

i-Ready and Screen Time: What Educators Should Know

Educators are navigating real and often polarized conversations about screen time, while also working to meet the needs of students at many different levels within the same classroom.

In that context, the question is not simply how much technology is used, but how it supports learning. Does a particular tool provide meaningful insight, connect to teacher-led instruction, and make effective use of limited time?

This overview is intended to provide a clear, research-based perspective to support these conversations, grounded in classroom practice and focused on what helps students grow.

What Drives Effective Instruction

Strong outcomes come from:

- Skilled, responsive teaching
- Insight into student needs
- Targeted, differentiated support
- A balance of instructional approaches

To reach these outcomes, teachers must meet a wide range of student needs in a limited amount of time. When used intentionally, high-quality education technology can help them do this more effectively.

These tools can also expand access, with built-in supports such as audio, captions, screen readers, and keyboard navigation that make grade-level learning more accessible for students with disabilities and other learners who benefit from multiple pathways.

Where *i-Ready* Fits

Personalized Instruction:

- 30–49 minutes in active lesson time per subject per week (minutes per week, not hours)
- Approximately 5% of total instructional time

Assessment:

- Administered up to three times per year and each takes about 30–60 minutes per subject (broken into shorter sessions for younger students)
- Provides actionable data reports and targeted practice to support grade-level learning

Most classroom learning happens through teacher-led instruction, discussion with peers, reading, and hands-on activities.

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Supporting Teacher Agency

i-Ready helps teachers by providing clear insight into student learning needs. Teachers decide:

- How and when *i-Ready* is used
- How to group students based on *i-Ready* recommendations
- When to prioritize different instructional approaches
- How to adjust instruction based on data insights and guidance

What the Evidence Shows

- **Strong, consistent findings:** Across multiple studies, students using *i-Ready* as recommended show stronger growth in reading and mathematics than similar students who do not.
- **Tested in real classrooms:** Research spans states, grade levels, and student groups, including students with a wide range of learning needs.
- **Meaningful impact on learning:** Studies show effect size gains that represent real progress in student learning over time.
- **Implementation matters:** The strongest outcomes are seen when *i-Ready* is used consistently, as recommended, and connected directly to classroom instruction.

Designed for Real Classrooms

In today's classrooms, time is limited and student needs are wide-ranging.

Educators are already making thoughtful decisions about how to balance instruction, practice, and support for each learner. Within that reality, the role of any tool—print or digital—is to contribute meaningfully without taking away from what matters most.

Used in short, focused sessions and connected directly to classroom instruction, *i-Ready* is designed to do just that, providing clearer insight into student needs, supporting targeted teaching, and helping students make steady progress. A little time. A lot of gain.