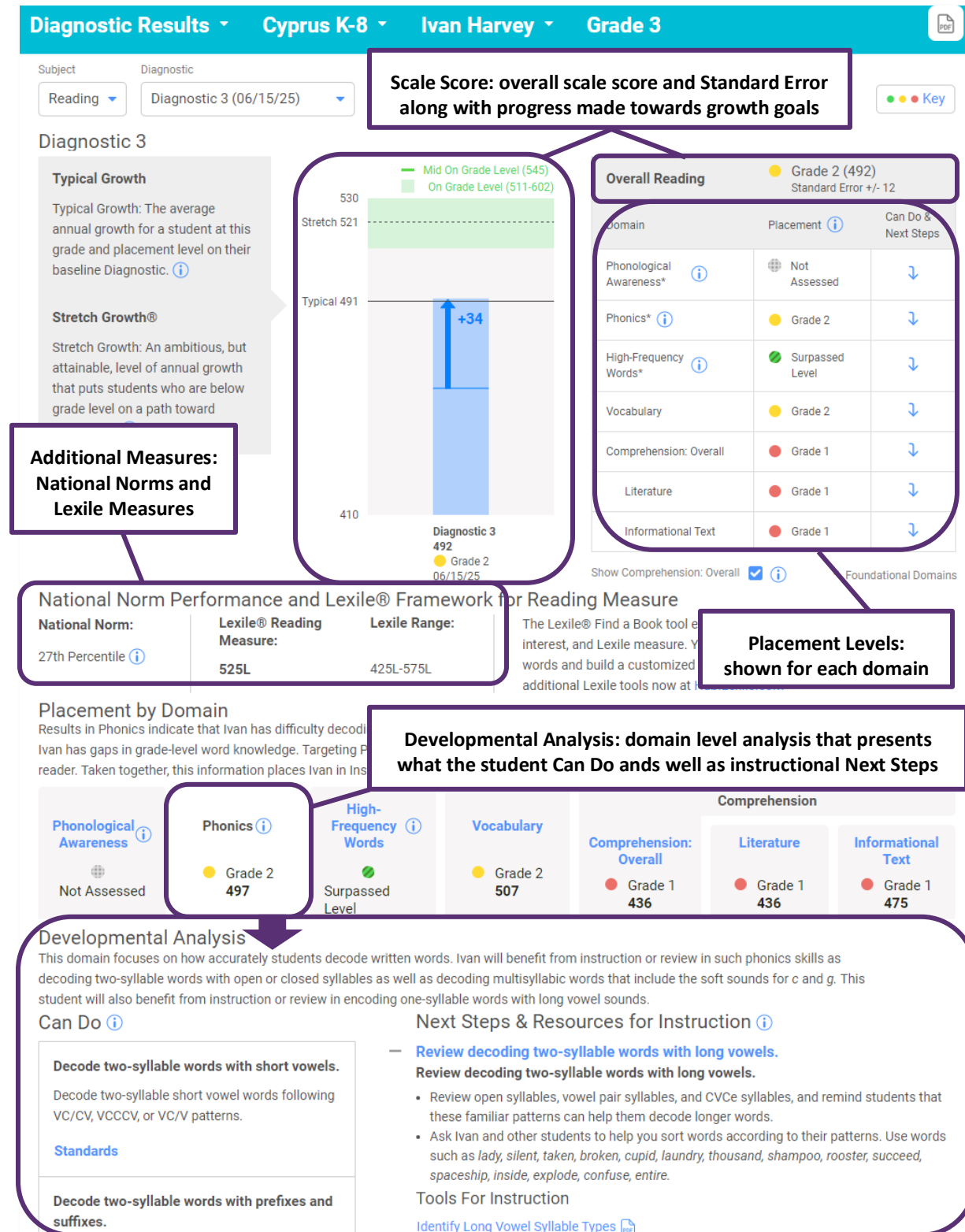


Figure 20. The Diagnostic Results report for a student lists the total score and a score for each domain assessed. The report also lists annual growth expectations, areas of strength ("Can Do"), and areas of need (Next Steps & Resources for Instruction).

Grade-Level Planning (Scaffolding) Report, 3–8: The Grade-Level Planning (Scaffolding) report helps educators (1) understand learning needs for upcoming reading comprehension instruction, and (2) identify resources to help students access grade-level texts. Designed for students in grades 3–8, the Grade-Level Planning (Scaffolding) report is based on results from the reading *Diagnostic* and is available at the class-level.

Teachers select the skill they are preparing to teach in core instruction. The report then divides students into groups according to how prepared they are to tackle the selected skill. Teachers can view which students are likely “Ready to Go” and which students would benefit from different levels of support. The report also recommends Reading Buddies—matched, mixed-level recommended reading pairs.

Figure 21 provides an example of this report, and Figure 22 presents recommended reading pairs.

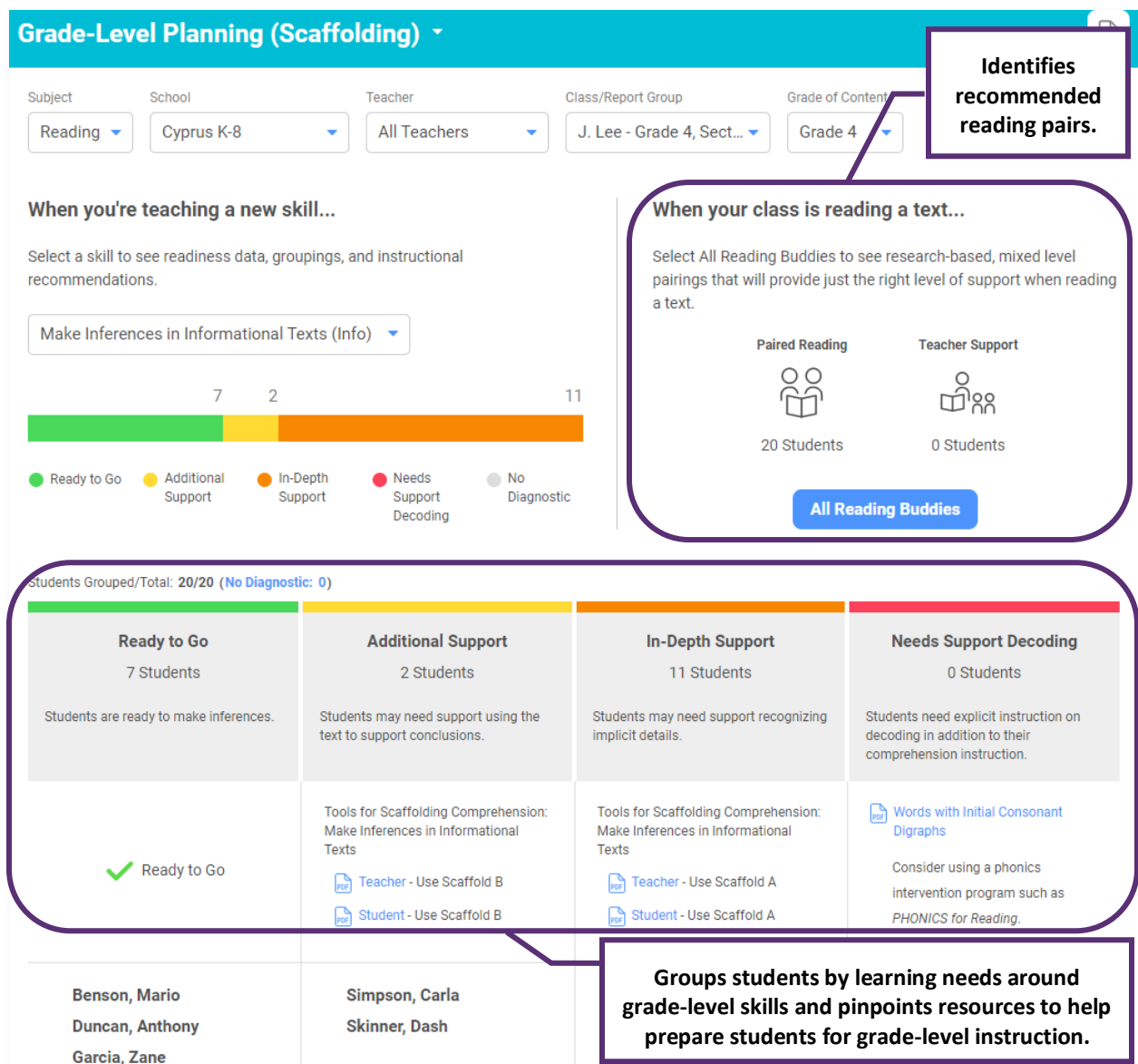


Figure 21. The Grade-Level Planning (Scaffolding) report helps teachers plan for upcoming on-grade level reading comprehension instruction.

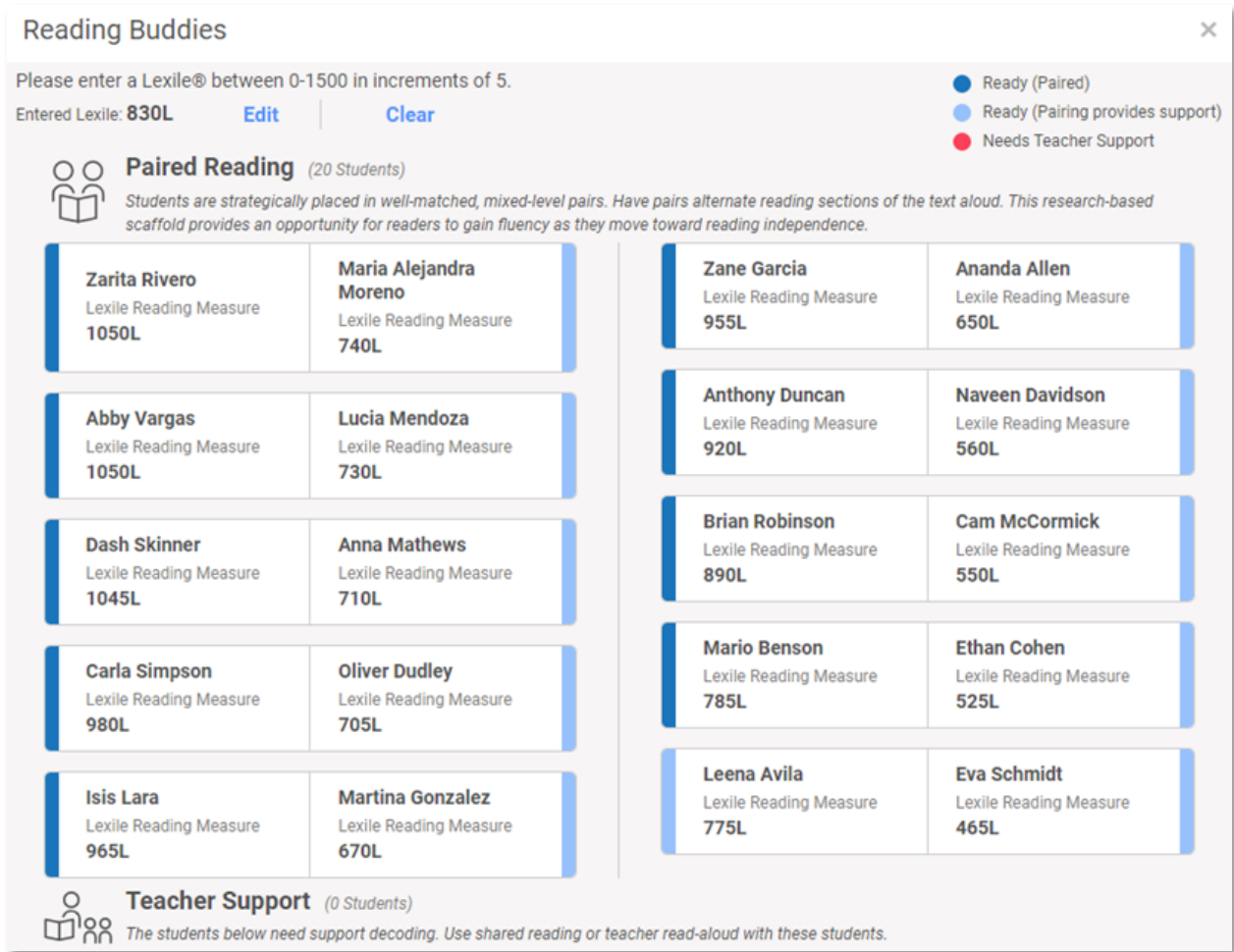


Figure 22. In the Grade-Level Planning (Scaffolding) report, students are strategically placed in research-based, mixed-level pairs based on their Lexile Measures.

For each grouping that needs further support, the instructional resources provided are as follows:

- The “Additional Support” and “In-Depth Support” groups link to applicable Tools for Scaffolding Comprehension. These downloadable resources help educators teach the most critical skills for grade-level instruction and position students to participate in grade-level content. Tools for Scaffolding Comprehension contain two different scaffolds: Scaffold A is for students working two or more grade levels below; Scaffold B is for students working one grade level below.
- The “Needs Support Decoding” group links to applicable Tools for Instruction. These resources are short, targeted lesson plans for teacher-led instruction that are tied directly to students’ foundational skills needs and areas for improvement.

Grade-Level Planning (Prerequisites) Report, 1–8: The Grade-Level Planning (Prerequisites) report for mathematics (1–8) accelerates learning for every student by understanding their learning needs in relation to upcoming grade-level mathematics content. Based on students' results on the *Diagnostic*, this data-driven method quickly and strategically addresses the prerequisite skills most likely to make grade level instruction successful. Data are reported at the class-level, broken down by individual student, and groups students based on their skill needs. Teachers can use the report data to make instructional decisions about how to best support students during the upcoming lesson and directly access recommended resources.

A sample report is provided in Figure 23.

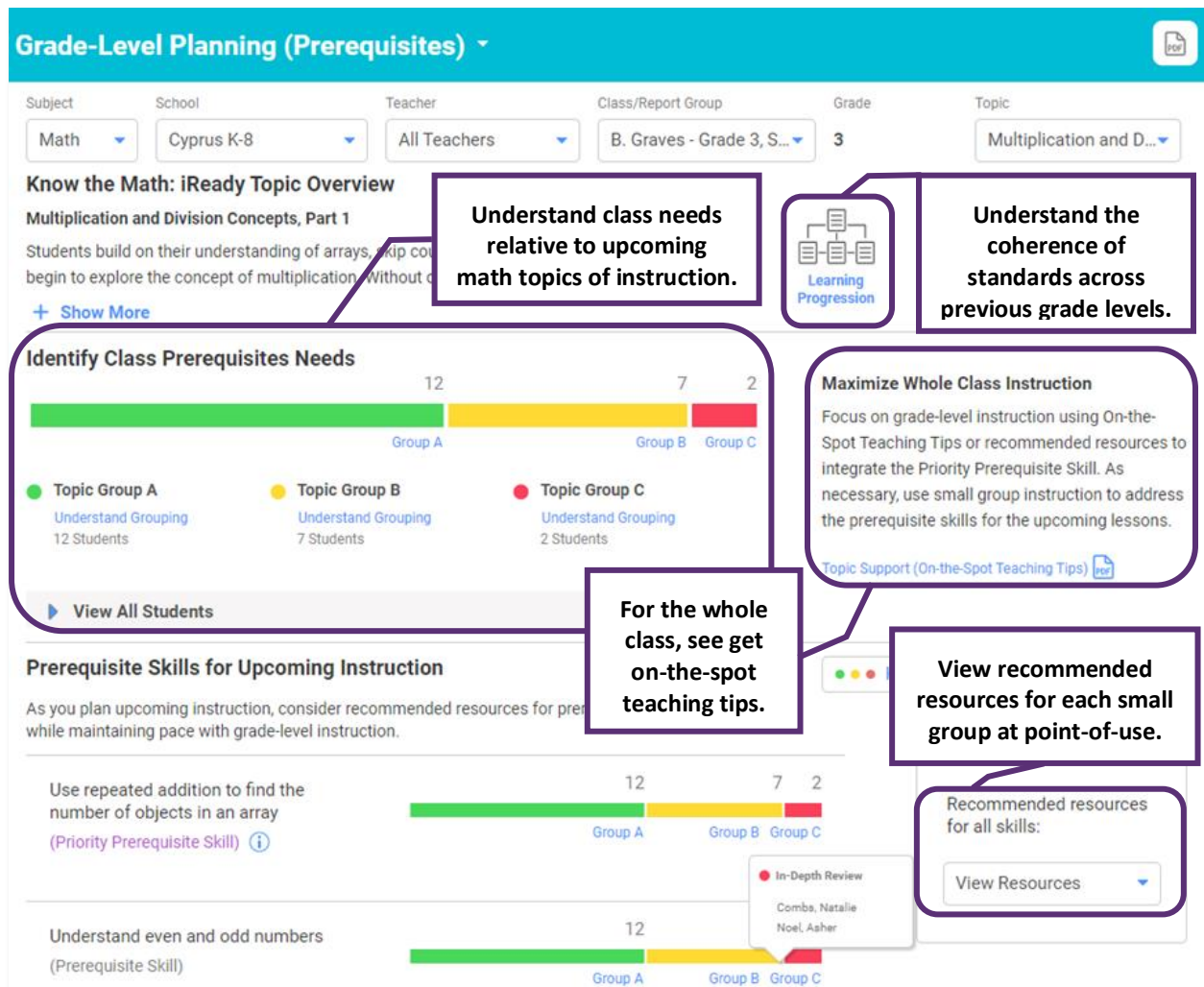


Figure 23. This enhanced Grade-Level Planning (Prerequisites) report makes it easier for teachers to select and use the best resources—like Tools for Instruction and Learning Games—that align to and advance grade-level mathematics instruction.

The Prerequisites report includes the following support and resources:

- **Whole Class:** Gain better insight into class-level prerequisite needs with tips on how to maximize whole class, grade-level instruction. Access the Learning Progression chart that illustrates the path of mathematical concept and skill acquisition to understand the coherence of skills across previous grade levels to help uncover and address students' unfinished learning.
- **Small Group:** Understand students' needs for every prerequisite skill and view resources for individual skills at point of use. From the report, select the most appropriate resources for your students with access to Tools for Instruction and recommendations for mathematics Learning Games. This guidance allows teachers to strategically pace the recommended resources throughout the unit with small groups of students to address their similar learning needs.

Instructional Groupings Report, K–8: Educators use the Instructional Groupings report at the class or school level to offer targeted support to students performing at different levels after instruction. This report guides teachers in grouping students so that those who need support with the same skills can get the most out of small-group instruction. It affords educators flexibility in categorizing students and targeting effective remediation.

An excerpt from this report at the class level is provided in Figure 24.

Instructional Groupings ▾

Subject

School

Teacher

Class/Report Group

Diagnostic

Grade

Reading ▾

Cyprus K-8 ▾

All Teachers ▾

B. Santana - Grade 3, ... ▾

Most Recent ▾

3

Key

View All Groupings

Grouping 1
2 Students

Grouping 2
2 Students

Grouping 3
6 Students

Grouping 4
2 Students

Grouping 5
8 Students

Students

Showing 6 of 6

Student

Overall Placement & Scale Score

PA

PH

HFW

VOC

Show Comp: Overall

COMP

LIT

INFO

Combs, Natalie*	● Grade 2 (487)	Not Assessed	Surpassed Level	Surpassed Level	Grade 1	Grade 2	Grade 2	Grade 2
Holland, Tarak	● Grade 2 (509)	Not Assessed	Mid 3	Surpassed Level	Grade 2	Grade 2	Grade 2	Early 3
Jenkins, Deven	● Grade 2 (504)	Not Assessed	Early 3	Surpassed Level	Grade 2	Grade 2	Grade 2	Early 3
McDaniel, Jazmin	● Early 3 (511)	Not Assessed	Surpassed Level	Surpassed Level	Grade 2	Grade 2	Grade 2	Early 3
Moreno, Nicolas	● Grade 2 (481)	Not Assessed	Surpassed Level	Surpassed Level	Grade 2	Grade K	Grade 2	Grade K
Phillips, Austin	● Early 3 (511)	Not Assessed	Early 3	Surpassed Level	Grade 2	Early 3	Early 3	Early 3

Instructional Priorities

Vocabulary

Students in this profile are likely to have difficulty not only with word meanings but also

Read more

Recommendations for Teacher-Led Instruction

VOCABULARY

Use read-alouds.

Using read-alouds is a highly effective approach to increasing students' vocabulary.

- Target in advance your words for instruction.
- Explain each targeted word in context. Use clear and simple language. Look for pictures.

Resources

Tools for Instruction

Vocabulary

Teach New Word Meanings

Use Context to Find Word Meaning

Recognize Multiple-Meaning Words

Overview of Students: by clicking on each group, the educator can see domain level placements for each student in the group

Priorities and Recommendations: for each group, there are identified instructional priorities, along with specific resources for instruction

Figure 24. The Instructional Groupings report groups students with similar instructional needs and, for each group, provides detailed instructional guidance and classroom resources to support differentiated instruction.

At the class level, the report groups students with similar instructional needs and, for each group, provides detailed instructional priorities and classroom resources to support differentiated instruction. This report helps to answer: Which students fall into each of the tiers, based on their performance? How do I plan differentiated instruction and identify the right resources to best support my students' needs?

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At the school level, the report groups students in each grade with similar instructional needs. The report provides detailed instructional priorities and classroom resources to support differentiated instruction for each group. This report answers the question: Across classes within a grade level at a specific school, which students have similar instructional needs, and how can they be grouped for instruction?

“All of us—no matter where we are in our education, our professional learning—can always benefit and learn more and I really like how *i-Ready* does that for teachers on the reports. It says, ‘this is the problem, here’s a solution.’”
—Literacy Coach and *i-Ready* User

Included Instruction and Practice Resources Address Identified Skill Needs

Included with the *i-Ready Assessment* license are downloadable lessons plans for teacher-led instruction that target a specific skill. These resources include Tools for Instruction (reading and mathematics), Tools for Scaffolding Comprehension (reading), and Passage Reading Fluency Practice (reading).

