



## Program Overview

*i-Ready*® Assessment and Personalized Instruction  
for Reading and Mathematics

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## Introducing *i-Ready*® Assessment and Personalized Instruction

### A Connected Learning 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* not only to meet 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 all learners. Through the power of one intuitive system whose pieces were 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 more 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.

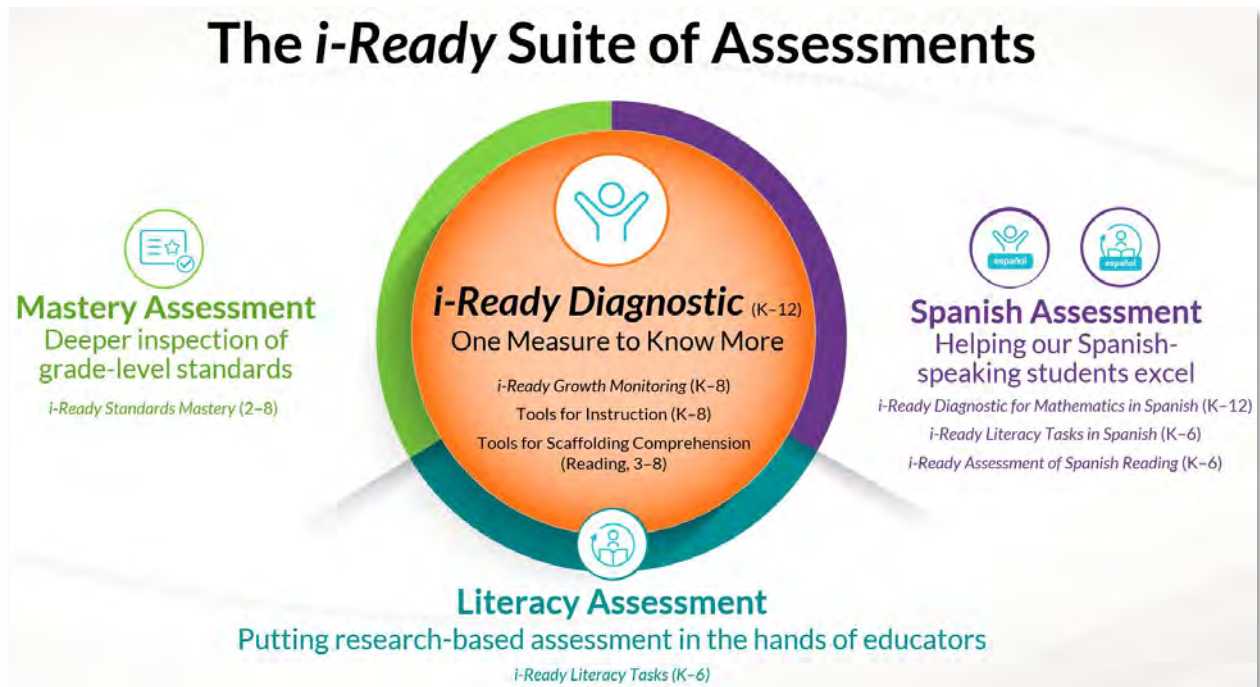


Figure 2. *i-Ready Assessment* offers multiple forms of assessment and progress monitoring.

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 general outcome measure form of progress monitoring, available for reading and mathematics. Intended to be used to project whether students are on track for appropriate growth, *Growth Monitoring* can be used as a tool for Multi-Tiered System of Supports and Response to Intervention for students performing below level. *Growth Monitoring* is intended to be used monthly, between *Diagnostics*.
- ***i-Ready Standards Mastery*** (2–8) is a fixed-form, online mastery measurement form of progress monitoring ideal for determining student understanding of each on-grade-level standard, available for reading and mathematics. These quick assessments focus on measuring how well students have mastered the material and identifying potential misconceptions. *Standards Mastery* can also be used as unit assessments tailored to the District’s scope and sequence.
- ***i-Ready Literacy Tasks*** (K–6) are fixed-form, offline tasks that provide information on how a student is performing in foundational reading skills. Used as a complement to *i-Ready Diagnostic* for reading, these tasks are streamlined in a single suite to help provide a comprehensive snapshot of a student’s overall reading performance. 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 Assessment of Spanish Reading*** (K–6) is a fixed-form, online assessment of student reading performance in Spanish relative to grade level. It is an effective tool to determine literacy skills in Spanish and evaluate how students are progressing in their Spanish reading skills over time. It can be used to support Spanish-speaking English Learners and Spanish Learners.
- ***i-Ready Diagnostic for Mathematics in Spanish*** (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 are tied directly to 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 and position students to participate in grade-level content.





## ***i-Ready Personalized Instruction: Engaging Instruction with Proven Results***

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. *Personalized Instruction*, offered for students who need instruction at grade levels K–8 in reading or mathematics, is aligned to the college- and career-ready standards, and embeds engaging, interactive instruction and progress monitoring into each online lesson. Lessons provide a consistent best-practice lesson structure and build conceptual understanding, in addition to being motivating and engaging.

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

- Greater learning gains, backed by evidence for ESSA
- Data-driven instruction with individual learning paths
- Motivating lessons make learning active and engaging
- High-quality lessons in English and Spanish



***“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. Topics are carefully sequenced and broken down into small, constituent parts and taught individually. This process involves explicit instruction, guided practice, and independent practice in a structured environment.

*i-Ready Personalized Instruction* lessons are centered on interdisciplinary topics that immediately draw students in and keep them engaged. Relevant scenarios, examples, and themes help diverse learners build connections between the skills they are learning and their personal experiences both inside and outside the classroom. The result of this targeted and engaging instruction is that students quickly learn the foundational skills required to move up to grade level or beyond.



*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. Curriculum Associates submitted evidence to Digital Promise confirming a link between research on how students learn and the design of *i-Ready*. For more information, see <https://productcertifications.digitalpromise.org/certified-products>.

## One Proven Program

*i-Ready* provides a complete picture of student performance and combines a research-based online assessment platform with numerous data-driven instructional paths, offering the 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*:

- Integrates powerful assessments and rich insights with effective and engaging instruction in reading and mathematics to address students' individual needs.
- Empowers teachers to make more informed decisions.
- Motivates students with access to their own personalized path to growth.



*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, the quiz at the end of every *Personalized Instruction* (K–8) lesson serves as embedded progress monitoring, so teachers can track how well students are doing.
- **Ensures a comprehensive view of each student's reading performance**—*Literacy Tasks* complement the *Diagnostic* to help provide a comprehensive snapshot of a student's overall reading performance.
- **Connects valid and reliable data to differentiated online and teacher-led instruction**—Based on *Diagnostic* results, students are automatically placed into standards-based online instruction customized to their placement levels. Furthermore, *Diagnostic* reports provide a developmental analysis for each student, as well as specific teacher-led resources for instruction, such as Tools for Instruction, or lessons within other Curriculum Associates' programs (available as cost options)—such as *Ready*® print materials and/or the online *i-Ready Learning Teacher Toolbox*.



## 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. We employ nearly four times as many service staff as sales representatives, and more than 40 percent of our employees are involved in service roles. Based on available data, this percentage is double the industry average—underscoring the importance we place on superior service and support.

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 (Figure 3). *i-Ready Partners* offers:

- **A Partner Success Manager You Know On A First Name Basis:** Dedicated Partner Success Managers work with you to build and execute an implementation plan to get the most from our products and are 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 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, expert answers to your questions.



Figure 3. *i-Ready Partners* is a dedicated support and service team that helps educators build data-driven classrooms and achieve real growth.

**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.

### 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 4). Currently, more than 12 million students across the country use *i-Ready*—**approximately 35 percent of the nation’s K–8 public school students**. As of January 2024, more than 5,100 school districts and more than 35,800 schools use the program. As the program has for other clients, we are confident *i-Ready* will yield measurable improvements for the District.



Figure 4. Thousands of districts across the nation are using *i-Ready* to meet their needs.

## *i-Ready* is Always Improving

### New for the 2024–2025 School Year

As we look to another year of successfully supporting so many growth stories, we continue to listen, learn, and respond. Educators are telling 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 *i-Ready* improvements for the 2024–2025 school year—a range of new, expanded, and enhanced features designed to deliver inspiring instruction, accelerate achievement, and support every student. More information on what is new in *i-Ready* is available on our “Always Improving” web page 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

### Assessment

Your challenge of providing every student with effective instruction is an enormous responsibility. With *i-Ready*, you can directly connect high-quality measurement data with personalized learning resources aligned to state standards and academic skills. *i-Ready* empowers students to unlock their potential, guiding them towards achieving grade-level proficiency.

- **Enhanced—*i-Ready* National Norms:** *i-Ready* will release the first post-pandemic national norms reflective of unfinished learning from the pandemic. In general, students will now need a lower scale score to earn the same percentile as pre-pandemic norms. Understanding student performance relative to grade-level standards (grade level placements), alongside performance relative to their peers, will continue to tell the most complete story.
- **Enhanced—*i-Ready* Diagnostic Placement Labels:** Gain more clarity on *i-Ready* Diagnostic test flows with updates to the Tested Out label.

### Middle School

Middle school marks a pivotal stage in a student's educational journey, but many middle school students still require assistance in core numeracy math skills and foundational reading skills. Support for these older, striving learners needs to cater to their unique needs, with content tailored to this critical developmental stage.

- **New—*i-Ready* Pro for Middle School:** Give striving learners access to new lessons in foundational reading skills and core numeracy skills in math with skill-level reporting for educators by opting into the *i-Ready* Pro: Early Access.

## Mathematics

Every student deserves an inclusive and accessible learning experience, which is why we are constantly innovating to ensure that students from every background and proficiency level can excel in mathematics—and grow without limits. Educators will now find richer reporting resources.

- **Enhanced—Prerequisites Report:** Direct access to key resources in the Prerequisites report for easier selection and use of resources that align to and advance grade-level instruction.

## Literacy

It is possible for every student to think deeply and independently about what they read and write, and effectively communicate their thinking to their classmates, teachers, and communities. Our literacy solutions are designed to make those opportunities possible. Powered by *i-Ready* assessments and evidence-based best practices, our intentionally designed solutions drive coherence within the literacy block and provide effective instruction that unlocks the unique potential of each learner.

- **New—Early Literacy Report:** Inform whole class and small group phonics instruction for grades K–3 with data from *Personalized Instruction and Diagnostic* results in the new Early Literacy report.

## Spanish

Our Spanish-language portfolio engages Spanish-speaking English Learners and students pursuing biliteracy in Spanish with rich, diverse content, actionable insights and resources for teachers to differentiate instruction, and high-quality implementation and professional learning—everything you have come to expect from *i-Ready*—in Spanish.

- **Expanded—Assessment of Spanish Reading:** Extend *Assessment of Spanish Reading (i-Ready Evaluación de lectura en español)* to grades 7 and 8, and incorporate Lexile Measures™ on reports across grades K–8.

## Accessibility

Building accessibility across our learning solutions is our priority—to maximize usability for students with disabilities. That is why accessibility and accommodation support considerations have been incorporated into our product development process from the very beginning. We also have a cycle of continuous improvement and ongoing evaluation in place so students with disabilities will have what they need to grow without limits and achieve.

- **Enhanced—Accessibility Supports:** Enhanced supports in *i-Ready* include: (1) read aloud support or accommodation in reading domains in *i-Ready Diagnostic*, (2) bypass audio-dependent Foundational Skills domains in *i-Ready Diagnostic* for reading and (3) screen reader support will be expanded in *i-Ready Personalized Instruction* for reading.

## Up-to-Date Resources that 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 all learners with supportive instruction. The following resources provide information on learning for the 2023–2024 school year:

- **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. Listen and subscribe from anywhere you get your podcasts (e.g., Apple, Spotify, Overcast, Amazon, or Google).
- **State of Student Learning** report at <https://www.curriculumassociates.com/research-and-efficacy/annual-report-the-state-of-student-learning-in-2023>. These detailed report results are from a nationally representative sample across three school years: 2018–2019, 2021–2022, and 2022–2023. 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 2023* 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 a Valid and Reliable Adaptive Diagnostic

### Preparing Students for College- and Career-Ready Expectations

Successful implementation of the college- and career-ready standards requires visibility into student performance on today's more rigorous assessments. *i-Ready* prepares students for college- and career-ready expectations, including those reflected in today's state standards and state summative assessments.

Using measures that are highly correlated to state tests is a critical step. Curriculum Associates built *i-Ready Assessment and Personalized Instruction* for college- and career-ready standards, and the program matches the expected rigor in each of the covered domains. *i-Ready Assessment* assesses and *i-Ready Personalized Instruction* teaches key domains in reading and mathematics as shown in Table 1.

Reading/English Language Arts (ELA)	Mathematics
<ul style="list-style-type: none"><li>• Foundational Skills: Phonological Awareness, Phonics, High-Frequency Words, and Fluency</li><li>• Vocabulary</li><li>• Comprehension of Informational Text and Literature</li></ul>	<ul style="list-style-type: none"><li>• Number and Operations/The Number System</li><li>• Algebra and Algebraic Thinking</li><li>• Measurement and Data</li><li>• Geometry</li></ul>

### *i-Ready Diagnostic* Pinpoints Student Performance Level

*i-Ready Diagnostic* starts students at an estimated difficulty level based on their chronological grade level. 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” for each student and pinpoints which skills have been mastered and which need additional work.

For example, a student may be performing on grade level with comprehension of literary text but performing below grade level for comprehension of informational text. 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.

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



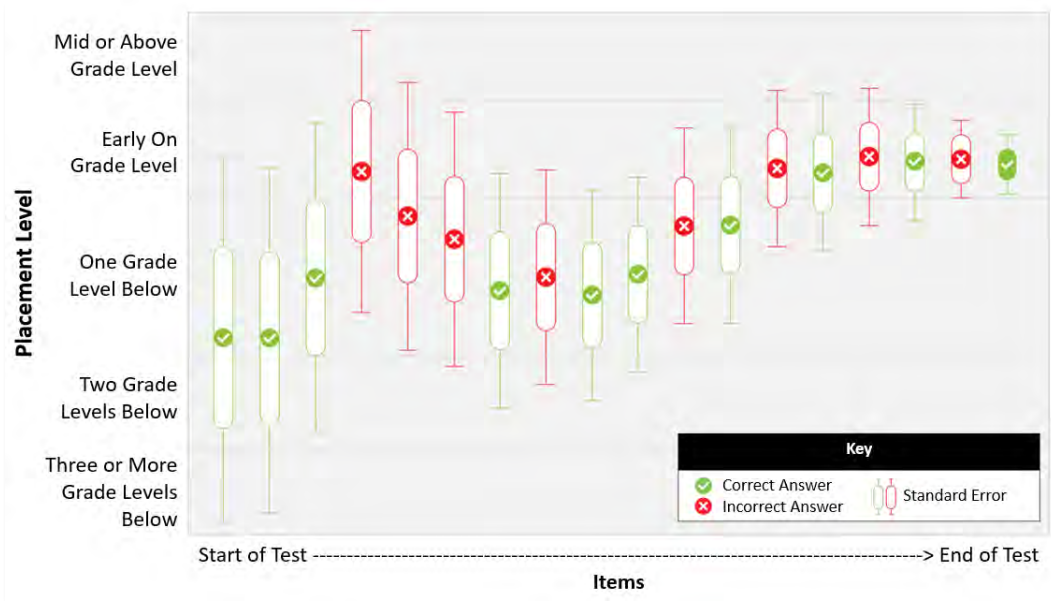


Figure 6. By adapting to student responses and assessing a broad range of skills—including skills above and below a student’s chronological grade—the *Diagnostic* pinpoints a student’s skill level.

*i-Ready Diagnostic’s* adaptive algorithm automatically selects from thousands of items to get to the core of each student’s strengths and challenges.

- The reading assessments include multiple choice items and technology-enhanced items that include multimedia, drag-and-drop, and highlight text items with various templates meant to emulate filling in a table or filling in the blanks in a sentence. Assessment content includes multimedia passages with embedded audio (grades 2+), video (grades 4+), imagery, and animation.
- The mathematics assessments include multiple choice items, technology-enhanced items (short answer, inline choice, and number line), and virtual tools to help answer questions (e.g., calculator).

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 diverse 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 Describe Performance

The computer-adaptive *i-Ready Diagnostic's* reports describe student performance in terms of criterion-referenced scores (scale scores and placement levels) and norm-referenced scores (national percentiles and Lexile/Quantile Measure). Both types of scores are presented in the Diagnostic Results report.

### Criterion-Referenced Scores

*Diagnostic* scale scores and placement levels offer an understanding of a student's performance in each domain within each subject relative to their chronological grade. These scores, which were determined by research about what level of performance is needed to meet the standard for grade level attainment, highlight areas for teachers to focus on instruction to move students to the next placement level.

- **Scale Score (K–12)**—*i-Ready Diagnostic's* criterion-referenced vertical scale score provides a measure of student learning on a single continuum so that educators can compare performance both within and across grades. The *i-Ready* scale indicates what skills a student has mastered at each administration of the assessment and what skills the student still needs to develop. As *i-Ready* is strongly aligned to the standards, this consists of the skills expected of students at each grade level. Educators can use *i-Ready Diagnostic* across the District to track yearly student progress and optimize administration decision-making for long-term performance improvements.
- **Placement Levels (K–12)**—The *Diagnostic* reports placement levels for students' overall performance and for each domain within reading and mathematics. *i-Ready's* criterion-referenced 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 scores, which specify a student's ranking compared to students in the same grade, are based on a specific population of students who took *i-Ready Diagnostic*.

- **National Norm Scores (K–10)**—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. For example, if a student's percentile rank is in the 90<sup>th</sup> percentile, this means the student scored better than or equal to 90 percent of their national peers from the same grade level. The norm scores are based on a specific population of students who took *i-Ready Diagnostic*. This specific population was 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 and 10; we are evaluating when we can add winter and spring high school norms in the future. *i-Ready Diagnostic's* national norms are updated for the 2024–2025 school year, enabling educators to understand how students perform relative to one another based on post-pandemic data.

- **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* reading assessment has been statistically linked with the Lexile Framework, making it possible to provide an equivalent Lexile measure for every overall scale score. The report also has a link “Understanding Lexile measures” to explain the measures and the corresponding *i-Ready Diagnostic* linking studies.
- **Quantile® Measures (K–12)**—Developed by MetaMetrics, the Quantile Framework for Mathematics is a unique resource for accurately estimating a student’s current skills in thinking mathematically and matching them with appropriate mathematical content. The *Diagnostic* math assessment has been linked with the Quantile Framework, making it possible to provide a Quantile measure for each student that corresponds to each overall scale score. The report also has a link “Understanding Quantile measures” to explain the measures and the corresponding *i-Ready Diagnostic* linking studies.

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

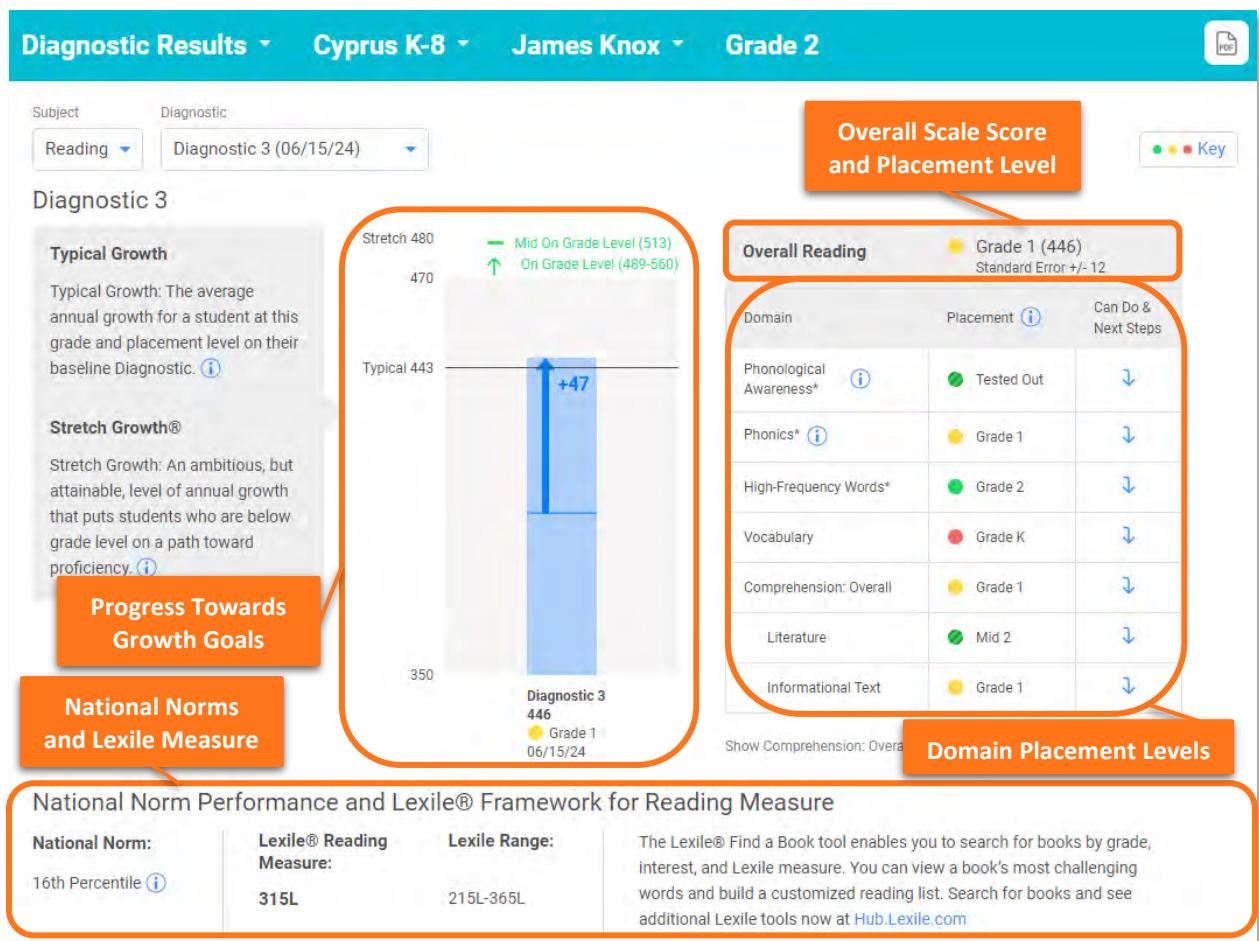


Figure 7. The Diagnostic Results report for a student lists the overall score and a score for each domain assessed. The report also lists norm scores, annual growth expectations, areas of strength (“Can Do”), and areas of need (Next Steps & Resources for Instruction).

**“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:

- **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 understanding student 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.

