



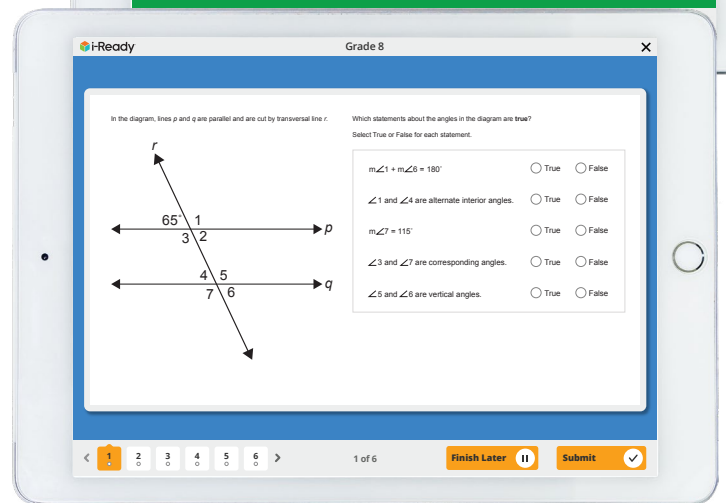
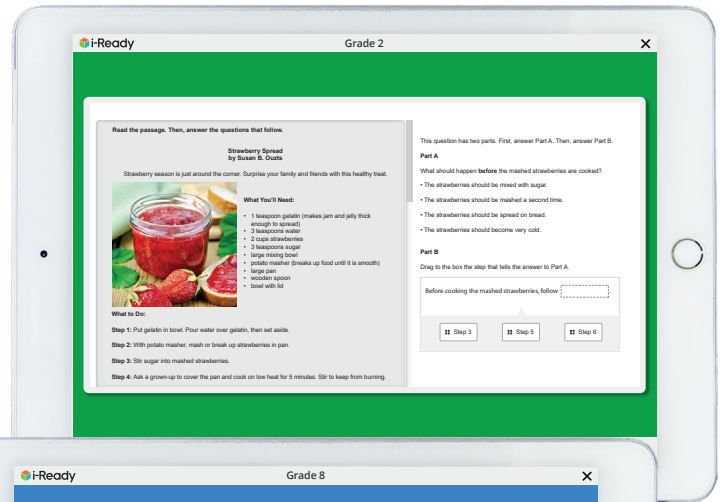
Standards Mastery

Powerful Insights into Standards;
Powerfully Informed Teaching



What Is *i-Ready Standards Mastery*?

- ✓ Fully digital assessment to determine learning of a specific, targeted standard or set of standards
- ✓ Covers standards for Reading and Mathematics for Grades 2–8
- ✓ Offers two pre-built assessment forms per standard/skill, each known as a Mastery Check
- ✓ Each Mastery Check takes approximately 15 minutes to complete, and responses are instantly scored.
- ✓ Provides educators with specific feedback about what students know and can do with respect to a targeted standard or set of standards



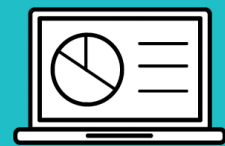
i-Ready Standards Mastery Gives Educators:



Immediate insight into student understanding, progress, and need, including a response analysis for each student with common misconceptions about the standard



Instructional recommendations and resources best suited to support students based on their current understanding of specific skills and concepts



Assessments that are technically sound with actionable reports that provide immediate feedback about next steps in student learning

Formative and Interim Uses to Enhance Instruction

Part of the *i-Ready Assessment* suite, *i-Ready Standards Mastery* gives educators deep insight into their students' understanding of individual skills and concepts. Once students have taken an *i-Ready Diagnostic* to gain an overall picture of student performance, educators can use *Standards Mastery* to evaluate students' performance on key academic standards.

Used for *formative assessment* processes:

Formative assessment can have powerful effects on learning. Classroom teachers choose which assessments will help them gain insight into their students' understanding of specific concepts and skills. Teachers can determine next steps in standards-based instruction for their classes, small groups, or individual students who may need more support.

Used for *interim assessment*:

District administrators choose key standards to monitor throughout the year to inform resource allocation and instructional decisions. This can help school leaders track academic trajectories and help students practice and prepare for other testing.



Ideas for Use

- Use to help increase student familiarity with digital tests.
- Use one form before a lesson to see what students know and another form after a lesson to see what they learned.
- Use a Mastery Check during whole class instruction, then assign another Mastery Check on the same standard for small group work.