Tools for Instruction: The hard work of connecting digital and classroom resources often falls to the teacher. *i-Ready* alleviates that burden with rich assessment data to provide teachers with a complete picture of student performance and ties data directly to included resources that accelerate growth.

Tools for Instruction—included with the *i-Ready Assessment* license—are actionable, in-the-moment lesson plans for addressing skill needs identified by *i-Ready Diagnostic*. These lessons, available at point-of-use in *i-Ready* reports, or searchable via *i-Ready Connect*, are perfect for:

- **Introducing or Reviewing a Skill:** Use as a morning warm-up for the whole class
- **Additional Practice:** Apply emerging skills in new contexts for the whole class or in small groups
- **Enrichment:** Introduce advanced skills to those ready for a challenge in small groups
- **Intervention:** Use teacher-facing checks for understanding in intervention and support programs

Tools for Instruction are designed for 20–30 minutes of instruction for students performing at grades K–8 (Figure 25). The resources are also available in Spanish for reading (K–6) and mathematics (K–8).

The figure displays two side-by-side excerpts from the 'Tools for Instruction' section. The left excerpt is for 'Distinguish Uppercase and Lowercase Letters' and includes a 'Sing the Alphabet Song' activity. The right excerpt is for 'Subtract Fractions and Mixed Numbers with Unlike Denominators' and includes a 'Step by Step' guide for subtracting fractions.

Tools for Instruction

Distinguish Uppercase and Lowercase Letters

To be successful at learning to decode words, students must have confidence as they distinguish between the shapes of the uppercase and lowercase letters of the alphabet and identify each by name. Since most letter names suggest a sound for that letter—letter name *b*, sound /b/; letter name *l*, sound /l/—beginning readers naturally start to build letter-sound associations that are necessary for decoding. Through repeated exposures and varied activities, students can develop the letter knowledge they need to begin to read.

Four Ways to Teach

Sing the Alphabet Song 10–15 minutes

The alphabet song is usually sung to the tune of “Twinkle Twinkle Little Star,” but students can benefit from singing the letter names to more than one tune, such as “Did You Ever See a Lassie,” “Round the Mulberry Bush,” and “Mary Had a Little Lamb.”

- Display letter cards in the order of the alphabet. You may want to attach them to a wall.
- Sing the alphabet song together—fast, even faster, slow, very slowly—while you or a student points to the letter cards. Sing the song several times, pointing to the letters.
- Point to one letter at a time, out of sequence, and have students name it as quickly as they can.

Tools for Instruction

Subtract Fractions and Mixed Numbers with Unlike Denominators

Objective Subtract fractions and mixed numbers with unlike denominators by finding equivalent fractions.

When students subtract fractions and mixed numbers with unlike denominators, they further develop their fraction sense and computation skills. Students struggle with these procedures if they do not have a firm understanding of equivalent fractions. This activity, which builds on students’ prior experience with fraction models and computation of fractions and mixed numbers with like denominators, helps students understand and use equivalent fractions to subtract fractions with unlike denominators. It is not necessary for students to find the least common denominator or to simplify their answers. Rather, focus students on the concept behind equivalent fractions: a fractional part of a whole can be divided into different numbers of equal parts. Work involving equivalent fractions helps prepare students for work with ratios and probability in later grades.

Step by Step 20–45 minutes

- 1 Subtract fractions with unlike denominators.
 - Write $\frac{2}{10} - \frac{1}{2}$ on the board. Discuss that, just like in addition, a common denominator is needed for subtraction because only equal-sized parts can be combined or removed.

Figure 25. Tools for Instruction are teacher-led lessons that focus instruction on areas of need. Shown here are grade K reading (left) and grade 5 mathematics (right) Tools for Instruction excerpts.

Each step-by-step lesson includes an introduction, an activity, and a Check for Understanding to ensure that students master each concept. All Tools for Instruction follow this structure, allowing these lesson plans to be implemented again and again with little preparation time. They are designed to be flexible so they can be used by a lead teacher, intervention specialist, or classroom aide.

Tools for Scaffolding Comprehension: Included with the *i-Ready Assessment* for reading license, Tools for Scaffolding Comprehension (3–8) provide a pathway to grade-level instruction by targeting priority comprehension skills, guiding the need for review and intervention in critical topics, and identifying differentiation resources (Figure 26).

2 Meet the Texts		
Review the complexity of the text for the chosen scaffold to anticipate where students may struggle.		
TEXT A <i>Unlikely Animal Friends</i>		TEXT B <i>A Clingy Relationship</i>
<ul style="list-style-type: none">The text assumes an understanding of crocodiles as carnivores who eat birds in order to recognize how plovers and crocodiles have an unusual relationship	KNOWLEDGE DEMANDS	<ul style="list-style-type: none">The text assumes basic knowledge of predator and prey relationshipsThe text relies on an understanding of hitchhiking and knowledge of how suction cups work to recognize how a remora moves through the water, attached to a shark
Lexical Demands <ul style="list-style-type: none">Vocabulary: <i>bonds, screeches, attract</i>Friendship is described using multiple terms: <i>buddies, team, pals</i>	LANGUAGE DEMANDS	Lexical Demands <ul style="list-style-type: none">Vocabulary: <i>predators, nurturing, prey</i> Syntax Demands <ul style="list-style-type: none">Many complex sentences with a prepositional phrase at the beginning of the sentence

Figure 26. Tools for Scaffolding Comprehension teach critical skills—such as “Identify Main Idea” in this excerpt.

Tools for Scaffolding Comprehension contain two scaffolds: one for students who are performing two or more grade-levels below (Scaffold A) and one for students who are performing one grade-level below (Scaffold B). Teachers use the Diagnostic Results report to map students to the appropriate scaffold.

In the lessons, teachers are provided with information about likely challenging lexical demands in the texts students will be reading so that they can address them before or during reading. Teachers can be aware of how these challenging words, phrases, or syntax might impact if students can participate successfully in the discussion activities so they can support the students as needed.

Available for both scaffolds, the lessons are divided into four sections:

- **Meet the Texts:** Challenging vocabulary words are highlighted
- **Before Reading:** Preview the text with students and encourage discussion
- **During Reading:** Students partner-read and engage in “turn-and-talk” activities
- **After Reading:** There are extensive opportunities for rich, reflective discussion

Passage Reading Fluency Practice: Passage Reading Fluency Practice helps students develop their oral reading fluency. Available as downloadable PDFs, passages cover both fiction and nonfiction, and feature increasing levels of difficulty. Passage Reading Fluency Practice is available in English (1–8) and Spanish (1–4). The passages can be used as repeated readings or as formative assessments with feedback during the task.

Students practice by reading passages aloud, while teachers informally observe and coach. It supports teachers in their understanding of their students' reading fluency skills by allowing teachers to:

- Provide additional passage reading fluency practice to students
- Coach students on their performance with reading fluency tasks in real time
- Gather information about how their students execute and demonstrate their skills

Materials include Teacher Forms (Figure 27), Student Forms, and the Passage Reading Fluency Practice Quick Guide, all available in the platform. Forms available by grade band are as follows:

- **Grades 1–4:** 18 passages per grade level (three levels of difficulty with six passages each)
- **Grades 5–6:** 18 passages per grade level (one level of difficulty per grade)
- **Grades 7–8:** 12 passages per grade level (one level of difficulty per grade)

FORMATIVE ASSESSMENT SCORING SHEET
Passage Reading Fluency Practice **LEVEL 3A**

Introduction: You will read a passage about an animal that can survive freezing temperatures.

The Amazing Wood Frog

	word count
The simple wood frog may seem like just another frog that hops around,	13
makes funny sounds, and sticks out its tongue to get food. But there is	27
something wood frogs can do that is quite amazing.	36
During the summer, the wood frog spends most of its time near ponds, but as	51

Figure 27. Passage Reading Fluency Practice can be used when teacher observation or performance on Passage Reading Fluency *Literacy Tasks* indicate reading fluency practice could be beneficial.

Teachers can use Passage Reading Fluency Practice to identify reading patterns, such as the types of errors, when the student self-corrects, how expressively the student reads, and how accurately the student retells what they have read. The passages for practice only; data is not collected or reported.

i-Ready Personalized Instruction

The online lessons in *i-Ready Personalized Instruction* tap into the rich data from *i-Ready Diagnostic* and provide tailored instruction. Each student is initially placed on a unique, personalized learning path, based on the results of the year's first *Diagnostic* assessment. The *Diagnostic* informs a unique placement in each domain, so the automatically assigned lessons in My Path provide just-right instruction, practice, and feedback for each student. The second *Diagnostic* of the year generates an updated lesson pathway based on student performance.



The sequence of *Personalized Instruction* lessons varies based on a student's grade level:

- **Grades K–5:** Students work through lessons focused on their greatest need based on domain-level placement.
- **Grades 6–8 (using *i-Ready Pro*):** Students strengthen critical concepts from earlier grade-levels first in Essential Lessons—only if it's needed, then grade-level learning is prioritized through Elevate Lessons, which include just-right supports to help students succeed.

Each lesson type progresses in difficulty. This allows students to gradually develop their understanding of increasingly complex skills. All lessons feature systematic, sequential instruction, guided practice, and a short scored section for progress-monitoring purposes.

Grade-level expectations are clearly articulated within each reading and mathematics domain in *i-Ready*, and lessons are organized in a clear, systematic scope and sequence that is designed to reflect research and expert opinion on effective instruction which will gradually build students' reading and mathematics competency. Each lesson is focused on a single target skill, a key building block that the student needs in that domain, to achieve grade-level proficiency. Skill expectations are clearly stated in lesson objectives. Lessons are sequenced to build on students' background knowledge and respond to students' actions and proficiency.

Should the teacher feel that a student needs further challenge, they can opt to add teacher-assigned lessons to the student's automatically assigned instructional path. Teachers can also adjust a student's position within the recommended lesson sequence.

Learning Games

Included with *i-Ready Personalized Instruction* for mathematics—and easily available via the student dashboard—Learning Games supplement existing mathematics instruction and provide mathematics fluency and skills practice for students in grades K–8 (Figure 28). Learning Games helps students to:

- Receive mathematics fluency and skills practice in either English or Spanish.
- Nurture their understanding of mathematical concepts in a low stake setting
- Foster a positive relationship with challenging mathematics standards

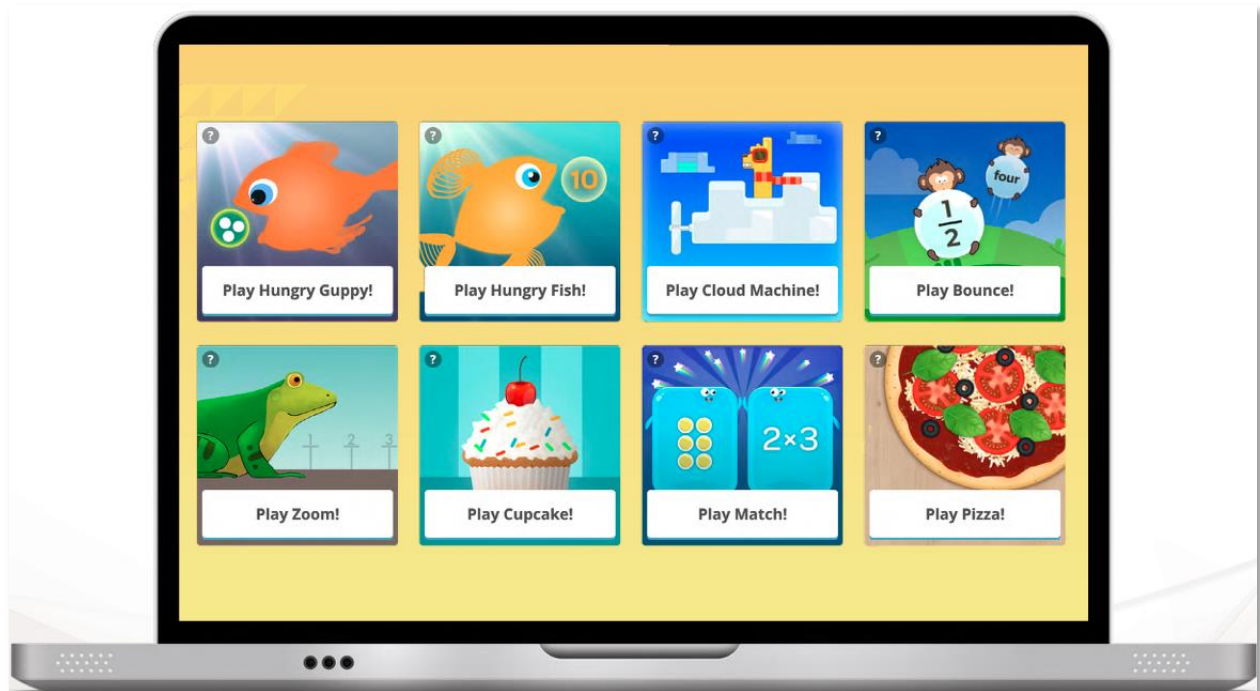


Figure 28. *i-Ready's* Learning Games help students build their fluency and skills practice in a fun, interactive, low-stakes setting, right from their familiar student dashboard.




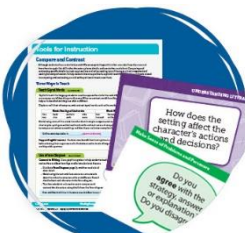
The range of Learning Games available to a student is determined by their chronological grade level. The levels within those games are determined by the student's placement on the most recent *Diagnostic*, as well as their performance on the games. Adaptivity within Learning Games provides just-right challenges, scaffolding, and feedback to build skills and confidence.

Learning Games are available at district and teacher discretion; the games can be turned on or off at the account level, or teachers can turn them on or off for an entire class or at the student level. Learning Games provide valuable insight for educators too. Through report data, educators see in real time a snapshot of student performance: how much time they spend playing the games, their skills progress, and their factors of learning—how students approach the games based on their choices.

Teacher Toolbox

Thousands of schools and districts across the country are using our blended learning solution of *i-Ready* with *Teacher Toolbox*. *Teacher Toolbox* makes *i-Ready* even more powerful by providing digital access to a wealth of lessons and resources for teacher-led individual, small-group, and whole-class instruction (Table 3).

Table 3. Overview of *Teacher Toolbox* Features and Benefits

	<p>Lessons: Digital access to teacher-led lessons and step-by-step support include:</p> <ul style="list-style-type: none"> • Ready Reading (K–8), a supplemental comprehension program, requires effective reading of complex, authentic text from real-world source texts. Lessons scaffold to build confidence, develop critical thinking skills, and analytical skills. • Magnetic Comprehension (3–5), a reading comprehension series, is composed entirely of texts at grade level and developed to meet the rigor of today’s reading standards. Scaffolds are built in at recurring intervals across every lesson. • Ready Writing (2–5), a supplemental writing program, interweaves writing standards with grade-level science and social studies themes to develop thoughtful, analytical writers. • Ready Mathematics (K–8), a supplemental program top-rated by EdReports, engages students in discourse, builds strong mathematical habits, and develop a deeper understanding of mathematics concepts through embedded SMPs.
	<p>Assessments: <i>Teacher Toolbox</i> contains a range of evaluation tools and assessments that allow students to demonstrate mastery of today's standards while supporting teachers in identifying skill areas that may need reinforcement. The assessments challenge students through test structures that mirror those of high-stakes state assessments.</p>
	<p>Multimedia Content: <i>Teacher Toolbox</i> includes interactive whiteboard lessons for whole class or small group instruction for grades K–8. These digitally animated lessons are available at teachers' fingertips and can help them introduce new concepts or reteach prerequisite standards. Teachers can lead students through the engaging online lessons together, while sharing the lesson on the computer screen or projector, pausing to engage in conversation and using the lesson as a group activity to check for understanding and address misconceptions.</p>
	<p>Additional Resources: Instruction and practice resources include:</p> <ul style="list-style-type: none"> • Implementation supports (routines, discourse supports, and sequencing guides) • Tools for Instruction help teachers target specific skills gaps • Tools for Scaffolding Comprehension support students in accessing grade-level text • Math Center Activities promote exploration into problem-solving challenges

The comprehensive model combining *i-Ready* with *Teacher Toolbox* provides:

- **Diagnostic Assessment:** *i-Ready Diagnostic* can be administered three times per year to gain detailed insight into student needs and inform both online and teacher-led instruction.
- **Online Personalized Learning:** Based on results of the *Diagnostic*, *i-Ready* automatically places students into online instruction customized to their placement levels. *Personalized Instruction* provides highly scaffolded, interactive lessons that allow students to work independently.
- **Teacher-Led Differentiated Instruction:** Various *i-Ready* reports detail students' current strengths and instructional needs, and then recommends aligned instructional supports, such as Tools for Instruction, as well as resources available in *Teacher Toolbox*. With *Teacher Toolbox*, educators can access the full range of detailed lesson plans and digital tutorials, thereby supporting differentiated instruction for students performing below-, on-, or above-grade level.
- **Growth and Progress Monitoring:** Educators can track student progress using *i-Ready Diagnostic*, interim *Growth Monitoring*, and the data from each *Personalized Instruction* lesson, along with assessments downloaded from *Teacher Toolbox*.
- **Standards Mastery Monitoring:** Educators can administer *Standards Mastery* assessments for regular, flexible monitoring of specific standards. These assessments provide formative and benchmark information on standards mastery and help educators quickly identify when re-teaching is needed as students progress throughout the year.



“I love all aspects of *Teacher Toolbox*! It is easy to navigate and find resources quickly, aligned with our standards.”
—Educator and *Teacher Toolbox* User

For additional details, see the following web pages:

- *Teacher Toolbox*: <https://www.curriculumassociates.com/programs/i-ready-learning/teacher-toolbox>
- *Ready*: <https://www.curriculumassociates.com/programs/i-ready-learning/ready>
- *Magnetic Comprehension*: <https://www.curriculumassociates.com/programs/i-ready-learning/magnetic/magnetic-3-5>

Automatically Assigned *Personalized Instruction*

i-Ready Personalized Instruction delivers a unique learning path for every student based on *Diagnostic* results, with adaptive, evidence-based lessons that provide just-right instruction, practice, and feedback. Supports for English Learners, Spanish-speaking students, and students with disabilities ensure meaningful access for all. For 6–8 students, lessons in *i-Ready Pro* offer a more age-appropriate design and greater agency—empowering them to take more ownership of their learning.



With *Personalized Instruction*, educators can:

- **Give Students What They Need When They Need It:** A tailored lesson path—driven by *i-Ready* assessment data—ensures instruction starts at just the right place for each learner. Thoughtful adaptivity within lessons keeps students appropriately challenged as they progress, while teacher-assigned lessons aligned to classroom instruction provide flexibility to reinforce or extend learning in the moment.
- **Drive Growth with Purposeful Instruction and Practice:** Lessons are grounded in strong pedagogy and built on evidence-based practices proven to accelerate learning. This foundation is backed by extensive efficacy research, while powerful reporting tools help educators monitor key growth metrics and adjust instruction with purpose.
- **Inspire Learning with an Engaging Student Experience:** *i-Ready* is built on strong lesson design principles and age-appropriate pedagogical practices that keep students engaged and motivated. Accessibility features and supports for Spanish-speaking students and English Learners ensure every learner can participate meaningfully. In math, engaging tools like Learning Games and Fluency Flight and bring fluency practice to life—making learning both effective and fun.

Tip: Implementation Timing

Our analysis of *i-Ready* data found that students using *i-Ready Personalized Instruction* for at least 45 minutes per week per subject showed significantly greater gains over average student growth—on average, **46 percent higher reading scores** and **38 percent higher math scores** than students who did not use *i-Ready Personalized Instruction*.

Student Experience

Once each student has completed their first *Diagnostic*, they can engage in “My Path” lessons—a personalized path of digital lessons based on assessment performance. The *Diagnostic* identifies specific areas of need, and lessons then target those skills. *i-Ready* meets students in their zone of proximal development, providing the guidance and scaffolding they need to grow.

Personalized Instruction lessons can also be teacher-assigned by educators to align lesson content to in-class initiatives. Both My Path lessons and teacher-assigned content are easily accessed in the same student dashboard where the students access their *Diagnostic* assessment.

An example of the To Do tab in the student dashboard is provided in Figure 29.

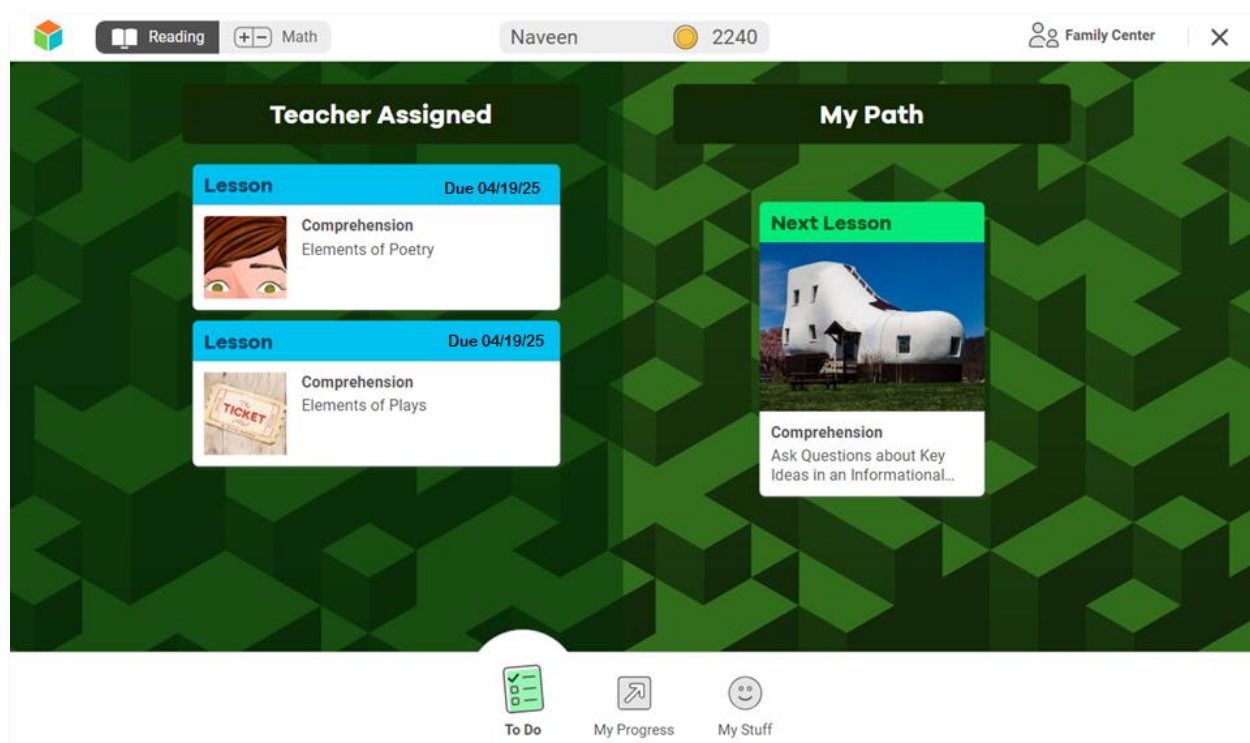


Figure 29. *i-Ready*’s user-friendly student dashboard, shown here for the grade 3–8 band, can be customized. Shown here is “My Path” with automatically assigned lessons in the student’s queue, alongside Teacher Assigned lessons.