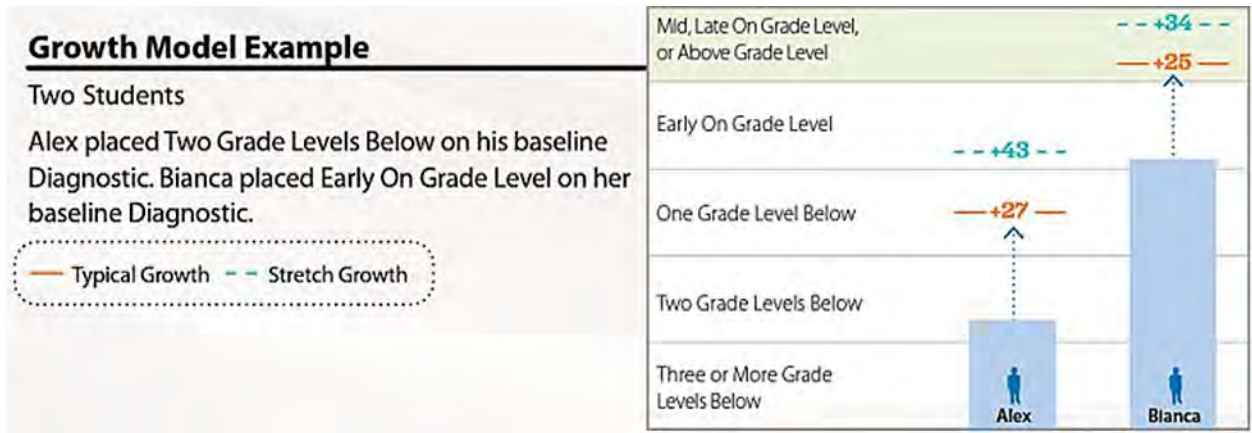


Figure 8. *i-Ready* provides differentiated growth measures based on each K–8 student’s grade and initial placement on the *Diagnostic*. Teachers benefit from understanding each student’s Typical Growth and Stretch Growth goals.

## 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 <sup>†</sup>	Two 20- to 30-minute sessions	
2–5	Start as soon as possible <sup>†</sup>	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 <sup>†</sup>	Plan number and length of testing session based on your schedule <sup>††</sup>	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).

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

<sup>††</sup> 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 have followed guidelines outlined by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education for best practices in assessment development. *i-Ready* demonstrates an exemplary standard of validity and reliability.

Numerous teachers and lifelong educators played an integral part in the creation, review, and ongoing improvement of *i-Ready Diagnostic*. In addition to the extensive input teachers provided in the initial development of the program, we also solicit teacher review in the critical item development and standard setting processes that underpin the program.

All *i-Ready* assessment items undergo final review from subject matter experts and others which may include classroom teachers, authenticity panel members, etc. Additionally, the *i-Ready* bank has been reviewed by third parties such as stakeholders that include teachers and principals in states, state education agency personnel, and other independent organizations.

The student placements available in *i-Ready* (determination of students' above, on, and below grade-level placements) are based on an intensive, iterative process designed to create placement levels that translate into classroom actionability. In this process, teacher determinations of student performance are the primary factor in determining how scale scores translate to *i-Ready* placement levels. More than 100 teachers and principals participated in the most recent standard-setting exercise.

Curriculum Associates is continually developing new items as candidates for inclusion in the *Diagnostic*. Using an embedded field-test model, we widely field test many new items with the appropriate demographic samples of students. From extensive field-testing of *i-Ready* items, there exists a very strong and reliable foundation for determining the difficulty level of each item, as well as each indicator group.

From the performance level of the student and the difficulty level of these indicators, *i-Ready* can make probabilistic inferences about what students know and can likely do. Using this information, the assessment can accommodate students of far-ranging performance levels. Moreover, the results from *i-Ready Diagnostic* pinpoint students' strengths and provide teachers with meaningful, actionable information regarding what students should work 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).

The screenshot shows a reading comprehension interface. On the left, a yellow box titled "How Bugs Feel" contains a passage: "Most bugs have a special body part on their head called feelers. Bugs use their feelers to find out what is around them. They find out how hot or cold the air is with their feelers. Feelers tell bugs about the wind. They also tell what is wet and dry. Bugs use their feelers to smell, taste, and hear." Below the passage are four numbered circles (1, 2, 3, 4). To the right, a green box titled "Why are feelers important for bugs?" contains three white text boxes: "Feelers help bugs turn into many different shapes.", "Feelers help bugs find out about the world around them.", and "Feelers help bugs dry off." Below these are three small images of insects with their feelers highlighted, each with a caption: "Not all feelers are the same. Some feelers are long, 4-segmented antennae that are as long as the body. Other feelers are short, like those found on ants.", "A spider's legs have different shapes. Some look like forks or feathers. Others look like hands or a stick.", and "The pitcher plant has long, thin, finger-like feelers that catch the insects."

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 all students.

The screenshot shows a math assessment interface. At the top, a blue box contains a question: "The community garden has 10 plant boxes as shown. Marcus says that 10 is an odd number. Is he correct? Why or why not?" Below the question is an illustration of 10 plant boxes arranged in two columns of five. Below the illustration are four answer choices, each with a speaker icon: "No, because if you make 2 equal groups of plant boxes, there is 1 left over.", "No, because if you count the plant boxes by 2s, there are 0 left over.", "Yes, because if you make 2 equal groups of plant boxes, there are 0 left over.", and "Yes, because if you count the plant boxes by 2s, there is 1 left over."

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.

## Putting Research-Based Literacy Tasks in the Hands of Educators

### Assessing Foundational Reading Skills with *i-Ready Literacy Tasks*

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 to assess students' foundational and fluency skills. *i-Ready Literacy Tasks* (K–6) 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 tasks may be administered three times per year, and the progress monitoring tasks are for more frequent checks, with up to 24 forms available per task type 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 your state's screening process.
- **One-on-one administered:** Tasks measure those skills best evaluated in a one-on-one setting with a teacher and a student, allowing the educator to see firsthand how to best help the student achieve grade-level proficiency in key foundational literacy skills.
- **Scores entered into *i-Ready*:** Scores are tied to a student's record within *i-Ready*, easily allowing educators to evaluate students for risk factors for dyslexia, or take advantage of the other assessments and instructional resources available within *i-Ready*.
- **Strong technical validity and reliability:** *Literacy Tasks* are built on a strong research foundation, and Curriculum Associates conducts ongoing research to always ensure the tasks exhibit 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)

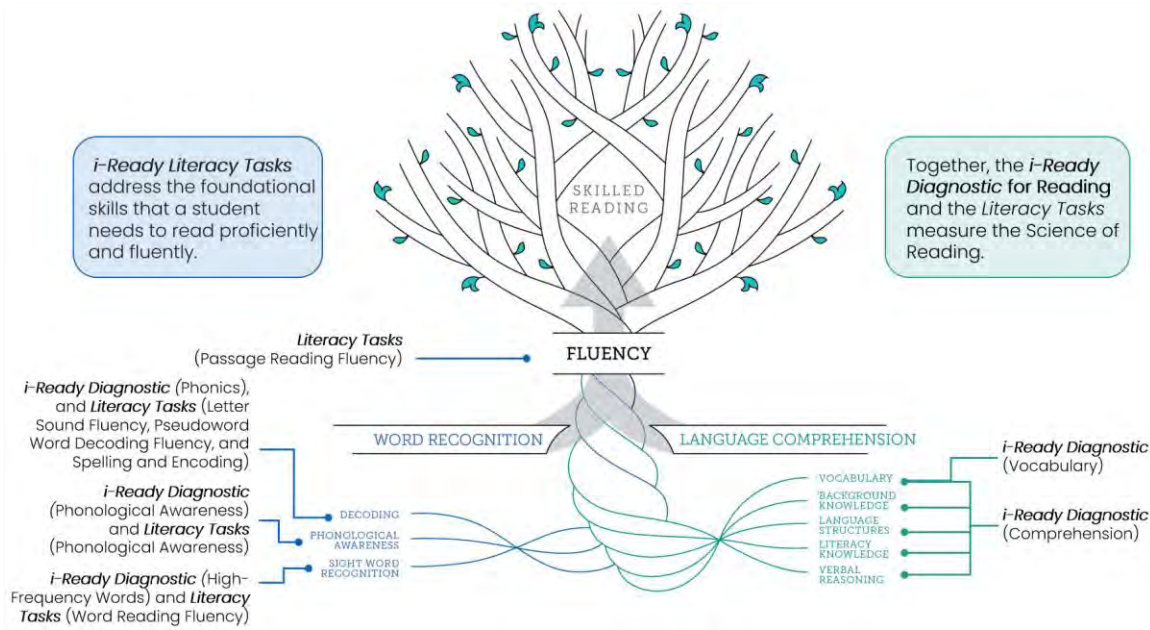


Figure 11. Together, the *Diagnostic* and *Literacy Tasks* measure the Science of Reading.

## Flexible Implementation to Meet Each Teacher's Needs

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

### *i-Ready Literacy Benchmark Tasks*

Designed to be used three times a year, *i-Ready Literacy Benchmark Tasks* use developmentally appropriate stimuli to determine whether a student is meeting 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 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's* 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 and inform educators if students are benefiting from instruction and intervention. The goal is to understand where the student 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, administer up to 20 times per year
- **Informal Progress Monitoring:** Utilizes a variety of standardized and non-standardized measures, including curriculum materials, at frequent intervals as part of regular instruction. The goal is to determine if students 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): quiz 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 *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.



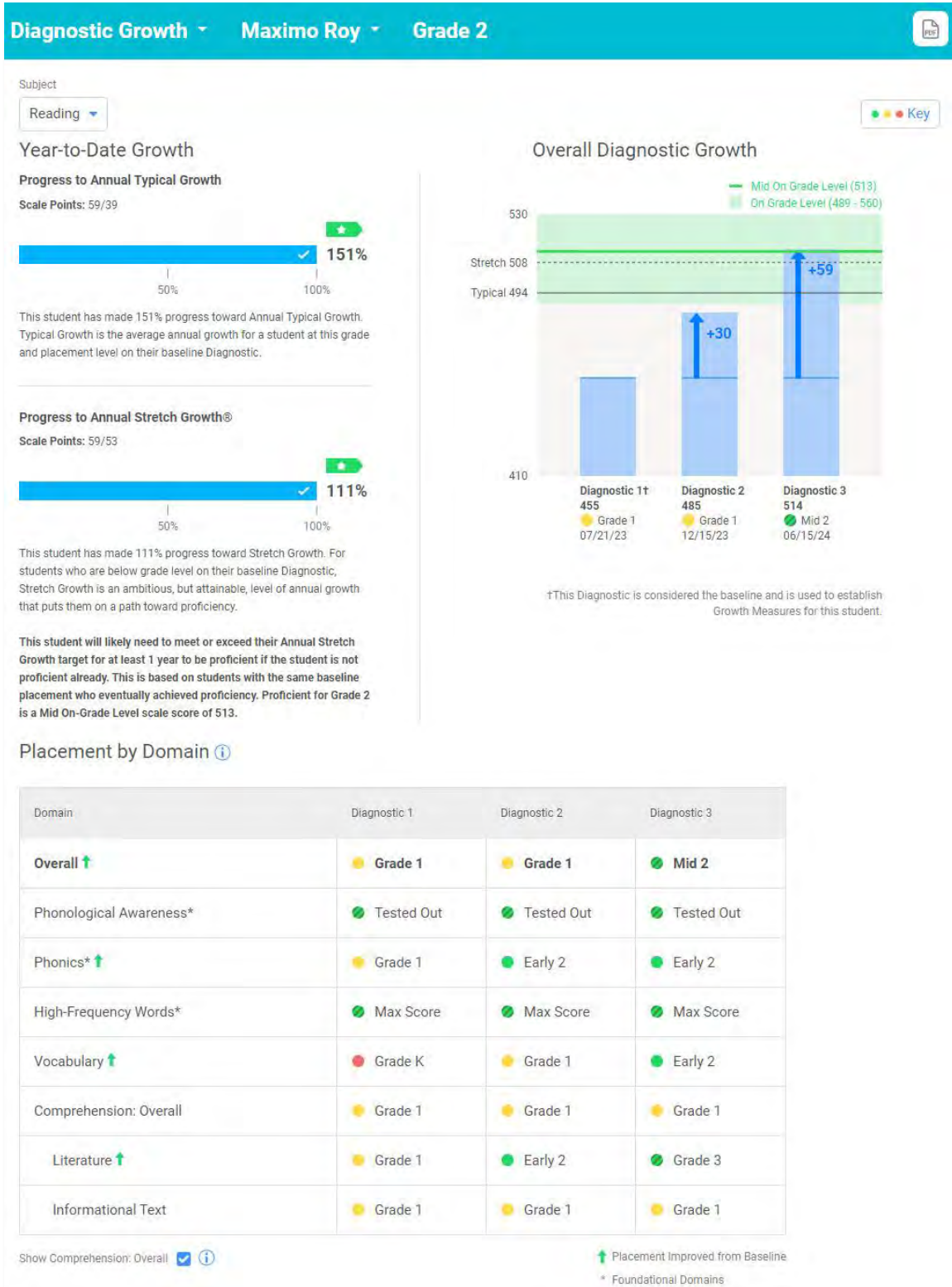


Figure 12. This excerpt from a Diagnostic Growth (Student) report shows student placements—overall and by domain—as well as Typical and Stretch Growth measures and progress toward each measure, and estimated time to proficiency for the student to achieve Stretch Growth.

### *i-Ready Growth Monitoring*

*i-Ready Diagnostic* includes an optional *Growth Monitoring* feature that enables teachers to evaluate progress using short, adaptive assessments in between full *Diagnostic* administrations. These *i-Ready Growth Monitoring* assessments are a general outcome measure form of progress monitoring for students in grades K–8 for reading and mathematics. With *i-Ready Growth Monitoring*, educators can monitor the progress of students to determine if students are on track to meet annual growth targets or if greater levels of intervention are needed. *Growth Monitoring* also can be used as a tool for MTSS and RTI for students who are performing below level.

*Growth Monitoring* assessments draw items from the same bank of questions as *i-Ready 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 the 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 all the entire district, school, or for specific grades. They may also be assigned manually by teachers for specific students, classes, or reports groups.

When these assessments are implemented, the Growth Monitoring Results report lets students know how students are progressing against growth targets.

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



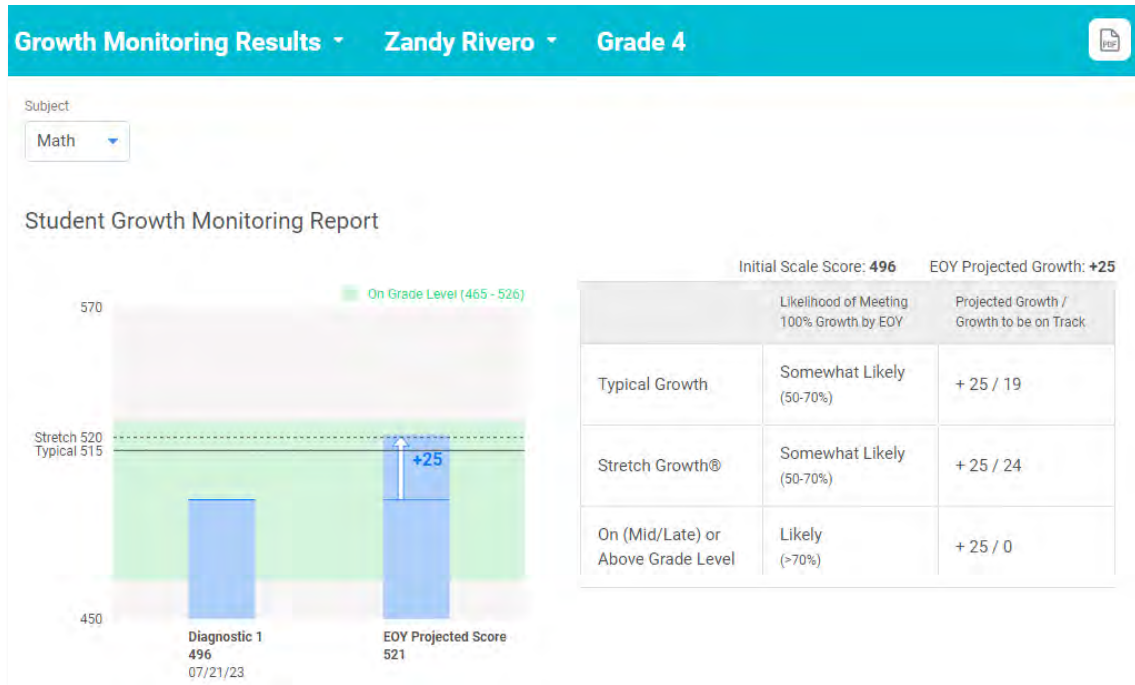


Figure 13. As students complete the *Diagnostic* and *Growth Monitoring* assessments during the year, *i-Ready* analyzes how the student’s growth is trending and projects the progress toward growth measures and level of achievement a student may reach by the end of the year, as shown in this *Growth 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*

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 to assess students’ foundational and fluency skills. *i-Ready 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. *Literacy Tasks* are for grades K–6, although various task types are only available at specific grades and times of year. The *Literacy Tasks*’ benchmark tasks may be administered three times per year, and the progress monitoring tasks are for more frequent checks, with up to 24 forms available per task type for weekly or biweekly administration.

*Literacy Tasks* progress monitoring forms allow for progress monitoring at various frequencies including on a weekly, biweekly, or monthly schedule—up to 20 times per year—across five key areas:

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

*Literacy Tasks* allow educators to systematically track student performance to determine where to intervene and course correct. They can also gauge the effectiveness of intervention focused on reading connected text and/or developing specific foundational literacy skills through the included reports.

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

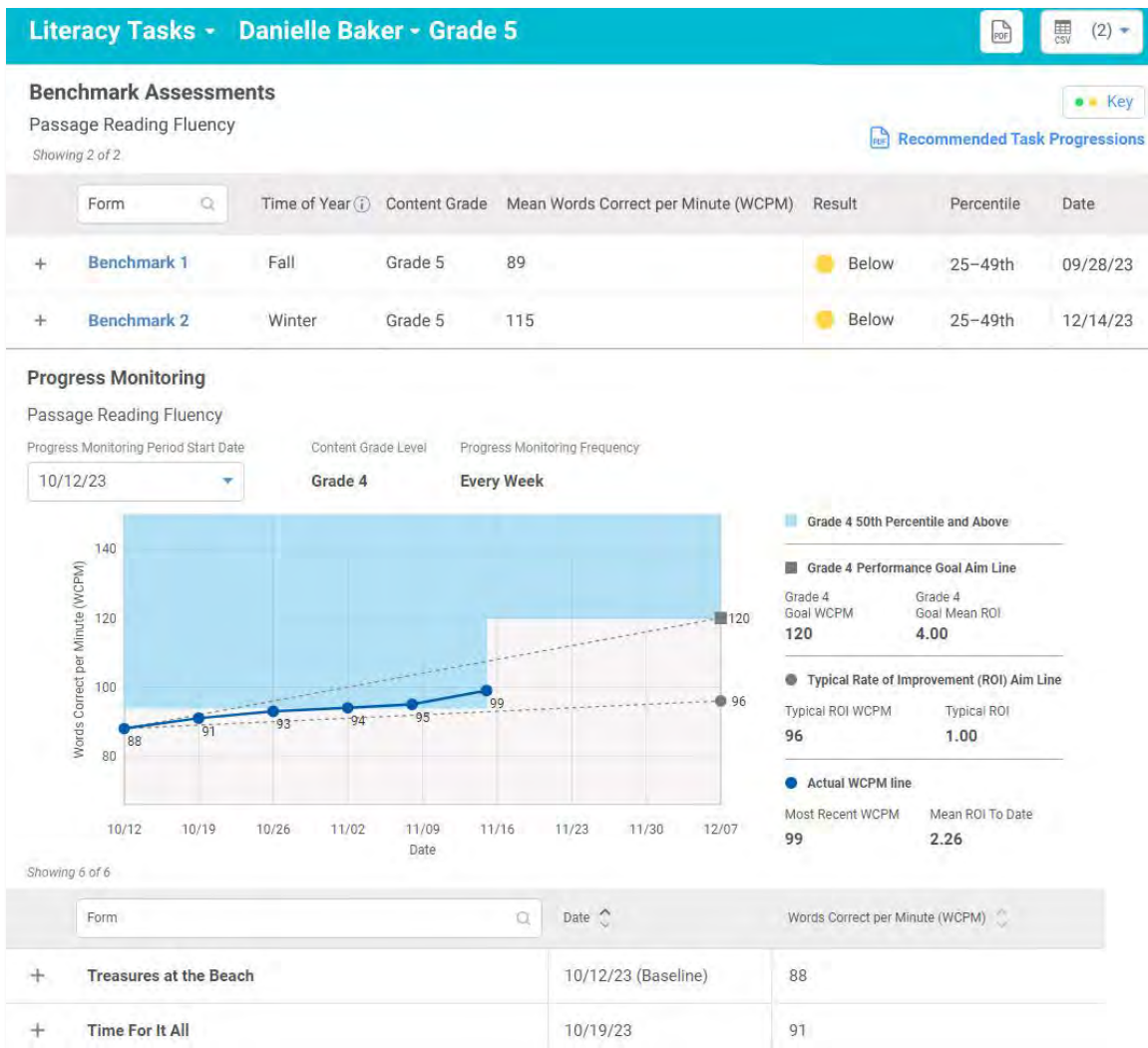


Figure 14. The Literacy Tasks (Student) report is shown here for Passage Reading Fluency. The progress monitoring chart includes two aim lines that help educators determine what goal to set for the student for the progress monitoring period.

## 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. This tool makes it easy for teachers to obtain information on standards mastery as students progress in the curriculum throughout the year. 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. Teachers can use reports to determine the next steps in standards-based instruction for their classes, small groups, or individual students. In this use case, administer up to six times per year.

**Assessment Items:** *Standards Mastery* offers two fixed-form assessments per mastery check—each takes approximately 15 minutes to complete—and generally, each mastery check is aligned to one standard, with six to ten items per assessment. Educators may choose to assess individual standards or groups of standards. A wide range of items build comfort and familiarity with the types of items students will see on state tests.

- **Reading Items:** In 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.

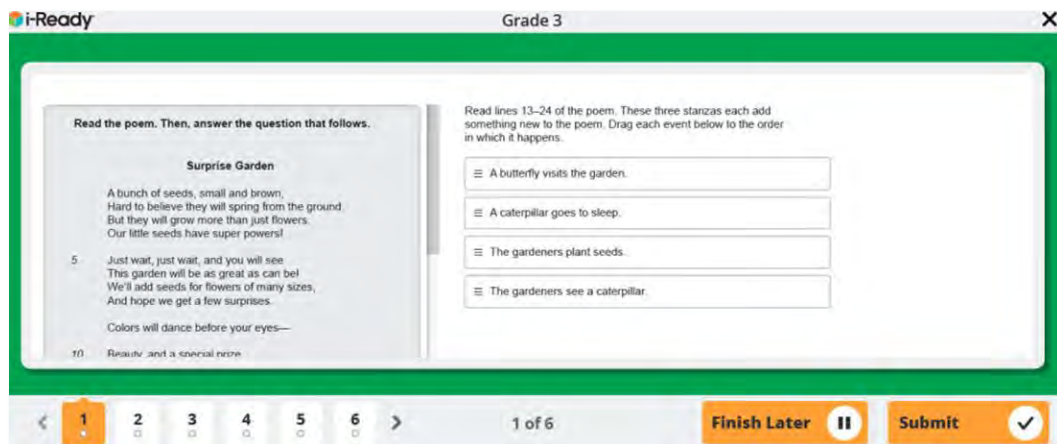


Figure 15. This sample grade 3 *Standards Mastery* reading item presents a poem and uses an order options item to assess the standard.

