

EDUCATOR GUIDE

# Support Your Summer Learning



# Educator Guide:

## Support Your Summer Learning with *i-Ready* Tools

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## FIVE TIPS FOR TEACHERS

# In Summer Learning Programs

For *In-Person Learning*



1

### Set Up Your Summer Learning Structure

Ensure your students are set up for summer learning in *i-Ready*, and create your class schedule(s) and routines.



2

### Understand Your Students' Needs

Review the data you have for your students, including *i-Ready Diagnostic* and Personalized Instruction data, to understand your students' learning needs.



3

### Determine Instructional Content and Materials

- For online learning, check that all students have access to instruction. Students who have taken a Diagnostic will automatically have My Path lessons assigned. For any students who do not have lessons assigned, administer the Diagnostic following [best-practice guidance](#).
- For teacher-led instruction, select and organize the curriculum materials you want to use.
- Reference the [recommended pacing and resource lists](#) for help.



4

### Leverage Data and Monitor Continually

Review Personalized Instruction data weekly, focusing on Time-on-Task and/or % of Lessons Passed, and celebrate, adjust, and provide support as needed.



5

### Engage Students and Families

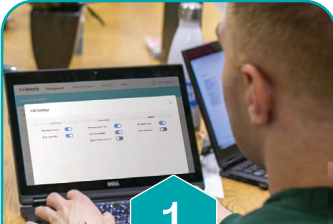
- Motivate students to do their best while working on their lessons, with guided goal setting, data chats, progress tracking, and recognizing and celebrating growth.
- Partner with families by sharing information about student learning and progress.



## FIVE TIPS FOR TEACHERS

# In Summer Learning Programs

For *At-Home Learning*



1

### Set Up Your Summer Learning Structure

- Ensure families know how to access *i-Ready* and have their student's up-to-date credentials.
- Communicate your school or district's plan to families about the availability of *i-Ready* during the summer.



2

### Understand Your Students' Needs

Review the data you have for your students, including *i-Ready Diagnostic* and Personalized Instruction data, to understand your students' learning needs.



3

### Determine Instructional Content and Materials

- For online learning, check that all students have access to instruction. Students who have taken a Diagnostic will automatically have My Path lessons assigned. For any students who do not have lessons assigned, administer the Diagnostic following best-practice guidance.
- For teacher-led instruction, select and organize the curriculum materials you want to use.
- Reference the [recommended pacing and resource lists](#) for help.



4

### Leverage Data and Monitor Continually

Ensure you or someone at your school is assigned to review Personalized Instruction data weekly, focusing on Time-on-Task and/or % of Lessons Passed, and celebrate, adjust, and provide support as needed.



5

### Engage Students and Families

- Partner with families by communicating the impact of *i-Ready* for their student and recommendations on [how to support at home](#).
- Motivate students to do their best with incentives, a celebration program for when they return to school, and announcements of progress throughout the summer.



# Creating the Right Structures and Schedules for Your Summer Program

One of the most important elements of planning your summer learning program is creating the right structures and schedules. As you do, consider these recommended best practices.

Maximize learning time




Prioritize small group instruction opportunities

Group students by common learning needs and keep teacher-student ratio small

Enable small group instruction with engaging, proven learning activities












Complement structured learning with enrichment activities






To maximize students’ time spent on productive learning activities, rotations can be very effective, regardless of grade level.

Rotation Descriptions		Recommended Resources		
	<b>Teacher-Led Instruction</b> Teacher-led small groups of students are determined specifically by students’ Diagnostic results and/or information on student progress, including their progress on Personalized Instruction.	<b>Required:</b> <ul style="list-style-type: none"><li>• Tools for Instruction</li><li>• Core Instruction Program</li></ul>	<b>Optional (if applicable):</b> <ul style="list-style-type: none"><li>• Ready® Reading</li><li>• Ready Mathematics</li><li>• Teacher Toolbox</li><li>• Phonics for Reading™</li><li>• <a href="#">Learning Packets</a></li></ul>	<i>Lessons from all resources should be identified based on the analysis of student needs and recommendations for critical prerequisite skills.</i>
	<b>i-Ready Personalized Instruction</b> Students work independently on online lessons, either the ones assigned by i-Ready in their My Path lesson queue or those assigned by an educator in their Teacher Assigned queue.  Teacher monitors student progress in online lessons to ensure mastery and determine if additional remediation and intervention needs to occur.	Teachers may view the upcoming lessons for any students by navigating to the Assess & Teach tab in i-Ready Connect™.  Teachers should be monitoring for appropriate instructional usage and lesson pass rates using the Personalized Instruction report.		
	<b>Student-Led Work</b> Students work either in small groups or independently on assignments aligned to their needs.  Teacher models and provides scaffolds prior to them working on their own.	<b>Required:</b> <ul style="list-style-type: none"><li>• Core Instruction Program</li></ul>	<b>Optional (if applicable):</b> <ul style="list-style-type: none"><li>• Teacher Toolbox materials (e.g., Math Center Activities, Practice and Problem Solving)</li><li>• Learning Games (for mathematics)</li><li>• <a href="#">Learning Packets</a></li></ul>	

# Sample Schedules

Time availability and schedules during the summer can vary widely. Here are some sample schedules to help maximize student learning time and enable small group instruction.

90-Minute Block per Subject						
All Class		M	T	W	Th	F
	Time	10 min.	10 min.	10 min.	10 min.	25 min.
Rotation 1		All Students	All Students	All Students	All Students	All Students
	Time	25 min.	25 min.	25 min.	25 min.	20 min.
		Group 1	Group 2	Group 3	Group 1	Group 2
		Group 2	Group 3	Group 1	Group 2	Group 3
Rotation 2		Group 3	Group 1	Group 2	Group 3	Group 1
	Time	25 min.	25 min.	25 min.	25 min.	20 min.
		Group 2	Group 3	Group 1	Group 2	Group 3
		Group 3	Group 1	Group 2	Group 3	Group 1
Rotation 3		Group 1	Group 2	Group 3	Group 1	Group 2
	Time	25 min.	25 min.	25 min.	25 min.	20 min.
		Group 3	Group 1	Group 2	Group 3	Group 1
		Group 1	Group 2	Group 3	Group 1	Group 2
All Class		Group 2	Group 3	Group 1	Group 2	Group 3
	Time	5 min.	5 min.	5 min.	5 min.	5 min.
All Class		All Students	All Students	All Students	All Students	All Students

2-Hour Block per Subject						
		M	T	W	Th	F
	Time	60 min.	60 min.	60 min.	2 hrs.	2 hrs.
Rotation 1		Group 1	Group 3	Group 2	Extra support as needed based on student performance during Days 1–3	
	Time	30 min.	30 min.	30 min.		
		Group 2	Group 1	Group 3		
		Group 3	Group 2	Group 1		
Rotation 2	Time	30 min.	30 min.	30 min.		
		Group 3	Group 2	Group 1		
		Group 2	Group 1	Group 3		



# Scheduling Worksheet

Class: \_\_\_\_\_

		M	T	W	Th	F
All Class	Time					
Rotation 1	Rotation Time					
Rotation 2	Rotation Time					
Rotation 3	Rotation Time					
All Class	Time					





## TIPS AND TOOLS

# Using Data to Plan Instruction

Review Diagnostic reports to inform instructional decisions.


## Start with a Question

When analyzing data, the first step is to identify the question you are trying to answer. Approaching your data with a specific question provides a clear starting point and focus of your analysis, helps you stay objective, saves time, and allows you to create an immediate action plan. Use the chart below to determine which report is best utilized to answer each question.