Personalized Instruction lessons follow a natural, developmental progression. Skills introduced in earlier lessons lay the foundation for those that come later. This approach supports students across grades K–8 with lessons that adapt to individual needs and build knowledge over time.

For grades 6–8, *i-Ready Pro* enhances this experience with distinct lesson types that address a wider range of learning needs. Essential Lessons support students who need foundational skill-building, focusing on the most critical concepts to help them progress efficiently toward grade-level expectations. Elevate Lessons are built for near- and on-grade-level learners, offering engaging, rigorous grade-level content with just-right scaffolds to support their success. All lessons carry an aged-up look-and-feel.

Figure 30 (math example) and Figure 31 (reading example) demonstrate how the same concept is taught to elementary school students versus middle school students. The unique look-and-feel resonates with different audiences.

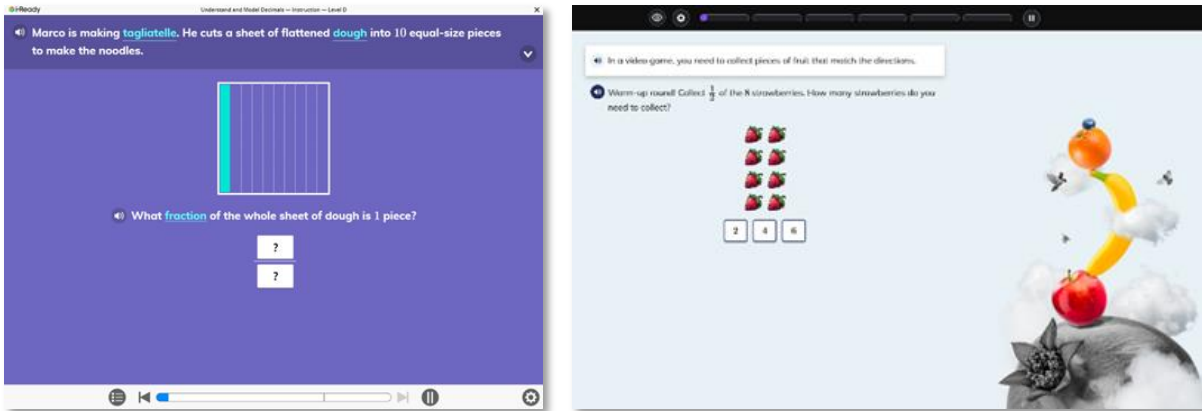


Figure 30. Students are taught to understand decimals in both this grade 4 lesson (left) and Essential Lesson for grade 6+ (right).

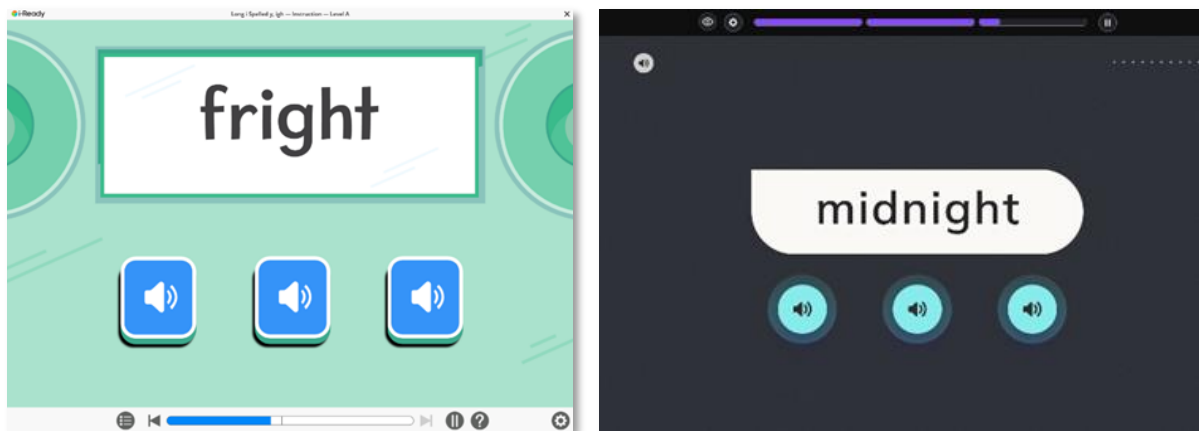


Figure 31. Students are taught igh for /i/ in both this grade 1 lesson (left) and Essential Lesson for grade 6+ (right).

All lessons include instruction and practice with opportunities for students to demonstrate understanding through scored moments that are reported back to educators.

- **Instruction:** This portion of a lesson explains the topic and encourages students to draw upon prior knowledge. The explicit instruction includes modeling the skill in engaging scenarios. Next, students practice the new skill. *i-Ready* embeds numerous instructional supports, such as defining academic language in context at point-of-use, which are particularly helpful to English Learners and students served by Special Education. Instruction in Spanish supports Spanish Learners on their paths toward biliteracy and mathematics proficiency.

- **Practice:** Students then dive in, engage in productive struggle, and receive strategic and interactive scaffolds when and where they need them. When students answer incorrectly, they are presented with instructional feedback that guides them toward understanding. Students advance through a lesson without listening to instruction they do not need if they answer initial questions correctly. In this way, each student is sufficiently challenged and progresses at an appropriate pace through each lesson and through the entire lesson pathway. Additionally, students can decide if they want extra support or choose to use optional scaffolds, empowering them to take ownership over their learning.
- **Lesson Scoring:** Every lesson includes scored moments—whether integrated throughout the lesson or included at the end—to assess students’ understanding of the focus skill.

After students complete their lessons, they have visibility into their performance. In their student dashboard, the student can navigate to the My Progress tab to view lesson stats: time-on-task, lessons passed, lesson streak (number of lessons passed in a row), and experience points (XP) in *i-Ready Pro*. Within this tab, students can also click on the Completed Work button to see a list of all completed lessons, with the date they were completed and the score they received.

An example of the My Progress tab in the student dashboard is presented in Figure 32.



Figure 32. Students can see their *Diagnostic* and lesson scores on the My Progress > Completed Work page of their dashboard.

Teacher Experience

The *Personalized Instruction* queue is automatically generated upon completion of the *Diagnostic*. However, the teacher may adjust any student’s position within the recommended sequence of lessons, and/or may add Teacher-Assigned Lessons for students to ensure they develop skills being taught in the core curriculum.

Results from lesson scored moments populate the Personalized Instruction Summary reports, available at the student, class, school, and district levels. Domain level data is presented for K–5 students, while enhanced skill-level insights are available grades 6+. The reports help teachers actively monitor students’ progress and determine if each student demonstrates sufficient understanding to move on, needs to repeat the lesson, or requires additional support and intervention.

An example of the report at the class level is provided in Figure 33.

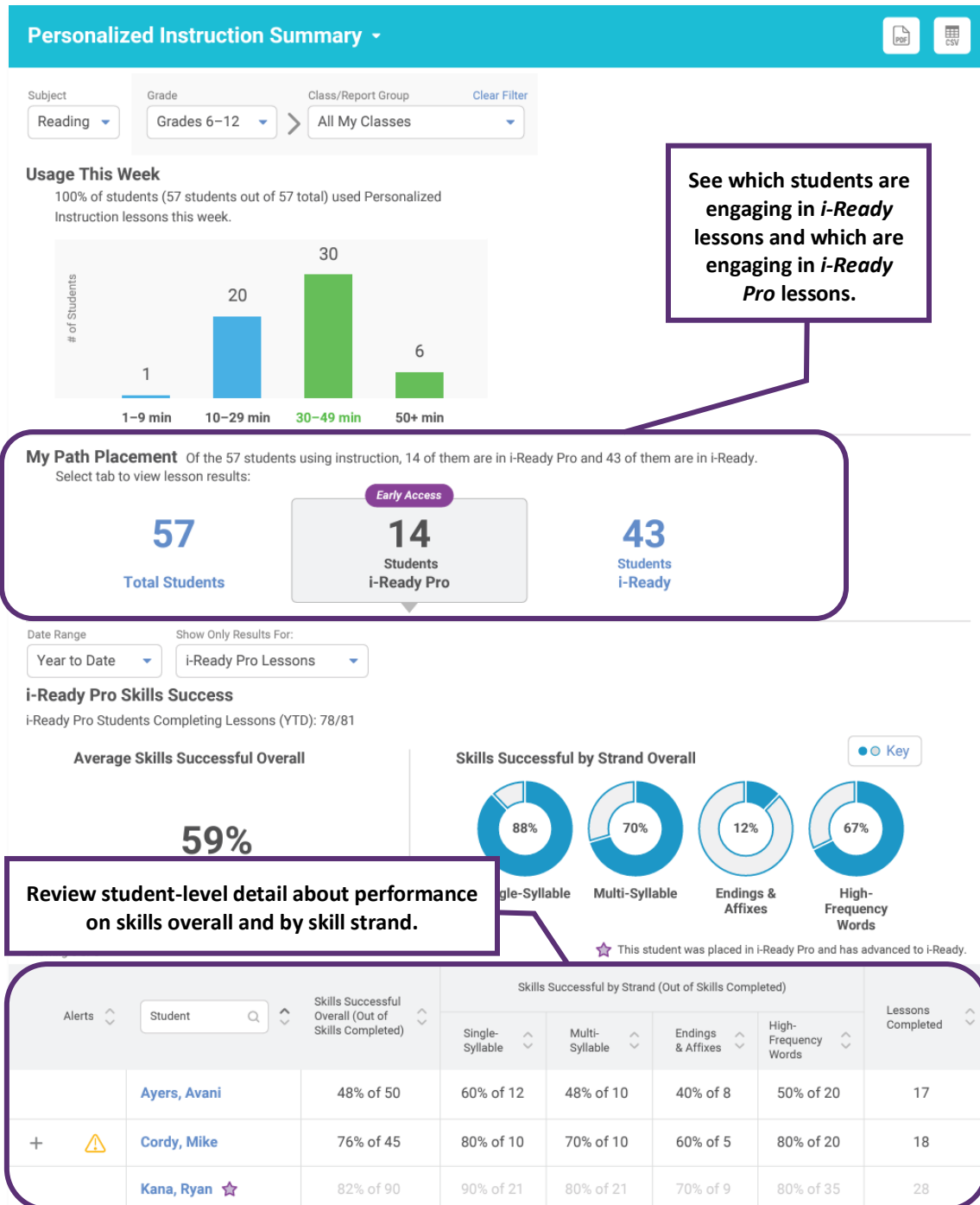


Figure 33. The enhanced Personalized Instruction Summary (Class) report shows class progress in *i-Ready Pro*.

Nurturing a Growth Mindset and Engaging Students

Engaging students in their learning is an essential component to nurturing a growth mindset and supporting student success. This is seminal to efficacy: students must “connect” with the program and stay connected throughout the year. We designed an online program that not only prepares students for the rigor of state assessments, but also motivates students to learn, achieve, and take ownership of their success. With *i-Ready*, teachers can help empower students to feel more ownership over their own growth.

Guide Goal Setting

Teachers can help students set learning and growth goals. By checking the “My Progress” page of their *i-Ready* dashboard, students track their progression through *i-Ready Personalized Instruction* lessons and towards their goals. If students have a compatible computer at home, they can also review the “My Progress” *i-Ready* page with their families.

An example of the My Progress tab in the student dashboard is presented in Figure 34.

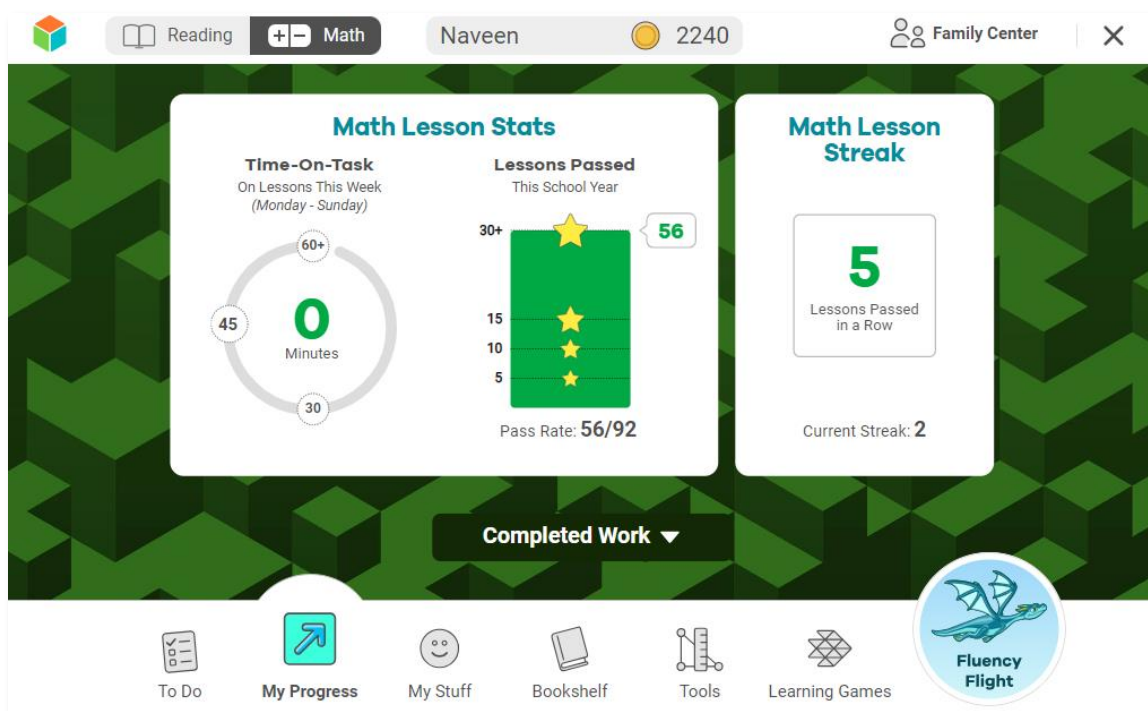


Figure 34. With the interactive, and graphical student dashboard, students can track their progression through *Personalized Instruction* lessons and towards their goals.

Conduct Data Chats with Students

i-Ready provides Data Chat guides to facilitate data-driven conversations between teachers and students (Figure 35). Data become much more powerful when educators and students engage with the data and have “data chats.” During these conversations, educators identify strengths, areas for growth, goals, and specific actions.

For students, these conversations with their teachers increase engagement and promote ownership of learning. The Data Chat guide provides questions and tips for facilitating the teacher’s conversation with students. This tool encourages students to:

- Become more familiar with their data (e.g., strengths, areas to improve, and growth).
- Strengthen their relationship with the teacher by discussing their learning one-on-one.
- Be empowered by understanding their data and participating in goal setting and action planning.

Data Chat
Using Student-Level Data

After Each Diagnostic

Reports to Use:

- Diagnostic Results (Student)**
- Diagnostic Growth (Student)**
After 2nd and 3rd Diagnostics only

What to Do:

This data chat includes questions you can adjust based on the time of year. Encourage students to use the selected **Data Chat Worksheets on the next pages** to track progress. Have their reports on hand for reference.

- Plan in advance by reviewing student data using the [Planning for a Student Data Chat Worksheet](#).*
- Consider the individual student while sharing data by adjusting the conversation and worksheet to the student’s needs and personality.
- Approach the conversation as a partnership with the student.
- Familiarize yourself with how *i-Ready* measures student growth by visiting i-ReadyCentral.com/GrowthGoals.

Guiding Questions:

Part 1 Observe and Reflect

1. What is your score on the Diagnostic?
2. What are your strengths?
3. What are your areas for improvement, and what habits did you demonstrate while working on the Diagnostic?

Part 2 Set Goals

4. What are your goals for this year?

Tips:

- **Explain *i-Ready* growth measures to students.** E.g., “We know what you already know and what you still need to learn. *i-Ready* gives you two personal measures we will use to set goals. You have a *Typical Growth* measure, which is how much a student like you is expected to grow in one year, and a *Stretch Growth* measure, which is a more challenging goal.”
- **Keep the conversation grounded in data, but provide context.** E.g., “We are looking at your data so we can help you learn.”
- **Encourage students to take ownership over their goals and next steps by setting a positive tone**, pausing to let them reflect, and helping them brainstorm ideas.
- **Focus on each student’s individual performance and goals.** Avoid making comparisons to peers.
- **Encourage students to reflect on the habits they used during the Diagnostic.** Were they engaged? Did they rush? Did they use scratch

Figure 35. The Data Chat shown here is designed to be used immediately following the first *Diagnostic* and promotes discussion between a teacher and a student. The guide includes suggested questions, tips, and a worksheet to help the teacher provide timely feedback.

The Student Data Chat Pack is available in *Success Central*. Teachers can also access the “Engage Students” page in *Success Central* for tips, templates, and tools to interact with students about *i-Ready*.

Prescriptive Reports that Inform Data-Driven Instruction

i-Ready's Actionable Reporting

The goal of *i-Ready* reporting is to provide actionable, detailed reports that are useful to administrators and teachers as they support student learning. Going far beyond merely compiling scores and time-on-task, *i-Ready's* intuitive reports provide developmental analyses, group students who need additional support with the same concepts, make instructional recommendations to target specific skills, and monitor progress and growth as students follow their individualized instructional paths.

Embedded in the program and included with the license fee, *i-Ready's* robust analysis and reporting platform presents all data in practical, intuitive reports that educators can access through their *i-Ready* dashboard in real time—this means that teachers do not need to spend precious time analyzing or organizing data themselves. Always up-to-date, reports are printable and accessible at four levels:

- **1) District- and 2) School-Level Reports:** A district- or school-level view gives administrators a clear indication of overall performance and the extent of intervention needed in the district or school. This visibility enables immediate and effective course corrections.
- **3) Class-Level Reports:** Class reports provide teachers with a wealth of information to monitor and drive student growth. Teachers can quickly see which students need intervention, the key areas to target for each student, and how to group students for instruction.
- **4) Student-Level Reports:** *i-Ready* provides teachers with a detailed, easy-to-read analysis of every student's proficiency levels. Reports detail which skills students have mastered and those skills to prioritize next for instruction, thereby supporting success for every student. Additionally, the For Families report is specifically designed to put student performance data into family-friendly terms to help facilitate teacher-family conversations.

Standard Reports in *i-Ready* to Guide Instruction

Table 4 presents the standard reports available for grades K–12.