Insightful Items That Assess Targeted Skills and Concepts

Many of the test questions on *i-Ready Standards Mastery* rely on technology to focus on critical-thinking or process skills that may not be as easily assessed with multiple choice items. These items are generally more like the experiences students have in the classroom and therefore can be more engaging and relevant to day-to-day classwork. The benefits of these items include that they:

- Assess knowledge and skills that require applying critical thinking and/or involve complex processes
- Represent authentic, real-world tasks while aligning more closely with classroom instruction
- Increase students' engagement and thus allow for better assessment of skills and concepts
- Allow for more nuanced breakdown of content, which allows for more information about what students know

i-Ready Grade 4

Amaya pours water from bottles to fill larger containers. Each bottle has 2 liters of water as shown.



Part A

Amaya starts to make a table to show the number of bottles of water she uses to fill a bucket in milliliters.

Drag a number into each box to complete Amaya's table.

(1 liter = 1,000 milliliters)

Container	Number of 2-Liter Bottles	Liter(s)	Milliliters
Vase	1		
Bucket	4		

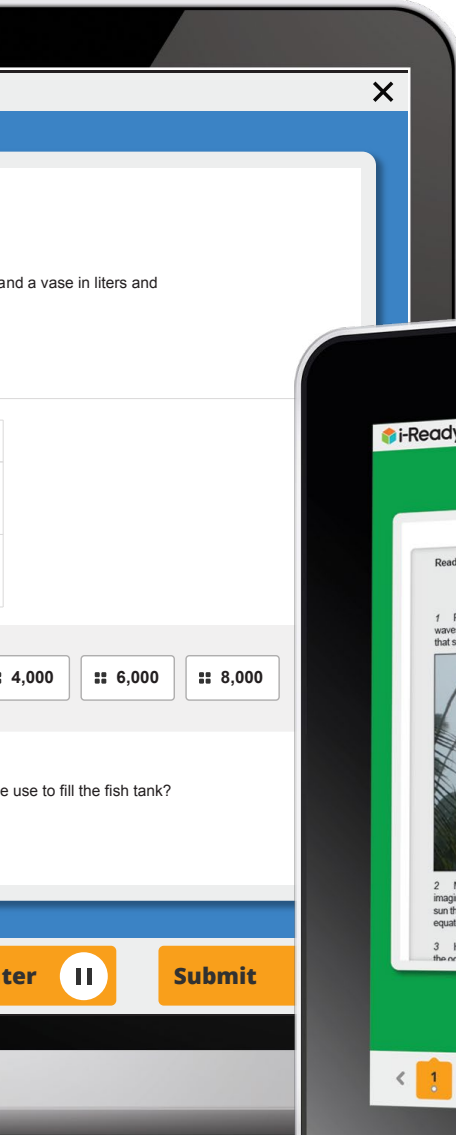
1 2 4 6 8 1,000 2,000

Part B

Amaya fills a fish tank with 6,000 milliliters of water. How many 2-liter bottles of water does she need?

bottles

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



Technology-Enhanced Items: Mathematics

✔ Short Constructed Response

✔ Drag-and-Drop

✔ Dropdown Menus

✔ Graphing

✔ Number Line

✔ Shading and Hotspot

✔ Selected Response (Multiple Choice, Multiple Response, Checklist)

i-Ready Grade 3

Zander and Oliver sort stickers into groups by shape.

Part A

Zander wants to find all the stickers that are parallelograms. Decide if each sentence about parallelograms is true or false. Choose True or False for each sentence.

All parallelograms have 2 pairs of parallel sides. True False

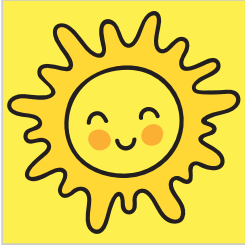
Some parallelograms have square corners. True False

All parallelograms have 4 sides of the same length. True False

Some parallelograms have exactly 1 pair of sides that are the same length. True False

Part B

Oliver shows this square sticker to Zander.



Oliver says, "This sticker is a rectangle."
Zander says, "This sticker is a rhombus."

Who is correct? Use the dropdown menus to explain your answer.

Choose . . . squares are rectangles. A square is Choose . . . a rhombus because a rhombus Choose . . . has 4 square corners and Choose . . . has 4 sides the same length. Choose . . . correct.

1 of 6 **Finish Later** **Submit**

i-Ready Grade 2

Devin has 8 toy cars. His friend gives him 5 more toy cars.