Class Data Questions:	Report to Use:
How is my class <b>performing</b> , and what are my students' <b>domain-specific instructional priorities</b> ?	Diagnostic Results
What are the suggested <b>growth measures</b> for each of my students?	Diagnostic Results
How are my students <b>performing in Personalized Instruction</b> , and how can I support them?	Diagnostic Results
How did my class and my students <b>perform on their i-Ready-Assigned and/or Teacher-Assigned Lessons</b> ?	Diagnostic Results
<b>Which lessons</b> have my class or students completed in a domain, and how have they performed on them?	Diagnostic Results
Student Data Questions:	Report to Use:
What are the <b>strengths</b> and <b>areas of need</b> for an individual student?	Diagnostic Results (Student)
How do I <b>plan my differentiated instruction</b> and <b>identify the right resources</b> to best support my students?	Diagnostic Results (Student)

## Tips for Data Analysis

- Keep an open mind and maintain objectivity.
- Write your observations and note any additional questions or inferences. Consider using the [Data Reflection Worksheet](#).
- Consider other data sources to help you answer additional questions.
- Create your action plan, revisit it, and continue to routinely analyze data and reflect on instruction.
- Collaborate with fellow teachers.

 For step-by-step instructions on using data to answer other class- and student-level data questions, visit [i-ReadyCentral.com/DataAnalysisGuide](https://i-ReadyCentral.com/DataAnalysisGuide) to download the full Data Analysis Guide.

For guidance on which reports to use and an overview of data provided in each, visit [i-ReadyCentral.com/ReportSelector](https://i-ReadyCentral.com/ReportSelector) to download the full Report Selector Tool.

# Analyzing Diagnostic Data

## (Class or Report Group)

Download this entire resource at  
[i-ReadyCentral.com/DataAnalysisGuide](https://i-ReadyCentral.com/DataAnalysisGuide).

### Question(s) You're Trying to Answer

- How is my class **performing**, and what are my students' **domain-specific instructional priorities**?
- What are the suggested **growth measures** for each of my students?\*

### Report to Use



**Diagnostic Results (Class):**  
 Select *Reading* or *Math*.

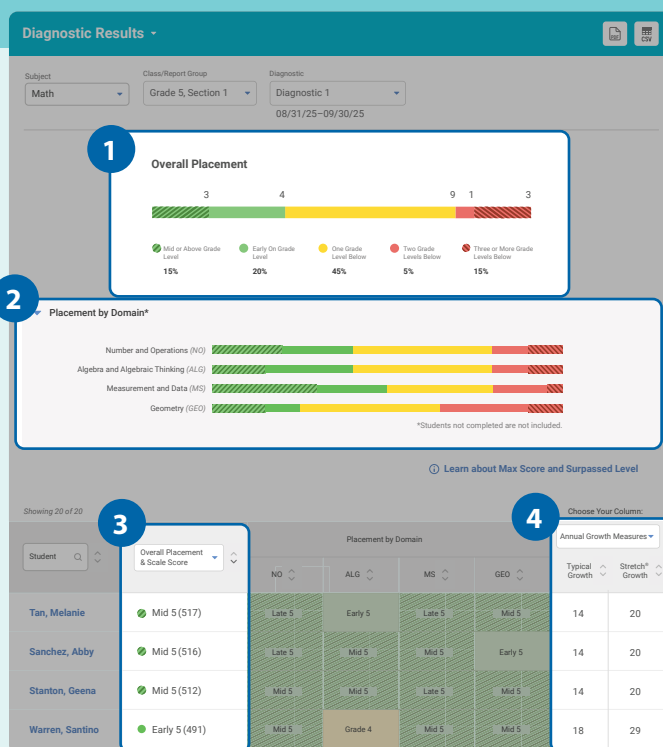
### Report Criteria to Select

- Select the **Class** or **Report Group** you want to review.
- Select the **Diagnostic** you want to review.

### Data to Focus On

- Overall Placement:** Examine the percentage of students in each grade-level placement.
- Placement by Domain:**
  - Which domain(s) have the **most** students Early On Grade Level and Mid or Above Grade Level?
  - Which domain(s) have the **fewest** students Early On Grade Level and Mid or Above Grade Level?
  - Which domain(s) do you want to focus on for teacher-led instruction?
- Student Performance:** Sort by either Overall Placement & Scale Score, or a specific domain to identify the needs of groups and individual students.
- Student Growth Measures:** Select column data to see the growth measures for each student in your class.

Please note this report shows data after the first Diagnostic. After a subsequent Diagnostic, select that Diagnostic instead and focus on the updated data and suggested actions.



### Suggested Actions

- **Interpret the data:**
  - In which domain(s) did students have the most success? Why?
  - Why did students have less success in some domains?
- **Use data to inform your instruction:** Based on your data and analysis, make instructional decisions such as creating student groups, strategically adding Teacher-Assigned Lessons, or using the Teacher Toolbox.
- **Set goals:** Visit [i-ReadyCentral.com/GrowthGoals](https://i-ReadyCentral.com/GrowthGoals) after the first Diagnostic to create goals for the second Diagnostic and the end of the year. Share goals with students and families after the Diagnostic.
- **Celebrate classwide success with students:** (e.g., behaviors during the Diagnostic, success in a certain domain, meeting class Diagnostic goals)

# Analyzing Diagnostic Data (Student)

## Question(s) You're Trying to Answer

- What are the **strengths** and **areas of need** for an individual student?
- How do I **plan my differentiated instruction** and **identify the right resources** to best support my students.

## Report to Use



### Diagnostic Results (Student):

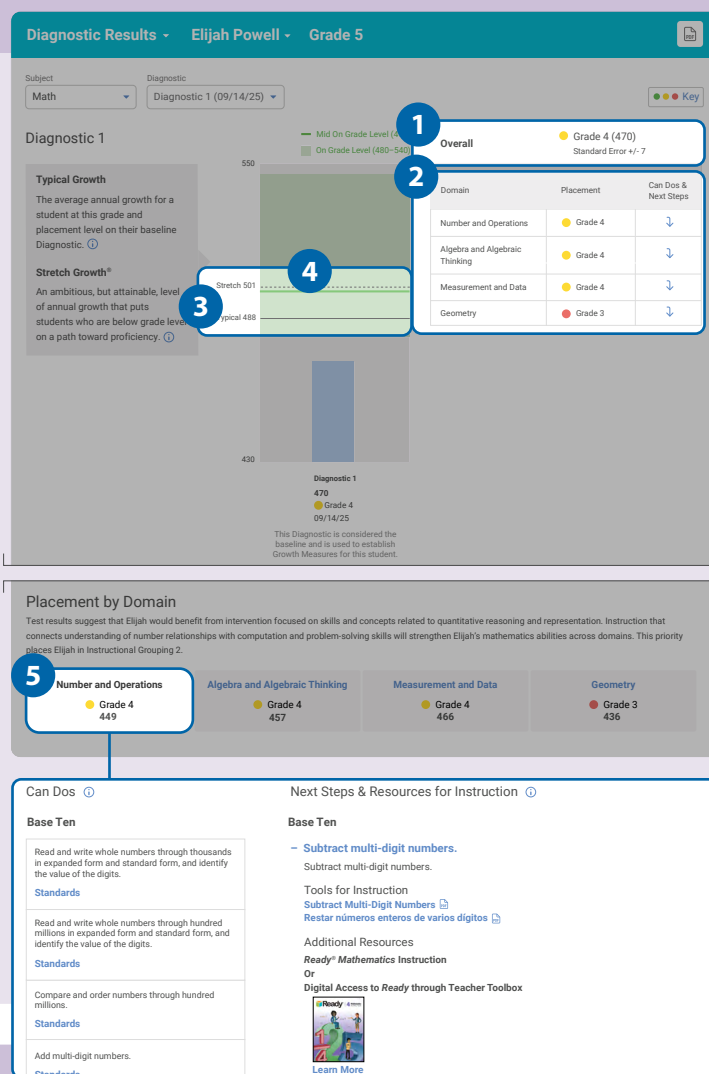
Select *Reading* or *Math*.

## Report Criteria to Select

- Choose a **student** from the dropdown menu.
- Select the **Diagnostic** you wish to review.
- Select your **Placement Definition**.