Table 4. Standard Reports, K–12

Report	Description	Student-Level	Class-Level	School-Level	District-Level
<i>i-Ready Assessment</i>					
Diagnostic Results (K–12) Typical and Stretch Growth for K–8 only	<ul style="list-style-type: none"> • <u>Student-Level</u>: Presents results, including scale score, placement level, norm scores, Lexile/Quantile measure, Typical and Stretch Growth, with what the student “Can Do” and instructional next steps. • <u>Class-, School-, and District-Level</u>: Provides student performance at class/school/grade levels, enabling administrators to inform intervention strategies and resources. 	✓	✓	✓	✓
Diagnostic Growth (K–12) Typical and Stretch Growth for K–8 only	<ul style="list-style-type: none"> • <u>Student-Level</u>: Shows Typical and Stretch Growth measure and progress toward each measure for each student. • <u>Class-, School-, and District-Level</u>: Shows how students in a class/school/district are progressing toward growth measures and the median percent towards Typical Growth for a grade by class/school/district. 	✓	✓	✓	✓
Diagnostic Status (K–12)	<ul style="list-style-type: none"> • <u>Class-Level</u>: Contains each student’s <i>Diagnostic</i> status (not assigned, not started, in progress, or completed) to help teachers track student completion. • <u>School- and District-Level</u>: Administrators can sort by grade, class, or report group, and view enrollment numbers. 		✓	✓	✓
Diagnostic Results Comparison View (K–12)	<ul style="list-style-type: none"> • <u>School- and District-Level</u>: Administrators can add a prior <i>Diagnostic</i> view, producing parallel visual analyses for comparison of student gains between <i>Diagnostics</i>. It provides insight into performance on state summative assessments to aid planning. 			✓	✓
State Standards report (K–12) Ask your sales rep about standards correlation	<ul style="list-style-type: none"> • <u>Student- and Class-Level</u>: Evaluates how the student/class is performing against the standards based on their <i>Diagnostic</i> performance. Includes descriptions of aligned standard(s) and related skill. 	✓	✓		
Historical Results (K–12) If <i>i-Ready</i> was used in previous year(s)	<ul style="list-style-type: none"> • <u>Student-Level</u>: Provides a comprehensive view of student performance for up to three academic years, including <i>Diagnostic</i> scores and placements, growth progress, and lesson data (if applicable). • <u>Class-Level</u>: Shows how a class progressed through the <i>Diagnostic</i> in the previous year, helping educators with analysis. 	✓	✓		

Table 4. Standard Reports, K–12

Report	Description	Student-Level	Class-Level	School-Level	District-Level
Instructional Groupings (K–8)	<ul style="list-style-type: none"> <u>Class- and School-Level</u>: Organizes students who need support with the same skills in each class/grade for small-group instruction. It provides instructional priorities and resources. 		✓	✓	
Growth Monitoring Results (K–8)	<ul style="list-style-type: none"> <u>Student-Level</u>: Shows how much growth a student should be making and whether the student is on track. <u>Class-, School-, and District-Level</u>: Monitors the likelihood that students in a group will meet their Typical Growth, Stretch Growth, and on-grade level measures. 	✓	✓	✓	✓
Growth Monitoring Status (K–8)	<ul style="list-style-type: none"> <u>Class-, School-, and District-Level</u>: Contains each student's <i>Growth Monitoring</i> status (not started, in progress, or completed); and expiration alerts. 		✓	✓	✓
Standards Mastery Results by Test (2–8)	<ul style="list-style-type: none"> <u>Student-Level</u>: Helps teachers understand student performance on each skill/standard assessed. It displays correct answers, student answers, and common misconceptions. <u>Class-, School, and District-Level</u>: Shows class/school/district performance on each skill/standard assessed with the number of students performing at each level (Beginning, Progressing, Proficient), per standard and overall. 	✓	✓	✓	✓
Standards Mastery Results Year-to-Date (2–8)	<ul style="list-style-type: none"> <u>School- and District-Level</u>: Provides a view of school/district performance on skills/standards assessed during the current academic year. Data includes average score, percentage performing at each level, and number who completed or were assigned the assessment. 			✓	✓
Standards Mastery Status (2–8)	<ul style="list-style-type: none"> <u>Class-Level</u>: Contains each student's <i>Standards Mastery</i> status (not started, in progress, or completed with assessment score); and expiration alerts. 		✓		
Grade-Level Planning (Prerequisites) (1–8) Mathematics only	<ul style="list-style-type: none"> <u>Class-Level</u>: Informs unit/lesson planning by identifying essential prerequisite skills, potential student groupings, and recommended instructional resources in relation to upcoming grade-level content. 		✓		

Table 4. Standard Reports, K–12

Report	Description	Student-Level	Class-Level	School-Level	District-Level
Grade-Level Planning (Scaffolding) (3–8) Reading only	<ul style="list-style-type: none"> <u>Class-Level</u>: Helps teachers prepare students for an upcoming comprehension skill they are about to teach with suggested reading buddies, instructional groupings, and standards-based instructional scaffolds. 		✓		
Assessment of Spanish Reading (7–8) Reading only	<ul style="list-style-type: none"> <u>Class-Level</u>: Provides a single source for monitoring test completion, reviewing results, and accessing instructional resources. It provides overall placements and domain-specific data. 		✓		
Literacy Tasks (K–6) Reading only	<ul style="list-style-type: none"> <u>Student-Level</u>: Combines all task types into one report to view Benchmark assessments with Progress Monitoring. <u>Class-Level</u>: View benchmark assessment data and progress monitoring status for each student in a class or report group. 	✓	✓		
For Families (K–12) Typical and Stretch Growth for K–8 only	<ul style="list-style-type: none"> <u>Student-Level</u>: Provides families with their student’s overall performance, scale scores, placement levels, Stretch and Typical Growth goals, and term definitions. 	✓			
<i>i-Ready Personalized Instruction</i>					
Personalized Instruction Summary (K–8)	<ul style="list-style-type: none"> <u>Student-Level</u>: Shows student performance on lessons: time spent and progress by domain and alerts educators when further support in a specific domain is needed. <u>Class-, School-, and District-Level</u>: Provides a comprehensive look at student activity by level. Administrators see average time on task, pass rates, and can sort by group. 	✓	✓	✓	✓
Personalized Instruction by Lesson (K–8)	<ul style="list-style-type: none"> <u>Class-Level</u>: View all lessons students have recently completed to identify similar needs and common areas of understanding. Filter by Teacher-Assigned or <i>i-Ready</i> Assigned lessons. 		✓		
Learning Games					
Learning Games Playtime (K–8) Mathematics Only	<ul style="list-style-type: none"> Measures the number of minutes each student has spent playing Learning Games. It also displays average number of Playtime minutes for the class as a whole. 		✓	✓	✓
Learning Games Skills Progress (K–8) Mathematics Only	<ul style="list-style-type: none"> Provides a real-time snapshot of how students are performing across individual math standards. It allows educators to see each student’s performance by domain. 		✓	✓	✓

Table 4. Standard Reports, K–12					
Report	Description	Student-Level	Class-Level	School-Level	District-Level
Learning Games Factors of Learning (K–8) Mathematics Only	<ul style="list-style-type: none"> Provides an assessment of how students approach games across four key factors of learning (Growth Mindset, Confidence, Productive Strategy, and Self-Regulation). 		✓	✓	✓

Authorized administrators can run a data export that includes demographic information along with pertinent assessment or instruction data. Table 5 presents school- and district-level reports that can be exported as CSV files and then saved to Excel or other CSV-compatible applications for external analysis.

Table 5. Standard Exports, K–12			
Export	Description	School-Level	District-Level
<i>i-Ready Assessment</i>			
Diagnostic Completion Export (K–12)	<ul style="list-style-type: none"> Provides details regarding individual student demographics and the number of <i>Diagnostic</i> assessments completed in the given window. 	✓	✓
Diagnostic Results Export (K–12)	<ul style="list-style-type: none"> Provides information on student <i>Diagnostic</i> performance, such as start date, completion date, if the data is for the student's baseline or most recent <i>Diagnostic</i>, duration in minutes, rush flags, overall scale score and relative placement, percentile, etc. 	✓	✓
Standards Mastery Results by Test Export (2–8)	<ul style="list-style-type: none"> Provides individual student scores on each <i>Standards Mastery</i> assessment. (Only if administered.) 	✓	✓
Standards Mastery Results YTD Export (2–8)	<ul style="list-style-type: none"> Provides individual student scores on each standard assessed throughout the year. (Only if administered.) 	✓	✓
Growth Monitoring Results Export (K–8)	<ul style="list-style-type: none"> Allows administrators to track specific students to understand their likelihood of reaching annual Typical Growth and annual Stretch Growth goals throughout the year. (Only if administered.) 	✓	✓
Assessment of Spanish Reading Export (7–8) Reading Only	<ul style="list-style-type: none"> Provides student data on all completed Spanish Reading assessments. (Only if administered.) 	✓	✓
Literacy Tasks Exports (K–6) Reading Only	<ul style="list-style-type: none"> Features separate exports for all student <i>Literacy Tasks</i> Benchmark data, Progress Monitoring Passage Reading Fluency data, and Progress Monitoring data from other <i>Literacy Tasks</i>. 	✓	✓
Literacy Screening Export (K–3) Reading Only	<ul style="list-style-type: none"> Reports student Early Literacy Benchmark Indicator and Dyslexia Risk Level Indicator. 	✓	✓

Table 5. Standard Exports, K–12			
Export	Description	School-Level	District-Level
<i>i-Ready Personalized Instruction</i>			
Personalized Instruction Summary Export (K–8)	<ul style="list-style-type: none"> Allows administrators to review instructional usage information across <i>i-Ready</i> and <i>i-Ready Pro</i> lessons. 	✓	✓
<i>i-Ready</i> Instruction by Lesson Export (K–8)	<ul style="list-style-type: none"> Allows administrators to review all available data by lesson report for every student in one CSV file. Lessons are identified as <i>i-Ready</i>-Assigned versus Teacher-Assigned so administrators can understand how students are performing for each lesson type. 	✓	✓
<i>i-Ready Pro</i> Instruction by Lesson Export (6–8)	<ul style="list-style-type: none"> Allows administrators to review all available data by lesson report for every student in one CSV file. 	✓	✓
Instructional Usage Export [Legacy] (K–8)	<ul style="list-style-type: none"> Tracks how much time individual students have spent in online <i>Personalized Instruction</i>, including monthly time-on-task and percent lessons passed data. 	✓	✓

Helping Educators Find the Data They Need

The *i-Ready* Report Selector empowers educators to find the assessment data they need. Available from our user-support website, *Success Central*, and our *i-Ready Success Guide*, the Report Selector answers frequently asked questions about reports and suggests which reports to use for obtaining specific information. This feature is available at the class and student, school, and district levels.

An excerpt from this resource is provided in Figure 36.

Diagnostic Questions at the **Class or Student Level**

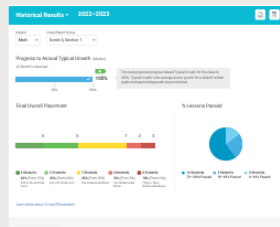
If my question is:	Use this report:	Report contains this data:
BEFORE First Diagnostic 1. How did my current class progress in <i>i-Ready</i> last year?	Historical Results (Class)* 	<ul style="list-style-type: none"> Previous school year's results for students: <ul style="list-style-type: none"> Class Progress to Annual Typical Growth (median) Class Final Overall Placement distribution Class % Lessons Passed distribution Each student's initial and final placement levels and scale scores, % Progress and Scale Score Progress toward growth measures, Total Lesson Time-on-Task with comparison of lessons passed and completed

Figure 36. The *i-Ready* Report Selector helps educators efficiently select the reports to fit their needs.

Sample Reports: Translate Data into Next Steps

For Families Report

Teachers can print the For Families report and use it to share *Diagnostic* scores with parents. This report presents a summary of scores and the student's year-to-date performance, and helps teachers communicate student performance in family-friendly terms. It is available in both English and Spanish³.

The report shows the following:

- **Overall Performance Chart:** The graph shows *Diagnostic* performance year-to-date for up to three tests and the grade band for the student's grade level. For each test, the scale score and placement level are presented. Student growth from each subsequent *Diagnostic* is shown.
- **Domain-Level Detail Table:** The table lists details by each domain assessed for up to two *Diagnostics*: initial and most recent. This lets parents see in which domains the student is excelling or needing additional support, as well as their growth by domain throughout the year.
- **Understanding Key Terms:** The report provides an easy-to-understand explanation of *i-Ready* and key terms such as placement levels, national norms, and scale scores.
- **Skill Progress and More Information:** This section shows placement levels and personalized recommendations for the student.

We offer the following recommendations to educators when working with the For Families report:

- Keep the conversation grounded in data but provide context. For example, "We are looking at your child's data to identify next steps."
- Ensure the family understands their child's two growth measures. For example, "*i-Ready* gives two personal measures for your child that we use to set goals. Your child has a Typical Growth measure, which is how much a student is expected to grow in one year, and a Stretch Growth measure, which is how much they need to grow to put them on a path to proficiency."
- Ensure student goals are not limited to scale scores. Consider including learning goals that focus on specific domains, standards, and/or skills. Keep in mind both short- and long-term goals.
- Suggest a broad range of actions for families to encourage at home, including effective habits (e.g., stay focused, take notes) and measurable actions (e.g., pass lessons, track progress).
- Encourage families to visit the *i-Ready* Family Center for more resources and tips.

An excerpt of the For Families report is provided in Figure 37.

³ The For Families report is only available in English and Spanish, however, the Engage Families section of *Success Central* houses companion documents that explain how to interpret the For Families report in other languages.

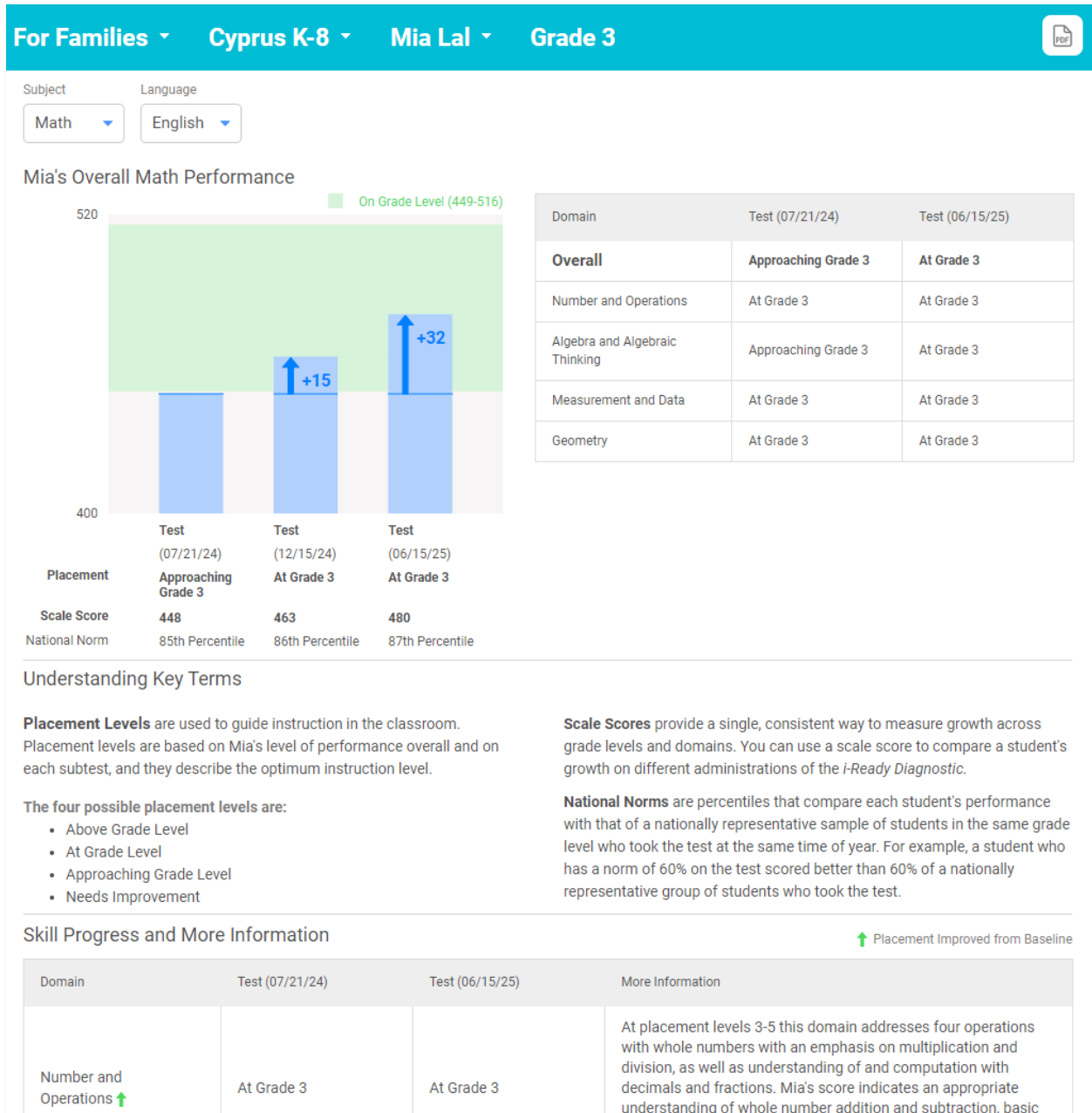


Figure 37. With the For Families report, teachers can share important *Diagnostic* data with families. The report's summary graph (top left) and domain detail (top right) give parents a clear view of their child's *Diagnostic* performance over time. This information is followed by a clear explanation of terms.

More Reports to Differentiate Instruction

To view more sample reports that translate data into actionable next steps, refer to the section "Making Differentiated Instruction a Reality" beginning on page 30.

Helping Student Groups Excel

Supporting Older Students: *i-Ready Pro*

Secondary school educators are facing a pivotal challenge: bridging the gaps left by pandemic-related learning disruptions and reigniting student engagement as they grow older. With complex academic needs in every classroom, ensuring success in these critical years is vital for students' future achievements. Educators are key to guiding this success and maintaining student interest. That is why we created *i-Ready Pro*—to support teachers in tackling these complex challenges effectively and help students succeed.

i-Ready Pro transforms the learning experience for students in grades 6–12 and their teachers (Figure 38).

- For students:
 - Assessment: Experience a fresh introduction with improved interfaces and clearer insights into their academic progress.
 - Instruction: Access nearly 700 new and revamped lessons with enhanced lesson progressions designed to boost their learning journey.
 - Essential Lessons: Build foundational skills in grades 6–12.
 - Elevate Lessons: Tackle crucial grade-level content in grades 6–8.
 - Dashboard: Enjoy a new, modern look and feel with enhanced tools to track progress and stay motivated.
- For educators:
 - Reports: Benefit from skill insights with updated *Personalized Instruction* reporting.
 - Instruction Assignment: Leverage improved functionality to easily assign new lessons and topics.



Figure 38. Every grade 6+ student will find their own immersive pathway to reach their goals with *i-Ready Pro*.

When the District purchases *i-Ready Assessment and Personalized Instruction*, students in grades 6–12 will enjoy the new *i-Ready Pro* experience at no additional charge. When older students log in, they will see a mature design, beginning with their student dashboard and continuing into their assessment and lessons. As usual, their performance on *i-Ready Diagnostic* determines their placement in *Personalized Instruction*. Based on this placement, students will either work on Essential Lessons or Elevate Lessons. Educators benefit from improved reporting that provides detailed insights into each student’s skill levels from both types of lessons. This not only helps students learn at their own pace but also empowers educators with actionable data to support each student’s growth effectively.

Key benefits of the *i-Ready Pro* experience are as follows:

1. **Maximize Learning:** *i-Ready Pro* helps students efficiently reach their grade-level goals. Essential Lessons for grades 6–12 focus on foundational reading skills, language comprehension, and core numeracy, while Elevate Lessons for grades 6–8 focus on near- and on-grade reading and math skills. These lessons are based on what research shows older students need to succeed, providing streamlined and effective instruction that focuses on essential skills. These new pathways provide a more efficient route to grade-level content, avoid repetition, and focus on critical skills. In addition, students who demonstrate proficiency can quickly move on to more advanced content, while those needing extra support receive the targeted instruction and practice they need. Adaptive technology makes learning engaging and efficient, tailored to each student’s pace (Figure 39).

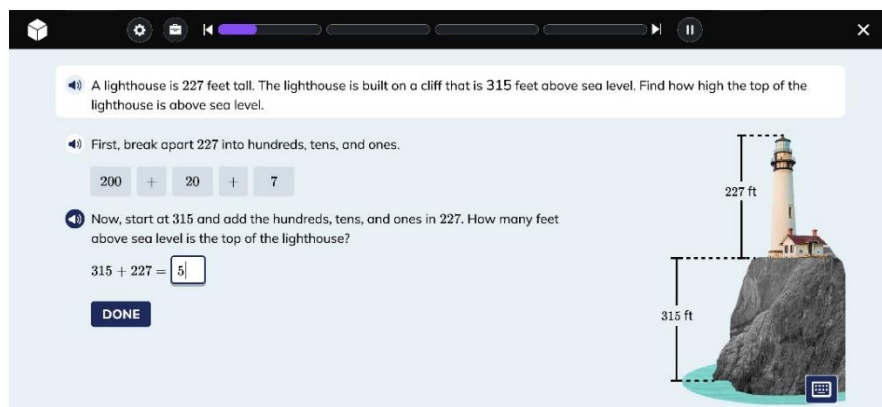


Figure 39. This new experience offers adaptivity in the new streamlined lesson pathways.

2. **Boost Confidence:** *i-Ready Pro* gives students control over their learning experience, helping them build confidence. Essential Lessons and Elevate Lessons offer an aged-up look-and-feel that resonates with older students. They provide students with visibility into their learning, more choices, a new progress and motivation system, and a system that recognizes their achievements. This approach fosters a sense of ownership and autonomy (Figure 40).

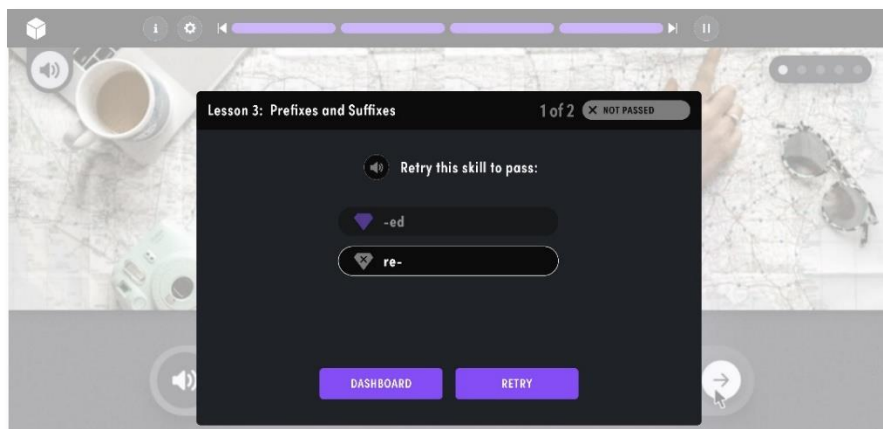


Figure 40. The new instructional experience gives students agency, choice, and autonomy.

3. **Empower Educators:** *i-Ready Pro* strengthens educators' capacity to support their students with detailed skill-level reporting. Enhanced reporting offers insights into each student's performance on specific skills taught within a lesson, rather than just broader domains. This feature supports both interventionists and traditional secondary educators by highlighting where students excel in their lessons and where they may need more support. This enhanced reporting continually updates as students move through their lesson pathway, giving educators the information they need to provide effective instructional support.

Figure 41 presents an example of the report.