- **Mathematics Items:** In 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 to help answer questions (protractors, rulers, and calculators).

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?

**Part A**  
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.

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



**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.

**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 technology-enhanced items require applying critical thinking and/or involve complex processes.
- **Response Analyses:** With each test question, the built-in 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.



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

## Standards Mastery Results

**i-Ready**

School	ATLANTIC WEST ELEMENTARY
Subject	Reading
Student	Luna, Francine
Student ID	013189
Student Grade	4
Assessment	Grade 4 Reading
Score	50%

**0.67/1 point**

What can the viewer learn from watching the Video that is not apparent from reading the speech in the Passage? Drag three items into the box.

**What the Viewer Can Learn from the Video but Not the Passage**

- what President Kennedy looks like
- what President Kennedy's regional accent sounds like
- whether President Kennedy is serious about establishing the Peace Corps

whether the audience agrees with President Kennedy's message

- whether President Kennedy delivers his message in an inspiring way

what President Kennedy's hopes are for the Peace Corps

which types of people will be qualified to join the Peace Corps

**Correct answers:**

- 1 what President Kennedy looks like
- what President Kennedy's regional accent sounds like
- whether President Kennedy delivers his message in an inspiring way

Students may have an incorrect response because they do not understand how to compare and contrast a text to a video, analyzing each medium's portrayal of the subject. In this case, they do not recognize that the viewer can learn from the video what the president looks and sounds like, and whether the way he delivers the words is inspiring. These are things that the viewer cannot learn from simply reading the text.

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, Quizzes*

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. The final portion of each online lesson is a short quiz designed to assess students’ understanding of the focus skill of that lesson, serving as embedded progress monitoring.

Results from the quizzes 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.

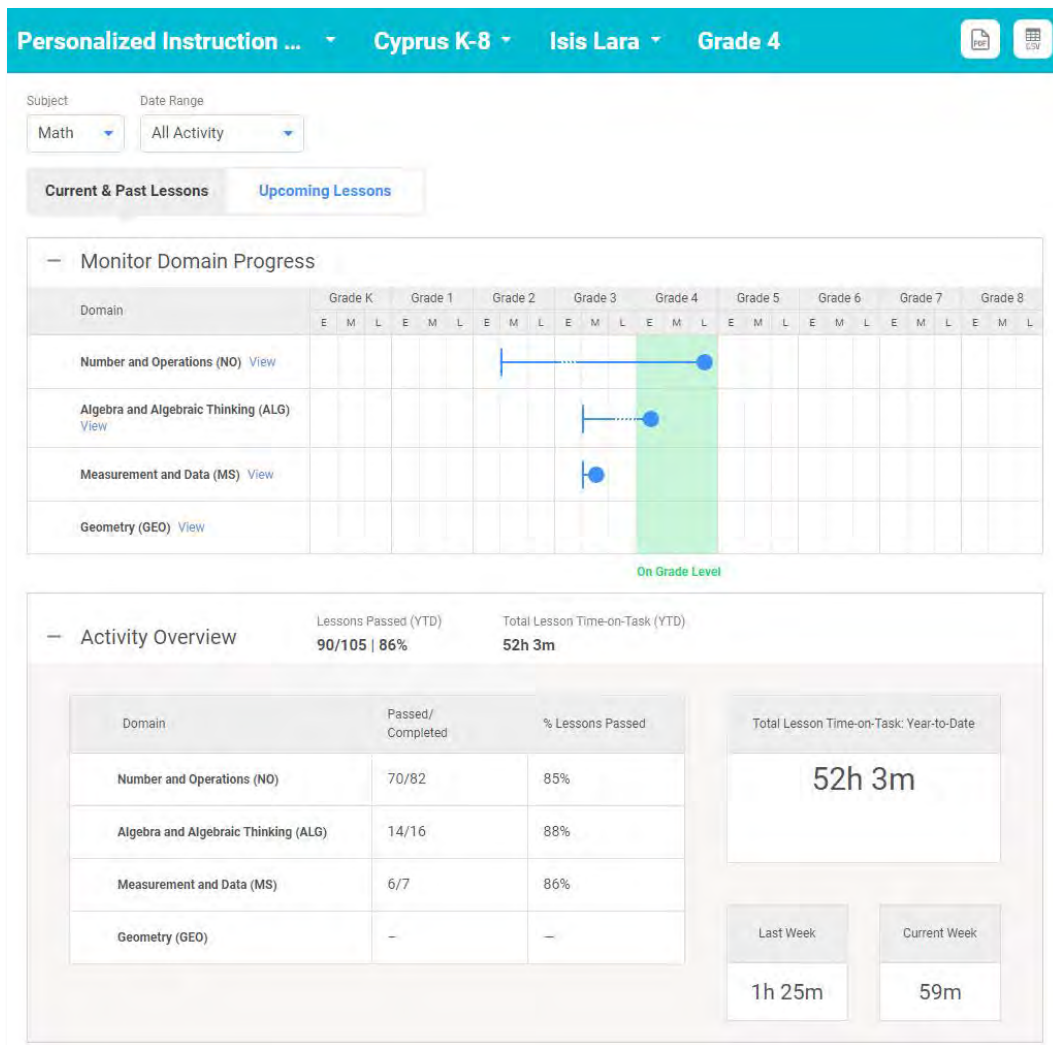


Figure 18. The Personalized Instruction Summary (Student) report synthesizes a wealth of data about an individual student’s performance in *i-Ready Personalized Instruction* lessons. It reports progress by domain, the number and percentage of lessons the student has passed, and their time-on-task (for 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 all learners achieve proficiency.
- ***i-Ready Learning 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 them 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 maps 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 40).

**“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

### *Reports in i-Ready Provide Data Used 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 two key reports that are incredibly helpful for differentiation. The Diagnostic Results (Student) report supports individual differentiation, while the Instructional Groupings (Class) report supports small-group differentiation. For a full listing of all available reports, please refer to Table 4 on page 64.

**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 or Quantile 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, skills, and abilities (KSAs) 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 for teaching to an individual, small group, or whole class.
  - **Additional Resources:** Reports sometimes reference relevant resources from other Curriculum Associates products so that teachers can utilize those resources if they have access to them.

Presented in Figure 7 is an example of the easy-to-read Diagnostic Results (Student) report.

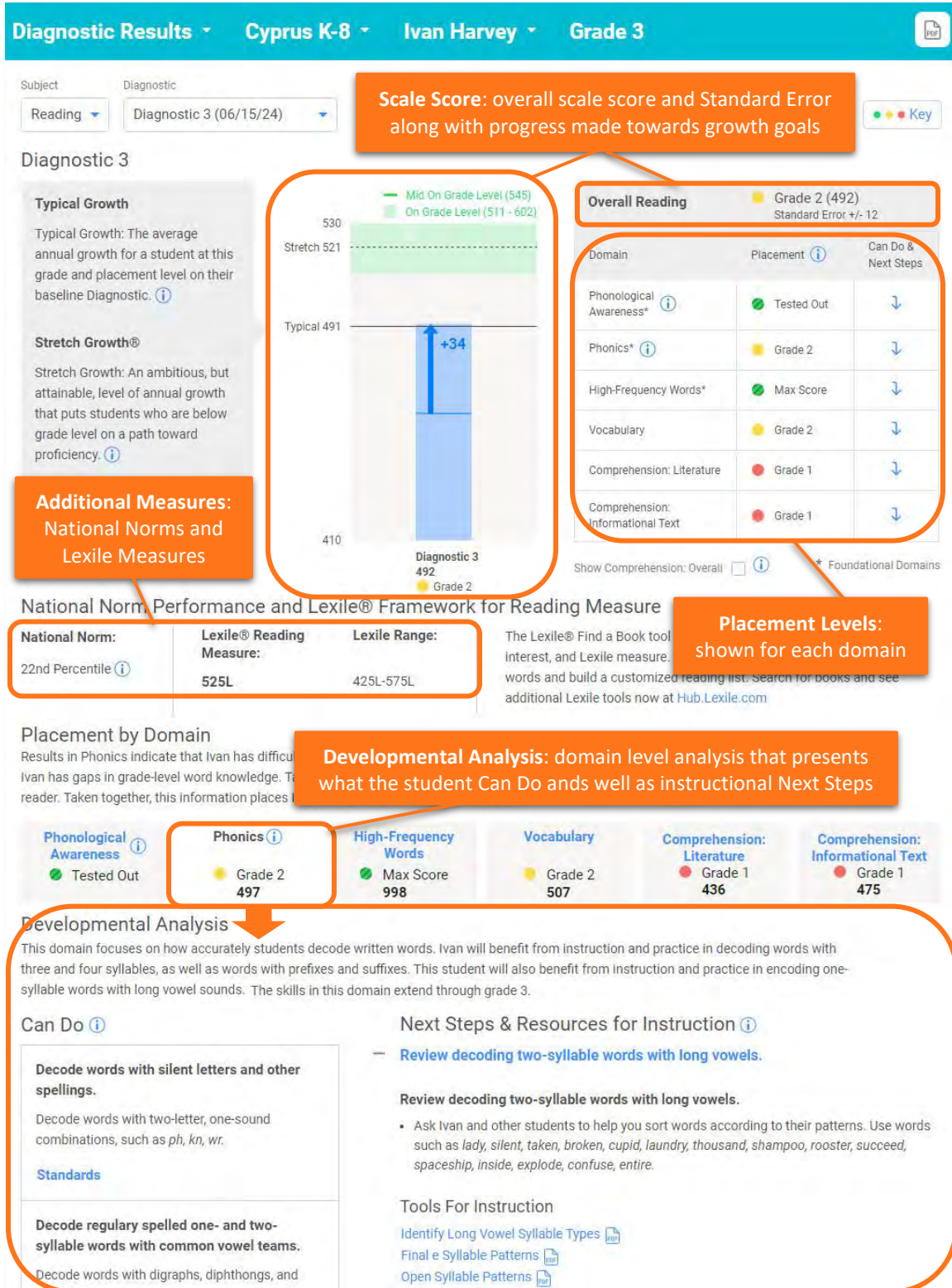


Figure 20. The Diagnostic Results report for a student lists the total score and a score for each domain assessed. The report also lists annual growth expectations, areas of strength (“Can Do”), and areas of need (Next Steps & Resources for Instruction).



**Instructional Groupings Report:** Educators use the Instructional Groupings report at the class or school level to offer targeted support to students performing at different levels. 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 efficient and effective remediation.

An excerpt from this report at the class level is provided in Figure 21.

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

Student	Diagnostic Language	Overall Placement & Scale Score	NO	AcG	MS	GEO
Farrell, Alvaro	Early 3 (459)	Early 3	Mid 3	Grade 2	Grade 2	
Finch, Carla	Early 3 (459)	Mid 3	Mid 3	Grade 2	Grade 2	
Jenkins, Deven	Grade 2 (446)	Mid 3	Early 3	Grade 2	Grade 2	

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

**Instructional Priorities:**  
Test results indicate that students in this profile group are working at or above grade level in Mathematics and Algebra and Algebraic Thinking domains. However, they seem to be struggling with Geometry and Measurement and Data. Students may simply lack experience with these domains or struggle with analyzing visual representations. For example, they may have difficulty dividing rectangles into unit squares to find area. It's likely they also struggle with the mechanics of measuring the lengths of real objects in customary and/or in metric units. For these students, frequent hands-on practice connecting geometry, measurement, and data skills is recommended.

**Recommendations for Teacher-Led Instruction**

**Geometry**

- Recognize and draw shapes with certain attributes.
- Find the area of a rectangle by counting unit squares.

Give students repeated opportunities to sort shapes by their attributes and discuss why shapes belong in a given category. Once students have enough exposure to the attributes of shapes, have them draw shapes to match a given set of attributes. Then, have students further explore shapes by dividing rectangles into unit squares and counting to find the area.

**Resources:**

**Tools for Instruction**

English (18) Spanish (16)

**Measurement and Data**

- Estimate and Measure Lengths
- Telling Time to the Nearest Five Minutes
- Problem Solving: Money Amounts

Figure 21. 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?

At the school level, the report groups students in each grade at a school 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?

**Grade-Level Scaffolding Report:** The Grade-Level 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 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, based on data from the *Diagnostic*. Teachers can view which students are likely “Ready to Go” and which student would benefit from different levels of support. The report also recommends Reading Buddies, which are matched, mixed-level recommended reading pairs that will support students in accessing grade-level texts.

Figure 22 provides an example of this report, and Figure 23 presents a sample of recommended reading pairs for the class.

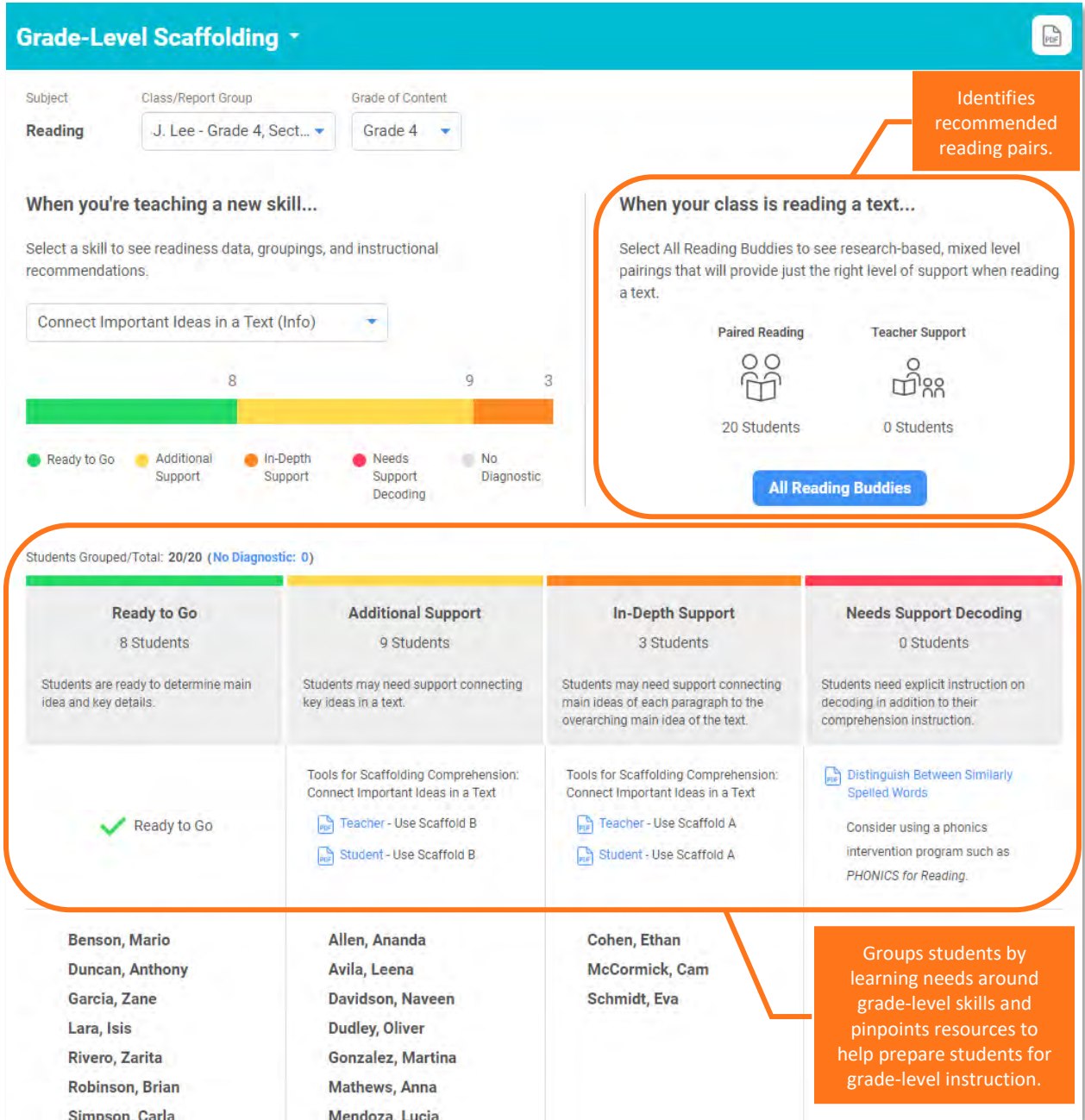


Figure 22. The Grade-Level Scaffolding report helps teachers plan for upcoming on-grade level reading comprehension instruction.

The screenshot shows the 'Reading Buddies' interface. At the top, there is a text input field for Lexile measures with the example 'Ex. 640L' and a 'Go' button. To the right, there are three status indicators: a blue dot for 'Ready (Paired)', a light blue dot for 'Ready (Pairing provides support)', and a red dot for 'Needs Teacher Support'. Below this is the 'Paired Reading' section, which includes an icon of two people reading and a description: 'Students are strategically placed in well-matched, mixed-level pairs. Have pairs alternate reading sections of the text aloud. This research-based scaffold provides an opportunity for readers to gain fluency as they move toward reading independence.' The main area displays 20 student cards arranged in two columns and five rows. Each card shows a student's name and their Lexile Reading Measure. The students and their Lexile measures are: Zarita Rivero (1050L), Maria Alejandra Moreno (740L), Abby Vargas (1050L), Lucia Mendoza (730L), Dash Skinner (1045L), Anna Mathews (710L), Carla Simpson (980L), Oliver Dudley (705L), Zane Garcia (955L), Ananda Allen (650L), Anthony Duncan (920L), Naveen Davidson (560L), Brian Robinson (890L), Cam McCormick (550L), Mario Benson (785L), and Ethan Cohen (525L).

Figure 23. In the Grade-Level 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 included, 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 designed for students working two or more grade levels below; Scaffold B is designed 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’ skills needs and areas for improvement.

**Prerequisites Report:** The Prerequisites report for mathematics (K–8) provides a data-driven method of quickly and strategically addressing the prerequisite skills most likely to make grade level instruction successful. Based on students’ results on the *Diagnostic*, the Prerequisites report helps educators see students’ learning needs for upcoming grade-level mathematics instruction. Data is reported by individual student, for small groups, and for overall common needs in the whole class. Teachers can use the report data to make instructional decisions about how to best support students during the upcoming lesson.

The Prerequisites report includes the following:

- **Learning Progression:** The Learning Progression chart illustrates the path of mathematical concept and skill acquisition across the grades, going back as many as two years. This allows teachers to understand the coherence of skills across previous grade levels to help uncover and address students’ unfinished learning.
- **Whole Class:** The Whole Class pacing and guidance can be used to adjust lesson plans and address prerequisites when most students in a class have similar learning needs. This instruction includes teaching prerequisite lessons, consolidating other lessons in the unit, and using on-the-spot prerequisite support during grade-level instruction.
- **Small Group:** This guidance allows teachers to strategically pace the recommended resources throughout the unit with small groups of students to address their similar learning needs.

A sample report is provided in Figure 24.

**Prerequisites** 

Subject: **Math** | School: **Cyprus K-8** | Teacher: **All Teachers** | Class/Report Group: **B. Maldonado - Grad...** | Grade: **4** | Topic: **Place Value, Additio...**

**i-Ready Topic Overview**

**Place Value, Addition, and Subtraction**





Students build on their understanding of place value, rounding, and addition and subtraction of three-digit numbers. They read, write, and compare numbers to hundred thousands and recognize that a digit in one place has 10 times the value it would have in the place to its right. Students learn to use a standard algorithm for addition and subtraction of whole numbers. They also round numbers to a specific place value and they round numbers to estimate solutions to problems.


[Show Less](#)

**Whole Class**


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

**Prerequisite Groups**

	<b>Topic Group A</b> 9 Students	<b>Topic Group B</b> 4 Students	<b>Topic Group C</b> 5 Students	<b>Topic Group D</b> 2 Students
Prerequisites	<a href="#">Recommendations</a> 	<a href="#">Recommendations</a> 	<a href="#">Recommendations</a> 	<a href="#">Recommendations</a> 
Understand hundreds, tens, and ones	✓	✓	✓	Additional Support
<b>Essential Skill</b> Add and subtract within 1,000	✓	Additional Support	Additional Support	In-depth Review
	✓	Additional Support	In-depth Review	In-depth Review
	Avila, Leena Benson, Mario Dudley, Oliver Duncan, Anthony Mendoza, Lucia Rivero, Zarita	Allen, Ananda Davidson, Naveen Gonzalez, Martina Moreno, Maria Alejand...	Cohen, Ethan Garcia, Zane Lara, Isis Schmidt, Eva Skinner, Dash	Mathews, Anna McCormick, Cam

**Learning Progression** 

Understand the coherence of standards across previous grade levels to help uncover and address students' unfinished learning.

**Topic Support** 

For the whole class, see which prerequisite skills to focus on, get on-the-spot teaching tips, and more.

For small groups, use the linked Recommendations resources to address similar learning needs for that group, whether they are on-grade level, one grade below, or two or more grade levels below.

Figure 24. Used in advance of a lesson, the Prerequisites report helps educators understand students' learning needs in relation to upcoming grade-level mathematics content.

**“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 only), and Reading Fluency Practice (reading only).

**Tools for Instruction:** The hard work of connecting digital and classroom resources is often left to the teacher. *i-Ready* is different because it uses rich assessment data to provide teachers with a complete picture of student performance and ties this data directly to resources that will 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:

- Delivering differentiated small group and one-on-one instruction, informed by data
- Reteaching challenging skills and standards using new strategies and activities
- Flexible usage by a lead teacher, intervention specialist, or classroom aid

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).

**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.

**Play Games with Letters** 10–15 minutes

Have students use uppercase and lowercase letter cards, plastic letters, and letters cut out of magazines for a variety of activities requiring matching or identifying. Consider using some of the following activities for practice:

- Pair uppercase and lowercase letters from an array.
- Use the letters to spell the names of classmates.
- Arrange the letters in alphabetical order.
- Find a letter that matches one that has been displayed or named.
- Identify a 3-D letter without looking at it, by holding it and feeling its shape.
- Race to arrange jumbled letters to show the proper orientation of each.

**Connect Writing and Naming Letters** 10–15 minutes

As students practice printing a letter, describe the strokes simply, with consistent terminology, using words such as *straight down*, *around*, *curve*, *slant*. Be sure to connect the letter name with the description of the strokes. Have students build motor associations by using their fingers to air-write or desktop-write, as well as using a pencil to trace, copy, and write the letters. Provide materials such as pipe cleaners or clay so that students can make their own 3-D letters. Have students name each letter as they form it.

**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** 30–45 minutes

**1 Subtract fractions with unlike denominators.**

- Write  $\frac{7}{10} - \frac{1}{5}$  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.
- Have the student identify a common denominator for the two fractions. (Note that both 10 and 20 are acceptable; the focus is on getting equivalent fractions, not using the least common denominator.)
- Model how to use the common denominator to write equivalent fractions and subtract.
- Ask: *Can you think of another denominator you could have used?* Use a model to show that both  $\frac{7}{10} - \frac{5}{20}$  and  $\frac{14}{20} - \frac{5}{20}$  represent the same difference. ( $\frac{7}{10} = \frac{14}{20}$ )

**Support English Learners** Explain to the student that a *common denominator* means the same as *like denominators*. Have the student make a list of some things that he or she has in common with a family member or friend.