Part A
Devin solves $8 + 5$ on an open number line to find how many toy cars he has now. He makes a 10 when he adds the numbers. Drag a number into each box to complete the number line. Not all answer choices will be used.

2 3 4 8 12 13

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

i-Ready Grade 5

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.

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

Technology-Enhanced Items: Reading

✔ Highlight Text Items

✔ Drag-and-Drop

✔ Ordered List

✔ Selected Response

✔ Cloze (Fill in the Blank)

i-Ready Grade 4

Read the passage and watch the video. Then answer the questions that follow.

Passage Video

In this clip from a 1934 film of *Anne of Green Gables*, Anne and Marilla discuss what name Anne should use for Marilla. It is the same scene that starts in paragraph 4 of the passage.

from *Anne of Green Gables*

00:00 00:00

This question has three parts. First, answer Part A. Then, answer Part B and Part C.

Part A

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

Anne

Marilla

sleepy excitable selfish gruff

Part B

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

- "I'm crying," said Anne in a tone of bewilderment.
- "What am I to call you?" asked Anne.
- "I've never had an aunt or any relation at all—not even a grandmother."

1 2 3 4 5 6

1 of 6


Finish Later Submit

i-Ready Grade 2

Read the passage. Then, answer the questions that follow.

Strawberry Spread
by Susan B. Ouzts

Strawberry season is just around the corner. Surprise your family and friends with this healthy treat.



What You'll Need:

- 1 teaspoon gelatin (makes jam and jelly thick enough to spread)
- 3 teaspoons water
- 2 cups strawberries
- 3 teaspoons sugar
- large mixing bowl
- potato masher (breaks up food until it is smooth)
- large pan
- wooden spoon
- bowl with lid

What to Do:

Step 1: Put gelatin in bowl. Pour water over gelatin, then set aside.

Step 2: With potato masher, mash or break up strawberries in pan.

Step 3: Stir sugar into mashed strawberries.

Step 4: Ask a grown-up to cover the pan and cook on low heat for 5 minutes. Stir to keep from burning.

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What should happen **before** the mashed strawberries are cooked?

- The strawberries should be mixed with sugar.
- The strawberries should be mashed a second time.
- The strawberries should be spread on bread.
- The strawberries should become very cold.

Part B

Drag to the box the step that tells the answer to Part A.

Before cooking the mashed strawberries, follow

Step 3 Step 5 Step 6

1 of 6 Finish Later Submit

i-Ready Grade 6

Read the passage. Then, answer the questions that follow.

More Sky Than Earth

- As their train hurried away, Clara felt as if they had left civilization behind. Miles of dusty, bush-dotted low hills surrounded the tiny train station. A flag forlornly fluttered in the wind, and empty, unfriendly windows gaped at them. The late afternoon shadows warned of the nearness of day's end.
- "Excuse me," Clara's mother said with determination to the one figure she had spotted dozing on a distant bench. "Where is the shuttle?"
- His face hidden under a hat, the man barely spoke, "Late."
- Clara muttered, "This is New Mexico?"
- During the shuttle ride, Clara's mouth turned down even further as the lonely landscape flashed by. The rock formations stood like strange fortresses.
- Clara's mother exclaimed, "Isn't this a wonderful adventure?" Clara's mother had won a grant to work on her art for a month in the high desert. Their destination was a foreign-looking adobe structure with sloping curves, instead of square edges.
- When they arrived, the housekeeper took their bags to their shuttered room. The quiet felt like an absence. Clara missed the normal city sounds until she fell asleep.
- "C'mon, we're going riding!" Clara's mother awakened her. Clara blinked as the golden sunlight streamed through the windows. Now she noticed the bright blue painted window frames and colorful woven blankets.
- At breakfast, the housekeeper smiled and gave her a fresh corn tortilla with a delicious mixture of cheese and eggs. Outside, a hanging string of brilliant red chile peppers gaily decorated the pale adobe doorway.
- They rode with the guide past rushing blue rivers and green vegetation that seemed to vibrate

Read these paragraphs from the passage.

- "Excuse me," Clara's mother said with determination to the one figure she had spotted dozing on a distant bench, "Where is the shuttle?"
- His face hidden under a hat, the man barely spoke, "Late."
- Clara muttered, "This is New Mexico?"
- During the shuttle ride, Clara's mouth turned down even further as the lonely landscape flashed by. The rock formations stood like strange fortresses.
- Clara's mother exclaimed, "Isn't this a wonderful adventure?" Clara's mother had won a grant to work on her art for a month in the high desert. Their destination was a foreign-looking adobe structure with sloping curves, instead of square edges.