## Data to Focus On

1. **Overall Performance:** Look at the scale score and placement level.
2. **Domain Performance:** Refer to the domain placement levels to identify domain strengths and areas for growth.
3. **Growth Measures:** Use growth measures on the bar graph to set goals and examine student performance relative to goals.
4. **Progress Toward Mid On Grade Level:** Use the green line to measure student progress toward Mid On Grade Level placement, which indicates if a student has met the minimum requirements for the standards in their grade level.\*
5. **Can Dos and Next Steps and Resources for Instruction** (click a domain to expand): Refer to the Can Dos, Next Steps and Resources for Instruction, Tools for Instruction, and Teacher Toolbox resources for a detailed analysis and next steps for planning instruction.



## Suggested Actions

- **Interpret the data:**
  - Examine student growth and change in Placement by Domain.
  - Examine the Diagnostic Growth (Student) report for progress toward individual growth measures.
- **Have data chats:** Facilitate data chats with students to discuss progress toward goals, identify bright spots and areas for improvement, and plan next steps.
- **Review Personalized Instruction schedules:** Prioritize access to students who will benefit the most from instruction to close skills gaps.

\*It's important to use both growth and proficiency data to respond to student needs. Use this [resource](#) to help plan support.



# Monitoring Personalized Instruction Summary Data (Class or Report Group)

## Question(s) You're Trying to Answer

- How are my students **performing in Personalized Instruction**,\* and how can I support them?

## Report to Use



**Personalized Instruction Summary (Class):**  
Select *Reading* or *Math*.

## Report Criteria to Select

- Select the **Class** or **Report Group** you want to review.
- Confirm the **Date Range** for Personalized Instruction data you want to review. You may select Current Week, Last Week, Last Month, or a custom date range.

## Data to Focus On

1. **Lesson Alerts\*\***: Monitor and respond to lesson alerts.

**Domain Shutoff Alerts**: Which students have a domain that has been shut off?

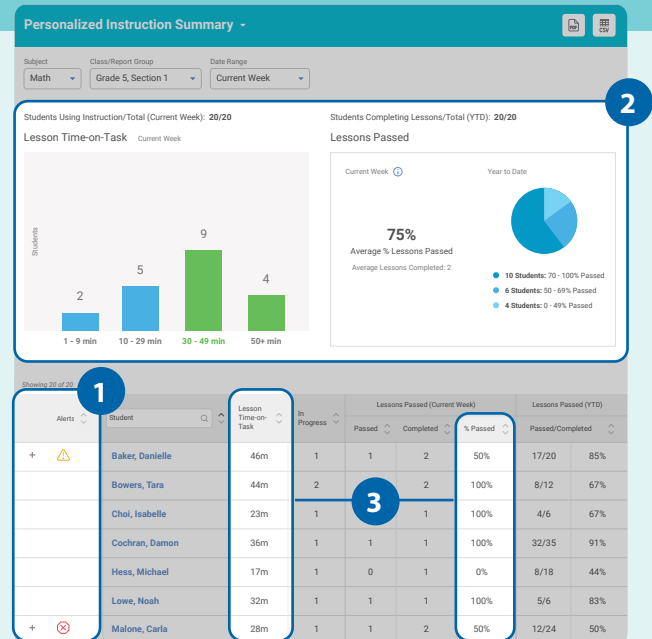
**Students Needing Support Alerts**: Which students need additional teacher support with lessons?

2. **Overall**: Review the distribution of students for Lesson Time-on-Task and % Lessons Passed.

- Individual students should aim for 45 minutes of Personalized Instruction per subject with high % Lessons Passed in order for each student and class/Report Group to consistently maintain the recommended range of 30–49 minutes of Personalized Instruction per subject weekly and 70%–100% of lessons passed for the year.

3. **Student Performance**: Sort by Lesson Time-on-Task and % Lessons Passed. It's critical to look at both Lesson Time-on-Task and % Lessons Passed together to accurately assess individual students' progress and areas of need. Consider which students:

- Have completed either 45 minutes, less than 30 minutes, or more than 50 minutes of Personalized Instruction\*\*\*
- Are in the range of 30–49 minutes of Lesson Time-on-Task
- Are in the range of 70%–100% of lessons passed



\*For students working in i-Ready Pro lessons, refer to the [Accessing and Analyzing Data from i-Ready Pro Lessons](#) for data to focus on and suggested actions

## Suggested Actions

- Monitor the data**: Develop a weekly practice for reviewing Student Lesson Alerts, Lesson Time-on-Task, and Percent of Lessons Passed. We recommend that:
  - In most cases, individual students aim for 45 minutes of Personalized Instruction per subject with high Percent of Lessons Passed each week\*\*\*
  - Aggregate groups maintain the recommended range of 30–49 minutes of Personalized Instruction
  - Individual students and groups maintain 70%–100% of lessons passed for the year

For a worksheet to support your analysis and planning, see the [next page](#).

- Celebrate bright spots and accomplishments**:
  - Recognize achievements with students and families.
  - Create classwide incentive systems for reaching Percent of Lessons Passed and usage goals.
- Respond to student needs**: Use the data to inform teacher-led small group and individualized instruction.

\*\*Student Lesson Alerts are only available for current week or a custom-selected date range that includes the current day.

\*\*\*Consider whether lower usage is intentional based on specific learning goals and instructional plans for a student.



# Action Plan for Analyzing and Responding to Personalized Instruction

Use your Personalized Instruction data to create an action plan for your students. Please note that established guidelines refer to your district or school's weekly Lesson Time-on-Task goals.\*

Monitor	Analyze**	Take Action
<b>Lesson Alerts</b>		
<b>Domain Shutoff</b> <b>Students Needing Support</b>		<input type="checkbox"/> Communicate with the student and family, and/or meet with the student to provide support. <input type="checkbox"/> Consider assigning a review or scaffolding activity if a family member can assist. <input type="checkbox"/> Other:
<b>Lesson Time-on-Task</b>		
<b>Less than established guidelines</b> ( ____ - ____ )		<input type="checkbox"/> Communicate with the student and/or family. <input type="checkbox"/> Consider that the student may not have access to broadband internet connection, and suggest alternate learning activities. <input type="checkbox"/> Other:
<b>More than established guidelines</b> ( ____ - ____ )		<input type="checkbox"/> Confirm the student is also completing assignments you have given that are not related to Personalized Instruction. <input type="checkbox"/> Consider adjusting the student's overall learning plan, including assigning Extension or Enrichment Activities. <input type="checkbox"/> Other:
<b>Percent of Lessons Passed YTD</b>		
<b>Less than 70% of lessons passed</b>		<input type="checkbox"/> Assign support activities and continue to monitor the trend. If it continues, review the student's instructional path to confirm they are working on lessons appropriate for their grade and current performance level. If not, consider adjusting their placement in the lesson path. <input type="checkbox"/> If Teacher-Assigned Lessons have low scores, consider assigning lessons on prerequisite skills or prioritizing My Path lessons. <input type="checkbox"/> Communicate with families, and suggest using trackers or creating incentives for lessons passed. <input type="checkbox"/> Other:
<b>Class-Level Personalized Instruction Use</b>		
<b>Few lesson alerts</b> <b>Lesson Time-on-Task meets established guidelines</b> <b>70%–100% of lessons passed</b>		<input type="checkbox"/> Celebrate achievements with students and families. <input type="checkbox"/> Consider assigning Extension and/or Enrichment Activities to ensure students remain engaged and challenged. <input type="checkbox"/> Other:

\*For students working in i-Ready Pro, access [Personalized Instruction Monitoring: i-Ready Pro](#).

\*\*List the students who are in each category, and think about the possible causes. Review individual student data as needed.

# Monitoring Personalized Instruction by Lesson Data (Class or Report Group)

## Question(s) You're Trying to Answer

- How did my class and my students **perform on their i-Ready-Assigned and/or Teacher-Assigned Lessons**?
- **Which lessons** have my class or students completed in a domain, and how have they performed on them?

## Report to Use



**Personalized Instruction  
by Lesson (Class):**  
Select *Reading* or *Math*.

## Report Criteria to Select

- Select the **Class** or **Report Group** you want to review.
- Confirm the **Date Range** for the data you want to review. You may select Current Week, the Most Recent 2 Weeks, or a custom date range.