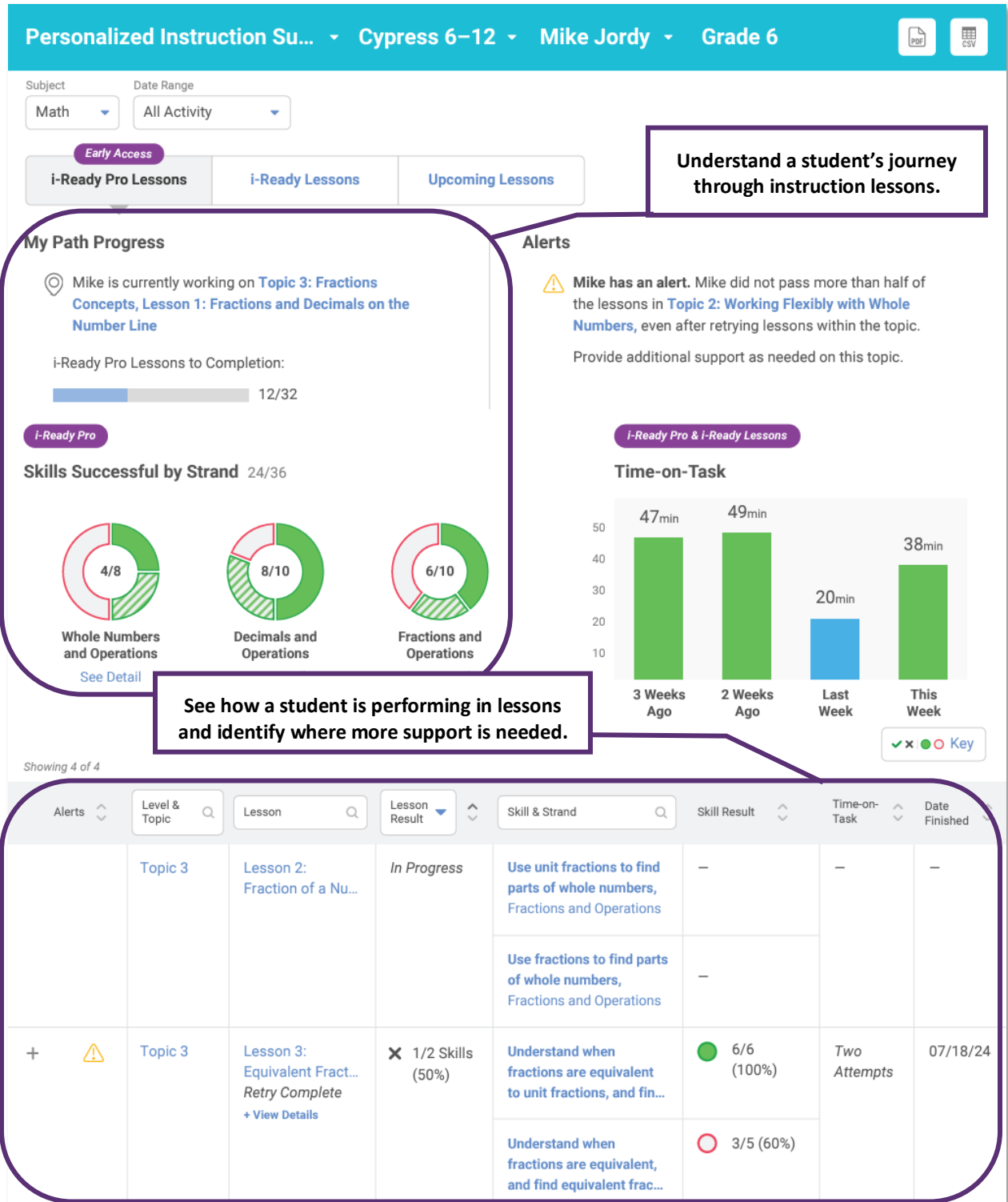


Figure 41. The enhanced Personalized Instruction Summary (Student) report will provide deeper insights into skills development and acquisition—going beyond previous domain-level reporting.

Supporting English Learners of Any Home Language

From the start, we designed *i-Ready* with English Learners in mind. We leverage research-based best practice guidance from organizations such as the Council of the Great City Schools, the English Learners Success Forum, and others to identify non-negotiable criteria that best support English Learners.

The following are principles of our instruction:

- Promote engagement and access
- Integrate strategic scaffolds
- Support academic language development

For students, our solution is available in English—with English Learner support—and in Spanish. Our Spanish assessment and instruction include *i-Ready Evaluación Diagnóstica de lectura*, *i-Ready Assessment of Spanish Reading*, *i-Ready Literacy Tasks*, *i-Ready Diagnostic de matemáticas en español*, Tools for Instruction, *i-Ready Personalized Instruction*, and Learning Games.

For teachers, reports provide actionable, detailed insights on English Learners, providing a list of what each student “Can Do” as well as specific Next Steps & Resources for Instruction. Further, the For Families report helps educators communicate student performance to families in English or Spanish.

For families, the *i-Ready Family Center* provides the knowledge families need to help their child understand and advance with *i-Ready*. The site is available in 15 languages: English, Spanish, Arabic, Chinese (Simplified), Haitian Creole, Hmong, Korean, Portuguese, Russian, Samoan, Somali, Tagalog, Urdu, Vietnamese, and Yupik.



English Learners By The Numbers

- 4.8 million students across the U.S. are English Learners
- 75 percent of U.S. classrooms include at least one English Learner
- 82 percent of English Learners are born in the U.S.

Supporting Spanish-Speaking Students

Assessing Students' Reading and Mathematics Skills in Spanish

The *i-Ready Assessment* suite includes Spanish language assessments so educators can evaluate the academic performance and needs of Spanish speaking students, including where students may need support in foundational Spanish language skills such as phonological awareness, phonics, and fluency. Our development team is composed of Spanish-language experts, and our resources use a neutral Spanish to support a range of backgrounds. Spanish assessments and resources include the following.

Online Reading Assessments

Our online Spanish-language assessments cater to bilingual classrooms with English Learners and those pursuing biliteracy. We prioritize accessibility, employing a Spanish-first approach to literacy. Our commitment ensures educators have the tools to differentiate instruction and guide every student to proficiency. Informed by research and expert guidance, we offer a cross grade adaptive assessment for grades K–6 and a grade level based fixed-form version for grades 7–8.

i-Ready Evaluación Diagnóstica de lectura en español, Adaptive (K–6)

i-Ready Evaluación Diagnóstica de lectura en español (i-Ready Diagnostic Assessment of Spanish Reading) is an online, adaptive assessment of Spanish reading skills. This assessment is available beginning in back-to-school 2025. It is designed to more closely match the robust reporting information and connections to instruction obtained from the current *i-Ready Diagnostic* for reading in English. This helps educators with their instructional planning by providing specific information on what each student knows and where they may need more support.

Like the *i-Ready Diagnostic* for reading, this new assessment adapts across grades, identifying where students are as Spanish readers. Similarly, it is criterion referenced, measuring student performance against grade-level Spanish reading expectations, and results tie directly to what students are learning. Reports provide overall grade-level placements, domain-level placements, El Sistema Lexile® para Leer linking, and instructional Can Dos and Next Steps.

Many of the features experienced with the current *i-Ready Diagnostic* are available with this assessment, including many accessibility features. However, there are some differences given that it authentically assesses Spanish reading skills. We plan to add features over time as administration data become available to support the addition of enhanced features.


The *Evaluación Diagnóstica de lectura en español* assesses students in four key domains:

- Phonological Awareness (Grades K–1; students may test into the domain in grade 2)
- Phonics (Grades K–2; students may test into the domain in grades 3–6)
- Vocabulary (Grades K–6)
- Reading Comprehension (Grades K–6), as shown in Figure 42

i-Ready X

Lee el poema. Luego responde las preguntas.

A saborear pupusas



En la cocina lista está mi abuela
con su mandil y cuchara de madera.
Entre sartenes y una gran cazuela
muy suavcito canciones tararea.

“¿Quién está listo?”, canta cocinando.
“¡Yo quiero pupusas!”, canto yo también.
Cantamos a coro y nos abrazamos
pensando en qué rico vamos a comer.

Selecciona el verso subrayado del poema que muestra **mejor** el cariño entre la abuela y la nieta.

En la cocina lista está mi abuela
con su mandil y cuchara de madera.
Entre sartenes y una gran cazuela
muy suavcito canciones tararea.

5 “¿Quién está listo?”, canta cocinando.
“¡Yo quiero pupusas!”, canto yo también.
Cantamos a coro y nos abrazamos
pensando en qué rico vamos a comer.

Figure 42. This item measures a student’s skill to identify which details stated in the text best support an inference.

i-Ready Assessment of Spanish Reading, Fixed-Form (7–8)

Like the adaptive version of the assessment, *i-Ready Assessment of Spanish Reading* (*i-Ready Evaluación de lectura en español*) for students in grades 7 and 8 assists educators in understanding the grade-level reading performance of students receiving instruction in Spanish through an authentic approach composed of engaging content and built on a familiar interface for students and educators. This fixed-form assessment was built from the ground up by native Spanish speakers and assessment experts—rather than transadapting content from an existing English assessment. Assessment items promote culturally relevant and respectful content designed to engage students, and the assessment is built on an integrated platform students and educators already know.

The *Assessment of Spanish Reading* assesses students in two key domains:

- Vocabulary (Grades 7–8)
- Reading Comprehension (Grades 7–8), as shown in Figure 43

The screenshot displays the i-Ready assessment interface. On the left, there is a reading passage titled "IDELISA BONNELLY" with the subtitle "Madre de la vida marina en el Caribe". The passage consists of four paragraphs. Paragraph 1 describes her as a marine biologist who dedicated her life to protecting marine animals. Paragraph 2 mentions her birth in 1931 in the Dominican Republic and her early love for the ocean. Paragraph 3 details her education, from a community college to Columbia University, where she earned a degree in Sciences and a master's in Biology. Paragraph 4 notes her work as a research assistant at the American Museum of Natural History. On the right, there is a task box asking the student to draw conclusions based on paragraphs 2 and 7. It includes a text box for the student's response and a flowchart with various life goals and achievements related to marine biology.

IDELISA BONNELLY
Madre de la vida marina en el Caribe

1 Idelisa Bonnelly fue una bióloga marina que dedicó su vida a proteger los animales del mar. Sus investigaciones y labor educativa permitieron crear conciencia en la gente sobre la importancia de conservar la vida marina. Además, la hicieron merecedora de múltiples premios.

2 Bonnelly nació en 1931 en República Dominicana. Aunque pasó sus primeros años entre valles y montañas, su familia se mudó a la costa siendo ella una niña. Fue allí donde surgió su amor por el océano, al que solía contemplar por horas. Al pasear junto al mar, sentía su fresca brisa y escuchaba el rugir de sus olas. Para ella, el mar representaba un espectáculo hermoso, sobrecogedor y misterioso.

3 Al terminar la educación secundaria, en los años de 1950, Bonnelly tenía claro que quería estudiar ciencias biológicas. Pero por aquella época la única universidad en República Dominicana no ofrecía estudios en biología marina. Esto la hizo mudarse a Nueva York para continuar su preparación académica. Tras graduarse de un colegio comunitario, y animada por sus profesores, estudió en la Universidad de Columbia, obteniendo una licenciatura en Ciencias. Posteriormente estudió una maestría en Biología en la Universidad de Nueva York.

4 En los años de 1960 trabajó como asistente de investigación en el Acuario de Nueva York, donde aprendió de experimentados científicos marinos. Bonnelly afirmaba

De acuerdo con la información de los párrafos 2 y 7, el lector puede concluir que Bonnelly: porque ella pudo

obtuvo varias medallas
estuvo activa muchos años
logró sus sueños
vivió cerca del océano
estudiar la vida marina
ser muy famosa
hacer una organización para mujeres
viajar por todo el mundo

Figure 43. In this item, students are asked to draw conclusions based on the information in paragraphs 2 and 7.

Assessment Features

Following are some features of *Evaluación Diagnóstica de lectura* (adaptive K–6) and *i-Ready Assessment of Spanish Reading* (fixed-form 7–8), which support its use for instructional planning with Spanish-speaking learners:

- **Developed by Native Spanish Speakers:** These assessments were developed from the ground up by assessment experts specializing in Spanish reading skills and standards.
- **Developed for a Variety of Classroom Uses:** The assessment can be used to support Spanish-speaking English Learners and Spanish Learners.
- **An Assessment with Authentic Content:** All reading passages represent the varied cultural backgrounds and experiences of Spanish-speaking students.
- **Easy to Administer:** The assessment is available in the *i-Ready Connect* system.
- **Reports Lexile Ranges:** Spanish Lexile Reading ranges (El Sistema Lexile® Para Leer) are displayed in reports (if enabled).
- **No Additional Charge:** These assessments are included with the *i-Ready Assessment* reading license.

Offline Reading Assessment

i-Ready Literacy Tasks evaluate pre-reading and reading skills that are best assessed through one-on-one administration between an educator and a student. *Literacy Tasks* in Spanish (Figure 44) are designed to be administered by Spanish speakers who can understand the student's responses. *Literacy Tasks* can be used alone or in conjunction with other Spanish reading assessments, such as *i-Ready Evaluación Diagnóstica de lectura*, to determine the components of reading in which a student may benefit from additional support.

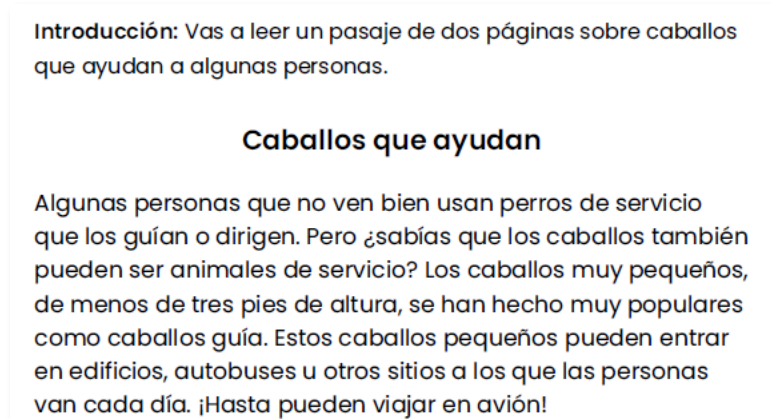


Figure 44. *i-Ready Literacy Tasks* can help educators better understand a student's overall Spanish reading performance, as shown in this grade 3 excerpt.

i-Ready Literacy Tasks include Spanish-language assessments in the following constructs.

Benchmark Forms were developed in Spanish by native Spanish speakers.

- Phonological Awareness (K–2+)
- Letter Naming Fluency (K–2)
- Letter Sound Fluency (K–2)
- Word Recognition Fluency (K–1)
- Pseudoword Decoding Fluency (K–1)
- Encoding (K–2)
- Passage Reading Fluency (1–6)

Progress Monitoring Forms were transadapted from the English Passage Reading Fluency passages. This assessment is similar in design and administration to the *i-Ready Literacy Tasks* in English, but the tasks are composed of passages that are entirely in Spanish. For progress monitoring, a dozen forms per developmental grade level are available, and data can be entered into the *i-Ready Connect* system. Students are scored in terms of accuracy, prosody, comprehension, and words correct per minute (WCPM). Progress monitoring graphs in Spanish show each student's administration overlayed against an indication of grade-level proficiency. Passage Reading Fluency forms are available for grades 1–6.

Online Mathematics Assessment

i-Ready Diagnostic de matemáticas en español allows educators to assess performance and growth across K–12 math skills independent of students' English-language proficiency. With the *Diagnostic* de matemáticas, results and related reporting help educators understand performance overall and by domain, identify strengths and instructional priorities, and connect to related instructional resources for a class, report group, and individual students.

The *Diagnostic* de matemáticas matches the content and rigor of the *Diagnostic* for mathematics in English. Both have the same number of items and assess the same skills and content at the same levels. Transadapted through a rigorous process recommended by the International Test Commission, the *Diagnostic* de matemáticas included development and review of all included text and the recording of audio support by native Spanish speakers.

The *Diagnostic* de matemáticas provides the same testing experience as students being assessed in English—all assessment items and audio support are provided in Spanish (Figure 45), as well as the *Diagnostic* introduction, tutorial, and the My Progress bar. Like the *Diagnostic* in English, results from the *Diagnostic* de matemáticas inform My Path lesson placement in *i-Ready Personalized Instruction*. (Separately, educators choose the language of instruction, English or Spanish, for each student.)

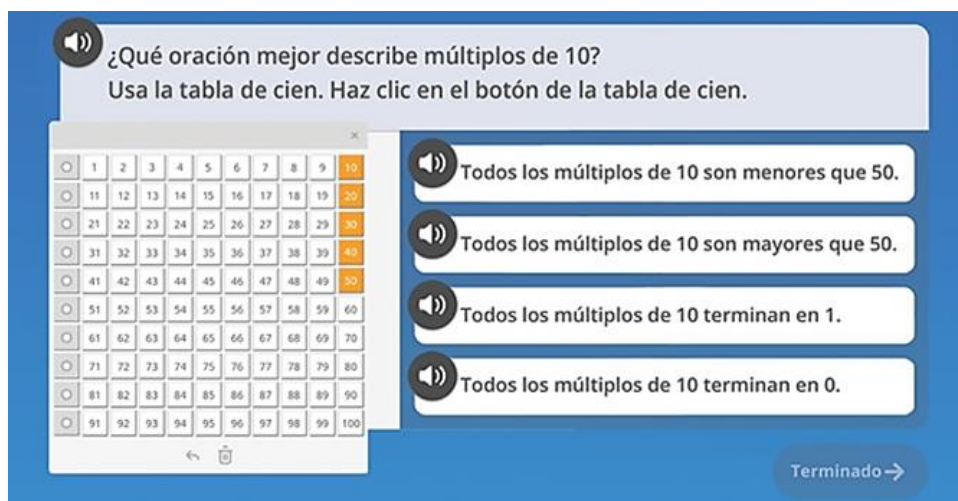


Figure 45. *i-Ready Diagnostic* de matemáticas items match the content and rigor of the mathematics assessment items in English.

Teachers are provided the same powerful reports they receive for the *Diagnostic* in English. For class-, school-, and district-level reports, data for students tested in English and Spanish appear together.

For more information, see the *Educator Guide: Diagnostic for Mathematics in Spanish*, <https://cdn.bfldr.com/LS6J0F7/at/vrszpn4j4zxkxb8pxkfcrbjq/i-ready-educator-guide-math-diagnostic-in-spanish.pdf> (also available in *Success Central*).

Further, *i-Ready Diagnostic* includes an optional *Growth Monitoring* de matemáticas en español feature for grades K–8—short, adaptive assessments between full *Diagnostics*.

Tools for Instruction in Spanish

Tools for Instruction—including with *i-Ready Assessment* and often recommended in *i-Ready* reports—are short, targeted resources for teacher-led instruction that are tied directly to students' skill needs. Tools for Instruction in Spanish (Figure 46) are available for mathematics (K–8) and for reading (K–6).

Teachers can use Tools for Instruction to provide individualized instruction aligned with the individual student's results on the *Diagnostic*, deliver differentiated small group instruction, and review or remediate prerequisite skills during whole class instruction.

Recursos de instrucción

Explicar el significado de metáforas y símiles

1 Presentar la metáfora y el símil

- Explique a los estudiantes que los autores usan metáforas y símiles para hacer comparaciones con el fin de ayudar a los lectores a imaginar cómo es algo. Diga: *Una metáfora hace una comparación sin usar la palabra como. Un símil hace una comparación usando la palabra como.*
- Muestre ejemplos sencillos como los siguientes:

Metáfora Tus palabras son música para mis oídos.

Símil Tus palabras suenan *como* música para mí.
- Pregunte: *¿Qué dos cosas distintas se están comparando? Si es necesario, señale los términos palabras y música para guiar a los estudiantes a hallar la respuesta. (las palabras y la música)*
- Diga: *En los dos casos, lo que el autor quiere decirnos es que las palabras que escucha se parecen a la música. Es decir, que esas palabras y la música tienen semejanzas. No quiere decirnos que lo que escucha es una canción. Está usando lenguaje figurado.*

Recursos de instrucción

Restar números enteros de varios dígitos

1 Proporcionar un problema de resta de varios dígitos.

- Escriba “4,036 – 1,329” en la pizarra en formato vertical.
- Pida al estudiante que estime la diferencia al millar más cercano. Guíe al estudiante para que realice una estimación de $4,000 - 1,000 = 3,000$.

2 Usar conceptos de valor posicional para restar.

- Pida al estudiante que escriba la forma desarrollada de 1,329. Recuérdele que cada parte de la forma desarrollada representa el valor de un dígito en el número original. $(1,000 + 300 + 20 + 9)$
- Demuestre cómo restar 1,329 de 4,036, un valor posicional a la vez. Señale que se comienza con el dígito de mayor valor. Escriba el problema en la pizarra. Mientras completa cada paso, diga:

$$\begin{array}{r} 4,036 \text{ menos } 1,000 \text{ es } 3,036. \\ 3,036 \text{ menos } 300 \text{ es } 2,736. \text{ Puedes pensar:} \end{array}$$

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

Figure 46. Tools for Instruction are targeted resources for teacher-led instruction that are tied directly to students' skill needs. Shown are excerpts from Tools for Instruction for reading (top) and mathematics (bottom).

Research-Based Online Instruction in Spanish

i-Ready Personalized Instruction for Reading in Spanish

i-Ready's Spanish reading lessons are designed to support students learning to read in Spanish proficiently. The following reading domains are currently available in Spanish:

- **Phonological Awareness (K–1):** These lessons feature 100% authentic content and are not translations of English lessons. There are six types of Spanish Phonological Awareness lessons:
 - Recognize Rhyme (Reconocer la rima)
 - Segmenting Words (Segmentar palabras)
 - Blending Syllables (Unir sílabas) and Blending Sounds (Unir sonidos)
 - Isolating Sounds (Identificar sonidos)
 - Stressed Syllables (Identificar la sílaba tónica)
 - Manipulating Sounds and Syllables (Quitar/Añadir/Sustituir sonidos y sílabas)
- **Phonics (K–2):** Spanish Phonics lessons provide research-based phonics instruction and support in letter learning and decoding skills. Lessons provide explicit, interactive instruction and practice in systematic, sequential skill progressions. Students apply phonics knowledge through context sentences and highly decodable texts. There are two types of phonics lessons:
 - Letter Learning (Letra y sonido)—letter sounds
 - Read Words (Leer palabras)—decoding/encoding, emphasis on syllabication (Figure 47)



Figure 47. In this example grade K leer palabras lesson, students receive explicit instruction on how to break a word into syllables, read each syllable, and then blend syllables to form words. /sa/ /po/. /sapo/.

- **Vocabulary (K–5):** There is a different approach to vocabulary instruction by grade band.
 - Grades K–2: Vocabulary instruction adopts a knowledge-building approach that focuses on teaching high-utility, Tier 2 target vocabulary words. The lessons present syllabification activities, which aid vocabulary development by helping students decode and correctly pronounce words. By breaking words into syllables, students identify familiar word parts, which can provide clues to the meaning of a word. Over time, this type of activity enhances word analysis skills and facilitates vocabulary acquisition.