Drag one word to each box below to complete the sentence correctly.

In the passage above, the word "said" has a connotation, "muttered" has a connotation, and "exclaimed" has a connotation.

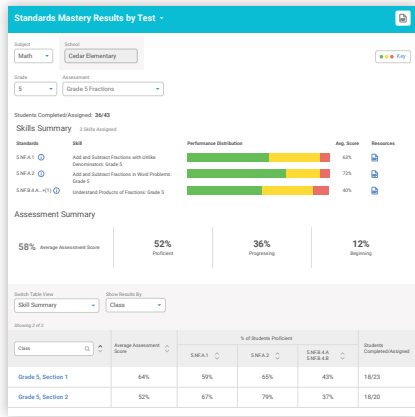
positive negative neutral

1 of 6 Finish Later Submit

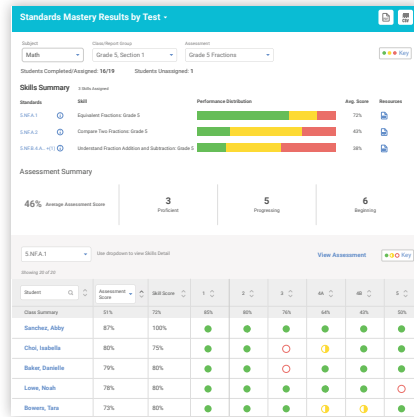
Informative Reports That Provide an In-Depth Picture of Student Learning

Standards Mastery Reports:

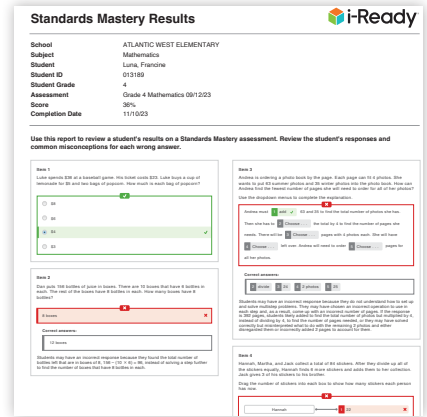
- Can be used to show performance on particular standards for a specific classroom, within a school, or across an entire district
- Provide an in-depth and comprehensive look at the standards. It is possible for an educator to see the distribution of the class across each standard to determine opportunities for extended learning and reteaching.



School or District



Class



Student

Differentiated Instructional Support to Meet Students on Their Learning Journey

For every standard that is assessed in Standards Mastery, there is a Differentiated Instructional Support resource. This resource provides information about a standard, potential and possible misunderstandings, prerequisite skills, and information to help teachers understand where students might be in their learning of the specific standard. This support can help teachers determine the content and skills that need more targeted focus and how to do this strategically.

Standards

3.MF.A.2a Understand addition and subtraction of fractions with unlike denominators by relating the problem to a model.

3.MF.A.2b Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = \frac{2}{4}$.

4.NF.A.1 Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{c}{d}$ by using visual models.

Prerequisite Standards

3.NF.A.3 Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

3.NF.A.3b Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = \frac{2}{4}$.

3.NF.A.3c Explain why the fractions are equivalent, e.g., by using a visual fraction model.

4.NF.A.1 Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{c}{d}$ by using visual models.

Overview of Tested Skills

Students on this assessment are required to be able to recognize the relationship between a number line model, an area model, or a fraction strip model and an associated fraction addition or subtraction equation or a word problem modeling fraction addition or subtraction. Students will also need to be familiar with adding and subtracting whole numbers within 20 in order to add and subtract numerators.

Common Misconceptions and Errors

Misconceptions and errors may result if students don't understand the meaning of the numerator (how many of the equal parts are counted) and the denominator (how many equal parts in the whole). Errors may also result if students:

- add or subtract denominators as well as numerators.
- interpret units on the number line incorrectly.
- count parts of a whole incorrectly.
- add or subtract whole numbers incorrectly.

One Grade Level Below

Students may be having difficulty with the skills and concepts involving quantitative reasoning and may struggle with understanding fraction concepts. Challenges with fraction concepts often relate to not understanding how fractions written as numbers or shown as a model represent part or multiple parts of a whole. These students will benefit from additional instruction and practice with:

- using fractions to name parts of a whole.
- representing fractions on a number line.
- using a variety of fraction models.