**Note:** This report defaults to the **Lesson Overview** tab, giving you a high-level view of data from completed lessons. For more specific analyses, access the **Student Detail** tab directly or via the **Lesson Performance Detail by Student** arrow for a specific lesson.

## Data to Focus On

### 1. Completion Status of a Given Lesson:

Search by lesson name or specific skill to identify a lesson and review its Status, which will include:

- Completed lessons, including multiple attempts
- Any lessons currently in progress
- Teacher-Assigned Lessons that are available but not yet started

### 2. Performance on a Given Lesson:

Search for lessons you want to analyze. Use the

dropdown menu to review Passed/Not Passed lessons to learn how the class performed and identify which students may need additional support. Review Total Time on Lesson in case a student's low score may have been affected by rushing.

*Tip: In the Performance column, deselect – to only show completed lessons in the list.*

2A. Review the **Level** of lessons to focus attention on lessons that are on or below grade level.

2B. Use the **Assigned By** column to easily see status, progress, and performance of lessons you have strategically assigned.

**Note:** You may also use this column to identify lessons that have been assigned multiple times, such as by i-Ready and also by a teacher and/or administrator, so you can analyze performance or adjust assignments.

Student	Lesson	Domain	Level	Performance	Score	Total Time on Lesson	Status	Assigned By
Anderson, Lily	Practice: Multiply and Divide within...	ALG	Early 3	Passed	70%	23m	Completed 11/15/25	Ms. Greene
Benson, Mario	Compare Lengths	MS	Mid 2	Passed	100%	18m	Completed 11/16/25	i-Ready
+ Cameron, Lisa 2nd Attempt	Add and Subtract within 1,000	NO	Mid 3	Not Passed	50%	16m	Completed 11/17/25	Ms. Greene

**Interested in seeing which lessons students are completing in specific domains?** On either tab, use the Domain dropdown to review lessons completed in a domain for the selected date range. Consider selecting the domain of focus in your upcoming instruction. Review the range of lesson levels and how students have performed.

## Suggested Actions

### • Adjust instruction and respond when students need additional support:

- Use data about performance on specific lessons to inform whole class, small group, or individual instruction and build on student understanding.
- Adjust lesson assignments, if needed, based on student performance and/or unintentional duplicate assignments.

### • Monitor student progress:

Consider additional data, such as the Personalized Instruction Summary (Student) report and formative assessment processes, to provide a holistic picture of progress over time.

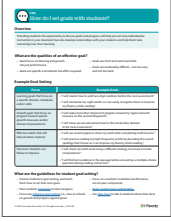
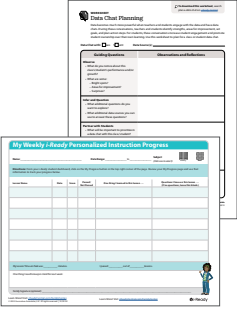

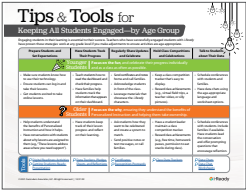
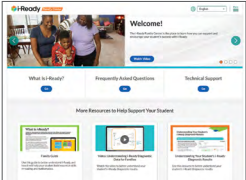
### • Celebrate bright spots and accomplishments:

- Recognize achievements with students and families.
- Assign data trackers or lesson logs, conduct goal setting and reflection, and create incentives.



# TIPS AND TOOLS Engaging Students

Consider the suggestions below to engage students with *i-Ready* in your classroom.

Tips	Tools
<p><b>Guide Goal Setting</b></p> <ul style="list-style-type: none"> <li>• Set achievable yet challenging goals with students that connect their daily work to their learning.</li> <li>• Focus on performance goals (e.g., progress toward growth goal, Diagnostic scale score) and learning goals (e.g., achievement within a specific domain).</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">FAQ: How do I set goals with students?</a></li> </ul> 
<p><b>Have Data Chats</b></p> <p>Schedule data chats with students about learning and growth to discuss strengths and areas for improvement, set goals, and develop action plans.</p> <p><b>Track Data and Help Students Self-Reflect</b></p> <p>Implement a variety of classroom procedures for students to track their data.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Data Chat Planning</a></li> <li>• Student Data Chats <a href="#">Elementary</a>   <a href="#">Secondary</a></li> <li>• Data Trackers <a href="#">Class</a>   <a href="#">Student</a></li> </ul> 
<p><b>Make Learning a Team Effort</b></p> <p>Track class growth and progress, provide classwide feedback after Diagnostics, and create class goals.</p> <p><b>Recognize and Celebrate Growth</b></p> <p>Use bulletin boards or certificates to highlight when a student or class has reached a goal and/or made progress.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Student Certificates</a></li> <li>• <a href="#">Recognition Postcards</a></li> </ul> 
<p><b>Help Students Actively Engage with Personalized Instruction</b></p> <p>Provide students with reflection pages and check in with students about their progress, habits, and next steps.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Tips and Tools for Keeping All Students Engaged</a></li> </ul> 
<p><b>Partner with Families</b></p> <p>Share information with families about <i>i-Ready</i> assessments and student progress through newsletters, conferences, emails, and phone calls.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Communication Templates for Families</a></li> <li>• <a href="#">i-Ready Family Center</a></li> </ul> 



# How Tos

Below are key How Tos to help you manage your summer program effectively. For a complete list of How Tos, please visit [i-ReadyCentral.com/FAQ](https://i-ReadyCentral.com/FAQ).

<b>Reviewing Accuracy of Rosters</b> .....	<a href="#">15</a>
<b>Managing Student Enrollments in Your Class or Report Group</b> .....	<a href="#">15</a>
<b>Obtaining Student Login Information</b> .....	<a href="#">16</a>
<b>Adding Teacher-Assigned Lessons</b> .....	<a href="#">16</a>
<b>Managing Teacher-Assigned Lessons</b> .....	<a href="#">17</a>
<b>Building Report Groups</b> .....	<a href="#">18</a>
<b>What should I do if my students are progressing too quickly or slowly through Personalized Instruction?</b> .....	<a href="#">Visit</a>
<b>How are students' lesson paths adjusted after subsequent Diagnostics?</b> .....	<a href="#">Visit</a>
<b>How do I adjust a student's placement in the lesson path?</b> .....	<a href="#">Visit</a>

## Reviewing Accuracy of Rosters

1. Select **Management** from the top navigation.
2. Select **Manage** under *Student Rosters*.
3. Select a **Class** or **Report Group** from the *Class/Report Group* dropdown.
4. Scroll through the roster. Make sure all your students appear here and that no additional students are listed on your roster.

Class Name	Subject	Grade	School	Teacher
Math Class_Section 1	Math	5	Cyprus Elementary	Moore, Regina
Choi, Isabelle	ichoi	5	Off	Off
Cochran, Damon	dcochrn	5	On	On
Hess, Michael	mihess	5	Off	On

## Managing Student Enrollments in Your Class or Report Group

Follow Steps 1–2 for *Reviewing Accuracy of Rosters*.

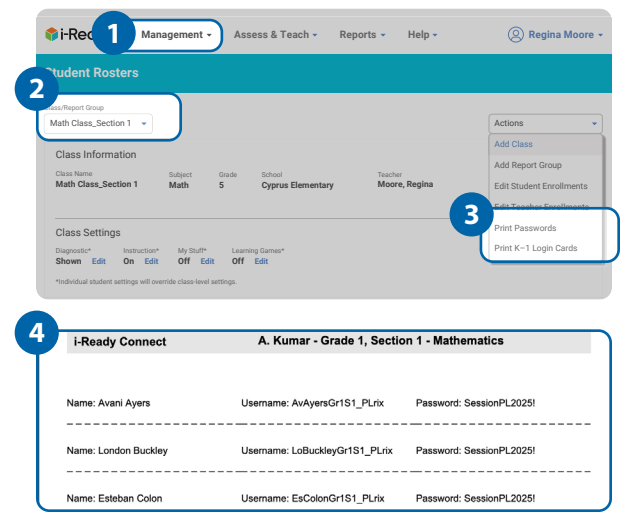
3. Select **Edit Student Enrollments** from the *Actions* dropdown. The corresponding pop-up will appear.
4. Use the **checkboxes** to select *students* and the **arrows** to *add or remove* them from the roster.
5. Click **Save**.