- Grades 3–5: Vocabulary instruction zeroes in on morphology and context clues. Adaptive lessons are designed to strengthen strategy-based skills and foster independent learning, equipping students with the capacity to decode complex texts containing unfamiliar words. Students learn Greek and Latin morphemes, which form the basis of a significant portion of Spanish (and English) vocabulary. By studying these morphemes, students gain insights into the meanings of many words which can help them decipher the definitions of unfamiliar terms.
- **Comprehension (K–5):** Comprehension lessons are built around high-interest, complex texts. The blend of informational and literary texts is culturally and linguistically responsive to reflect the variety of the students who use *i-Ready* and to foster students' investment in reading. Lessons focus on the text with prereading experiences kept to a minimum, so students dive right into an engaging text. Background knowledge building is delivered efficiently, ensuring that students get the most important knowledge they need to understand the text they are reading, but only if they need it. Once reading begins, a variety of research-aligned strategic scaffolds help students access the text (Figure 48). For example, questions are interspersed strategically so students focus on important understandings as they encounter them, which helps them from getting lost or developing misconceptions and leads to deeper understanding of the text.



Figure 48. These strategic scaffolds represent a graphic organizer (grade 4) and keyword definition (grade K).

i-Ready Personalized Instruction for Mathematics in Spanish

i-Ready's Spanish mathematics lessons are developed for students who speak Spanish and/or receive instruction in Spanish. Like the *Diagnostic* de matemáticas en español, *i-Ready* mathematics lessons in Spanish are transadaptations of the English lessons (Figure 49 and Figure 50).

Mathematics lessons are available in Spanish for grades K–8. All *Personalized Instruction* in mathematics is available in Spanish and English to make the learning experience more accessible. Moving forward, the plan is to maintain a parallel library of English and Spanish math lessons.

The following mathematics domains are available in Spanish: Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry.

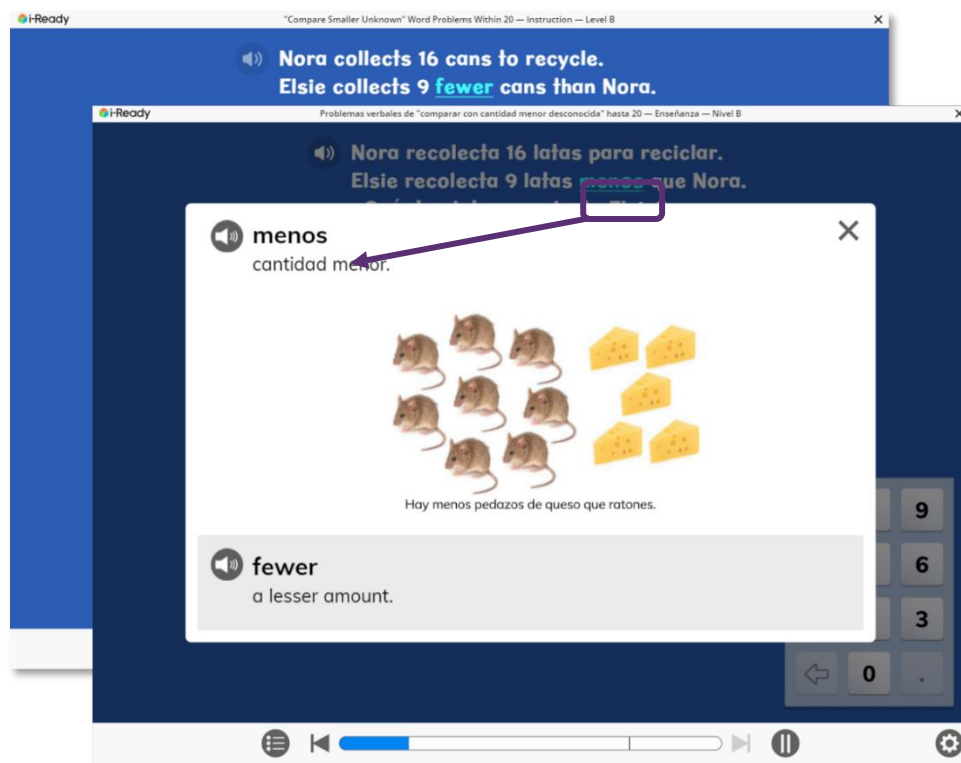


Figure 49. *i-Ready* mathematics lessons in Spanish (front) are transadaptations of the English lessons (back) as shown in this grade 2 example. Additionally, scaffolded support is built into *i-Ready* lessons. For example, definitions of key vocabulary words are available both in Spanish and English.

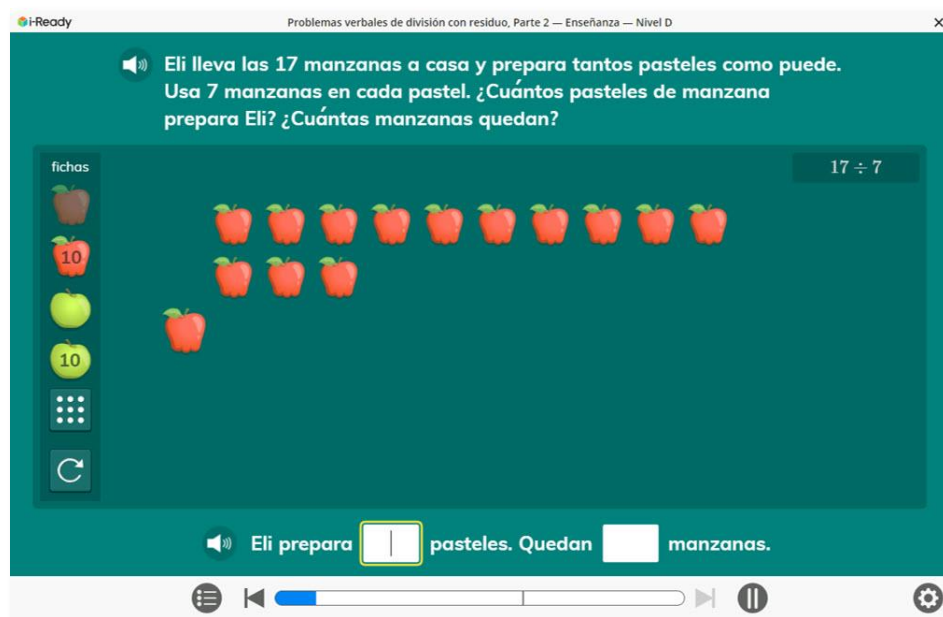


Figure 50. Our word problem lessons in Spanish (just like in English) have students represent mathematical situations in multiple ways (e.g., digital manipulatives, models, and/or equations) as in this grade 4 example.

Supporting Students with Disabilities: Accessibility

Curriculum Associates' Commitment to Accessibility

At Curriculum Associates, we believe every student has the potential for educational excellence. That's why we're dedicated to creating accessible materials that maximize usability for students with disabilities. We strive to ensure that accessibility and accommodation support considerations are incorporated into our product development process from the very beginning, and we've developed a continuous improvement approach to accessibility that ensures we're always improving and learning.

Opportunities and expectations are continually evolving. To meet the needs of the students and districts we serve, we engage in ongoing work to evaluate and improve our educational tools and resources. We have developed a systematic approach to accessibility that includes:

- Web Content Accessibility Guidelines (WCAG) and the Universal Design for Learning (UDL) framework, guidance from the English Learners Success Forum (ELSF), and the accessibility and accommodations manual of the Council of Chief State School Officers (CCSSO) to inform our accessibility efforts
- An internal team of universal access, curriculum, assessment, policy, and research experts who are dedicated to finding new ways for our educational tools and resources to be used by a diverse range of learners
- A rigorous review process that involves outside accessibility experts to ensure our thinking and approach reflect established and evolving best practices
- Guidance and feedback from the school districts and educators we serve

In addition to the above, we have enlisted the help of student testers to evaluate the effectiveness of our accessibility enhancements. Our commitment to and work toward increased accessibility is ongoing. All of our accessibility efforts and enhancements are offered to educators at no additional cost as part of Curriculum Associates' Software-as-a-Service (SaaS) model.

Please find our mission statement at the following link: <https://www.curriculumassociates.com/access-and-outcomes/committed-to-accessibility>.

i-Ready Accessibility Supports and Accommodations

To make *i-Ready* accessible to the widest population of students, we offer a range of accessibility supports that can also meet the requirements of a number of student accommodations. This accessibility update is designed to provide educators with information about *i-Ready's* current accessibility supports, insight into our vision, and plans for future enhancements.

For a current list of embedded and non-embedded student supports and accommodations, please refer to the *i-Ready* Accessibility and Accommodations Update:

<https://cdn.bfldr.com/LS6J0F7/as/r5zwr5vb7ggtstkxfgszjv/iready-accessibility-and-accommodations-update>. This documentation is updated regularly to reflect our most recent *i-Ready* accessibility developments.

The linked document and resources are housed on our Accessibility & Accommodations Resource Hub (<https://www.curriculumassociates.com/reviews/ireadyaccessibility>), along with other helpful accessibility resources such as FAQs, feature overviews, and video demonstrations. Within the hub, please use the tabs on the left-hand side to navigate to the page about [*i-Ready Assessment*](#) and [*i-Ready Personalized Instruction*](#), if relevant. We regularly update our documentation and resources with releases to reflect reductions in exceptions and new gains.

Proven Effective at Advancing Student Achievement

State Approvals Across the Country

Since *i-Ready's* release in 2011, many states have approved the program for use in their schools. These states currently include Alabama, Arizona, California, Colorado, Delaware, Florida, Georgia, Idaho, Indiana, Iowa, Kansas, Kentucky, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New York, North Dakota, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina, Tennessee, Texas, Utah, Virginia, Washington, and West Virginia. Each has reviewed and approved *i-Ready* as an assessment, instructional resource, or intervention tool (Figure 51).

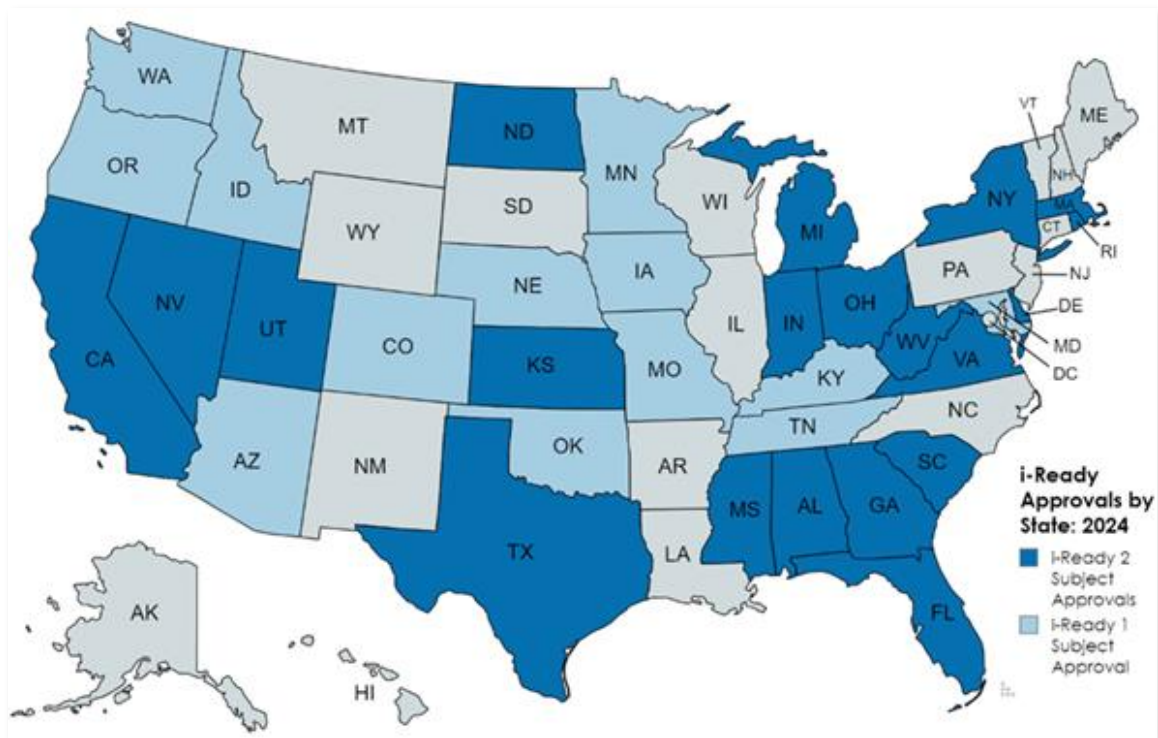


Figure 51. This map shows states where Departments of Education have reviewed and approved *i-Ready* for assessment, instruction, and/or intervention purposes.

To learn more, visit our website: <https://www.curriculumassociates.com/state-use-library>.

i-Ready Diagnostic: Correlations to State Assessments

The *i-Ready Diagnostic* correlates highly with more than 44 state tests as well as Smarter Balanced Assessments. This is a robust objective that *i-Ready Diagnostic* measures the most important, relevant, and widely assessed content in most states. While not all state standards are the same, it is clear that *i-Ready* measures the most critical work (Figure 52).

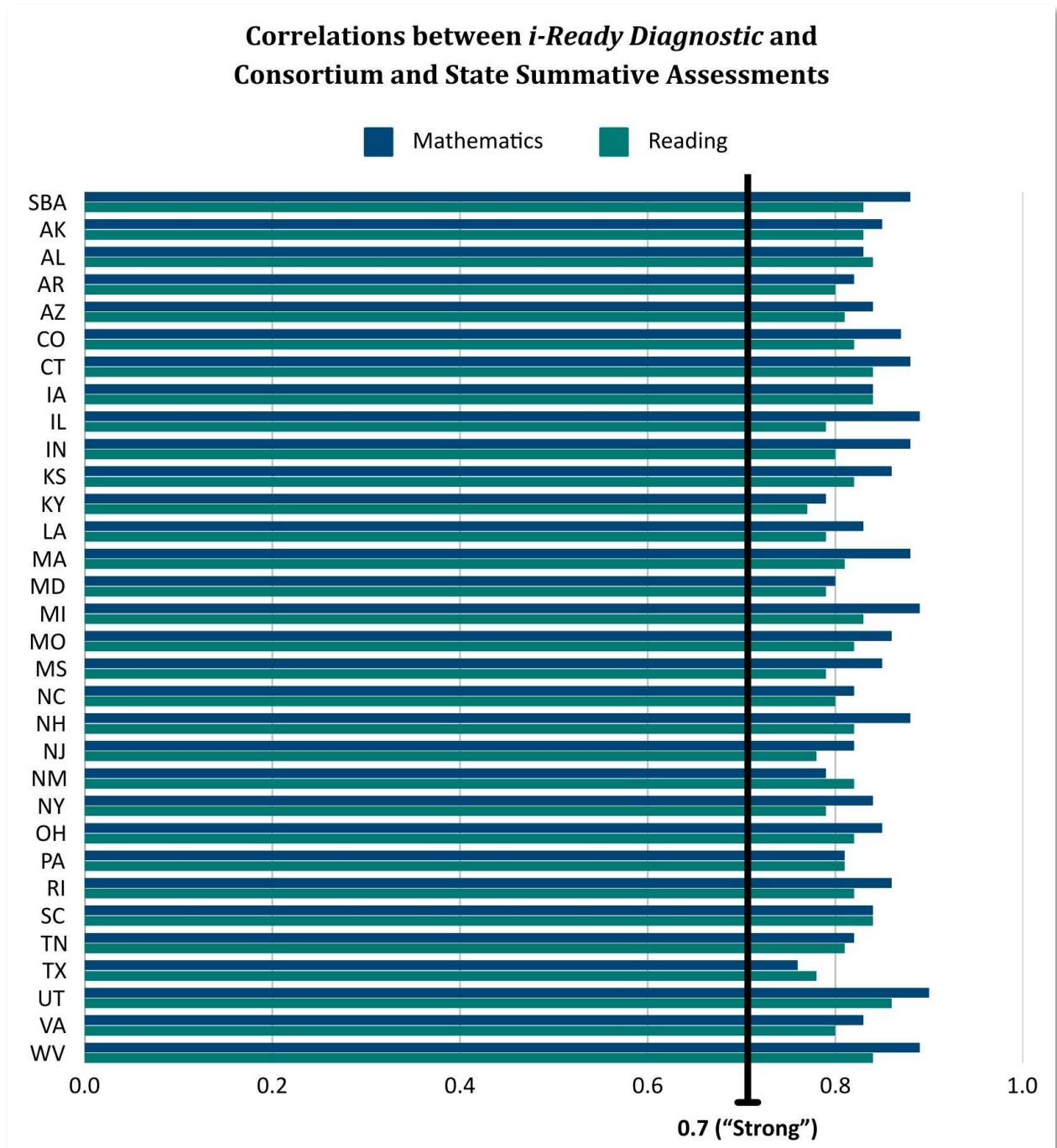


Figure 52. Correlations between *i-Ready* and consortium and state assessments consistently exceed established benchmarks in education.

Correlations are one of the most commonly used and widely accepted forms of validity evidence. A high correlation between two assessments provides evidence that the two assessments are measuring related constructions. These correlations, all surpassing the .70 standard considered to be strong in education research, provide evidence of a substantial relationship between the *i-Ready Diagnostic* and consortium and state summative assessments.

“We chose *i-Ready* because we wanted everyone in our district to be moving in the same direction. Now we can say, ‘This is what the child’s needs are’.”

—Dr. John Lovato, Assistant Superintendent, CA

Additional linking studies and efficacy research are available at <https://www.curriculumassociates.com/research-and-efficacy>.

i-Ready Personalized Instruction: ESSA Evidence

i-Ready is backed by the most practical and applicable efficacy research in education. *i-Ready Personalized Instruction* has been studied by numerous third-party and independent organizations, as well as Curriculum Associates’ own Research team, in partnership with educators throughout the country. An overview of *i-Ready* efficacy research is provided in Table 6. For more information on these studies, see our web page Evidence for *i-Ready*’s Efficacy at

<https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact>.

Table 6. Recent Efficacy Research for Curriculum Associates Products										
	Study Population				Description/Methodology					
Study Name Author (Year)	Subject		Grades		Meets ESSA		Large Sample Size (<i>N</i> = 350 or More Students)	Positive, Statistically Significant Results <i>for Some or All Grades</i>	Independent Author	Disaggregated Results*
	Reading	Math	K–5	6–8	Level 2 (Moderate)	Level 3 (Promising)				
<i>i-Ready</i>										
1. Impact of <i>i-Ready Personalized Instruction</i> on MCAS ELA Scores in Grades 4 and 5 Curriculum Associates (2023)	●		●		●		●	●		
2. Impact of <i>i-Ready Personalized Instruction</i> on the MCAS for Grade 5 in ELA and Mathematics Curriculum Associates (2022)	●	●	●		●		●	●		

Table 6. Recent Efficacy Research for Curriculum Associates Products

Study Name Author (Year)	Study Population				Description/Methodology					
	Subject		Grades		Meets ESSA		Large Sample Size (<i>N</i> = 350 or More Students)	Positive, Statistically Significant Results for <i>Some or All Grades</i>	Independent Author	Disaggregated Results*
	Reading	Math	K–5	6–8	Level 2 (Moderate)	Level 3 (Promising)				
3. The Impact of <i>i-Ready Personalized Instruction</i> with Fidelity on 2021 MCAS ELA Achievement Cook & Ross (2022)	●		●	●	●		●	●	●	
4. The Impact of <i>i-Ready Personalized Instruction</i> with Fidelity on 2021 MCAS Mathematics Achievement Cook & Ross (2022)		●	●	●	●		●	●	●	
5. The Impact of <i>i-Ready Personalized Instruction</i> during the 2020–2021 School Year: Evidence to Support Historically Marginalized Student Groups Curriculum Associates (2022)	●	●	●			●	●	●		●
6. The Impact of <i>i-Ready Personalized Instruction</i> on Student’s Reading and Mathematics Achievement Curriculum Associates (2020)	●	●	●	●		●	●	●		●
7. Impact of <i>i-Ready Personalized Instruction</i> Time and Lesson Pass Rates on Student Learning Gains Curriculum Associates (2021)	●	●	●	●			●	●		
8. Using <i>i-Ready Personalized Instruction</i> with Fidelity: Results from the 2018–2019 School Year Curriculum Associates (2022)	●	●	●	●			●	●		
9. An Impact Evaluation of <i>i-Ready Instruction</i> Using 2018–2019 Data Swain et al. (2020a–h)	●	●	●	●	●			●	●++	●

Table 6. Recent Efficacy Research for Curriculum Associates Products

Study Name Author (Year)	Study Population				Description/Methodology					
	Subject		Grades		Meets ESSA		Large Sample Size (<i>N</i> = 350 or More Students)	Positive, Statistically Significant Results for <i>Some or All Grades</i>	Independent Author	Disaggregated Results*
	Reading	Math	K–5	6–8	Level 2 (Moderate)	Level 3 (Promising)				
10. An Impact Evaluation of <i>i-Ready Instruction</i> for Striving Learners Using 2018–2019 Data Randal et al. (2020a–b)	●	●	●		●		●	●	●††	●
11. An Impact Evaluation of <i>i-Ready Diagnostic and Instruction Implementation</i> for ELA at Grades K–2 Dvorak et al. (2019a)	●		●		●		●	●	●††	
12. <i>i-Ready</i> in 7th Grade Math Classes: A Mixed Methods Case Study Marple et al. (2019)		●		●	●†		●	●	●	
13. Utah STEM Action Center Multiyear Studies Brasiel & Martin (2015); Snyder et al., (2016); Utah Education Policy Center (2017; 2018; 2019)		●	●	●	●†		●	●	●	
14. Utah’s Early Intervention Reading Software Program Report Evaluation and Training Institute (2019)	●		●		●†		●	●	●	
15. What Is the Impact on Growth in Language Arts and Mathematics Skills for Special Needs Students when the <i>i-Ready</i> Program Is Implemented? Forsman (2018)	●	●		●		●		●	●	●**
16. A Causal Comparative Analysis of a Computer Adaptive Mathematics Program Using Multilevel Propensity Score Matching Seabolt (2018)		●	●		●†		●	●	●	

Table 6. Recent Efficacy Research for Curriculum Associates Products

	Study Population				Description/Methodology					
Study Name Author (Year)	Subject		Grades		Meets ESSA		Large Sample Size (<i>N</i> = 350 or More Students)	Positive, Statistically Significant Results <i>for Some or All Grades</i>	Independent Author	Disaggregated Results*
	Reading	Math	K–5	6–8	Level 2 (Moderate)	Level 3 (Promising)				
Ready Mathematics Blended Core										
17. An Impact Evaluation of the Blended Core Mathematics Program for Elementary Grades Swain et al. (2019)		●	●		●		●	●	●††	
Ready Blended Supplemental										
18. An Impact Evaluation of Supplemental Blended Implementation for Mathematics at Grades 6–8 Dvorak et al. (2019d)		●		●	●		●	●	●††	
19. An Impact Evaluation of Supplemental Blended Implementation for Reading at Grades K–2 Dvorak et al. (2019e)	●		●		●		●	●	●††	

*Specific student groups include students with disabilities, students who were English Learners, and students who were economically disadvantaged.