Teacher Self-Group

Toolbox: Ready Instruction
Grade 2, Lesson 15
• Understand Fractions on a Number Line

Ready Tools for Instruction
Teacher and Student, Level 2
• Fractions on a Number Line

Student Self-Group

Toolbox: Center Activities
Grade 2, Lesson 15
• 3.20 • Identify Fractions on a Number Line

Independent

Toolbox: Ready Practice and Problem Solving
Grade 2, Lesson 15
• Understand Fractions on a Number Line

Two Grade Levels Below

Students may be having difficulty with the skills and concepts involving quantitative reasoning and may struggle with understanding fraction concepts. Challenges with fraction concepts often relate to not understanding that fractions represent equal shares of a whole. Math terms related to the essential concept of this level include half and fourth. Students are also likely to need to develop fluency with basic addition and subtraction facts.

These students will benefit from additional instruction and practice with:

- identifying shapes into equal-sized portions, and naming the resulting pieces.
- daily review with basic addition and subtraction facts.

Teacher Self-Group

Toolbox: Ready Instruction
Grade 2, Lesson 20
• Understand Reading Shapes into Parts

Ready Tools for Instruction
Geometry, Level 2
• Make Equal Shares

Student Self-Group

Toolbox: Center Activities
Grade 2, Lesson 20
• 2.24 • Create Equal Shares

Independent

Toolbox: Ready Practice and Problem Solving
Grade 2, End of Book Resource
• Fluency Practice

I-Pad App
• Dot 24 Plus

Categories Designed to Make Reports Even More Actionable

Show how students are performing as a group in certain standards, such as those standards that are particularly important to the school or district.

Students who score **higher than 66 percent** on a Mastery Check are **proficient** and would benefit from instruction focused on deepening understanding.

Students who score **between 33 percent and 66 percent** would benefit from **more practice and instruction**.

Students who score **lower than 33 percent** are likely just **beginning to understand the concept and skills** and would benefit from instruction focused on developing underlying concepts.

Standards Mastery Results Year-to-Date PDF CSV

Subject: Math | School: Lincoln Elementary | Grade: 5

Switch Table View: Skill Summary

Showing 3 of 3

Standard	Domain	Skill	Average Skill Score	% Proficient	% Progressing	% Beginning	Students Completed	Resources
5.NF.A.1	Number and Operations	Add and Subtract Fractions with Unlike Denominators	63%	54%	36%	10%	67	PDF
5.NF.A.2	Number and Operations	Add and Subtract Fractions in Word Problems	72%	61%	35%	4%	65	PDF
5.NF.B.4.A	Number and Operations	Understand Products of Fractions	40%	36%	48%	16%	73	PDF

Students at this elementary school may need more support in multiplication of fractions. Resources are provided that can help educators address this skill.

61 percent of students at this elementary school are proficient in the addition and subtraction of fractions.

Let's take a closer look at these reports.

Standards Mastery Results by Test—for a School or District

Standards Mastery Results by Test



Subject

Math

School

Cedar Elementary

Key

Grade

5

Assessment

Grade 5 Fractions

Understand quickly and easily how students are performing on important standards.

Students Completed/Assigned: 36/43

Skills Summary 3 Skills Assigned

Standards	Skill	Performance Distribution	Avg. Score	Resources
5.NF.A.1	Add and Subtract Fractions with Unlike Denominators: Grade 5		63%	PDF
5.NF.A.2	Add and Subtract Fractions in Word Problems: Grade 5		72%	PDF
5.NF.B.4.A...+(1)	Understand Products of Fractions: Grade 5		40%	PDF

Assessment Summary

58% Average Assessment Score

52%
Proficient

36%
Progressing

12%
Beginning

Switch Table View

Skill Summary

Show Results By

Class

Understand class performance on recently taught standards.