**Note:** If your district has chosen to automatically sync its SIS with i-Ready Connect to create classes and add students, you will not be able to add, remove, or move students manually in the i-Ready Connect interface. In this case, contact your administrator if your class rosters are incorrect.

Available (4)	Enrolled (20)
<input type="checkbox"/> Graham, Oliver	<input checked="" type="checkbox"/> Anderson, Lily
<input type="checkbox"/> Manning, Timothy	<input type="checkbox"/> Bailey, Lauren
<input type="checkbox"/> McLean, Phil	<input type="checkbox"/> Bell, Doree
<input type="checkbox"/> Metcalfe, Pippa	<input type="checkbox"/> Buckland, Sonia
	<input type="checkbox"/> Burgess, Justin
	<input type="checkbox"/> Cameron, Lisa
	<input type="checkbox"/> Duncan, Donna
	<input type="checkbox"/> Dyer, Gabrielle

## Obtaining Student Login Information

1. Select **Management** from the top navigation.
2. Select a **class** or **Report Group** from the *Class/Report Group* dropdown.
3. Select **Print Passwords** or **Print K–1 Login Cards** from the *Actions* dropdown.
4. A downloadable PDF of student logins or K–1 Login Cards will generate.



## Adding Teacher-Assigned Lessons

1. Select **Assess & Teach** from the top navigation.
2. Select the **Instruction** category at left.
3. Select **Reading** or **Math** under *Personalized Instruction*. If you are assigned to more than one school, you will also need to select the appropriate **School**.
4. In the *Create Assignments* view, **All Lessons** will appear, with an option to filter to **Focus Lessons**.
5. Use the **checkboxes** to select the *lessons* you would like to add. You may add up to 10 lessons at a time. You may also select a **lesson name** to view lesson details.
6. Click **Assign Lessons**. The corresponding pop-up will appear.

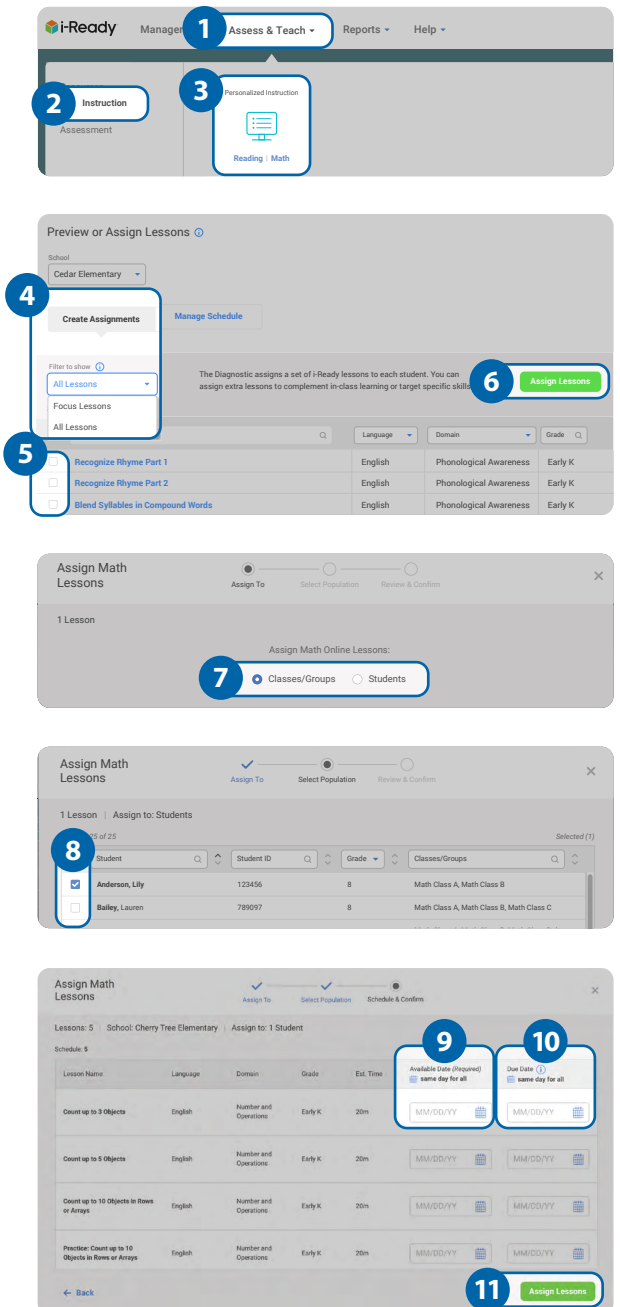
! Make sure to click the arrow after each step to move forward!

7. Choose **Classes/Groups** or **Students**.
8. Use the **checkboxes** to select your *population*.
9. Select an **Available Date** for the lesson(s). Make sure to assign the lesson at least one day in advance of when you want it to appear for students.

! Make sure you add available dates for all the lessons you've selected to assign. You may need to scroll down to enter dates for all lessons.

10. Enter a **Due Date** for the lesson(s) you are assigning.
  - If no Due Date is selected, the assignment will appear at the bottom of the student's queue below other assignments with Due Dates.
  - If none of the assignments have Due Dates, they will be ordered by content order.

11. Click **Assign Lessons**.





# Managing Teacher-Assigned Lessons

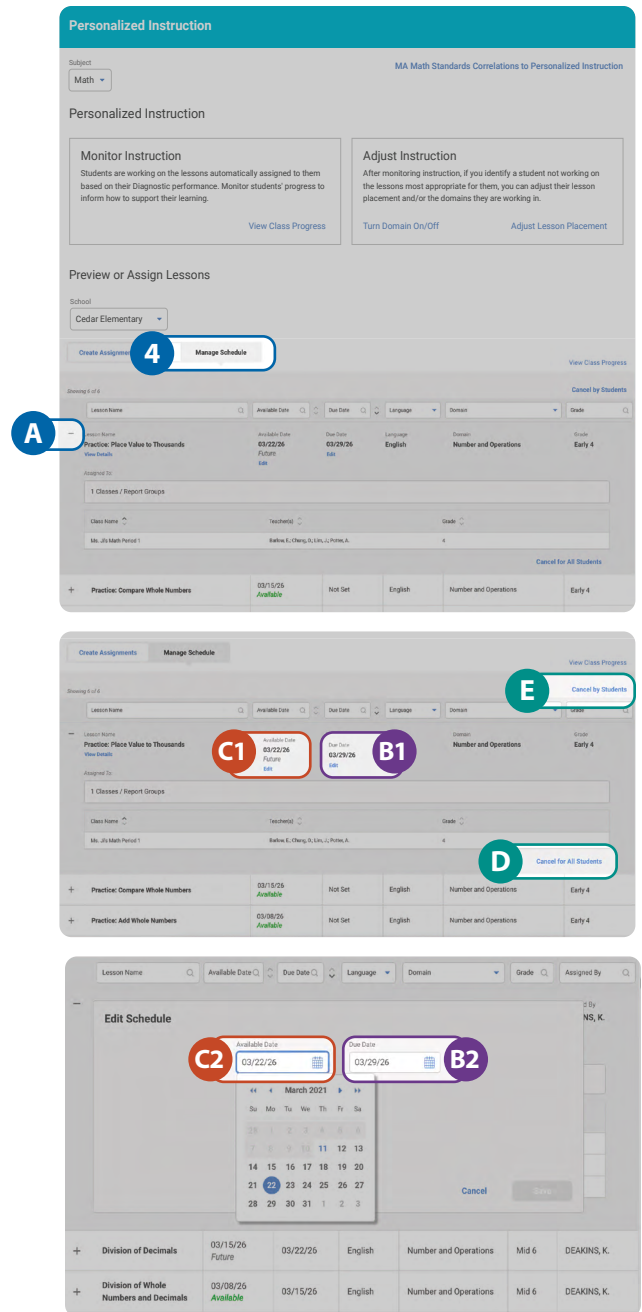
To view your students' Teacher-Assigned Lessons, to cancel any Teacher-Assigned Lessons, or to change assignment due dates:

Follow Steps 1–3 for *Adding Teacher-Assigned Lessons* (p. 16).