**Reported for students with disabilities only.

†Study includes characteristics for meeting ESSA Level 2 (Moderate) evidence. However, because the authors did not specify which ESSA evidence level the study meets in the report, nor has it been reviewed by an independent clearinghouse such as the What Works Clearinghouse, educators should review the full research report in order to determine if it meets their own interpretations for ESSA evidence.

††Third-party studies are defined as those that were conducted by external research organizations that were contracted by Curriculum Associates to independently perform the research to industry-recognized standards. Studies by independent authors (without ††) were conducted and funded entirely independently of Curriculum Associates.

Additional Third-Party Reviews

We present summaries of national, third-party reviews of *i-Ready* in the following.

National Center on Intensive Intervention

i-Ready was reviewed under three of the National Center on Intensive Intervention (NCII) Tools Charts: Academic Screening, Academic Progress Monitoring, and Academic Intervention.

The high ratings in **Academic Screening** signify that *i-Ready Diagnostic* meets NCII's rigorous technical standards and can be used to identify students at risk of poor academic outcomes, including those who may need intensive instruction. These ratings (Figure 53) provide external evidence of *i-Ready Diagnostic's* rigorous design. The full results are posted on the NCII website at:

<https://charts.intensiveintervention.org/ascreening>.

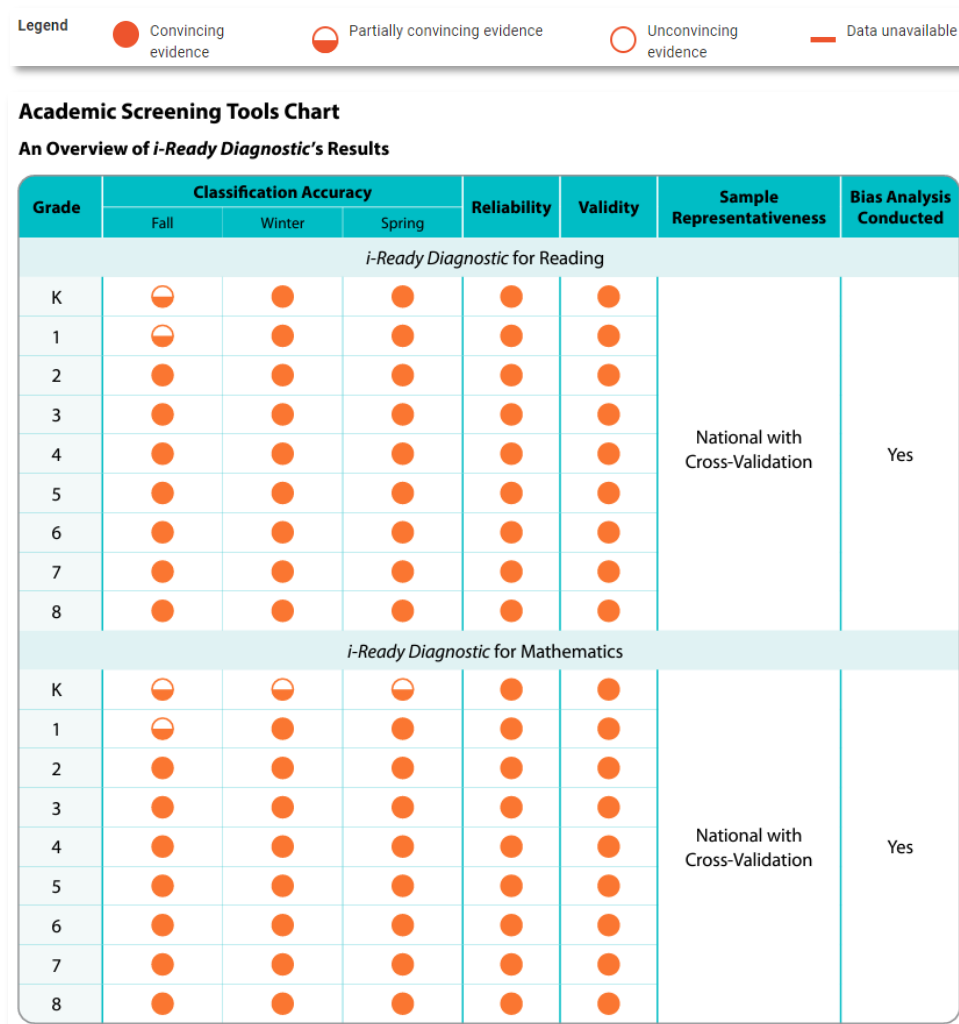


Figure 53. *i-Ready Diagnostic* received high ratings for classification accuracy, reliability, and validity.

Additionally, NCII conducted a Bias Analysis of *i-Ready Diagnostic* to ensure the assessment tool is free from bias and rated it “yes” in every grade for both subjects. Read the full analysis on NCII’s website:

- Reading: <https://charts.intensiveintervention.org/screening/tool/?id=4c5fbfb725845db3>
- Mathematics: <https://charts.intensiveintervention.org/screening/tool/?id=dbb425fc248db8fd>

The high ratings in **Academic Progress Monitoring** signify that *i-Ready Diagnostic* and *Growth Monitoring*, when used together, (Figure 54), as well as *i-Ready Literacy Tasks* (Figure 55), satisfied NCII’s standards for technical rigor and can be used to monitor the academic progress of students. These ratings should give educators confidence that it is appropriate to use these *i-Ready* assessments to monitor students’ academic progress. The full results are posted on the NCII website at: <https://charts.intensiveintervention.org/aprogressmonitoring>.

Academic Progress Monitoring Tools Chart								
An Overview of <i>i-Ready Diagnostic</i> and Growth Monitoring's Results								
Grade	Reliability	Validity	Bias Analysis Conducted	Sensitivity		Alternate Forms	Decision Rules	
				Reliability of the Slope	Validity of the Slope		Setting and Revising Goals	Changing Instruction
<i>i-Ready Diagnostic</i> and Growth Monitoring for Reading								
K	●	●	Yes	—	—	●	—	—
1	●	●		—	—	●	—	—
2	●	●		—	—	●	—	—
3	●	●		—	—	●	—	—
4	●	●		—	—	●	—	—
5	●	●		—	—	●	—	—
6	●	●		—	—	●	—	—
7	●	●		—	—	●	—	—
8	●	●		—	—	●	—	—
<i>i-Ready Diagnostic</i> and Growth Monitoring for Mathematics								
3	●	●	Yes	—	—	●	—	—
4	●	●		—	—	●	—	—
5	●	●		—	—	●	—	—
6	●	●		—	—	●	—	—
7	●	●		—	—	●	—	—
8	●	●		—	—	●	—	—

Figure 54. NCII gave *i-Ready Diagnostic* and *Growth Monitoring* the highest ratings in reliability and validity.

Academic Progress Monitoring Tools Chart								
An Overview of <i>i-Ready Literacy Tasks</i> Results								
Grade	Reliability	Validity	Bias Analysis Conducted	Sensitivity		Alternate Forms	Decision Rules	
				Reliability of the Slope	Validity of the Slope		Setting and Revising Goals	Changing Instruction
Passage Reading Fluency								
1	●	●	No	—	—	●	—	—
2	●	●		—	—	●	—	—
3	●	●		—	—	●	—	—
4	●	◐		—	—	●	—	—

Figure 55. NCII gave *i-Ready Literacy Tasks* for Passage Reading Fluency high ratings in reliability and validity.

The high ratings in **Academic Intervention** signify that two studies on the impact of *i-Ready Personalized Instruction* on striving students meet NCII’s rigorous study quality standards. These ratings (Figure 56) on study quality, in conjunction with the positive effect sizes, should give educators confidence that *i-Ready Personalized Instruction* is an appropriate intervention for striving students. The full results are posted on the NCII website at: <https://charts.intensiveintervention.org/aintervention>.

Academic Intervention Tools Chart					
An Overview of <i>i-Ready Personalized Instruction's</i> Results					
	Participants	Study Design	Fidelity of Intervention	Targeted Measures	Broader Measures
<i>i-Ready Personalized Instruction</i> for Reading	●	●	●	●	—
<i>i-Ready Personalized Instruction</i> for Mathematics	●	●	●	●	—

Figure 56. *i-Ready Personalized Instruction* received high ratings in Academic Intervention.

Together, these NCII ratings support the use of *i-Ready* as a solution for serving every student with high-quality screening, progress monitoring, and instruction, including students who may be at academic risk and in need of intensive intervention.

Buros Center for Testing

i-Ready Diagnostic was reviewed in *The Twentieth Mental Measurements Yearbook* (MMY) published by the Buros Center for Testing (<http://buros.org/>), an independent, nonprofit organization with a mission to improve the science and practice of testing and assessment. According to the MMY review⁴, “The *i-Ready K–12 Diagnostic* and *K–8 [Personalized] Instruction* is well designed and executed. The heart of the program—the pool of test items—is superb.”

⁴ Due to copyright constraints, we are unable to directly link to the Buros review, but please contact an *i-Ready* Educational Consultant or Partner Success Manager for additional information.

Learning List

Learning List™ has independently reviewed *i-Ready* and other Curriculum Associates products. Learn more on their website: <https://www.learninglist.com>.

Digital Promise

i-Ready Personalized Instruction for reading and mathematics has earned the Research-Based Design Product Certification from Digital Promise. This rigorous certification is earned by educational technology products with a demonstrable research base and proven research. Curriculum Associates submitted evidence to confirm a link between research on how students learn and the design of *i-Ready*. Learn more at: <https://productcertifications.digitalpromise.org/research-based-certified-products>.

Success Stories

Case studies provide further evidence that *i-Ready* works. Success stories from educators across the country are provided on our website at <https://www.curriculumassociates.com/success-stories>.

“[Our District] and Curriculum Associates have viewed our relationship as an authentic partnership grounded in serving the students, educators, and families within our local community . . . As a district, we feel the commitment from our [Curriculum Associates] partners on a daily basis—from purchasing to professional growth, from acquiring physical and digital resources to brainstorming ways to make them better, from supporting our students and educators in general education settings to aligning cross-district efforts for learners with exceptional needs.”
— District Administrator and *i-Ready* User

Meeting Your Technology Needs

i-Ready System Requirements

Following is an overview of selected technical requirements. For a complete list, see *i-Ready System Requirements*, available online at https://cdn.i-ready.com/instruction/content/system-check/iReady_System_Requirements.pdf.

Browser and Operating System Requirements

Next School Year's (i.e., 2025-2026) Supported Browsers and Operating Systems

i-Ready Connect—which provides access to our web-based programs (*i-Ready Assessment*, *i-Ready Personalized Instruction*, *i-Ready Classroom Mathematics*, *Magnetic Reading*, and *Teacher Toolbox*)—is compatible with modern browsers and operating systems, as shown in Table 7.

Table 7. Supported Browsers and Operating Systems				
Operating System	Edge®	Safari®	Firefox®	Chrome®
Windows® 10 22H2	136 or higher	N/A	136 or higher	136 or higher
Windows 11 22H2	136 or higher	N/A	136 or higher	136 or higher
MacOS® 10.15 or higher		18.1 or higher	136 or higher	136 or higher
MacOS 12 or higher		18.1 or higher	136 or higher	136 or higher
Google Chrome™ OS*	N/A	N/A	N/A	136 or higher

*Edge on MacOS has not been fully tested and is not supported for use with *i-Ready* at this time.

**Our fully supported ChromeOS version is 136+. However, LTS (Long-Term Support) version 132 will be fully supported until ChromeOS LTS advances to 138, expected in October 2025.

Hardware Requirements

i-Ready Connect runs on a variety of devices, including Windows, MacOS, and Chromebook machines. The minimum hardware configurations are shown in Table 8.

Table 8. Minimum Computer Hardware Requirements			
	Windows	MacOS	Chromebook
CPU	Intel® Core™ i3 1.7 GHz (base) or better	Intel Core i5 1.7GHz (base) or better	1.6 GHz or faster
Memory	4 GB or higher	4 GB or higher	2 GB or higher
Video RAM	256 MB or higher	256 MB or higher	256 MB or higher
Video Resolution	1024 x 768 or greater	1024 x 768 or greater	1024 x 768 or greater

Table 8. Minimum Computer Hardware Requirements			
	Windows	MacOS	Chromebook
Sound Card and Headphones/Speakers	Yes	Yes	Yes

Hybrid tablets or touch screen-enabled device performance may vary and cannot be listed as tested and approved devices.

Data Privacy and Security

Curriculum Associates takes the protection of customer data, particularly personally identifiable information (PII), very seriously. We have successfully deployed *i-Ready* in all 50 states and the District of Columbia.

We adhere to strict standards for student data security and accessibility, including the Family Educational Rights and Privacy Act (FERPA) and the Children’s Online Privacy Protection Act (COPPA). All employees with access to student data are required to complete FERPA training, and we maintain a detailed security plan, an overview of which is posted here:

<https://www.curriculumassociates.com/support/privacy-and-policies/i-ready-data-handling-privacy> (“Data Handling and Privacy Statement”).

Our data integration process is FERPA-compliant and never shares student data with unauthorized outside parties. Additionally, Curriculum Associates has signed the Future of Privacy Forum and the Software & Information Industry Association Student Privacy Pledge to safeguard student privacy (<http://studentprivacypledge.org/privacy-pledge/>). The pledge outlines commitments regarding collection, maintenance, and use of student personal information.

Our data security policies and practices are intended to safeguard this sensitive information and assist our customers in complying with applicable laws and regulations.

Fostering Teacher Excellence

Professional Learning: Implementation with Fidelity

Propel your team's professional learning growth to new heights. Curriculum Associates partners with you to guide and strengthen instructional practices based on your classrooms' unique assessment and learning data, all powered by *i-Ready Assessment*. Both teachers and leaders develop muscles ready to flex to make the leap to identify growth opportunities and reinforce daily data-driven instructional strategies. Sustained in-person or virtual courses drive educator engagement with a partner there to work alongside you as you move along the continuum from product to practice (Figure 57). Educators can inform and make adjustments to their instruction and watch their practice improve with real-time feedback from assessment data and instruction that mirrors what is happening in the classroom.

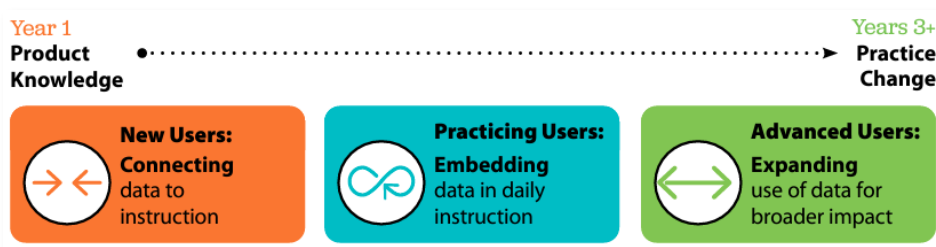


Figure 57. Our professional learning is designed to grow along with your implementation, meeting your learning needs and interests at each phase of development: New, Practicing, and Advanced. Our core courses address a set of common learning outcomes, while our Tailored Support courses target your specific needs.

Create professional learning plans that can be updated and modified along the way. *i-Ready Partners* work alongside you to understand your needs and goals, outlining pathways to measurable and visible growth as your needs and goals change, product enhancements launch, and new educators onboard.

We offer a system of support to meet in-the-moment needs throughout the year to drive student growth. This includes:

- **Leader Support:** Leaders are an essential component of a strong *i-Ready* implementation, and building their capacity is part of our plan. We offer leader support through focused courses as well as ongoing consultations via Tailored Support courses. Our specialized tools for data analysis, learning walks, and feedback discussions enable leaders to better manage their implementations to success.
- **Teacher Support:** Led by expert former educators, our live courses use active, hands-on learning and engagement with data to build practical knowledge and pedagogical change.
- **Additional Resources:** On-demand, engaging Online Educator Learning (OEL) courses complement *i-Ready* professional learning courses by reinforcing key concepts. Gain access to the *Success Central* support website, filled with a wealth of resources for teachers, coaches, and leaders. Further, Collaborative Learning Extensions (CLEs) are designed to help you explore key steps and strategies to facilitate collaborative meetings with colleagues.

24/7 Training and Implementation Resources

To complement the live courses, several online vehicles will be available to District users 24/7, including *Success Central*, Collaborative Learning Extensions (CLEs), Online Educator Learning (OEL), and an embedded Help System.

Success Central

The District's educators will have access to curated resources on a single platform with our support website, *Success Central*. A rich complement to fee-based, live professional learning, this free site dynamically provides implementation guidance, reference sheets, best-practice tips, how-to guides, recorded webinars, videos, planning tools, and more based on the user's role, product license, and state (Figure 58). The platform is carefully curated to help the novice get just what they need in the moment or the expert dive deeply into the many facets of *i-Ready*. Every educator is welcome to stop by and get inspiration or an answer.

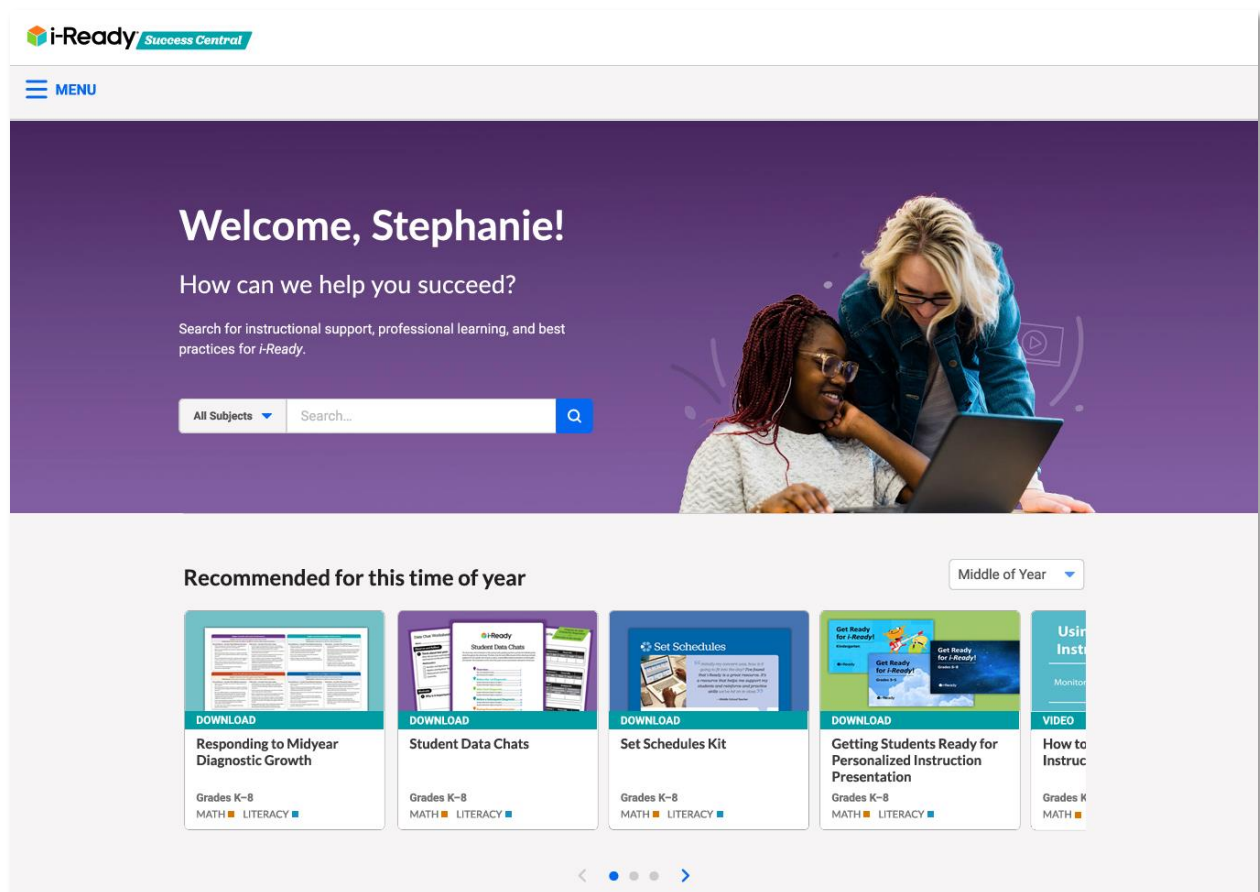


Figure 58. Shown here are just a few of the many helpful resources available in *Success Central*.

Educators can easily access *Success Central* by logging into the *i-Ready Connect* platform, then either clicking on "Success Central" on their Teacher Dashboard or clicking on the Help menu.

Collaborative Learning Extensions

Dive deep into the areas of *i-Ready* that are most useful to your implementation. Collaborative Learning Extensions (CLEs) are designed to help you explore key steps and strategies in professional learning communities (PLCs), grade-level or team meetings, or other collaborative settings (Figure 59). The CLEs include all necessary resources for educators—including leaders, coaches, or teachers—to facilitate collaborative meetings with colleagues.