**2 Subtract mixed numbers without regrouping.**

- Write  $2\frac{2}{3}$  and  $1\frac{1}{3}$  on the board.
- Have the student identify a common denominator for the two fractions. (12)
- Model  $2\frac{2}{3}$ :  
 $2\frac{2}{3} = 2 + \frac{2}{3} \times \frac{4}{4} = 2\frac{8}{12}$

**Subtract  $1\frac{1}{3}$ :**  
 $1\frac{1}{3} = 1 + \frac{1}{3} \times \frac{4}{4} = 1\frac{4}{12}$

**Find the difference:**  
 $2\frac{8}{12} - 1\frac{4}{12} = ?$  ( $1\frac{4}{12}$ )

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.

All Tools for Instruction follow the same clear structure, allowing these lesson plans to be implemented again and again with little preparation time. Each step-by-step lesson includes an introduction, an activity, and a Check for Understanding to ensure that students master each concept.

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

**2 Meet the Texts**  
Review the complexity of the text for the chosen scaffold to anticipate where students may struggle.

<b>TEXT A</b> <i>Unlikely Animal Friends</i>		<b>TEXT B</b> <i>A Clingy Relationship</i>
<ul style="list-style-type: none"> <li>The text assumes an understanding of crocodiles as carnivores who eat birds in order to recognize how plovers and crocodiles have an unusual relationship</li> </ul>	<b>KNOWLEDGE DEMANDS</b>	<ul style="list-style-type: none"> <li>The text assumes basic knowledge of predator and prey relationships</li> <li>The 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</li> </ul>
<p><b>Lexical Demands</b></p> <ul style="list-style-type: none"> <li>Vocabulary: <i>bonds, screeches, attract</i></li> <li>Friendship is described using multiple terms: <i>buddies, team, pals</i></li> </ul>	<b>LANGUAGE DEMANDS</b>	<p><b>Lexical Demands</b></p> <ul style="list-style-type: none"> <li>Vocabulary: <i>predators, nurturing, prey</i></li> </ul> <p><b>Syntax Demands</b></p> <ul style="list-style-type: none"> <li>Many complex sentences with a prepositional phrase at the beginning of the sentence</li> </ul>

Figure 26. Tools for Scaffolding Comprehension teach critical skills—such as “Identify Main Idea” in this excerpt. Teachers can choose either Scaffold A or Scaffold B based on *Diagnostic* results and *i-Ready* scope and sequence.

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:

- In “Meet the Texts,” challenging vocabulary words are highlighted so teachers can anticipate where students may need support during text-based discussion.
- In “Before Reading,” the teacher previews the text with students, encouraging discussion about what the text might be about, based on its title.
- In “During Reading” activities, students are provided with an opportunity to partner-read developmentally appropriate texts and engage in “turn-and-talk” activities.

In “After Reading” activities, there are extensive opportunities for rich, reflective discussion.

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

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 and Student Forms (Figure 27) and require the use of the Reading Fluency Practice Quick Guide, and the Passage Reading Fluency Administration Packet. 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)

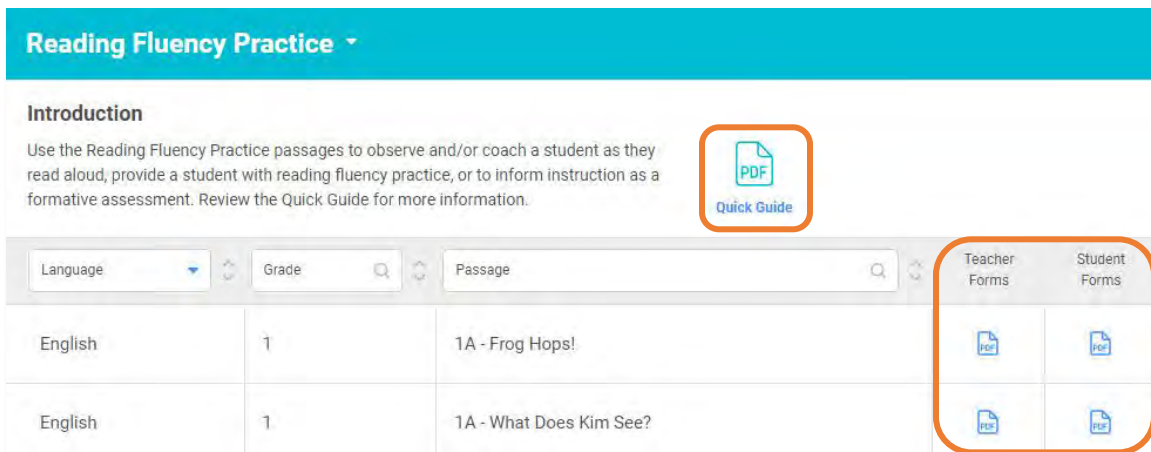


Figure 27. Reading Fluency Practice can be used when teacher observation or performance on Passage Reading Fluency *Literacy Tasks* indicate reading fluency practice could be beneficial.

Teachers can use Reading Fluency Practice to identify reading patterns, such as the types of errors the student makes, when the student self-corrects, how expressively the student reads, and how accurately the student retells what they have read. Reading Fluency Practice is 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 meet students where they are in their learning journey. The second *Diagnostic* of the year generates an updated lesson pathway based on student performance.



In every grade, there are three placement levels to which students can be assigned: Early, Mid, and Late. Lessons progress in difficulty in each placement. This allows students to gradually develop their understanding of increasingly complex skills. All lessons feature systematic, sequential instruction, guided practice, and a short quiz 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, in order 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.

The scope and sequence for *i-Ready Personalized Instruction's* lessons are available on *i-Ready Central* (<https://i-readycentral.com>)—our robust user support website. All teacher and administrator users of *i-Ready* have access to *i-Ready Central*, which offers 24/7 access to best-practice tips, how-to guides, videos, webinars, planning tools, and additional training and implementation resources.

The names of the scope and sequence documents are:

- *i-Ready* Reading Lessons & Objectives List
- *i-Ready* Mathematics Lessons & Objectives List



## Learning Games

Included as part of *i-Ready Personalized Instruction* for mathematics—and easily available via the student dashboard—Learning Games are used to 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

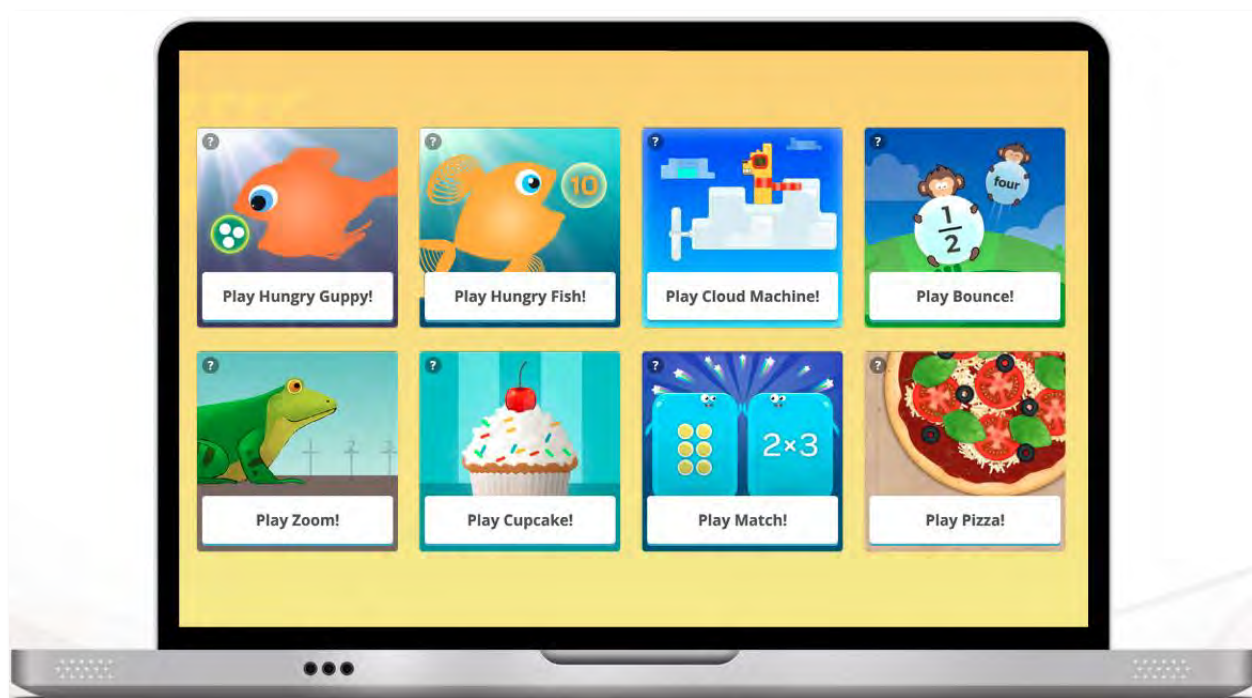


Figure 28. *i-Ready's* Learning Games help students build their fluency and skills practice in a fun, interactive, low-stakes setting, right from their familiar student dashboard.

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




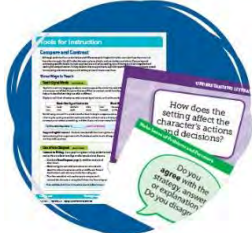
Learning Games are available at district and teacher discretion; the games can be turned on or off at the account level, or teachers can turn them on or off for an entire class or at the student level. Learning Games provide valuable insight for educators too. Through report data, educators can see in 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.



*i-Ready Learning Teacher Toolbox*

Thousands of schools and districts across the country are using our blended learning solution of *i-Ready* with *i-Ready Learning Teacher Toolbox* (*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 *i-Ready Learning Teacher Toolbox* Features and Benefits**

	<p><b>Lessons:</b> Digital access to teacher-led lessons and step-by-step support include:</p> <ul style="list-style-type: none"><li>• <b>Ready Reading</b> (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.</li><li>• <b>Magnetic Reading</b> (3–5), a newer 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.</li><li>• <b>Ready Writing</b> (2–5), a supplemental writing program, interweaves writing standards with grade-level science and social studies themes to develop thoughtful, analytical writers.</li><li>• <b>Ready Mathematics</b> (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.</li></ul>
	<p><b>Assessment:</b> <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><b>Multimedia Content:</b> <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.</p>
	<p><b>Additional Resources:</b> Instruction and practice resources include:</p> <ul style="list-style-type: none"><li>• Implementation supports (routines, discourse supports, and sequencing guides)</li><li>• Tools for Instruction help teachers target specific skills gaps</li><li>• Tools for Scaffolding Comprehension support students in accessing grade-level text</li><li>• Math Center Activities promote exploration into problem-solving challenges</li></ul>

The comprehensive model combining *i-Ready* with *i-Ready Learning 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 quizzes at the end of 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 *i-Ready Learning Teacher Toolbox* User

For additional details on the programs that are digitally accessed in *Teacher Toolbox*, see the following web pages:

- *Ready*: <https://www.curriculumassociates.com/programs/i-ready-learning/ready>
- *Magnetic Reading*: <https://www.curriculumassociates.com/programs/i-ready-learning/magnetic/magnetic-3-5>

## Automatically Assigned *Personalized Instruction* Delivers Greater Learning Gains

*i-Ready Personalized Instruction* uses insights from *i-Ready Diagnostic* to create a personalized path of engaging online lessons. In this way, students receive instruction and practice in areas where they need the most support. They feel motivated in the lessons because they are active, supportive, and relevant to their lives. Teachers love our personalized learning curriculum because they can add lessons, adjust the lesson sequence for their students, and know that their students are receiving explicit and systematic instruction.

*i-Ready Personalized Instruction* delivers:

- **Greater Learning Gains:** *i-Ready Personalized Instruction* supports all students. That includes those at greatest risk of getting left behind as well as those working above grade level. Students who receive *Personalized Instruction* for an average of 45 minutes or more per subject per week for at least 18 weeks showed significantly more growth than students who did not.
- **Data-Driven Instruction:** Students receive a personalized curriculum of engaging instruction and practice based on their *i-Ready Diagnostic* results. Teachers get intuitive, personalized reports with actionable data to track student progress. They even get alerts when students need more of their support on a skill.
- **Motivating Lessons for Students:** Personalized lessons make learning active and engaging for students in several ways. Lessons:
  - Feature culturally relevant topics, so students see themselves reflected in their learning
  - Use corrective feedback to promote productive struggle and inspire independence
  - Adapt to provide the right amount of practice and instruction at the right time
  - Encourage participation, students interact with the program every 30 seconds or less
  - Help students make understand the “why” behind the “how”
  - Let students track their progress in their own dashboard, so they own their growth
- **High-Quality Lessons in Spanish:** *Personalized Instruction* for reading and mathematics is also available in Spanish. Enhance instruction for Spanish learners with these lessons, designed to:
  - Engage Spanish learners with interactive instruction that motivates students
  - Affirm students’ unique backgrounds with rich contexts, passages, and visuals that allow them to see themselves and their communities reflected in their learning
  - Promote deeper learning and support each student on their path toward proficiency with research-based instruction optimized for Spanish learners
  - Support all Spanish learners, serving a variety of needs, including Spanish-speaking English Learners, dual-language immersion programs, and bilingual students





**TIP:** Our analysis of *i-Ready* data found that students using *i-Ready Personalized Instruction* for at least 45 minutes per week 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*, *i-Ready* builds a unique lesson plan consisting of online instructional lessons based on assessment performance, with a personalized starting point for every student. The depth of the *Diagnostic* identifies specific areas of weakness, and the *Personalized Instruction* lessons then target those skills. *i-Ready* meets students in their zone of proximal development, providing the guidance and scaffolding they need to advance.

*Personalized Instruction* lessons—both *i-Ready* assigned “My Path” and additional “Teacher Assigned”—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.

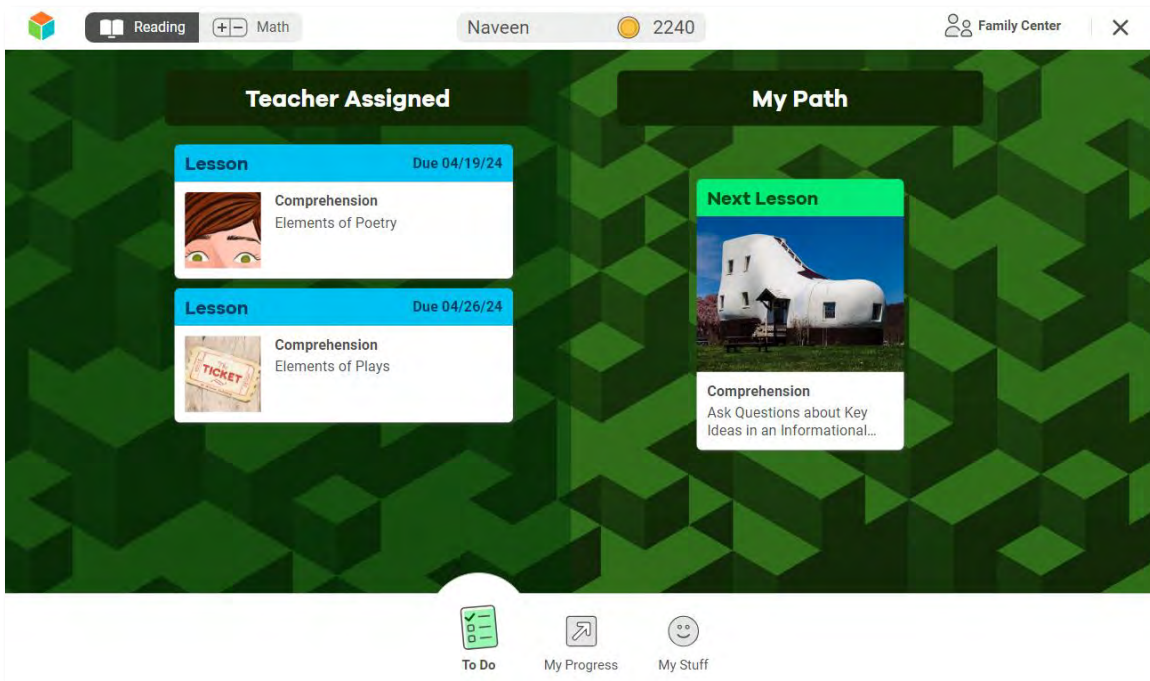


Figure 29. *i-Ready*'s user-friendly student dashboard, shown here for the grade 3–8 band, can be customized. Shown here is “My Path” with automatically assigned lessons in the student’s queue, alongside Teacher Assigned lessons.

*Personalized Instruction* lessons follow a natural developmental progression: skills that students learn in earlier lessons build the foundation for later lessons. Each module includes explicit instruction, guided practice with scaffolds, and a short quiz for progress monitoring.

- **Explicit Instruction:** The first portion of each lesson explains the topic and encourages students to draw upon prior knowledge. The explicit instruction includes modeling the skill in scenarios that engage students. Next, students are asked to practice the new skill. Further, *i-Ready* embeds numerous instructional supports—such as defining academic language in context at point-of-use—particularly helpful to English learners and students served by Special Education.
- **Guided Practice:** *i-Ready* is designed to foster internal motivation: students dive in and have productive struggle, and then 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. If students answer questions correctly, they are allowed to advance without listening to instruction they do not need. That way, each student receives the right amount of challenge and can progress at an appropriate pace through the lessons themselves, and through the lesson pathway. Additionally, some of *i-Ready's* scaffolds are ones that students can opt into in order to empower students to take ownership over their learning. The student can decide if they want the extra support or not.
- **Quiz:** The final portion of each *i-Ready* lesson is a short quiz, designed to assess students' understanding of the focus skill of that lesson.

Examples of lesson activities are provided in Figure 30 for reading and Figure 31 for mathematics.

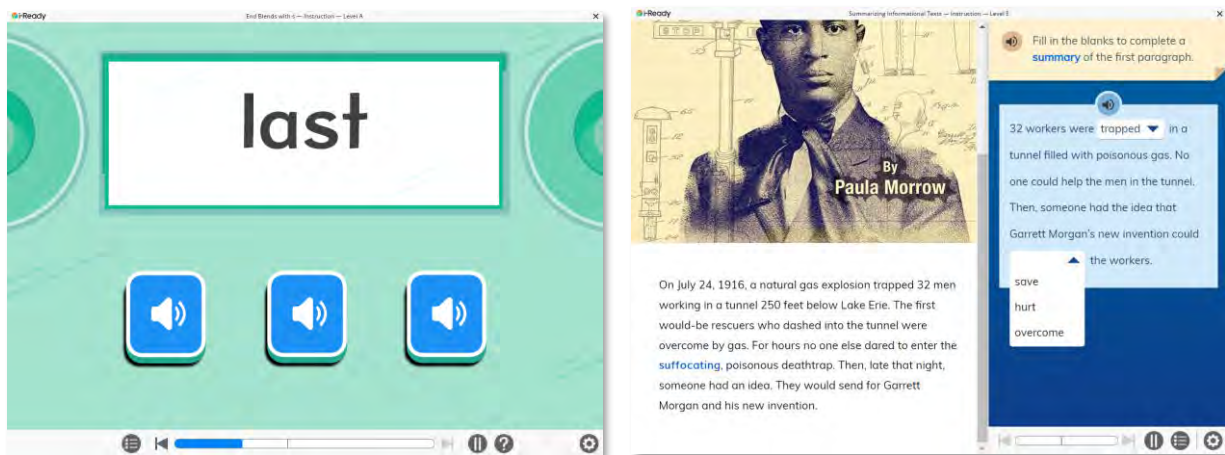


Figure 30. In this grade 1 Phonics lesson activity on “End Blends with s” (left), students are asked to listen to each answer choice, then tap on the audio button that matches the word they read. In this grade 5 Comprehension lesson activity (right), students identify main ideas, key details, and summarize the biographical text.

***“i-Ready’s different than learning in class because i-Ready knows exactly what you need. I like seeing the numbers . . . and when I improve, I get really happy. That means i-Ready is helping me a lot.”***  
***—i-Ready Student***



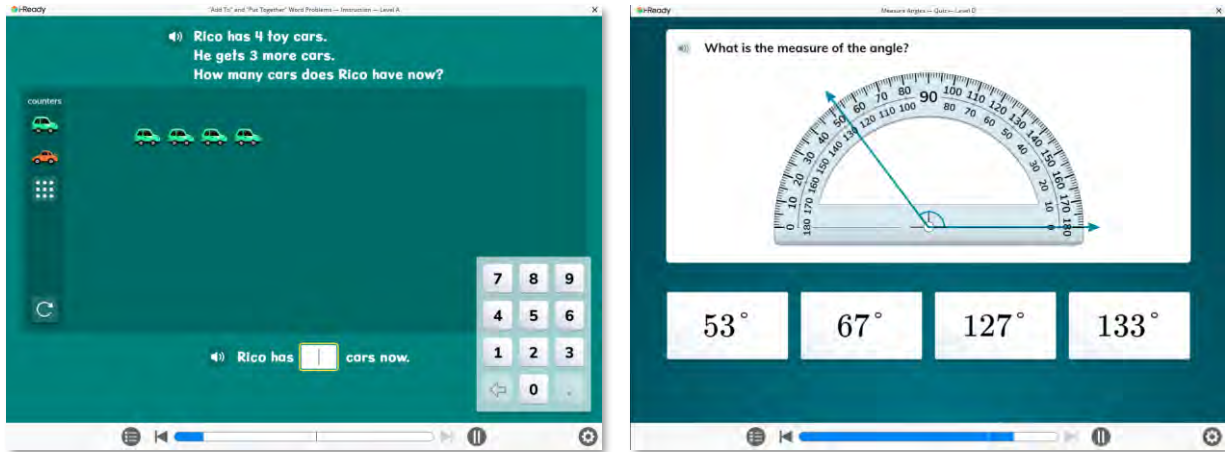


Figure 31. In this grade 1 Algebra and Algebraic Thinking lesson activity (left), the student is presented with an addition word problem where they are asked to find the unknown total. In this grade 4 Geometry lesson quiz item (right), students use a protractor to determine the measure of the angle.

After a student completes the lesson, the screen will display the lesson score as a percentage, showing if they have passed or not passed the lesson. In their dashboard, the student can navigate to the My Progress tab to view their lesson stats: time-on-task, lessons passed, and lesson streak (number of lessons passed in a row). Within this tab, they student can also click on the Completed Work button to see a list of all completed lessons, along 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.