## 4. Select **Manage Schedule**.

*To view lesson assignment details:*

- A. Select the **+** icon next to the lesson name.  
When expanded, it will change to a **–** icon.
- *To change the due date of an existing assignment:*
  - B1. Select **Edit** below the **Due Date**.
  - B2. **Enter** or **use the calendar** to select the new Due Date on the **Edit Schedule** screen.
- *To change the available date of an existing assignment:*
  - C1. Select **Edit** below the **Available Date**.
  - C2. **Enter** or **use the calendar** to select the new Available Date on the **Edit Schedule** screen.  
**Note:** If the assignment is already available for the student, the Available Date cannot be edited.
- *To remove the assignment entirely:*
  - D. Select **Cancel for All Students**.
- *To remove assignments for individual students:*
  - E. Select **Cancel by Students** above the lesson assignment table. Follow the steps in the corresponding pop-up to select one or more individual student assignments to cancel. (Steps not pictured.)



# Building Report Groups

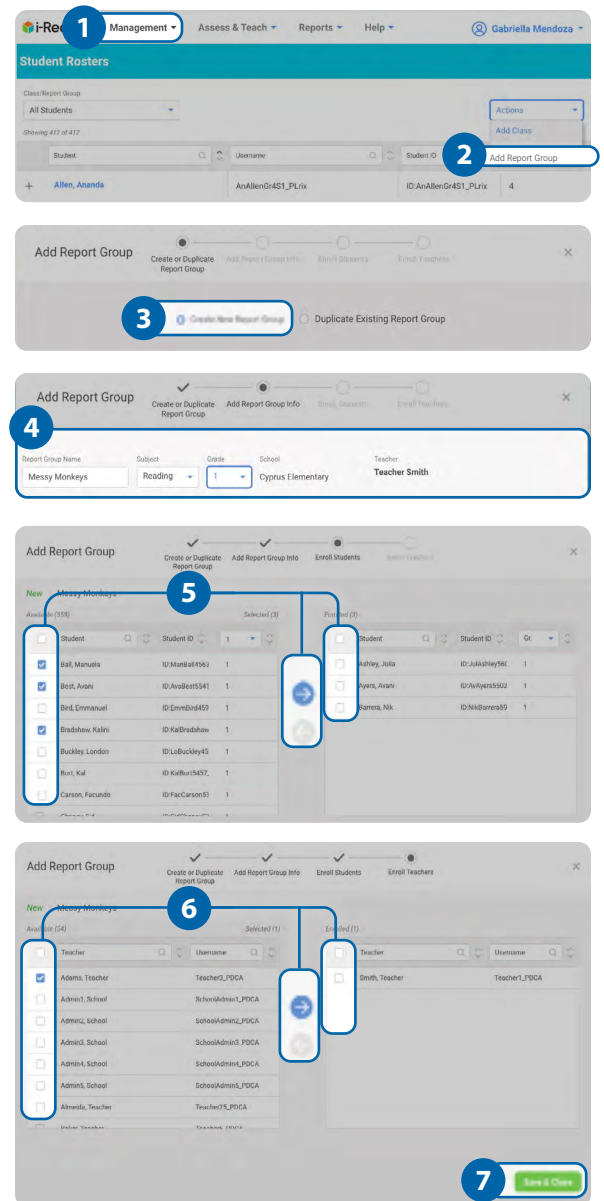
Report Groups enable you to create custom groups of students for the convenience of assignment and student and class reporting.

1. Select **Management** from the top navigation.
2. Select **Add Report Group** from the **Actions** dropdown. The corresponding pop-up will appear.

! *Make sure to click the arrow after each step to move forward!*

3. Select **Create New Report Group**. You may also duplicate an existing Report Group of the same students.
4. Input **Report Group information**.
5. Use the **checkboxes** to select **students** and the **arrows** to **add or remove** them from the Report Group.
6. Use the **checkboxes** to select **teachers** and the **arrows** to **add or remove** them from the Report Group.
7. Click **Save & Close** to exit.

**Note:** Students must be in a class before they can be in a Report Group.





## FAQ

# What should I know about Teacher-Assigned Lessons so I can effectively use them?

**PLEASE NOTE:** If you're considering using Teacher-Assigned Lessons for your summer learning program, please speak with your account manager before pursuing this option. The functionality of this feature during summer is dependent upon the setup of your account.

## Overview

During the regular academic school year, Teacher-Assigned Lessons can be assigned by a teacher or administrator to individual students, groups of students, or classes and should be used to complement teacher-led instruction. When deciding how best to leverage Teacher-Assigned Lessons, it's important to use all the information you have about students—data from assessments, content knowledge, class observations, etc. However, it's very important to be strategic. **Teacher-Assigned and My Path lessons generally come from the same lesson bank, and without careful planning and monitoring, students might see duplicate lessons.** We also recommend students focus most of their Personalized Instruction time on My Path, as lessons are sequenced to provide targeted instruction based on Diagnostic results.

## How can Teacher-Assigned Lessons support my instruction?

Teacher-Assigned Lessons complement teacher-led, grade-level instruction. Lessons can be assigned to individual students or groups for specific purposes, such as reteaching, skills practice, and supporting access to core instruction. You may also consider assigning lessons for whole class grade-level instruction aligned to a core scope and sequence.

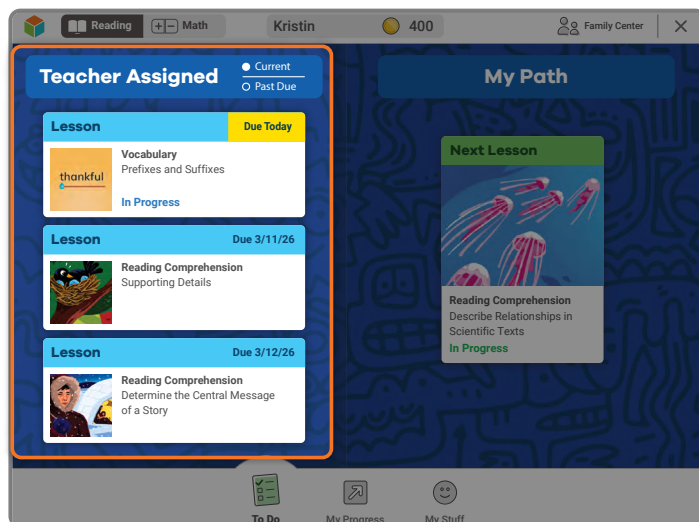
## How will Teacher-Assigned Lessons appear to my students in their dashboard?

When students log in to *i-Ready* and select a subject, they are taken to the To Do page of their dashboard. The To Do page contains two columns: **Teacher Assigned** and **My Path** lessons.\* Teacher-Assigned Lessons appear in the Teacher Assigned column. If using *i-Ready Classroom Mathematics*, Interactive Practice and Comprehension Checks also appear in this column.

### Grades K–2



### Grades 3+



\*Teacher-Assigned Lessons will appear without My Path lessons for students who did not complete a Diagnostic.

## What is the lesson experience like for my students?

Depending on the lesson, students may see tutorial/instruction and/or practice components, and they end with a quiz that is scored. Quizzes are indicated to students as “Lesson Name—Quiz.” **Lessons are done once the student completes the quiz and they receive a final score as a percentage. If they have not seen a percentage score, they have not completed the lesson.**

## Who can assign lessons in *i-Ready*?

In addition to lessons being automatically assigned by *i-Ready*, teachers and administrators can assign lessons to classes, Report Groups, or individual students. Administrators can assign lessons to a whole grade level if that is part of the instructional plan.