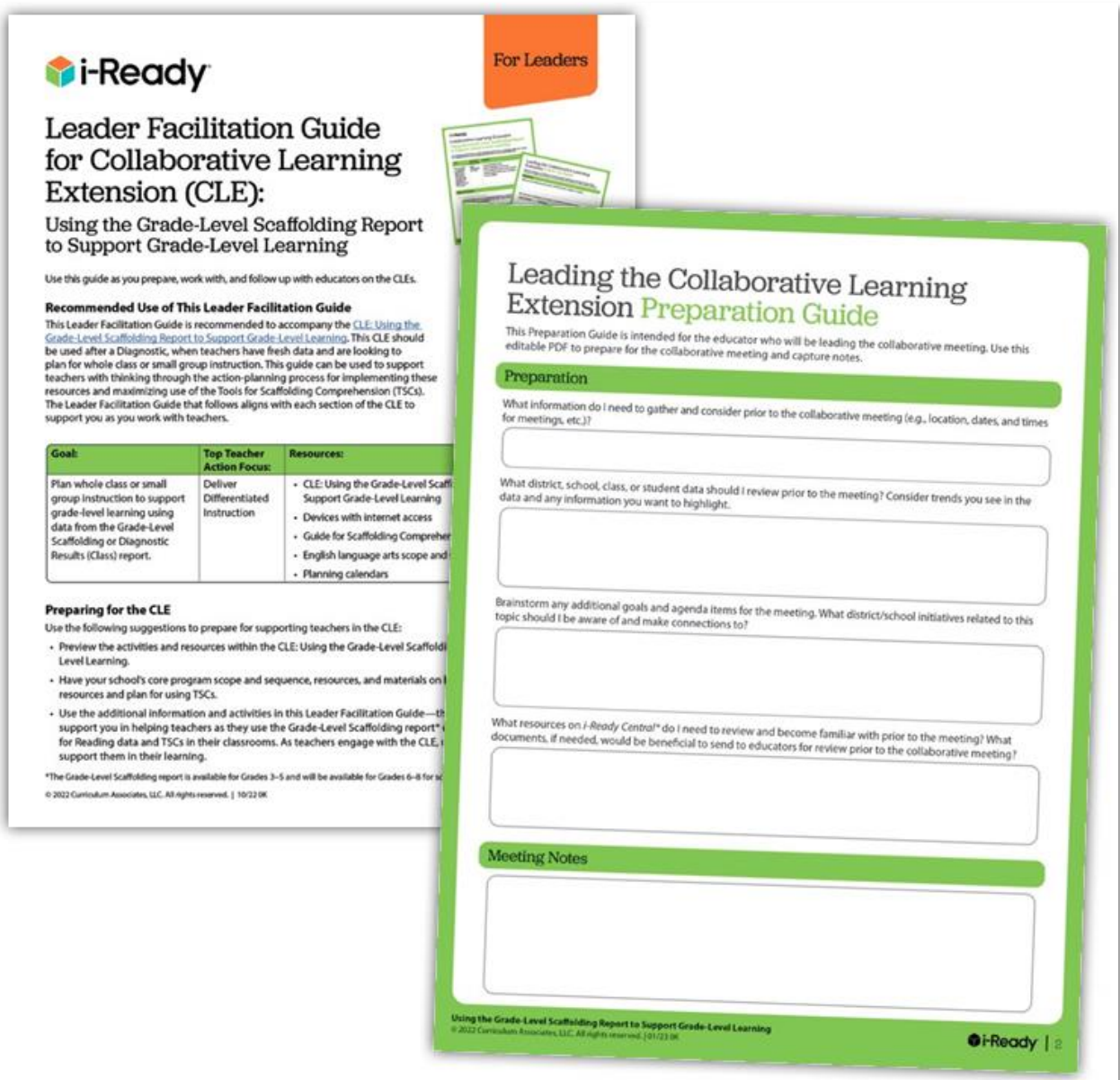


Figure 59. CLEs allow educators to collaborate with colleagues and reflect on their *i-Ready* data.

Online Educator Learning

Engaging Online Educator Learning (OEL) courses complement *i-Ready* Professional Learning courses by reinforcing key concepts. Educators learn best practices by completing modular, on-demand courses at the right time, at their own pace. Detailed course completion reports offer school and district leaders insight into their staff's professional learning.

These courses—which are built using best practices for adult learning—ask educators to think critically about how they use *i-Ready* to inform instruction. OEL courses are accessible online at any time 15–45 minutes long; interactive and engaging, with videos, animations, and activities; and focused on giving educators specific next steps to apply what they have learned.

The platform is pictured in Figure 60.

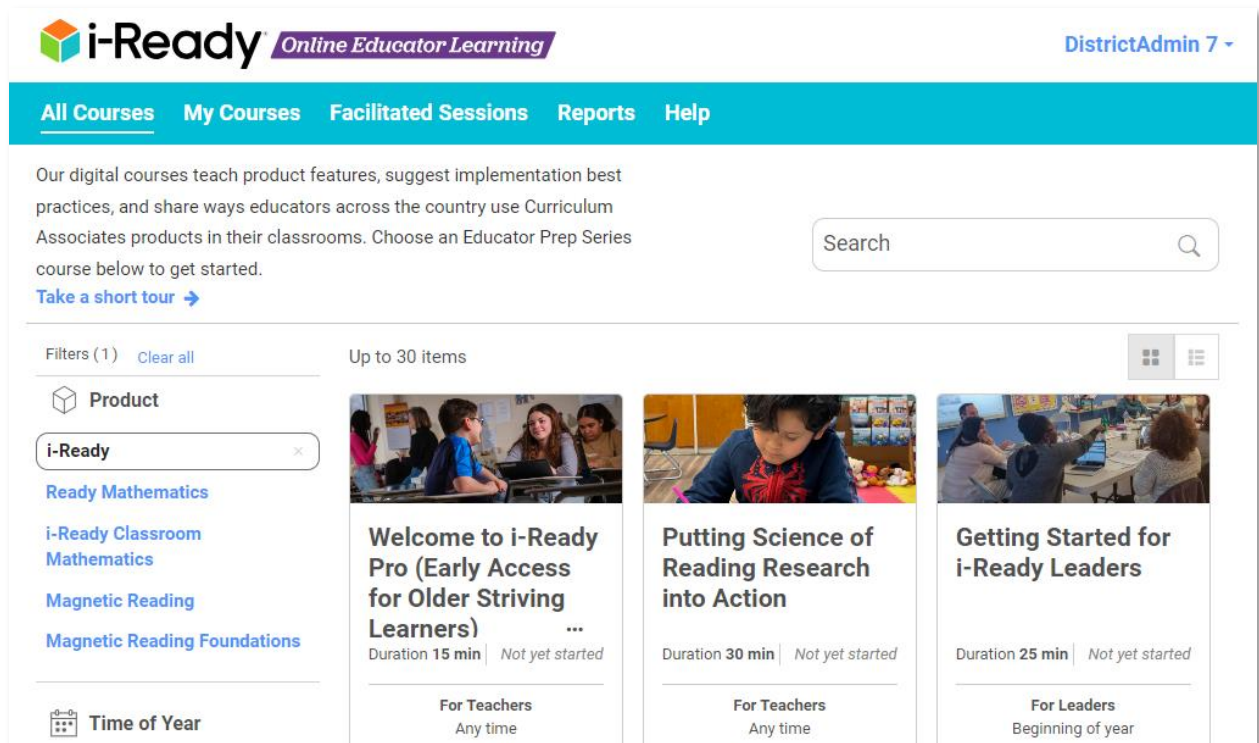


Figure 60. Online Educator Learning provides access to digital professional learning resources, including the Educator Prep Series.

Point-of-Use Guidance

While working in the *i-Ready* platform, educators have multiple ways to get help and learn more.

Help System

Teachers can click on the question mark (?) in the lower right-hand corner of the screen for immediate access to additional information about the page, including walkthroughs and frequently asked questions (Figure 61).

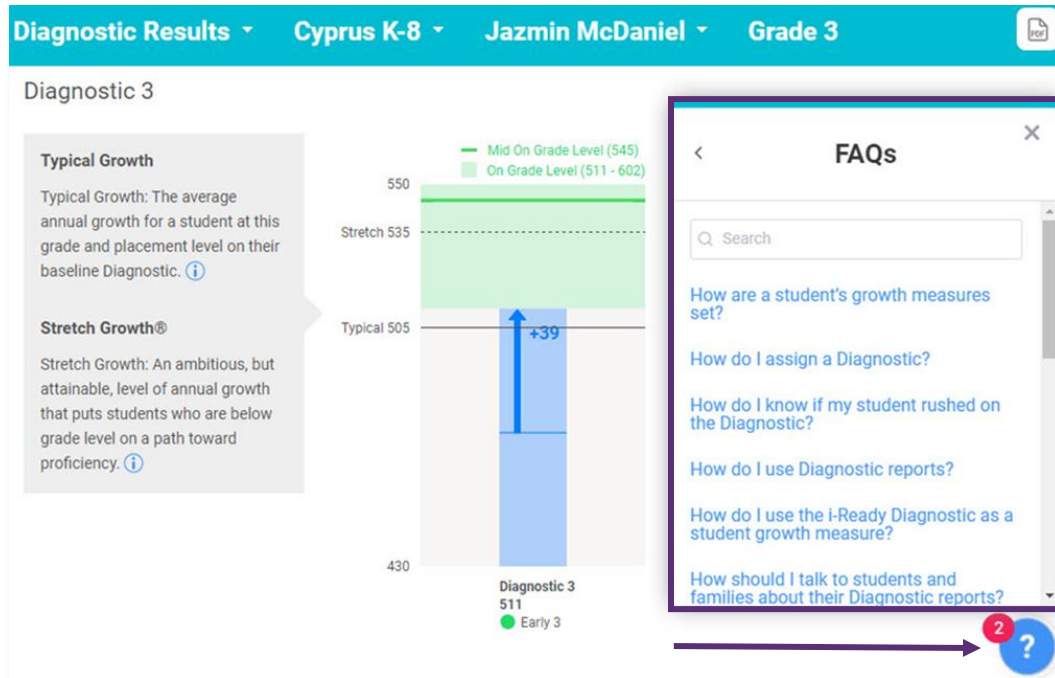
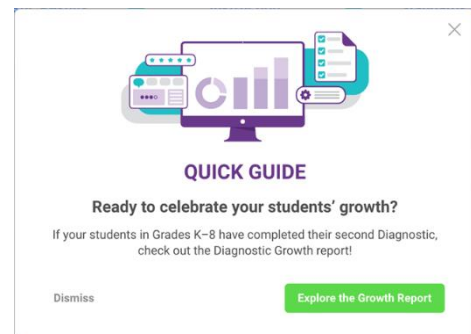


Figure 61. The help topics that display via the question mark icon are related to the *i-Ready* screen that is currently displayed. In this example, FAQs related to the Diagnostic Results report are shown.

Quick Guides

We have developed Quick Guides as embedded professional learning to leverage platform data and personalize a teacher's point-of-use experience. Quick Guides (Figure 62) appear to new *i-Ready* educators at key points throughout the academic year to help them use data and understand their students' growth⁵. Quick Guides provide:

- Targeted learning goals relevant to the time of year
- Point-of-use support by addressing data questions that are top-of-mind and guiding them to answers via guided questions and walkthroughs
- An opportunity to provide feedback



⁵ Experienced *i-Ready* educators can access the Quick Guide by clicking on the question mark (?) in the lower right-hand corner of the screen. From there, educators can see both FAQs and Quick Guides.

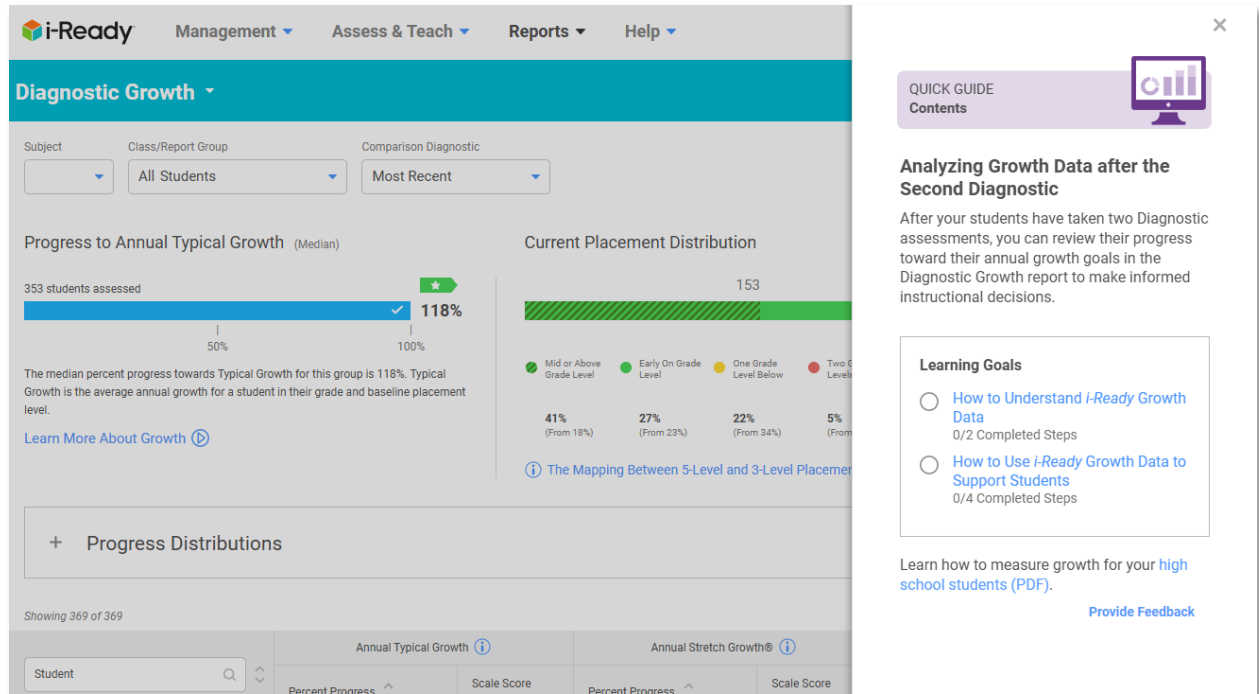


Figure 62. With Quick Guides, teachers have personalized support at point-of-use as shown in this example on the Diagnostic Growth (Class) report page.

Gain a Partner in Your Success that You Know By Name

Provided at no additional cost, the District's Partner Success Manager is solely focused on making implementations successful. The designated Partner Success Manager will be the primary point of contact for contract deliverables. They will coordinate the account setup process, including assigning the District an experienced specialist who will directly facilitate setup and ensure a streamlined and efficient implementation for staff and administrators.

Following the setup process, your Partner Success Manager will support the District throughout program implementation, training, and data management. This includes working with the District leadership team to help develop goals and design custom implementation plans to help achieve those goals, ongoing account monitoring and support, and generally being available to respond to questions from the District's administrators and teachers.

Your Partner Success Manager, in coordination with our Custom Analytics and Reporting team, will also assist the District with data analysis, including coordinating available custom analytics when necessary and leading mid- and end-of-year growth meetings. Assistance with data analytics is designed to help the District identify both schools that are implementing *i-Ready* with fidelity and achieving defined goals, as well as those schools in need of additional support to be successful.

U.S.-Based Technical Support and Customer Service

To ensure a high level of service for our clients, Curriculum Associates offers full-time, U.S.-based, non-outsourced Technical Support and Customer Service teams. The cost of support is included in the licensing fee, and unlimited access is provided throughout the life of a contract. Both teams have Spanish-speaking specialists.

- **Technical Support:** Our Technical Support team provides support specific to technical issues. Via phone and email, this one-on-one support is available Monday through Friday, 7:00 a.m.–9:00 p.m. Eastern Time (excluding holidays). Inquiries received outside business hours receive priority attention the next business day.
- **Customer Service:** Our Customer Service team provides a range of direct support to users. Customer Service is available Monday through Thursday, 8:30 a.m.–6:00 p.m. Eastern Time, and Friday, 8:30 a.m.–5:00 p.m. Eastern Time (excluding holidays). Calls to Customer Service are answered immediately during business hours—directly by a person, not an automated system.

We track all customer inquiries using our Customer Relationship Management (CRM) system and employ a tiered escalation process to ensure any client challenges are resolved as quickly as possible.

Our Support page at <https://www.curriculumassociates.com/support> provides contact information for the Technical Support and Customer Service teams, along with a range of self-support resources: FAQs, videos, printable resources, planning tools, and more.

Providing Grant Support

Supporting our values of “Measure by Impact” and “High-Quality Service,” Curriculum Associates offers our partner schools and districts grant and funding support as a value-add service. Our online Grants and Funding Center at <https://www.curriculumassociates.com/grants-and-funding> features relevant federal grants, competitive grants, and corporate/foundation grants. Helpful resources include tips for writing winning grant proposals and a 21st Century Community Learning Grant Toolkit. The site is regularly updated with new information, opportunities, and resources. Curriculum Associates’ Grants Team can also provide sample program language or review districts’ grant drafts and provide feedback.

The Right Partner for the Journey

Our Company's Philosophy

Founded in 1969, Curriculum Associates, LLC (Curriculum Associates) is on a mission to **make classrooms better places for teachers and students** through our world-class products and customer-acclaimed service. We believe the role of an education company is to help students and teachers succeed, and this dedication has defined our vision and driven our company growth. As a pioneer in the educational technology industry, we have learned—through working hand-in-hand with our partner districts and state departments of education—that an ethical, long-term, focused company is the one that will drive the best results.

We develop research-based, best practice programs to give every student an opportunity to learn and grow academically, and then continuously refine those programs based on user feedback and results. We believe teachers are the bridge between our programs and classroom success, so we strive to empower them with the tools and resources to accelerate student growth. Together with our partners in school communities nationwide, we are **making impactful learning programs a reality**—raising the bar and making it reachable.

Frank Ferguson, one of the founders, summed up the feeling that runs throughout the organization:

“Authentic happiness has to do with committing yourself to something that’s outside of yourself and making a difference. That, to me, is by far the most important thing in life. So, when I get up in the morning and think that something that I do today may make schools a better place for teachers and children, I really can’t wait to get here.”

Award-Winning Products and Services

Our commitment to educational research, innovation in product development, and excellent customer service has not gone unnoticed; Curriculum Associates’ products, services, and the company overall, have garnered some of the top awards in educational publishing and beyond.

The following are lists of recent accolades; to see all awards, visit <https://www.curriculumassociates.com/about/awards>.

Corporate and Service Awards

Our company has been recognized with honors such as being named One of Massachusetts’ Fastest Growing Companies, Middle Market by the *Boston Business Journal* (2023). Recent workplace awards include *Boston Business Journal’s* Best Places to Work (2015–2018, 2020, 2021, 2023), *Boston Globe’s* Top Places to Work (2014–2024), and *Glassdoor’s* Best Places to Work (2022–2023).

Additional service honors include the following:

- Bronze Winner, Sales & Customer Service: Public Service & Education (2025), Stevie Awards
- Customer Service Department of the Year: Public Services & Education (2024, 2023, Gold) (2022, Bronze) (2021, Silver) (2019, Bronze), Stevie Awards
- People's Choice Winner, Customer Service Department of the Year (2023, 2019), Stevie Awards
- Finalist, Best Customer Experience in EdTech (2023), CODiE Awards
- Most Customer Friendly Company of the Year, Silver Winner (2022), Best in Biz Awards
- COVID Response: Best Customer Experience in EdTech (2021), CODiE Awards
- Fast Company World Changing Ideas: COVID-19 Response (2021), Fast Company
- Gold Winner, Customer Service & Support Department of the Year: Public Services & Education (2020), Customer Sales & Service World Awards
- Silver Winner, Customer Service & Contact Center Department of the Year: 500–2,499 Employees (2019, 2017), Customer Sales and Service World Awards
- Winner, Customer Success Team of the Year (2019), CODiE Awards
- Stellar Service Award, Winner, Best Tech Support (2017), Tech & Learning Awards



i-Ready Awards

The following is a sampling of recent *i-Ready* awards.

- Winner, Best of Show (2024), Tech & Learning Awards
- Winner, Primary Education (2024, 2023), Tech & Learning Awards of Excellence, Back to School
- Finalist, Best Personalized Learning Solution (2023), CODiE Awards
- Winner, Classroom Assessment Category (2023), SmartBrief EdTech Awards
- Research-Based Design Product Certification (2023, 2020), Digital Promise
- Finalist, Cool Tool: Personalized Learning Solution category (2023, 2016), EdTech Digest
- Platinum Winner, Formative Assessment Category (2022), THE Journal's New Product Awards
- Winner, Cool Tool: Testing & Assessment (2022), EdTech Digest
- Winner, Award of Excellence (2022–2019, 2017, 2015, 2013), Tech & Learning Awards
- Finalist, Best Assessment App or Tool (2021), Tech Edvocate Awards
- Finalist, Games for Learning (2021), EdTech Digest Awards

- Gold Winner, Best Formative Assessment (2021), THE Journal New Product Award
- Winner, Best Remote & Blended Learning Tools (2021), Tech & Learning
- Finalist, Personalized Learning Solution (2021), EdTech Digest
- Finalist, Best Formative Assessment Solution (2021, 2020), CODiE Awards
- Platinum, Adaptive/Personalized Learning Tool (2020), THE Journal New Product Award
- Winner, Best Student Personalization Solution (2020), EdTech Breakthrough Awards
- Winner (Learning Game, Cloud Machine), Academics' Choice Award (2020), Academics' Choice
- Bronze Winner (Learning Game, Cloud Machine), Serious Play Award (2020), International Serious Play Awards
- Finalist, Cool Tool: Adaptive Technology Solution (2020, 2019, 2016), EdTech Digest

“i-Ready sets students up for success by giving teachers insight into where they are in their learning and where they need to go as they develop. The continuous improvements in the program are grounded in our feedback and invaluable for our district.”
—Deputy Superintendent and i-Ready User