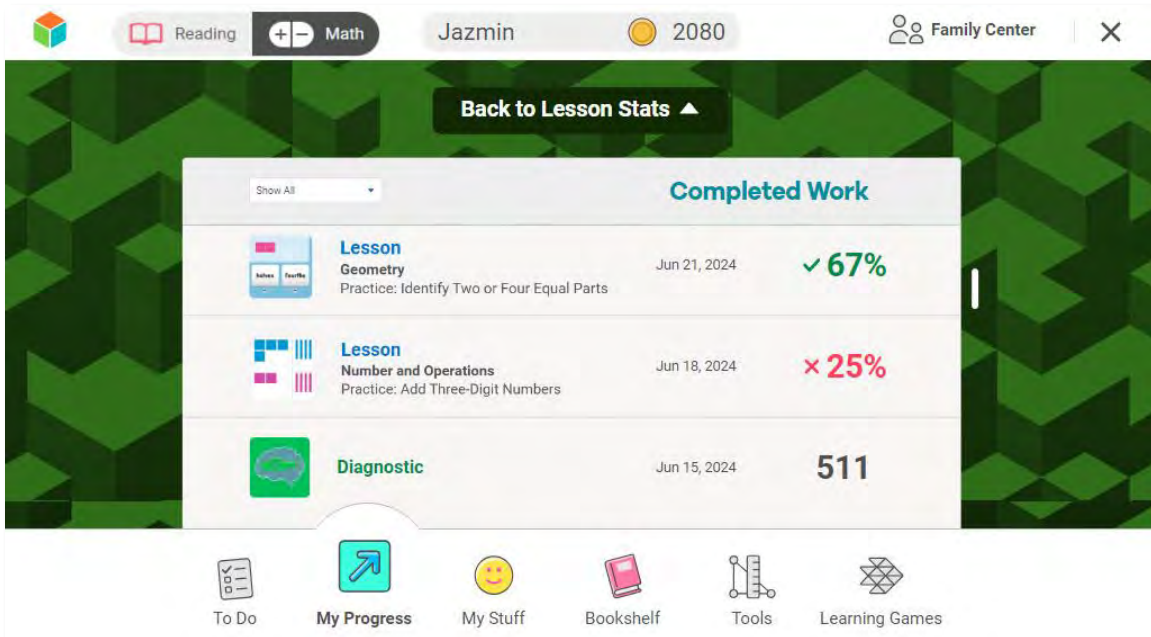


Figure 32. Students can see their *Diagnostic* and lesson scores on the My Progress > Completed Work page of their dashboard.

## 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 in conjunction with the core curriculum.

Results from lesson quizzes populate the Personalized Instruction Summary reports, available at the student, class, school, and district levels. The reports help teachers actively monitor their students’ progress and determine if their student has enough understanding to move on, needs to repeat the lesson, or requires additional support and intervention.

The Personalized Instruction Summary report at the class level is provided in Figure 33.

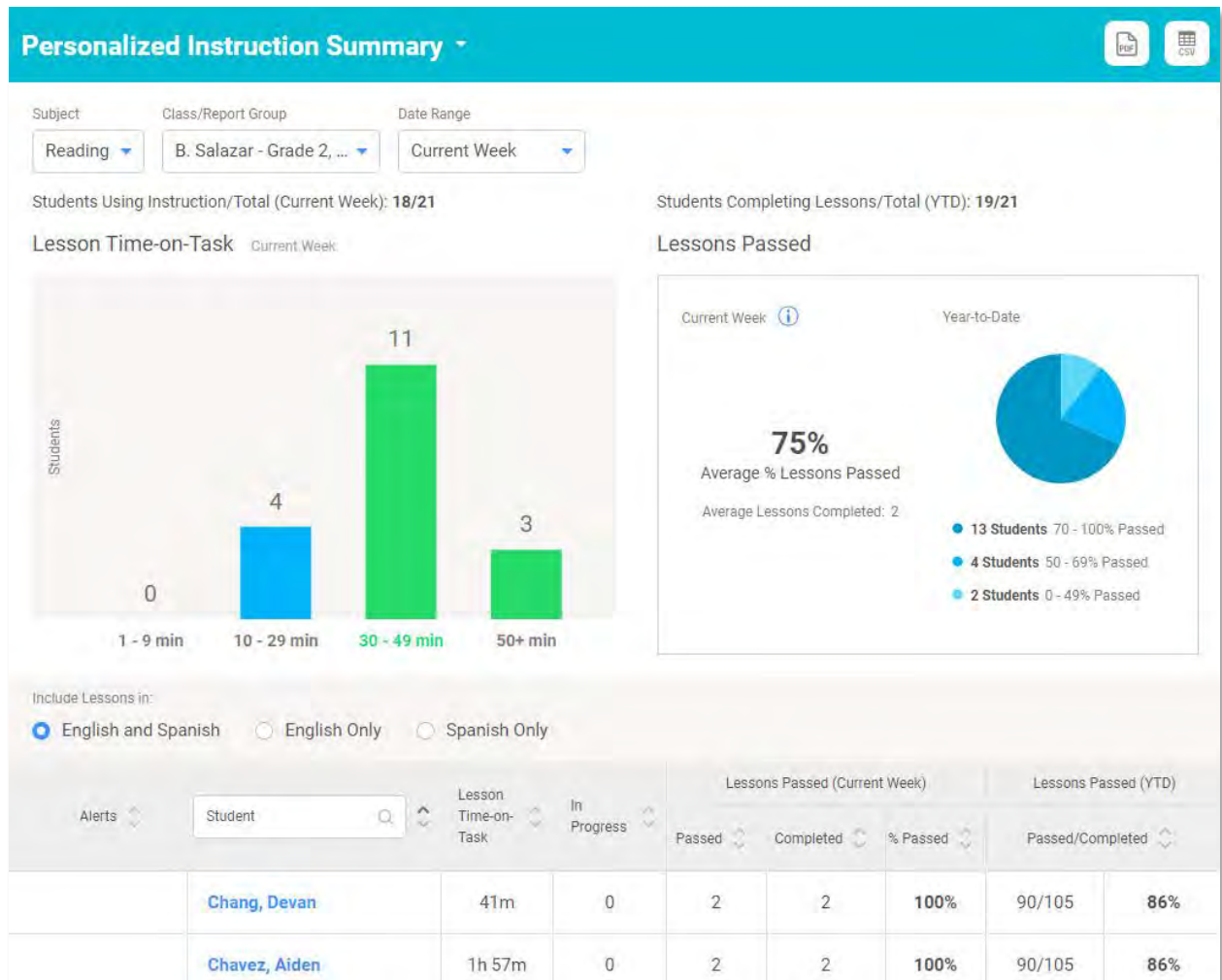


Figure 33. Results from *Personalized Instruction* quizzes populate the Personalized Instruction Summary report, available at the student, class, and district/school levels. An excerpt from a class-level report is shown here. This report helps teachers assess the effectiveness of the instruction and includes alerts, time on task, and the number of lessons passed.

## Nurturing a Growth Mindset and Engaging Students in their Learning

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.

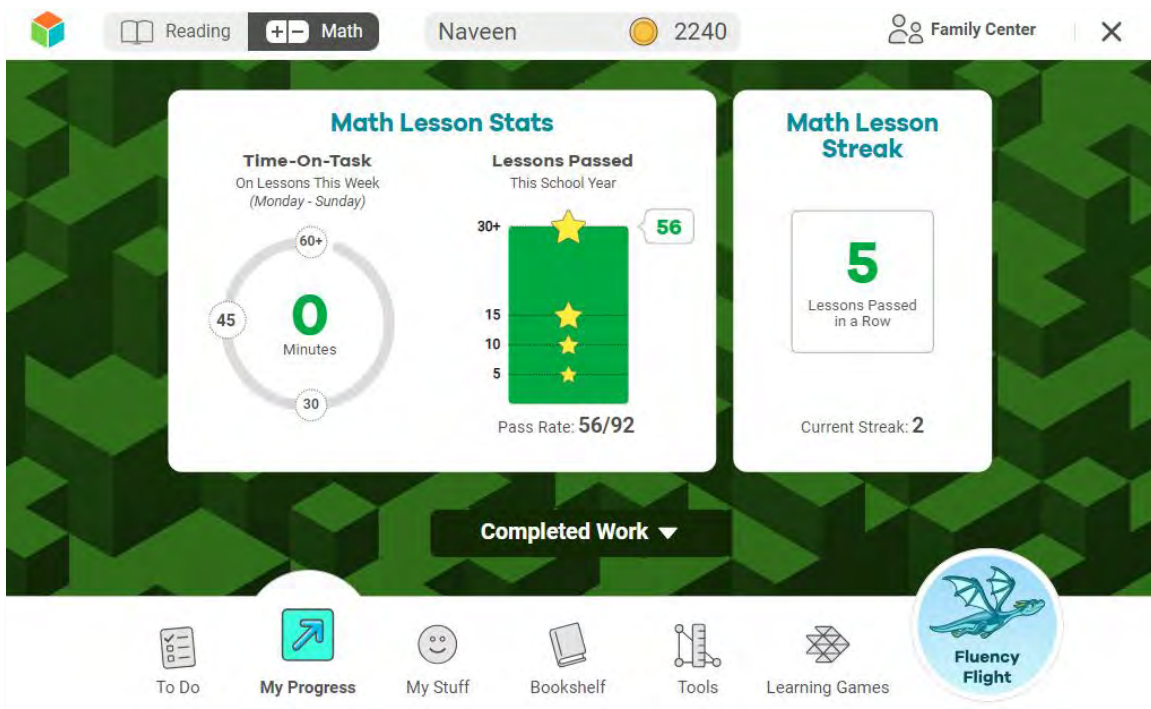


Figure 34. With the interactive, and graphical student dashboard, students can track their progression through *Personalized Instruction* lessons and towards their goals.

### Conduct Data Chats with Students

*i-Ready* provides Data Chat guides to facilitate data-driven conversations between teachers and students (Figure 35). Data becomes 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.

The image shows a digital guide titled "Data Chat Using Student-Level Data" with a green banner at the top right that says "After Each Diagnostic". The guide is divided into four main sections:

- Reports to Use:** This section lists two reports: "Diagnostic Results (Student)" and "Diagnostic Growth (Student) After 2nd and 3rd Diagnostics only". Below the text are two small screenshots of the reports.
- What to Do:** This section explains that the data chat includes adjustable questions and encourages students to use "Data Chat Worksheets on the next pages" to track progress. It includes a list of four tips for teachers.
- Guiding Questions:** This section is divided into two parts: "Part 1 Observe and Reflect" with three questions about scores, strengths, and areas for improvement; and "Part 2 Set Goals" with one question about goals for the year.
- Tips:** This section contains a list of four detailed tips for teachers, such as explaining growth measures, keeping the conversation grounded in data, focusing on individual performance, and encouraging reflection on habits.

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 *i-Ready Central* at [https://i-Readycentral.com/download/?res=31797&view\\_pdf=1](https://i-Readycentral.com/download/?res=31797&view_pdf=1). Teachers can also access the “Engage Students” page in *i-Ready Central* for tips, templates, and tools to interact with students about *i-Ready*.

## Helping Multilingual Students Excel

### Supporting Multilingual Learners of Any Home Language

From the start, we designed *i-Ready* with multilingual 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 better support multilingual 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 multilingual learner support—and Spanish. Our Spanish assessment and instruction includes *i-Ready Assessment of Spanish Reading*, *i-Ready Literacy Tasks*, *i-Ready Diagnostic* for mathematics, *Tools for Instruction*, *i-Ready Personalized Instruction*, and *Learning Games*.

For teachers, reports provide actionable, detailed insights on multilingual 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.



#### **Multilingual Learners By The Numbers:**

- 4.8 million students across the U.S. are multilingual learners
- 75 percent of U.S. classrooms include at least one multilingual learner
- 82 percent of multilingual learners are born in the U.S.



## Supporting Spanish-Speaking Students

### Assessing Students' Reading and Mathematics Skills in Spanish

At Curriculum Associates, we leverage best-practice guidance from organizations such as the Council of the Great City Schools and the English Learners Success Forum. Our development team is composed of Spanish-language experts, and our resources use a neutral Spanish to support a range of backgrounds.

#### Reading Assessment: *i-Ready Assessment of Spanish Reading*

Aligned to nationally recognized standards, *i-Ready Assessment of Spanish Reading* (*i-Ready Evaluación de lectura en español*) (Figure 36) is for students in grades K–6 and was developed from the ground up in Spanish—not transadapted or translated from an existing English assessment—by assessment experts specializing in Spanish reading skills and standards. The assessment features original and authentic Spanish content developed by native Spanish speakers who are experts in grades K–6 reading education. All reading passages represent the varied cultural backgrounds and experiences of Spanish-speaking students.

*i-Ready Assessment of Spanish Reading* is fixed form, on grade level, and administered online to students, with scores provided in user-friendly reports. The data provided are Overall Spanish Placements—representing grade-level reading performance—and percent correct by Domain.

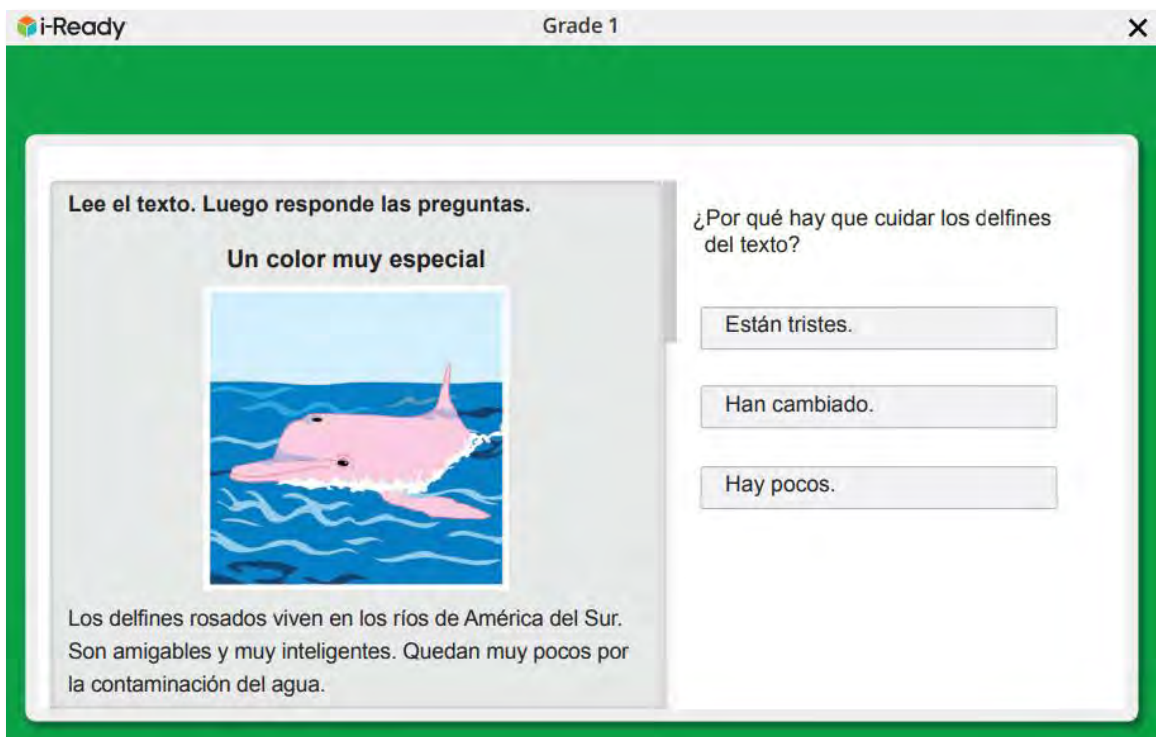


Figure 36. *i-Ready Assessment of Spanish Reading* was developed to assess key Spanish reading concepts.

*i-Ready Assessment of Spanish Reading* can be used alongside other available information about students to determine whether students are reading on grade level in Spanish. Together, assessment results and other information can help teachers form instructional groupings, plan for reading instruction, and identify grade-level progress within the current school year.

Following are some of the benefits of *i-Ready Assessment of Spanish Reading*:

- **Developed by Native Spanish Speakers:** *i-Ready Assessment of Spanish Reading* was developed from the ground up by assessment experts specializing in Spanish reading skills and standards, including Dr. Doris Baker and Dr. Elena Izquierdo, who are national authorities in the tools, assessments, and strategies of Spanish-language assessment.
- **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.
- **No Additional Charge:** The assessment is included with the *i-Ready Diagnostic* reading license.

We are working towards enhancing *i-Ready Assessment of Spanish Reading* for school year 2024–2025, pending meeting our research goals, in two key areas:

- Adding grades 7 and 8
- Adding Spanish Lexile Reading measures (El Sistema Lexile® Para Leer) to reports

We are undergoing a multi-year effort to develop a new Spanish reading adaptive assessment, available initially in grades K–5, with goals of adding beyond grade 5 over time. Like the current *Assessment of Spanish Reading*, this assessment is being developed from the ground up by native Spanish speakers. To develop the content of the new assessment, we reviewed several prioritized state standards for Spanish reading, including Texas and California. We are using the features and instructional insights of the *i-Ready Diagnostic* for reading in English to establish priorities for the development of the adaptive *i-Ready Assessment of Spanish Reading*. The adaptive assessment will provide Overall and Domain level scores and placement levels, as well as Spanish Lexile levels for Reading (El Sistema Lexile® Para Leer). The new assessment will also provide instructional insights in the form of Can Dos and Next Steps to guide educators in their instructional planning. As development of the assessment is in progress, we are inviting districts to participate in the field test research.

### Reading Assessment: *i-Ready Literacy Tasks* in Spanish

*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 37) are designed to be administered by Spanish speakers who can understand the student's response. *Literacy Tasks* can be used alone or in conjunction with other Spanish reading assessments, such as *i-Ready Assessment of Spanish Reading*, to determine the components of reading in which each student may benefit from additional support.

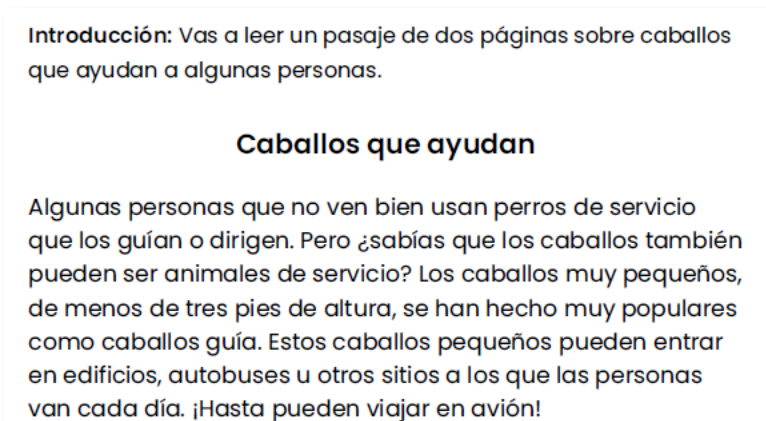


Figure 37. *i-Ready Literacy Tasks* can help educators better understand a student's overall Spanish reading performance as shown in this grade 3 excerpt.

*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 overlaid against an indication of grade-level proficiency. Passage Reading Fluency forms are available for grades 1–6.

### Mathematics Assessment: *i-Ready Diagnostic* for Mathematics in Spanish

*i-Ready Diagnostic* for mathematics is available in Spanish, allowing educators to assess performance and growth across K–12 math skills independent of students’ English-language proficiency. With the *Diagnostic* for mathematics in Spanish, 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* for mathematics in Spanish 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 Spanish *Diagnostic* for mathematics included development and review of all included text and the recording of audio support by native Spanish speakers.

The *Diagnostic* for mathematics in Spanish provides the same testing experience as students being assessed in English—all assessment items and audio support are provided in Spanish (Figure 38), as well as the *Diagnostic* introduction, the tutorial of assessment tools, and the My Progress bar. Like the *Diagnostic* for mathematics in English, results from the *Diagnostic* for mathematics in Spanish inform My Path lesson placement in *i-Ready Personalized Instruction*. (Separately, educators choose the language of instruction, English or Spanish, for each student.)

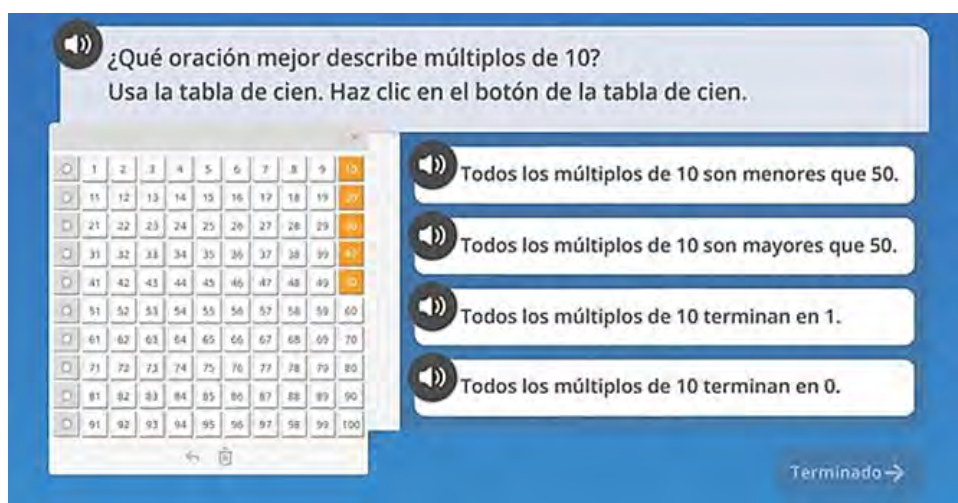


Figure 38. *i-Ready Diagnostic*'s mathematics assessment items in Spanish match the content and rigor of the mathematics assessment items in English.

Further, teachers are provided with 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 will appear together.

For more information, see *Educator Guide: Diagnostic for Mathematics in Spanish* available in *i-Ready Central*: <https://i-readycentral.com/pdfs/educator-guide-Diagnostic-for-mathematics-in-spanish>.



## Tools for Instruction in Spanish

Included with *i-Ready Assessment*—and often recommended in *i-Ready* reports—Tools for Instruction are short, targeted resources for teacher-led instruction that are tied directly to students’ skill needs. Tools for Instruction in Spanish (Figure 39) 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:  
$$\begin{array}{r} 4,036 \\ - 1,000 \\ \hline 3,036 \end{array}$$
  
3,036 menos 1,000 es 3,036.  
3,036 menos 300 es 2,736. Puedes pensar:

Figure 39. 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 (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 a systematic, sequential skill progression. Students also 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 40)



Figure 40. 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 the student with syllabification activities which aid vocabulary development by helping students decode and grasp the correct pronunciation of words. By breaking words into syllables, students start to identify familiar word parts, which can later provide clues to the meaning of a word. Over time, this type of activity can enhance word analysis skills and facilitate 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 are culturally and linguistically responsive, to reflect the diversity 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, to allow students to dive right into an engaging text. With this in mind, 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 41). Adhering to research, questions are interspersed strategically to get students to focus on the important understandings as they encounter them which helps prevent the student from getting lost or developing misconceptions during reading and leads to a deeper understanding of the text.



Figure 41. These strategic scaffolds represent a graphic organizer (grade 4) and keyword definition (grade K).

### *i-Ready Personalized Instruction for Mathematics (Spanish)*

*i-Ready's* Spanish mathematics lessons are developed for students who speak Spanish and/or receive instruction in Spanish. Like the *Diagnostic* for mathematics in Spanish, *i-Ready* mathematics lessons in Spanish are transadaptations of the English lessons (Figure 42 and Figure 43).

Mathematics lessons are available in Spanish for grades K–8. All *Personalized Instruction* in mathematics are available in Spanish and English to make the learning experience more equitable. 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.