Communicate and coordinate clearly so students aren’t given duplicate lessons. To avoid duplicating assignments, connect with your administrator or anyone who shares students with you. Note which My Path lessons a student has completed, as Teacher-Assigned Lessons will appear for a student even if they’ve completed the same lesson in their My Path queue.

## What lessons can be assigned in *i-Ready*, and how do I assign them?

- You can preview lessons directly in *i-Ready*, or access Lesson Lists on *i-Ready Central*®: [Mathematics Lessons and Objectives](#) | [Reading Lessons and Objectives](#)
- To assign lessons, see this [FAQ: How do I add Teacher-Assigned Lessons?](#).

## When will students see the lessons I’ve assigned?

An assignment becomes available to a student on the Available Date set by the educator, and it clears from the student dashboard when completed or canceled. Incomplete assignments are canceled 60 days past the Due Date (or 60 days past the Available Date, if no Due Date was assigned). Please note:

- Grades K–2 students see two Current and two Past Due lessons at a time.
- Grades 3+ students see five Current and five Past Due lessons at a time.

## How are teacher assignments ordered for students?

There are a few factors that determine the order in which assignments are presented, as outlined below. Keep in mind, however, that students can choose from the available lessons on their dashboards and can have multiple lessons In Progress. To help students complete lessons in the order you intend, consider assigning lessons one at a time, with Due Dates, and communicate expectations to students.

## How are *i-Ready* Teacher-Assigned Lessons ordered for students?

Lessons are placed in chronological order by Due Date.

- If several lessons have the same or no Due Date, lessons are placed in content sequence order (i.e., grade level, then domain, then skill). Spanish lessons will fall at the end of the content sequence.
- If the same lesson is assigned multiple times, the one In Progress will appear first.
- Without a Due Date, a lesson is placed at the bottom and again sorted by content sequence.



## Additional Details

### For *i-Ready Classroom Mathematics* users: How are teacher assignments ordered for students?

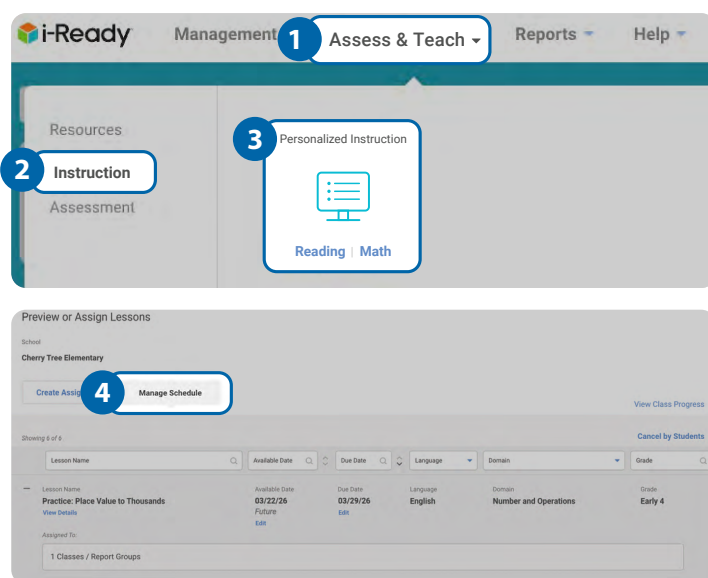
Assignments appear in chronological order by Due Date.

- If several assignments have the same or no Due Date, *i-Ready* lessons appear first and are placed in content sequence order: grade level, then domain, then skill (Spanish lessons fall at the end of the sequence). *i-Ready Classroom Mathematics* assignments are placed by unit and then lesson. If multiple assignments share a unit and lesson, Interactive Practices appear before Comprehension Checks.
- Without a Due Date, a lesson is placed at the bottom and again sorted by content sequence.
- If the same lesson is assigned multiple times, the one In Progress will appear first.

## How can I actively manage my students' assignments?

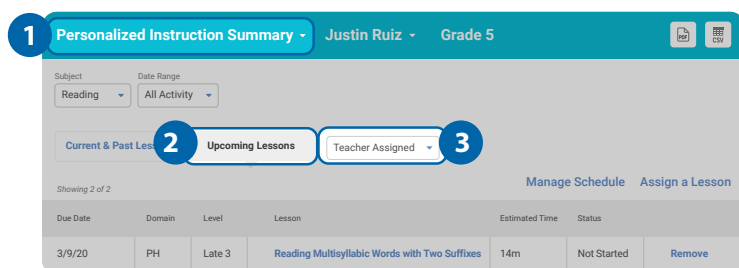
To review, edit, or cancel lessons you have assigned to one or more students:

1. Select **Assess & Teach** from the top navigation.
2. Select **Instruction**.
3. Select **Reading** or **Math** under *Personalized Instruction*.
4. Select **Manage Schedule**.



### To review upcoming, available Teacher-Assigned Lessons for one particular student:

1. Visit the **Personalized Instruction Summary (Student)** report.
2. Select the **Upcoming Lessons** tab.
3. Then select **Teacher Assigned** in the *dropdown*.



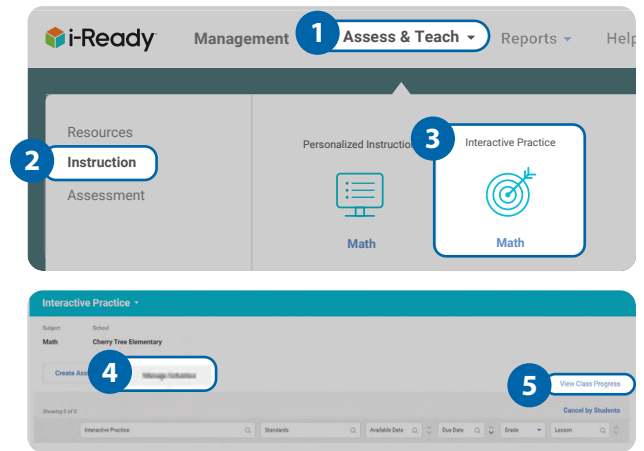
### To analyze student performance on Teacher-Assigned Lessons:

- To monitor all Teacher-Assigned Lessons once they are available to students, see these [step-by-step instructions](#).
- To analyze **Teacher-Assigned** and **My Path** lesson data for a class, Report Group, or individual student, follow guidance to [actively monitor Personalized Instruction](#).

**Note:** When students struggle with My Path lessons, alert icons appear in Personalized Instruction reports. However, these alerts will not appear for Teacher-Assigned Lessons. If a student does not pass the first attempt at a lesson that you have assigned, i-Ready will automatically reassign the lesson for a second attempt.

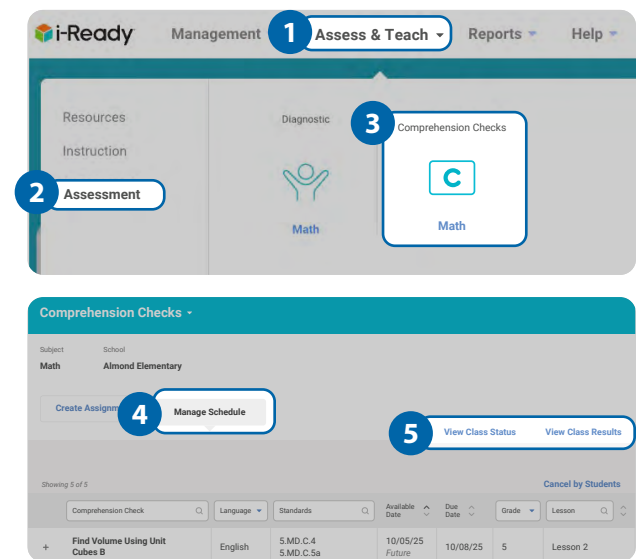
## To manage Interactive Practice:

1. Select **Assess & Teach** from the top navigation.
2. Select **Instruction**.
3. Select **Math** under *Interactive Practice*.
4. Select **Manage Schedule**.
5. Select **View Class Progress**.