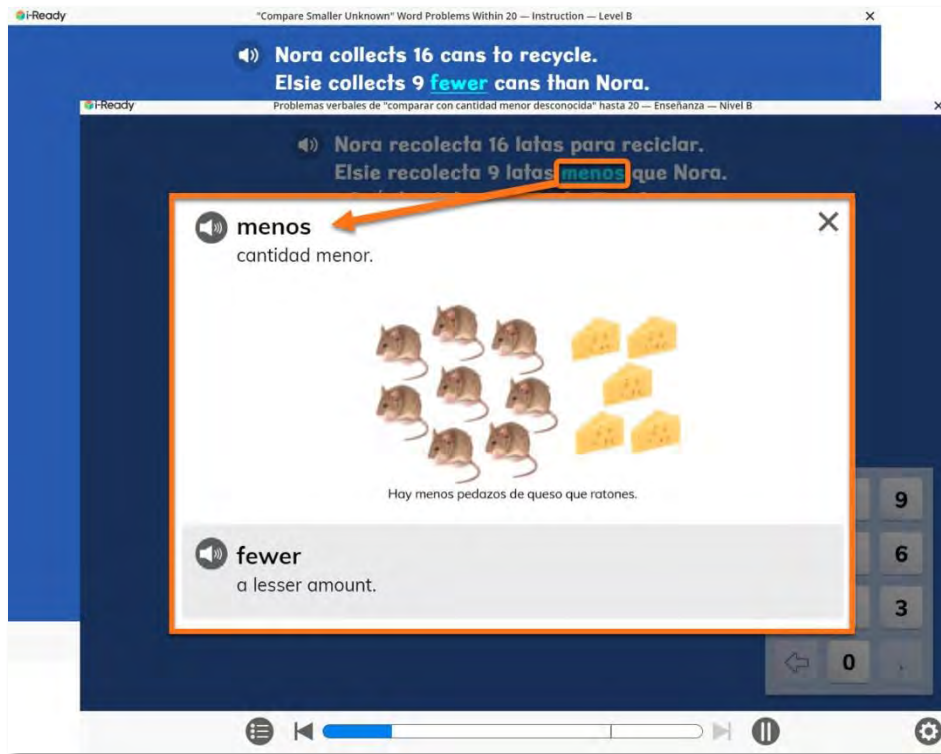


Figure 42. *i-Ready* mathematics lessons in Spanish (front) are transadaptations of the English lessons (back) as shown in this grade 2 example. Additionally, scaffolded support is built into *i-Ready* lessons. For example, definitions of key vocabulary words are available both in Spanish and English.

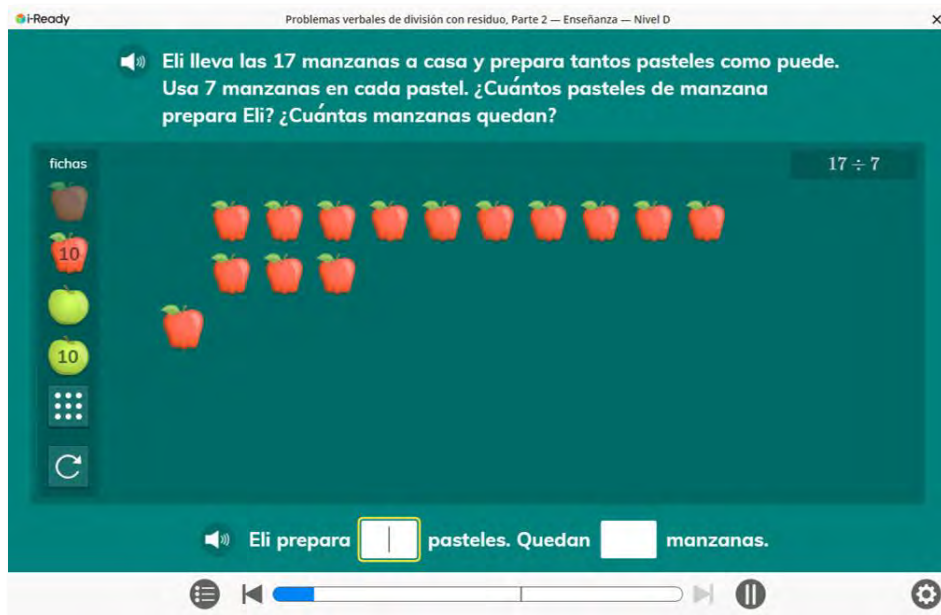


Figure 43. Our word problem lessons in Spanish (just like in English) have students represent mathematical situations in multiple ways (e.g., digital manipulatives, models, and/or equations) as in this grade 4 example.

## Supporting Spanish-Speaking Families

Following are some of the *i-Ready* resources that support families and are available in Spanish:

**For Families Report:** The For Families report is available in Spanish for K–12. This report helps teachers communicate a student’s *i-Ready* performance in clear, positive terms to family members. This report provides the student’s overall performance, scale scores, placement levels, Stretch and Typical Growth goals, and definitions of terms.

An excerpt of the For Families report in Spanish is provided in Figure 44.

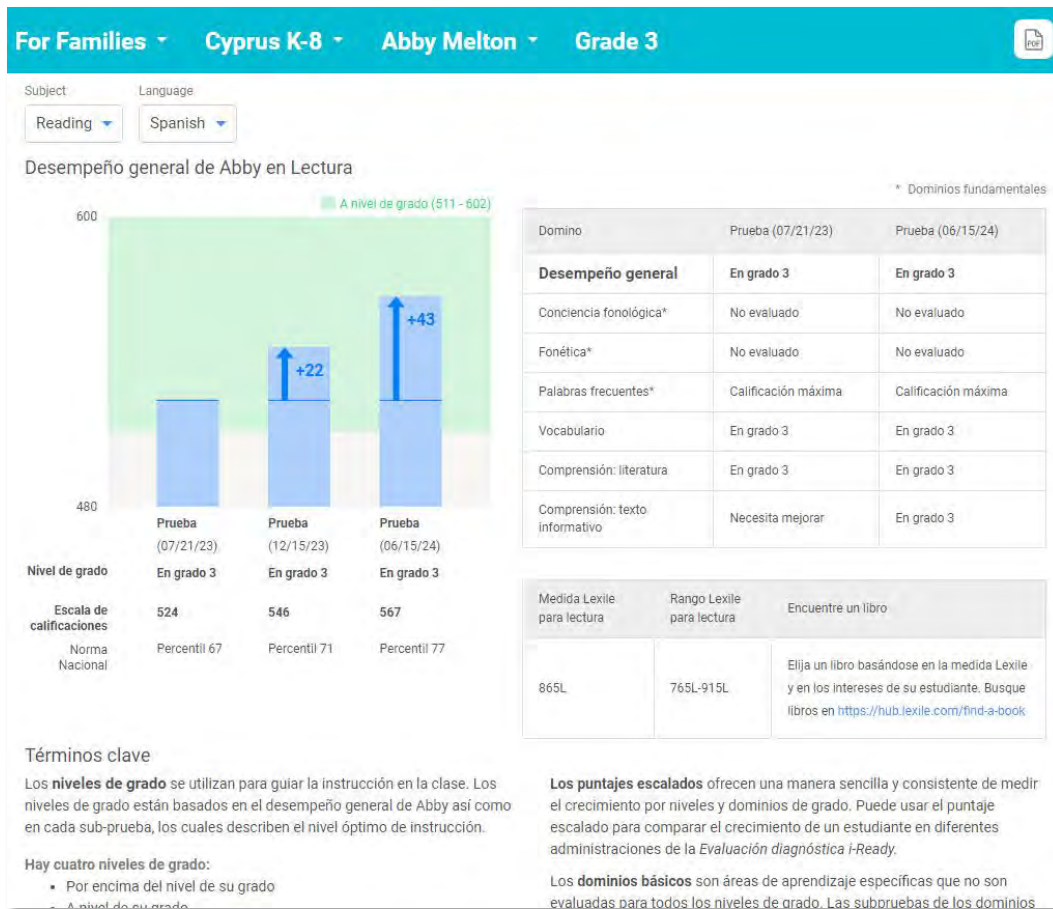


Figure 44. With the For Families report, teachers can share important *Diagnostic* data with Spanish-speaking families. The report’s summary graph (top left) and domain detail (top right) give parents a clear view of their child’s *Diagnostic* performance over time. This information is followed by a clear explanation of terms. The report is available in English and Spanish.

***i-Ready Family Center:*** The *i-Ready Family Center* (<https://i-Readycentral.com/familycenter>) provides the knowledge families need to help their child with *i-Ready*. The website is available in Spanish.

***i-Ready Central:*** The “Family Resources in Multiple Languages” page in *i-Ready Central* (<https://i-readycentral.com/articles/family-resources-in-multiple-languages>) includes family resources that have been translated into Spanish, such as instructional videos, checklists, fridge tips, and more.

## Prescriptive Reports that Inform Data-Driven Instruction

### *i-Ready's* Actionable Reporting

The ultimate 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–8.

Table 4. Standard Reports, K–8					
Report	Description	Student-Level	Class-Level	School-Level	District-Level
<i>i-Ready Assessment</i>					
<b>Diagnostic Results (K–8)</b>	<ul style="list-style-type: none"> <li>• <b>Student-Level:</b> Presents <i>Diagnostic</i> 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.</li> <li>• <b>Class-, School-, and District-Level:</b> Provides student performance at class/school/grade levels, enabling administrators to inform intervention strategies and resources.</li> </ul>	✓	✓	✓	✓



**Table 4. Standard Reports, K–8**

Report	Description	Student-Level	Class-Level	School-Level	District-Level
<b>Diagnostic Growth (K–8)</b>	<ul style="list-style-type: none"> <li>• <u>Student-Level</u>: Shows Typical and Stretch Growth measure and progress toward each measure for each student.</li> <li>• <u>Class-, School-, and District-Level</u>: Shows how students in a class/school/district are progressing toward growth measures along with the median percent towards Typical Growth for a grade by class, school, or district.</li> </ul>	✓	✓	✓	✓
<b>Diagnostic Status (K–8)</b>	<ul style="list-style-type: none"> <li>• <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 of the <i>Diagnostic</i>.</li> <li>• <u>School- and District-Level</u>: Administrators can sort by grade, class, or report group, and view enrollment numbers.</li> </ul>		✓	✓	✓
<b>Diagnostic Results Comparison View (K–8)</b>	<ul style="list-style-type: none"> <li>• <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 student performance on state summative assessments to aid planning.</li> </ul>			✓	✓
<b>Standards Report (K–8)</b> Ask your sales rep for standards correlation	<ul style="list-style-type: none"> <li>• <u>Student- and Class-Level</u>: Evaluates how the student/class is performing against the standards based on their performance on the <i>Diagnostic</i>. Includes point-of-use descriptions of the aligned standard(s) and related skill.</li> </ul>	✓	✓		
<b>Historical Results (K–8)</b> If <i>i-Ready</i> was used in previous year(s)	<ul style="list-style-type: none"> <li>• <u>Student-Level</u>: Provides a comprehensive view of student performance for up to three of the most recent academic years, including <i>Diagnostic</i> scores and placements, growth progress, and lesson data (if applicable).</li> <li>• <u>Class-Level</u>: Shows how a class progressed through the <i>Diagnostic</i> in the previous year, helping educators with analysis and planning.</li> </ul>	✓	✓		
<b>Instructional Groupings (K–8)</b>	<ul style="list-style-type: none"> <li>• <u>Class- and School-Level</u>: Groups students in each class/grade level so those who need support with the same skills can get the most out of small-group instruction. It provides instructional priorities and resources.</li> </ul>		✓	✓	

Table 4. Standard Reports, K–8					
Report	Description	Student-Level	Class-Level	School-Level	District-Level
<b>Growth Monitoring Results (K–8)</b>	<ul style="list-style-type: none"> <li>• <u>Student-Level</u>: Provides information about how much growth a student should be making and whether the student is on track.</li> <li>• <u>Class-, School-, and District-Level</u>: Monitors likelihood of a class/school/district meeting their Typical Growth, Stretch Growth, and on-grade level measures.</li> </ul>	✓	✓	✓	✓
<b>Growth Monitoring Status (K–8)</b>	<ul style="list-style-type: none"> <li>• <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.</li> </ul>		✓	✓	✓
<b>Standards Mastery Results by Test (2–8)</b>	<ul style="list-style-type: none"> <li>• <u>Student-Level</u>: Helps teachers understand student performance on each skill/standard assessed. It displays correct answers, student answers, and common misconceptions.</li> <li>• <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. It also provides student-level details.</li> </ul>	✓	✓	✓	✓
<b>Standards Mastery Results Year-to-Date (2–8)</b>	<ul style="list-style-type: none"> <li>• <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.</li> </ul>			✓	✓
<b>Standards Mastery Status (2–8)</b>	<ul style="list-style-type: none"> <li>• <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.</li> </ul>		✓		
<b>Prerequisites (K–8)</b> Mathematics only	<ul style="list-style-type: none"> <li>• <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.</li> </ul>		✓		
<b>Grade-Level Scaffolding (3–8)</b> Reading only	<ul style="list-style-type: none"> <li>• <u>Class-Level</u>: Helps teachers prepare students for an upcoming skill they are about to teach with suggested reading buddies, instructional groupings, and standards-based instructional scaffolds. (Available for <i>Diagnostic</i> and/or <i>Magnetic Reading</i> users.)</li> </ul>		✓		

Table 4. Standard Reports, K–8					
Report	Description	Student-Level	Class-Level	School-Level	District-Level
<b>Assessment of Spanish Reading (K–6)</b> Reading only	<ul style="list-style-type: none"> <li>• <b>Class-Level:</b> Provides a single source for monitoring test completion, reviewing results, and accessing instructional resources. It provides overall placements and domain-specific data to inform instruction.</li> </ul>		✓		
<b>Literacy Tasks (K–6)</b> Reading only	<ul style="list-style-type: none"> <li>• <b>Student-Level:</b> It combines all task types into one report to view Benchmark assessments alongside Progress Monitoring.</li> <li>• <b>Class-Level:</b> View benchmark assessment data and progress monitoring status for each student in a class or report group.</li> </ul>	✓	✓		
<b>For Families (K–8)</b>	<ul style="list-style-type: none"> <li>• <b>Student-Level:</b> Provides families with their student’s overall performance, scale scores, placement levels, Stretch and Typical Growth goals (K–8), and definitions of terms.</li> </ul>	✓			
<i>i-Ready Personalized Instruction</i>					
<b>Personalized Instruction Summary (K–8)</b>	<ul style="list-style-type: none"> <li>• <b>Student-Level:</b> Shows student performance on lessons: time spent and progress by domain. It also alerts educators when further support in a specific domain is needed.</li> <li>• <b>Class-, School-, and District-Level:</b> Provides a comprehensive look at student activity by level. Administrators see average time on task, pass rates, and can sort by group.</li> </ul>	✓	✓	✓	✓
<b>Personalized Instruction by Lesson (K–8)</b>	<ul style="list-style-type: none"> <li>• <b>Class-Level:</b> Allows teachers to view all lessons students have recently completed to identify similar needs and common areas of understanding. It can be filtered by Teacher-Assigned or <i>i-Ready</i> Assigned lessons.</li> </ul>		✓		
Learning Games					
<b>Learning Games Playtime (K–8)</b> Mathematics Only	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.		✓	✓	✓
<b>Learning Games Skills Progress (K–8)</b> Mathematics Only	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.		✓	✓	✓
<b>Learning Games Factors of Learning (K–8)</b> Mathematics Only	<ul style="list-style-type: none"> <li>• Provides an assessment of how students approach games across four key factors of learning (Growth Mindset, Confidence, Productive Strategy, and Self-Regulation).</li> </ul>		✓	✓	✓

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–8			
Export	Description	School-Level	District-Level
<i>i-Ready Assessment</i>			
<b>Diagnostic Completion Export (K–8)</b>	<ul style="list-style-type: none"> <li>Provides details regarding individual student demographics and the number of <i>Diagnostic</i> assessments completed in the given window.</li> </ul>	✓	✓
<b>Diagnostic Results Export (K–8)</b>	<ul style="list-style-type: none"> <li>Provides information on student performance on the <i>Diagnostic</i>, such as start date, completion date, if the data is for the student’s baseline <i>Diagnostic</i>, if the data is for the most recent <i>Diagnostic</i>, duration in minutes, if there is a rush flag, overall scale score, overall relative placement, percentile, and more.</li> </ul>	✓	✓
<b>Literacy Tasks Exports (K–6)</b> Reading Only	<ul style="list-style-type: none"> <li>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>.</li> </ul>	✓	✓
<b>Growth Monitoring Results Export (K–8)</b>	<ul style="list-style-type: none"> <li>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.)</li> </ul>	✓	✓
<b>Standards Mastery Results by Test Export (2–8)</b>	<ul style="list-style-type: none"> <li>Provides individual student scores on each <i>Standards Mastery</i> assessment. (Only if administered.)</li> </ul>	✓	✓
<b>Standards Mastery Results YTD Export (2–8)</b>	<ul style="list-style-type: none"> <li>Provides individual student scores on each standard assessed throughout the year. (Only if administered.)</li> </ul>	✓	✓
<b>Assessment of Spanish Reading Export (K–6)</b> Reading Only	<ul style="list-style-type: none"> <li>Provides student data on all completed Spanish Reading assessments. (Only if administered.)</li> </ul>	✓	✓
<i>i-Ready Personalized Instruction</i>			
<b>Instructional Usage Export (K–8)</b>	Tracks how much time individual students have spent in online <i>Personalized Instruction</i> , including monthly time-on-task and percent lessons passed data.	✓	✓
<b>Personalized Instruction by Lesson Export (K–8)</b>	Allows administrators to review all available data by lesson report for all students in one CSV file. Lessons are identified as <i>i-Ready-Assigned</i> versus <i>Teacher-Assigned</i> so administrators can understand how students are performing for each lesson type.	✓	✓

## Helping Educators Find the Data They Need with the *i-Ready* Report Selector

The *i-Ready* Report Selector empowers educators to find the assessment data they need. Available from our user-support website, *i-Ready Central*, and our *Success Guides*, 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 45.

**Class- or Student-Level Questions: Diagnostic**

**BEFORE First Diagnostic**



If my question is:	Use this report:	Report contains:
1. How did my current class progress in <i>i-Ready</i> last year?	<b>Historical Results (Class)*</b> 	<ul style="list-style-type: none"><li>• Previous school year's results for students:<ul style="list-style-type: none"><li>– Class Progress to Annual Typical Growth (median)</li><li>– Class Final Overall Placement distribution</li><li>– Class % Lessons Passed distribution</li><li>– 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</li></ul></li></ul>
2. How did an individual student progress in <i>i-Ready</i> previously (up to the past three years)?	<b>Historical Results (Student)*</b> 	<ul style="list-style-type: none"><li>• A student's previous results for up to three years of <i>i-Ready</i> use:<ul style="list-style-type: none"><li>– Progress to Typical and Stretch Growth (for up to two years prior)</li><li>– Diagnostic Overall Placements and scores</li></ul></li></ul>

Figure 45. The *i-Ready* Report Selector helps educators efficiently select the reports to fit their needs.



## Sample Reports That Translate Data into Actionable Next Steps

### For Families Report

Teachers can print the For Families report and use it to share *i-Ready 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 positive, family-friendly terms. It is available in both English and Spanish.

The report shows the following:

- **Overall Performance Chart:** The summary graph provides *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 the base *Diagnostic* to 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 that their child will have two growth measures. For example, “*i-Ready* gives us two personal measures for your child that we use to set goals. Your child will have a Typical Growth measure, which is how much a student is expected to grow in one year, and an aspirational 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 at <https://ireadycentral.com/FamilyCenter>.

An excerpt of the For Families report is provided in Figure 46.

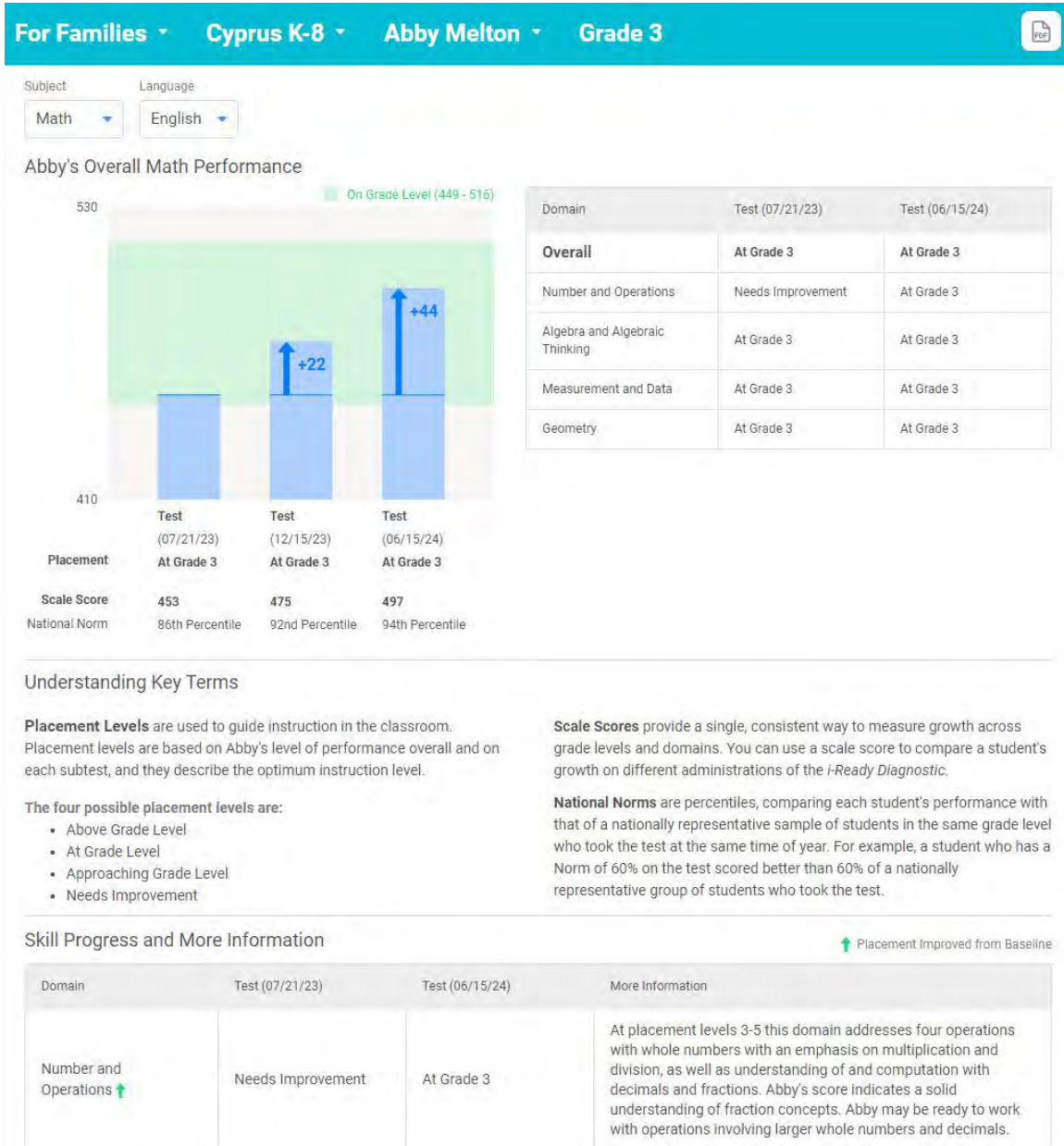


Figure 46. With the For Families report, teachers can share important *Diagnostic* data with families. The report's summary graph (top left) and domain detail (top right) give parents a clear view of their child's *Diagnostic* performance over time. This information is followed by a clear explanation 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.

## Research-Based and Proven Effective at Advancing Student Achievement

### State Approvals Across the Country

Since the program's release in 2011, the states of New York, Ohio, and Virginia have approved *i-Ready* as a valid and reliable student growth measure for grades K–12, K–3, and K–8, respectively. Additionally, Alabama, Arizona, Arkansas, California, Colorado, Delaware, Florida, Georgia, Idaho, Indiana, Iowa, Kansas, Kentucky, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Nebraska, Nevada, New Mexico, New York, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina, Tennessee, Texas, Utah, Virginia, and Washington have reviewed and approved *i-Ready* as an assessment, instructional resource, or intervention tool (Figure 47).

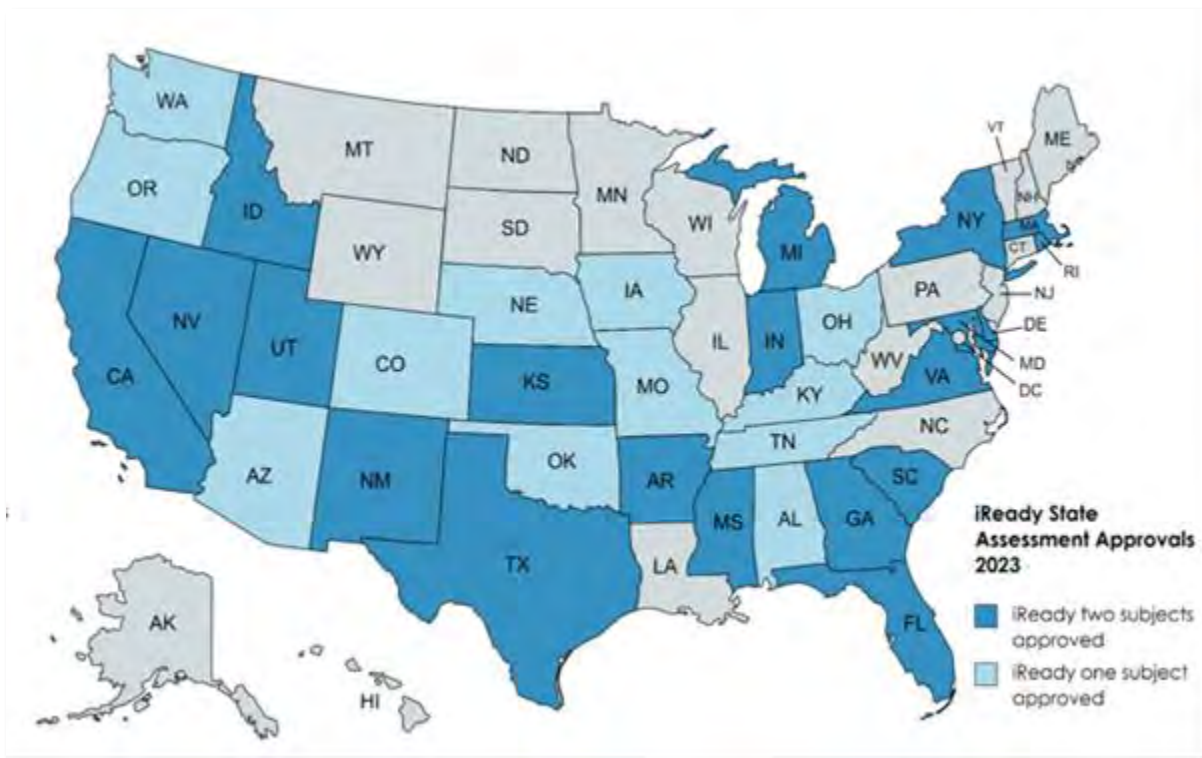


Figure 47. This map shows states where Departments of Education have reviewed and approved *i-Ready* for assessment, instruction, and/or intervention purposes.

### *i-Ready Diagnostic: Strong Correlations to State and Consortium Assessments*

The Curriculum Associates research team partnered with the Educational Research Institute of America (ERIA), a third-party research company<sup>1</sup>, to collect data to study the relationship between *i-Ready Diagnostic* and leading state and national assessments for reading (Figure 48) and mathematics (Figure 49). Correlations between *i-Ready* and these assessments consistently exceed established benchmarks in education. Correlations are one of the most commonly used and widely accepted forms of validity evidence because a high correlation between two assessments provides evidence that the two assessments are measuring similar constructs.

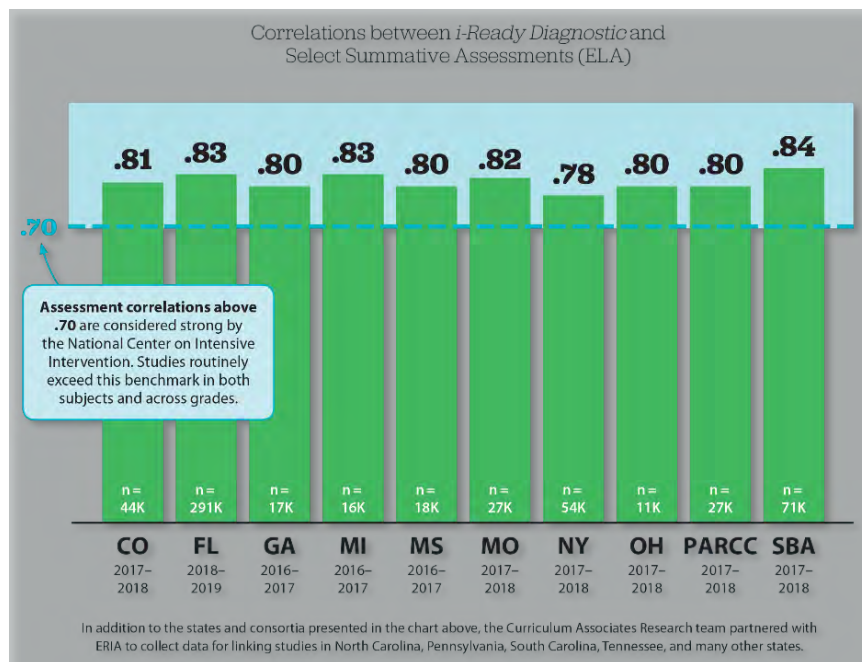


Figure 48. Correlations between *i-Ready* and consortium and state assessments for ELA consistently exceed established benchmarks in education.

**“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**

<sup>1</sup> ERIA was founded in 1999 as Indiana University’s Center for Innovation in Assessment. Over the past decade, ERIA has conducted development and research for 20+ publishers, state departments of education, and other agencies.

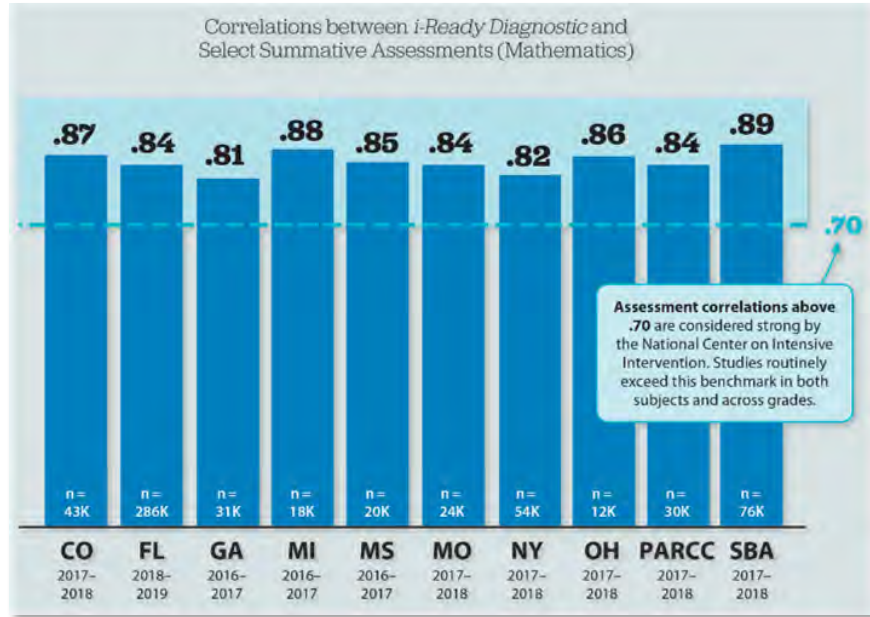


Figure 49. Correlations between *i-Ready* and consortium and state assessments for mathematics consistently exceed established benchmarks in education.

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

### *i-Ready Personalized Instruction: Efficacy That Meets 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 *i-Ready’s* Impact on Students’ Reading and Mathematics Achievement at <https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact>.

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

**Table 6. Recent Efficacy Research for Curriculum Associates Products**

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

Table 6. Recent Efficacy Research for Curriculum Associates Products										
Study Name Author (Year)	Study Population				Description/Methodology					
	Subject		Grades		Meets ESSA		Large Sample Size (N = 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)				
<b>Ready Blended Supplemental</b>										
<b>An Impact Evaluation of Supplemental Blended Implementation for Mathematics at Grades 6–8</b> Dvorak et al. (2019d)		●		●	●		●	●	● <sup>††</sup>	
<b>An Impact Evaluation of Supplemental Blended Implementation for Reading at Grades K–2</b> Dvorak et al. (2019e)	●		●		●		●	●	● <sup>††</sup>	

\*Specific student groups include students with disabilities, students who were ELs, 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.

The following are brief descriptions of each study.

### *i-Ready* Research Study Summaries

#### **Impact of *i-Ready Personalized Instruction* on the MCAS for Grade 5 in ELA and Mathematics**

This study examined the impact of *i-Ready Personalized Instruction* on students' Massachusetts Comprehensive Assessment System (MCAS) ELA and MCAS Mathematics assessments and found that students who used *i-Ready* gained statistically significantly more points on the MCAS than those who did not use *i-Ready*. This study received a Moderate (i.e., Tier 2) rating from Evidence for ESSA.

### **Impact of *i-Ready Personalized Instruction* with Fidelity on 2021 MCAS ELA Achievement**

The Center for Research and Reform in Education (CRRE) at Johns Hopkins University (JHU) conducted a research study to examine the impact of *i-Ready Personalized Instruction* (i.e., *i-Ready*) on the reading achievement of students from five school districts across Massachusetts as measured by their performance on the end-of-year state summative assessment, the Massachusetts Comprehensive Assessment System (MCAS). CRRE researchers found that students who used *i-Ready* with fidelity outperformed students who did not use *i-Ready* on the MCAS for English Language Arts.

### **Impact of *i-Ready Personalized Instruction* with Fidelity on 2021 MCAS Mathematics Achievement**

The Center for Research and Reform in Education (CRRE) at Johns Hopkins University (JHU) conducted a research study to examine the impact of *i-Ready Personalized Instruction* (i.e., *i-Ready*) on the mathematics achievement of students from five school districts across Massachusetts as measured by their performance on the end-of-year state summative assessment, the Massachusetts Comprehensive Assessment System (MCAS). CRRE researchers found that students who used *i-Ready* with fidelity outperformed students who did not use *i-Ready* on the MCAS for Mathematics.

### **Impact of *i-Ready Personalized Instruction* during the 2020–2021 School Year: Evidence to Support Historically Marginalized Student Groups**

Curriculum Associates analyzed data from students in grades K–5 who took the *i-Ready Diagnostic* during the 2020–2021 school year. This study also examined differences among historically marginalized student groups, including students of color, economically disadvantaged students, English learners, and students with disabilities. In both reading and mathematics and across all grade levels, students using *i-Ready* with fidelity (i.e., a minimum of 30–49 minutes per week for at least 18 weeks) and received an overall Lesson Quiz pass rate of 70% scored significantly higher on the spring *i-Ready Diagnostic* than their counterparts who did not use *i-Ready* with fidelity. The results of this study suggest *i-Ready* can be an effective intervention for historically marginalized student groups.

### **Impact of *i-Ready Personalized Instruction* on Students' Reading and Mathematics Achievement**

Curriculum Associates analyzed data from more than one million students who took the *i-Ready Diagnostic* in the 2017–2018 school year. In both reading and mathematics, students who used *i-Ready* for an average of 45 minutes or more per subject per week for at least 18 weeks experienced greater learning gains compared to students who did not, when controlling for prior achievement. This study also examined differences among student groups. Students with disabilities, ELs, and students with socioeconomic disadvantages who used *i-Ready* all saw greater growth than students from the same demographic groups who did not have access to the program. The significance of the findings and the rigorous study design provide support for *i-Ready* as a program that meets criteria for ESSA Level 3.

### **Impact of *i-Ready Personalized Instruction* Time and Lesson Pass Rates on Student Learning Gains**

This study, conducted by Curriculum Associates, examined fall to spring score gains on the *i-Ready Diagnostic* for groups of students with differing levels of exposure to *i-Ready* and differing Lesson Quiz pass rates. Students who used *i-Ready* as recommended—for an average of 30–49 minutes of *i-Ready* per week who passed at least 70% of their Lesson Quizzes—made greater gains than students who did not use *i-Ready* as recommended—for an average of less than 30 minutes of *i-Ready* per week who passed less than 70% of their Lesson Quizzes. The difference was positive and statistically significant for all grades K–8 in reading and mathematics. This study provides evidence that students in grades K–8 who use *i-Ready* as recommended make greater improvements in reading and mathematics than students who do not use *i-Ready* as recommended.

### **Using *i-Ready Personalized Instruction* with Fidelity: Results from the 2018–2019 School Year**

This study examined students’ fall-to-spring score gains on the *i-Ready Diagnostic* based on how often they used *i-Ready* and their Lesson Quiz pass rates. This study provides evidence that students in grades K–8 who use *i-Ready* as recommended make greater improvements in reading and mathematics than students who do not use *i-Ready* as recommended.

### **An Impact Evaluation of *i-Ready* Instruction Using 2018–2019 Data**

The Human Resources Research Organization (HumRRO) and Century Analytics, two third-party research firms, partnered together in order to examine the impact of *i-Ready* during the 2018–2019 school year. Using a quasi-experimental design with propensity score matching designed to meet ESSA Level 2 criteria, HumRRO and Century Analytics examined the impact of *i-Ready* on the reading and mathematics achievement of students in grades K–8. Using hierarchical linear modeling, HumRRO found that students in all grades and subjects using *i-Ready* experienced statistically significantly higher spring scores than students not using *i-Ready*. In addition, the study authors found that these positive results generally held for students who are Black and Latino, ELs, students with disabilities, and students with socioeconomic disadvantages.

### **An Impact Evaluation of *i-Ready* Instruction for Striving Learners Using 2018–2019 Data**

HumRRO conducted this study that evaluated the impact of *i-Ready* on striving learners’ reading and mathematics achievement during the 2018–2019 school year, including results disaggregated by students performing below the 20th percentile and students who are Black and Latino. The study used a quasi-experimental design that meets ESSA Level 2 requirements, and defined striving students as those students who performed at least Two Grade Levels Below their chronological grade on the fall Diagnostic. The researchers found that striving students who used *i-Ready* made statistically significantly stronger improvements in reading and mathematics compared to students in the control group who did not use *i-Ready*. These results indicate that *i-Ready* is an effective instruction for students who start the year with unfinished learning and may be used as part of an academic intervention program.



## **An Impact Evaluation of *i-Ready Diagnostic* and Instruction Implementation for Reading at Grades K–2**

Utilizing a quasi-experimental study designed to meet ESSA Level 2 criteria, HumRRO examined the effect of *i-Ready* for Reading for early elementary students in grades K–2 during the 2016–2017 school year. Analyses using propensity score matching and hierarchical linear modeling found that schoolwide implementation of *i-Ready* for Reading in grades K–2 resulted in increased student achievement compared to schools using only the *i-Ready Diagnostic*.

### ***i-Ready* in 7th Grade Math Classes: A Mixed Methods Case Study**

Conducted by WestEd in partnership with the Silicon Valley Education Foundation’s STEM Innovation Hub (iHub) team and supported by the Bill & Melinda Gates Foundation, this independently funded quasi-experimental study that meets ESSA Level 2 criteria found that grade 7 students who spent a minimum of 45 minutes a week or more on *i-Ready* for Mathematics during the 2017–2018 school year demonstrated a significant improvement in their scores on the SBA over students who did not. Specifically, utilizing data from more than 1,700 students, WestEd found that students using *i-Ready* for more than 45 minutes tended to score 24 points higher than similar students who used *i-Ready* for less than 45 minutes. Students with 45 minutes or more in *i-Ready* also experienced greater growth toward the next achievement level on the SBA.

### **Utah STEM Action Center Multiyear Studies**

The Utah STEM Action Center conducted a multiyear evaluation of multiple providers of online instructional technology for mathematics for the K–12 Mathematics Personalized Learning Software Grant Pilot Program, including *i-Ready*. For school years 2014–2015 through 2018–2019, the Utah STEM Action Center published annual reports regarding the implementation and effectiveness of these technologies. (Note that the study design varied by evaluation school year.) Using multiple methodologies, such as linear and logistic regression, these reports showed that *i-Ready* was consistently one of the top mathematics solutions among the vendors evaluated. The most recent evaluation with student-level Student Assessment of Growth and Excellence (SAGE) outcomes available from spring 2018 found that the use of *i-Ready* was associated with increased likelihood of proficiency on the SAGE test, and students who used *i-Ready* with greater frequency demonstrated higher student-growth percentiles than students who used *i-Ready* with lower frequency. We will update this summary with the SAGE results from the 2018–2019 study once available.

## **Utah’s Early Intervention Reading Software Program Report**

On behalf of the Utah State Board of Education, the Evaluation and Training Institute conducted an evaluation on Utah’s Early Intervention Software Program (EISP) for Reading during the 2018–2019 school year. The EISP was implemented in 88 local education agencies that had the option of selecting one of four adaptive, computerbased literacy software programs—including *i-Ready* for Reading—for use with all students in grades K–1 and striving readers in grades 2–3. The evaluators found that *i-Ready* had a positive and statistically significant impact on literacy achievement (as measured by the Acadience Reading composite scores) for students in grades K, 1, and 3. Of the four vendors, *i-Ready* had some of the largest effect sizes (i.e., effect size = .33 for grade K, effect size = .32 for grade 1, and effect size = .25 for grade 3). This study meets ESSA Level 2 criteria.

## **What Is the Impact on Growth in Language Arts and Mathematics Skills for Special Needs Students When the *i-Ready* Program Is Implemented?**

This dissertation examined the use of *i-Ready* as an effective intervention strategy for students with disabilities in reading and mathematics during the 2016–2017 school year. Sixty-six students were identified as students with disabilities in the following categories: Emotionally Disabled, Intellectual Disability, Multiple Disabilities, Language/Speech Impaired, Specific Learning Disabled in one or all subjects, Autism, and Other Health Impaired. Using multiple independent sample t-tests and the *i-Ready Diagnostic* as the outcome measure, these analyses found that students in inclusion classrooms (in which students with and without disabilities learn together) scored statistically significantly higher in the spring than the fall in reading and mathematics. Resource students (i.e., students with disabilities who received specialized instruction outside of the general education classroom) also experienced statistically significantly greater scores in the spring compared to the fall in reading. This study meets ESSA Level 3 criteria.

## **A Causal Comparative Analysis of a Computer Adaptive Mathematics Program Using Multilevel Propensity Score Matching**

This dissertation examined the effectiveness of *i-Ready* for Mathematics for grade 5 students in a school district in central Florida during the 2016–2017 school year. Leveraging multilevel propensity score matching, students using *i-Ready* with fidelity (i.e., a minimum of 45 minutes per week for at least 25 weeks) were matched to students who did not use *i-Ready* with fidelity. Impact analyses conducted with multilevel models demonstrated that students using *i-Ready* with fidelity experienced greater mathematics score gains on the FSA compared to those who did not use *i-Ready* with fidelity. This study meets ESSA Level 2 criteria.

## Ready Mathematics Blended Core Research Study Summary

### **An Impact Evaluation of the Blended Core Mathematics Program for Elementary Grades**

HumRRO conducted a study using data from the 2017–2018 school year of more than 21,000 students to understand the impact of the *Ready Mathematics* Blended Core Curriculum (*i-Ready Diagnostic*, *i-Ready*, and *Ready Mathematics* used as core instruction) on mathematics achievement for students in grades K–5. The quasi-experimental study, leveraging hierarchical linear modeling and propensity score matching, meets ESSA Level 2 criteria. HumRRO’s findings support that participation in *Ready Mathematics* Blended Core Curriculum resulted in higher student-level achievement in mathematics, as measured by the *i-Ready Diagnostic*, compared to a control group of students using only the *i-Ready Diagnostic*. For students with comparable starting points, the mean mathematics achievement for the *Ready Mathematics* Blended Core Curriculum group was statistically significantly higher in all grades K–5. Moreover, the effect sizes provided additional support that students in *Ready Mathematics* Blended Core Curriculum schools benefited from their school’s adoption and implementation of the *Ready Mathematics* Blended Core Curriculum.

## Ready Blended Supplemental Research Study Summaries

### **An Impact Evaluation of Supplemental Blended Implementation for Mathematics at Grades 6–8**

HumRRO conducted a quasi-experimental study designed to meet ESSA Level 2 criteria to examine whether the use of the Supplemental Blended Program in Mathematics (*i-Ready Diagnostic*, *i-Ready*, and *Ready Mathematics* used as a supplement to the core instruction) resulted in higher student achievement than use of only the *i-Ready Diagnostic*. Utilizing propensity score matching and hierarchical linear modeling, HumRRO examined data from the 2016–2017 school year and found that school-level implementation of the Supplemental Blended Program in Mathematics for grades 6–8 resulted in increased student achievement compared to schools using only the *i-Ready Diagnostic*.

### **An Impact Evaluation of Supplemental Blended Implementation for Reading at Grades K–2**

HumRRO conducted a quasi-experimental study designed to meet ESSA Level 2 criteria to examine the Supplemental Blended Program in Reading (*i-Ready Diagnostic*, *i-Ready*, and *Ready Reading* used as a supplement to the core instruction) for early elementary students in grades K–2 during the 2016–2017 school year. Analyses using propensity score matching and hierarchical linear modeling found that school-level implementation of the Supplemental Blended Program in Reading for grades K–2 resulted in increased student achievement compared to schools using only the *i-Ready Diagnostic*.

## Additional Third-Party Reviews

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

### *i-Ready Assessment*

#### National Center on Intensive Intervention

The National Center on Intensive Intervention (NCII) evaluated *i-Ready Diagnostic* for Academic Screening, as an Academic Progress Monitoring Tool, and conducted a Bias Analysis. Following briefly details their findings.