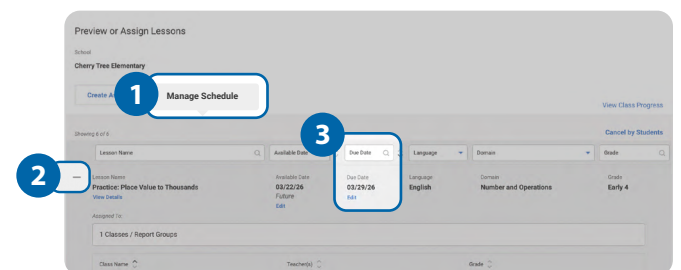
## To manage Comprehension Checks:

1. Select **Assess & Teach** from the top navigation.
2. Select **Assessment**.
3. Select **Math** under *Comprehension Checks*.
4. Select **Manage Schedule**.
5. Select **View Class Status** and/or **View Class Results**.



## What if the assignment I want the student to work on is not showing on their dashboard?

1. Navigate to the **Manage Schedule** tab for the type of assignment.
2. Click the **+** icon next to the desired assignment. When expanded, it will change to a **-** icon.
3. Click **Edit** under *Due Date*.



# Find the Resources You Need for Teacher-Led Instruction

Available for both  
Reading and  
Mathematics!

Deciding what to teach during the limited weeks of summer is hard enough, but finding the resources to teach with can be even harder. If you're looking for support, these summer resource lists can help!

## Get Summer Resource Lists

1. Identify a variety of resources to use for different instructional needs, from independent work while students are working on a computer to teacher-led instruction, practice, and collaborative work.
2. Determine which skills to cover during limited learning time.

Grade 3 Recommended <i>i-Ready</i> Lessons and Pacing for Summer Learning						
English Language Arts (ELA)/Literacy						
Online Independent Student Work		Teacher-Led Instruction and Practice				
1	<i>i-Ready</i> Lesson	Domain	Tools for Instruction	Tools for Scaffolding Comprehension	Ready Lessons	Activity Packets*
WEEK 1						
2	★ Reading Multisyllabic Words with Prefixes in- and im-	Standard: RF.3.3.A RF.3.3.C RF.3.4.A Est. Run Time: 14 min.	Phonics	Multisyllabic Words with Prefixes and Suffixes Introduce Prefix and Suffix Families	Ask and Answer Questions in Informational Texts	Ask and Answer Questions about Key Ideas
	★ Determine Word Meanings Using Known Words and Prefixes in-/im- and mid-	Standard: RF.3.3.A L.4 L.6 Est. Run Time: 15 min.	Vocabulary	Prefixes in-, dis-, mis-, non- Use Context to Find Word Meaning Key Ideas and Details Main Idea and Details		
	★ Determine Word Meanings Using Context Clues 1	Standard: RF.3.4.C L.4 L.5 L.6 Est. Run Time: 15 min.	Vocabulary			
	★ Ask Questions about Key Ideas in an Informational Text	Standard: RI.1 RI.10 RF.4 Est. Run Time: 25 min.	Comprehension			

\*These resources are available to educators who subscribe to Teacher Toolbox. Not a Teacher Toolbox user yet? [Explore more.](#)

★ Priority lesson for the week

Get summer resource lists for [i-Ready Classroom Mathematics](#).









# Getting to Know the Games

In the Learning Games suite, specific games are available to students based on their chronological grade level.

Within most games, students can choose from levels of difficulty that are “just right” for them based on their most recent performance on the Diagnostic for Mathematics or their previous performance in the games. Students given access to Learning Games by an account administrator before completing a Diagnostic will see game levels filtered by their chronological grade, and levels will be adjusted once students complete a Diagnostic. Adaptivity within the games meets students where they are and provides challenge, scaffolding, and feedback.



## Game Focus and Availability by Grade Level

	K	1	2	3	4	5	6	7	8
 <b>Hungry Guppy</b> Early number sense and addition	✓	✓	✓						
 <b>Hungry Fish</b> Addition, subtraction, and rational number operations fluency	✓	✓	✓	✓	✓	✓	✓	✓	✓
 <b>Zoom</b> World's most interactive number line	✓	✓	✓	✓	✓	✓	✓	✓	✓
 <b>Bounce</b> Integer and fraction estimation, negative rational numbers, and absolute values on a number line	✓	✓	✓	✓	✓	✓	✓	✓	✓
 <b>Match</b> Basic numbers, addition, subtraction, multiplication, division, fractions, rational numbers, and ratios	✓	✓	✓	✓	✓	✓	✓	✓	✓
 <b>Pizza</b> Mental math, economics, and proportions			✓	✓	✓	✓			
 <b>Cupcake</b> Word problems, real-world economics, proportions, ratios, rates, and coordinate planes			✓	✓	✓	✓	✓	✓	✓
 <b>Cloud Machine</b> Visual and symbolic fractions				✓	✓	✓	✓	✓	✓

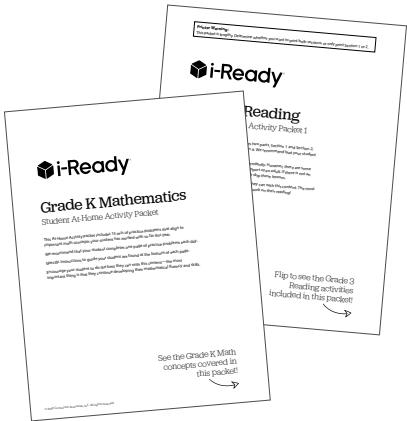
Learning Games are available to students in Grades K–8 using i-Ready Classroom Mathematics and/or i-Ready Personalized Instruction for Mathematics at district discretion. Refer here to determine what games your students should focus on to [support their learning](#).

# Printable Activity Packs and More

Sometimes it can be helpful to have a collection of preselected, high-quality instructional resources at your fingertips for students to work on independently or for student-facing staff of all experience levels to use in their instruction.

These resources are available to educators who subscribe to Teacher Toolbox. Not a Teacher Toolbox user yet? [Explore more.](#)

[Access Curated Resources](#) | [Access Tutoring Resources](#)



	Mathematics	Reading
Printable Learning Activity Packs	Curated student lessons designed to provide students with self-directed instruction and practice on key mathematics concepts for each grade	<ul style="list-style-type: none"><li>Cover grade-level content on reading comprehension and vocabulary (K–8).</li><li>Most activities can be completed independently.</li></ul>
Additional Instructional Resources*	<p><b>Family Letters</b></p> <ul style="list-style-type: none"><li>Provide background information on vocabulary and concepts</li><li>Include activities families can complete with their students</li></ul> <p><b>Activities</b></p> <ul style="list-style-type: none"><li>Include collaborative games and other opportunities for your student to practice vocabulary and skills</li></ul> <p><b>Enrichment</b></p> <ul style="list-style-type: none"><li>Provides engaging Enrichment Activities for parents and students to complement the practice pages and resources they already have</li></ul>	<ul style="list-style-type: none"><li>Independent reading supports (K–5)<ul style="list-style-type: none"><li>Can be used alongside any type of reading</li></ul></li><li>Writing and language lessons (K–8)<ul style="list-style-type: none"><li>Writing opportunities and language skills practice</li></ul></li><li>Reading Strategy lessons<ul style="list-style-type: none"><li>Twelve evidence-based reading strategies to improve students’ reading ability</li></ul></li></ul>
Tutoring Support Resources	<p><b>Tutoring Support Packs</b></p> <ul style="list-style-type: none"><li>Selected materials for Grades K–8 can be used by student-facing staff of all experience levels.</li><li>Files must first be uploaded to a learning management system so tutors may easily access them.</li></ul> <p><b>Tools for Coordinators and Tutors</b></p> <ul style="list-style-type: none"><li>Easy-to-use resources to help you plan and get the most out of your tutoring program, including:<ul style="list-style-type: none"><li>Onboarding checklists, tips, planning tools, sample routines, and schedules</li></ul></li></ul>	