**Academic Screening:** In Academic Screening, *i-Ready Diagnostic* for reading (K–8) and mathematics (K–8) received the highest ratings in classification accuracy, reliability, and validity in nearly all grades evaluated (Figure 50). The full results are posted on the NCII website at:

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

<b>Legend</b> <span style="margin-left: 20px;">● Convincing evidence</span> <span style="margin-left: 20px;">◐ Partially convincing evidence</span> <span style="margin-left: 20px;">○ Unconvincing evidence</span> <span style="margin-left: 20px;">— Data unavailable</span> <span style="margin-left: 20px;">◻ Disaggregated data available</span>						
All	Title	Area	Grade	Classification Accuracy Fall	Classification Accuracy Winter	Classification Accuracy Spring
<input type="checkbox"/>	<a href="#">i-Ready® Diagnostic</a>	Reading	Kindergarten	◐	●	●
<input type="checkbox"/>	<a href="#">i-Ready® Diagnostic</a>	Reading	Grade 1	◐	●	●
<input type="checkbox"/>	<a href="#">i-Ready® Diagnostic</a>	Reading	Grade 2	●	●	●
<input type="checkbox"/>	<a href="#">i-Ready® Diagnostic</a>	Reading	Grade 3	●	●	●
<input type="checkbox"/>	<a href="#">i-Ready® Diagnostic</a>	Reading	Grade 4	●	●	●
<input type="checkbox"/>	<a href="#">i-Ready® Diagnostic</a>	Reading	Grade 5	●	●	●
<input type="checkbox"/>	<a href="#">i-Ready® Diagnostic</a>	Reading	Grade 6	●	●	●
<input type="checkbox"/>	<a href="#">i-Ready® Diagnostic</a>	Reading	Grade 7	●	●	●
<input type="checkbox"/>	<a href="#">i-Ready® Diagnostic</a>	Reading	Grade 8	●	●	●

Figure 50. *i-Ready Diagnostic* received high ratings for classification accuracy, reliability, and validity.

**Academic Progress Monitoring:** In Academic Progress Monitoring, *i-Ready Diagnostic* and *Growth Monitoring* for reading (K–8) and mathematics (3–8) received the highest ratings for reliability, validity, and alternate forms in all grades evaluated (Figure 51). The full results are posted on the NCII website at:

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

All	Title	Area	Grade	Measure Type	Reliability	Validity	Bias Analysis Conducted
<input type="checkbox"/>	i-Ready Diagnostic and Growth Monitoring	Mathematics	Grade 3	Short Term Skill	●	●	Yes
<input type="checkbox"/>	i-Ready Diagnostic and Growth Monitoring	Mathematics	Grade 4	Short Term Skill	●	●	Yes
<input type="checkbox"/>	i-Ready Diagnostic and Growth Monitoring	Mathematics	Grade 5	Short Term Skill	●	●	Yes
<input type="checkbox"/>	i-Ready Diagnostic and Growth Monitoring	Mathematics	Grade 6	Short Term Skill	●	●	Yes
<input type="checkbox"/>	i-Ready Diagnostic and Growth Monitoring	Mathematics	Grade 7	Short Term Skill	●	●	Yes
<input type="checkbox"/>	i-Ready Diagnostic and Growth Monitoring	Mathematics	Grade 8	Short Term Skill	●	●	Yes

Figure 51. In all grades evaluated for Academic Progress Monitoring Tool, NCII gave *i-Ready Diagnostic* and *i-Ready Growth Monitoring* the highest ratings in reliability and validity.

**Bias Analysis:** Additionally, NCII reviewed *i-Ready Diagnostic* regarding analysis to ensure the assessment tool is free from bias, and it has been rated “yes” for the Bias Analysis in every grade evaluated for both subjects. To read the full analysis, please visit NCII’s website:

- *i-Ready Diagnostic* for reading (grades K–8):  
<https://charts.intensiveintervention.org/screening/tool/?id=4c5fbfb725845db3#BiasAnalysis>
- *i-Ready Diagnostic* for mathematics (grades K–8):  
<https://charts.intensiveintervention.org/screening/tool/?id=dbb425fc248db8fd#BiasAnalysis>

### Buros Center for Testing

*i-Ready* has been reviewed by the Buros Center for Testing<sup>2</sup> (<http://buros.org/>). One Buros Center reviewer noted: “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.”<sup>3</sup>

<sup>2</sup> The Buros Center operates as an independent, non-profit organization within the University of Nebraska-Lincoln.  
<sup>3</sup> Bunch M.B. [Test review of *i-Ready K–12 Diagnostic* and *K–8 Instruction*]. In J. F. Carlson, K. F. Geisinger, & J. L. Jonson. (Eds.), *The Twentieth Mental Measurements Yearbook*. Retrieved from <http://marketplace.unl.edu/buros/>.



## Odell Education

Curriculum Associates designed and developed *i-Ready* specifically to align with college- and career-ready standards. To ensure the strength of alignment between *i-Ready Diagnostic* and the standards, we commissioned the independent, third-party Odell Education to conduct an alignment study. The study examined *Diagnostic* assessment items and standards for grades K–8 using three criteria from the WebbAlign process:

1. Categorical Concurrence
2. Depth of Knowledge Consistency
3. Range of Knowledge Correspondence

Odell Education found that the *Diagnostic* assessments for both reading and mathematics strongly align in each of the criteria: categorical concurrence, depth of knowledge, and range of knowledge.

## Learning List

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

## ***i-Ready Personalized Instruction***

### 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. Curriculum Associates submitted evidence to Digital Promise confirming a link between research on how students learn and the design of *i-Ready*. For more information, see <https://productcertifications.digitalpromise.org/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

## Fostering Teacher Excellence: Professional Learning and Support

### Live Professional Learning Supports Implementation with Fidelity

*i-Ready* has the tools to help the District identify, address, and measure progress to plan for instruction to accelerate learning. With more students underprepared for grade-level work, it is essential to know the tools and resources available to impact student growth—particularly for those students who are still learning to read and who are moving from procedural to conceptual mathematics problem solving.

Our professional learning equips educators to effectively respond to those student instructional needs by ensuring students receive the right mix of prerequisite instruction, grade-level scaffolding, and precision interventions tied to their *Diagnostic* results. We help educators leverage existing and new features with *i-Ready* to provide targeted, just-in-time teaching and learning informed by data.

Tapping into our integrated, comprehensive network of support, educators learn carefully developed practices built around the most important actions that drive student growth and help educators strive for equity. We carefully scaffold knowledge to help educators use *i-Ready* in a beneficial manner from day one to deeply infuse data-driven practices into everyday instruction, and to bring new techniques and new insights from our ongoing research to new users, advanced users, and everyone in between (Figure 52).

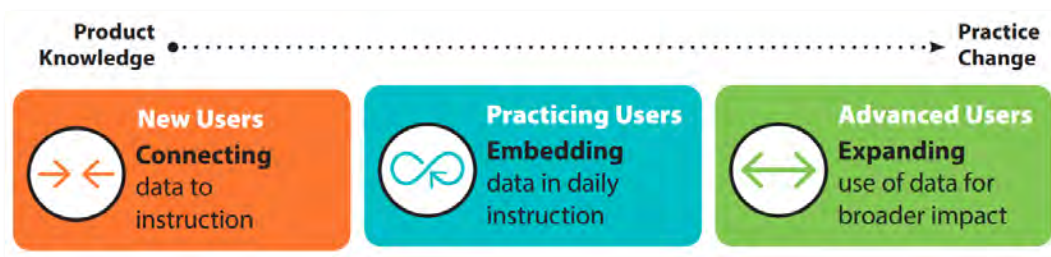


Figure 52. Your *i-Ready Partners* Professional Learning Specialist works with you to build a plan that will empower your educators to get the greatest value from our products.

Our professional learning curriculum at each stage of implementation addresses a common set of professional learning needs that have been identified from years of observation and feedback on *i-Ready* implementations across the country. Sessions at each phase—**New**, **Practicing**, and **Advanced**—are specifically designed to address those identified needs. We also recognize that every teacher, school, and district is unique, thus we include Tailored Support sessions in each curriculum to meet the unique needs and goals of each of our partnering districts and schools. Since school leaders also play a critical role in managing successful implementations, we offer sessions for District and school leadership to help them plan, monitor, and support teachers and students as they work towards identified *i-Ready* goals.



**NOTE:** Our professional learning may be eligible for federal Elementary and Secondary School Emergency Relief (ESSER) funding to support unfinished learning.

## 24/7 Training and Implementation Resources to Supplement Live Sessions

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

### Online Educator Learning

District users will have unlimited access to our Online Educator Learning platform—available via *i-Ready Connect*—with digital professional learning courses for teachers and leaders. 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; self-paced; 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 also offers progress tracking and a record of each educator’s learning. Users with a school or district administrator role in *i-Ready* can see which courses their staff have in progress or completed, and when. The reports can be viewed by: completion date, educator last name, and course.

As an example, the OEL course, Administering the *Diagnostic*, is taken prior to the first student *Diagnostic*. It is designed to help new *i-Ready* users leverage the *Diagnostic* to get accurate and reliable data so they can personalize each student's learning experience to their needs. The course helps teachers get organized, energize students, and check *Diagnostic* completion to get assessment data.

The platform is pictured in Figure 53.

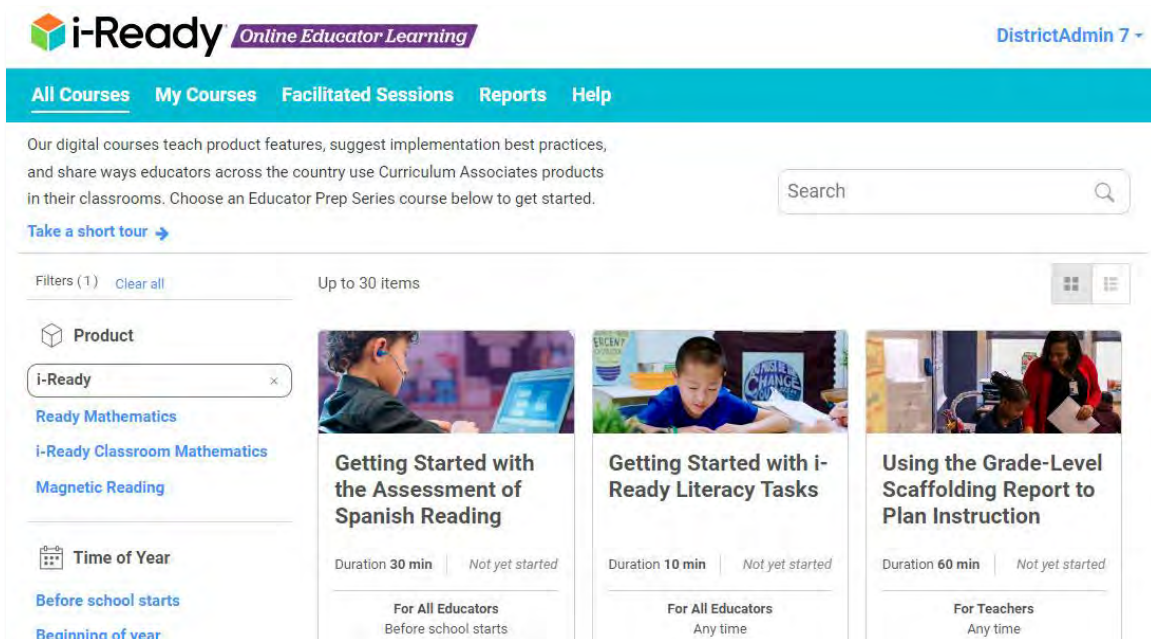


Figure 53. Online Educator Learning provides access to digital professional learning resources, including the Educator Prep Series.

## *i-Ready Central*

District educators will have access to our support website *i-Ready Central* at <https://i-Readycentral.com>. A rich complement to fee-based, live professional learning, this website offers on-demand access to best-practice tips, how-to guides, recorded webinars, videos, planning tools, and additional training and implementation resources (Figure 54).

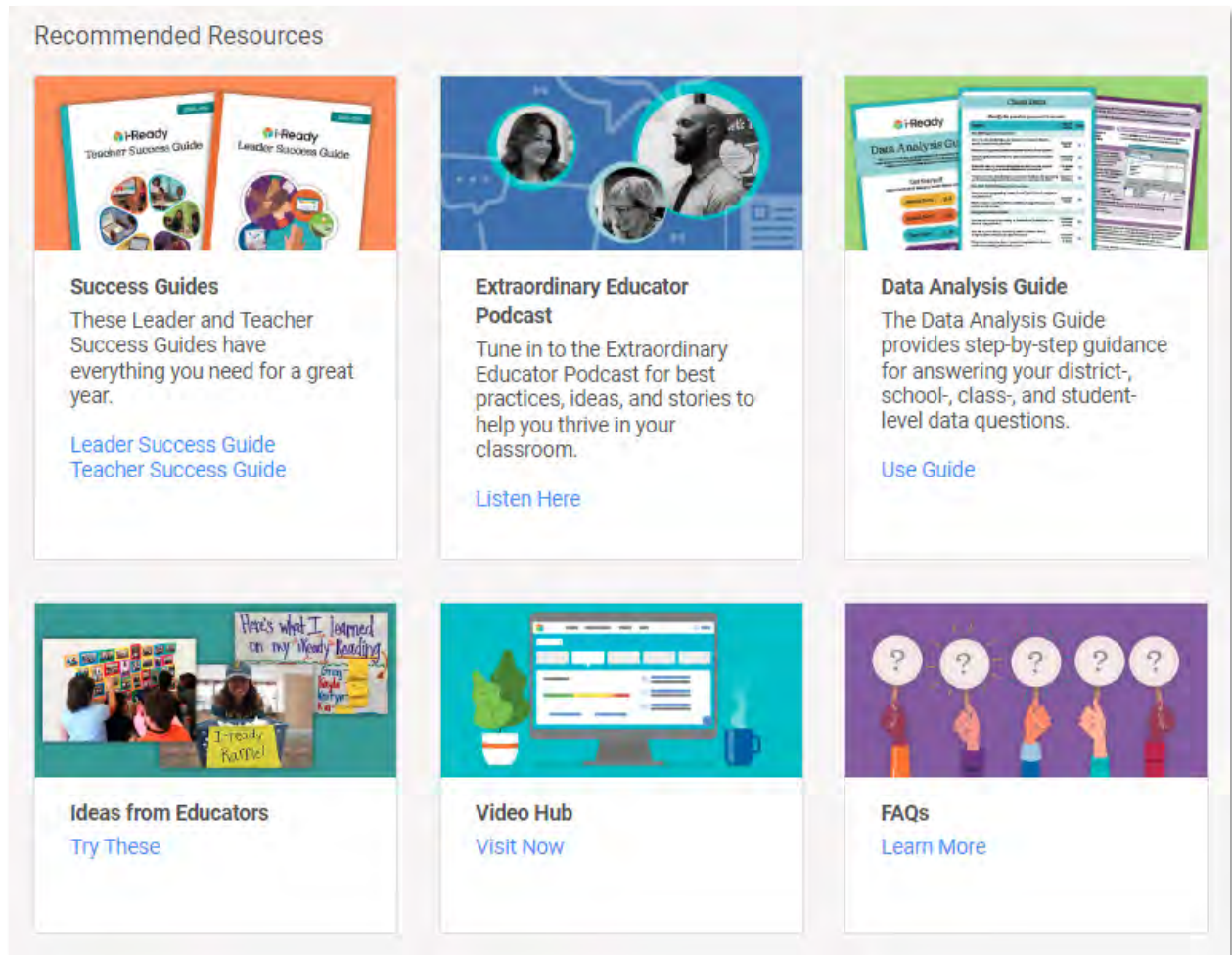



Figure 54. Shown here are just a few of the many helpful resources available in *i-Ready Central*.

Curated by *i-Ready* implementation experts, featured articles provide in-depth coverage of key topics, including tips for collecting high-quality data, examples of implementation models, and guidance on how to use the *Diagnostic* as a student growth measure. The *Teacher Success Guide* and *Leader Success Guide* are also available on *i-Ready Central*. Another helpful resource available in *i-Ready Central* are *i-Ready Reference Sheets*—it helps users navigate and understand the data presented in different reports.



## Collaborative Learning Extensions

CLEs are a tool for school and district leaders to help them continue professional learning with teachers throughout the school year (Figure 55). CLEs support faculty and staff development efforts by prompting reflection and deepening practice between formal *i-Ready* professional learning sessions. Designed for flexible use within current data and collaboration routines, they can be incorporated into professional learning communities, in-service days, or other staff development opportunities.



### Collaborative Learning Extension: Goal Setting

This Collaborative Learning Extension (CLE) includes all the necessary resources to facilitate a collaborative meeting with colleagues that focuses on effective goal setting with students.

Goal:	Top Teacher Action Focus:	Resources:	Time:
Engage students and their families with their data to set effective short- and long-term goals.	Set Goals and Engage Students	<ul style="list-style-type: none"> <li>• Devices with internet access</li> <li>• Engaging Students in Data Chats Guidelines, tips, and prompts</li> <li>• Setting Goals with Students</li> <li>• Planning for a Student Data Chat Worksheet</li> <li>• Planning for a Class Data Chat Worksheet</li> <li>• Planning calendars</li> </ul>	45–60 min.

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**CLE Guidance Documents**

**Leading the Collaborative Learning Extension Preparation and Follow-Up Guides**.....2  
Guides for the educator who will be leading the collaborative meeting to prepare, capture notes, and document next steps after the meeting

**Collaborative Learning Extension Agenda**.....4  
Agenda to facilitate or participate in a collaborative meeting with colleagues on short- and long-term goal setting with students. This can be used with professional learning communities, communities of practice, grade-level teams, or any group of educators interested in using *i-Ready* data to collaborate and plan together. It offers step-by-step guidance for facilitators and participants in the meeting.

Figure 55. CLEs allow educators to collaborate with colleagues and reflect on their *i-Ready* data.



## 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 56).

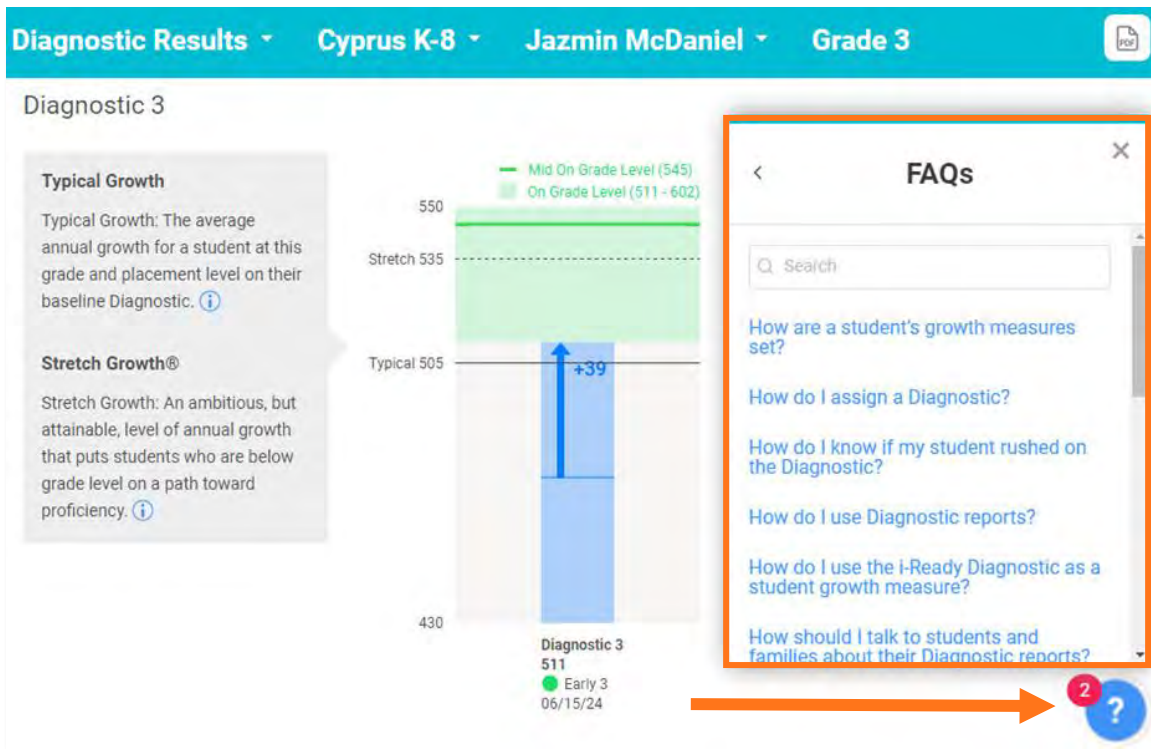


Figure 56. The help topics that display via the question mark icon are related to the *i-Ready* screen that is currently displayed. In this example, FAQs related to the Diagnostic Results report are shown.

## Gain a Partner in Your Success that You Know By Name

Provided at no additional cost, partner success managers are solely focused on making implementations successful. The designated partner success manager for the District, 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, the 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.

The 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 formula funding options and competitive and corporate/foundation grant opportunities. Helpful resources include the at-a-glance Funding Guide aligning key federal funding sources with our programs and a glossary of important funding terms. The site is regularly updated with new information, opportunities, and resources. Curriculum Associates’ Grants Team can also provide sample program language and narrative customized to the grant opportunity, or review districts’ grant drafts and provide feedback.

## The Right Partner for the Journey: Supporting the District's Success

### 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 equal 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 equitable learning programs** a reality—raising the bar and making it reachable.

Frank Ferguson, one of the original 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—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 Awards

In 2022, for the seventh year in a row, Curriculum Associates was on the *Inc. 5000* list of fastest growing companies, with a three-year growth rate of 85 percent. Our company has been recognized with honors such as being named among the *Boston Business Journal* Best Places to Work (2015, 2016, 2017, 2018, 2020, 2021, and 2023), and *Boston Globe* Top Places to Work for each year from 2014–2023.

Other corporate-level honors include the following:

- In 2023, Curriculum Associates won Gold for Customer Service Department of the Year from the Stevie Awards.
- In 2023, Curriculum Associates received the People’s Choice Award for Favorite Customer Service from the Stevie Awards.
- In 2022, Curriculum Associates was named a Silver Winner for Most Customer Friendly Company of the Year by Best in Biz Awards.
- In 2021, Curriculum Associates won Silver for Customer Service Department of the Year from the Stevie Awards.
- In 2021, Curriculum Associates received a COVID Response: Best Customer Experience in EdTech at the Software and Information Industry Association’s (SIIA) Company CODiE awards.
- In 2020, Curriculum Associates was named a Gold Winner for Customer Service & Support Department of the Year by Customer Sales & Service World Awards.
- In 2019, Curriculum Associates was a gold winner in the Talent Acquisition category at the Brandon Hall Group Excellence Awards and won Best Candidate Experience.
- In 2019, Curriculum Associates was named the Customer Success Team of the Year at the SIIA CODiE Awards.
- In 2019, Curriculum Associates won Bronze for Customer Service Department of the Year from the Stevie Awards.
- In 2019, Curriculum Associates received the People’s Choice Award for Favorite Customer Service from the Stevie Awards.
- In 2019 and 2017, Curriculum Associates was a silver winner in the Customer Sales and Service World Awards for firms with 500–2,499 employees.
- In 2017, Curriculum Associates won the SIIA CODiE award for Company of the Year.



### ***i-Ready Awards***

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

- Winner, Primary Education (2023), Tech & Learning Awards of Excellence for 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, Best Differentiation and Personalized Learning Solution (2022), American Consortium for Equity in Education
- 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 (*i-Ready* Learning Game, Cloud Machine), Academics' Choice Award (2020), Academics' Choice
- Bronze Winner (*i-Ready* 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**