Showing 2 of 2

Class	Average Assessment Score	% of Students Proficient			Students Completed/Assigned
		5.NF.A.1	5.NF.A.2	5.NF.B.4.A 5.NF.B.4.B	
Grade 5, Section 1	64%	59%	65%	43%	18/23
Grade 5, Section 2	52%	67%	79%	37%	18/20

Standards Mastery Results by Test—*for a Class*

Standards Mastery Results by Test

Subject: Math
 Class/Report Group: Grade 5, Section 1
 Assessment: Grade 5 Fractions
●●● Key

Students Completed/Assigned: **16/19**
 Students Unassigned: **1**

Skills Summary 3 Skills Assigned

Standards	Skill	Performance Distribution	Avg. Score	Resources
5.NF.A.1	Equivalent Fractions: Grade 5	<div style="width: 100%; height: 15px; background: linear-gradient(to right, green 65%, yellow 65% 75%, red 75%);"></div>	72%	
5.NF.A.2	Compare Two Fractions: Grade 5	<div style="width: 100%; height: 15px; background: linear-gradient(to right, green 25%, yellow 25% 75%, red 75%);"></div>	43%	
5.NF.B.4.A... +(1)	Understand Fraction Addition and Subtraction: Grade 5	<div style="width: 100%; height: 15px; background: linear-gradient(to right, green 20%, yellow 20% 65%, red 65%);"></div>	38%	

Assessment Summary

46% Average Assessment Score

3
Proficient

5
Progressing

6
Beginning

5.NF.A.1
View Assessment
●●○ Key

Showing 20 of 20

Student	Assessment Score	Skill Score	1	2	3	4A	4B	5
Class Summary	51%	72%	85%	80%	76%	64%	43%	50%
Sanchez, Abby	87%	100%	●	●	●	●	●	●
Choi, Isabella	80%	75%	●	●	○	●	●	●
Baker, Danielle	79%	80%	●	●	○	●	●	●
Lowe, Noah	78%	80%	●	●	●	●	●	○
Bowers, Tara	73%	80%	●	●	●	●	●	●
Warren, Santino	70%	75%	●	●	○	●	●	●
Patel, Mia	58%	61%	○	●	●	●	●	●
Singh, Brian	49%	71%	○	●	●	●	●	●
Malone, Carla	46%	57%	●	○	●	○	●	●

See how students are doing overall and on particular items.

Determine how the class is performing on specific items and skills.

Standards Mastery Results by Test—*for a Student*

The incorrect response options for each question, which are commonly known as “distractors,” are carefully developed by educators and content experts so each distractor represents a different common misconception about the standard that may lead students to answer incorrectly. The rationales for why a student may have chosen a given incorrect response is shared in each student’s report, helping educators not only understand what a student knows, but also what a student may not know about a standard based on which distractor the student selected. Teachers can then use this information to target teaching around these misunderstandings.

Standards Mastery Results

School	ATLANTIC WEST ELEMENTARY
Subject	Mathematics
Student	Luna, Francine
Student ID	013189
Student Grade	4
Assessment	Grade 4 Mathematics 09/12/23
Score	36%
Completion Date	11/10/23

Student reports provide **item-by-item evidence of learning.**

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

Item 1

Luke spends \$36 at a baseball game. His ticket costs \$23. Luke buys a cup of lemonade for \$5 and two bags of popcorn. How much is each bag of popcorn?

\$8

\$6

\$4

\$3

Correct answer: \$4

Item 2

Dan puts 156 bottles of juice in boxes. There are 10 boxes that have 6 bottles in each. The rest of the boxes have 8 bottles in each. How many boxes have 8 bottles?

8 boxes

Correct answers: 12 boxes

Students may have an incorrect response because they found the total number of bottles left that are in boxes of 8, $156 - (10 \times 6) = 96$, instead of solving a step further to find the number of boxes that have 8 bottles in each.

Item 3

Andrea is ordering a photo book by the page. Each page can fit 4 photos. She wants to put 63 summer photos and 35 winter photos into the photo book. How can Andrea find the fewest number of pages she will need to order for all of her photos?

Use the dropdown menus to complete the explanation.

Andrea must **1** add 63 and 35 to find the total number of photos she has. Then she has to **2** Choose . . . the total by 4 to find the number of pages she needs. There will be **3** Choose . . . pages with 4 photos each. She will have **4** Choose . . . left over. Andrea will need to order **5** Choose . . . pages for all her photos.

Correct answers: 2 divide 3 24 4 2 photos 5 25

Students may have an incorrect response because they do not understand how to set up and solve multistep problems. They may have chosen an incorrect operation to use in each step and, as a result, come up with an incorrect number of pages. If the response is 392 pages, students likely added to find the total number of photos but multiplied by 4, instead of dividing by 4, to find the number of pages needed, or they may have solved correctly but misinterpreted what to do with the remaining 2 photos and either disregarded them or incorrectly added 2 pages to account for them.

Item 4

Hannah, Martha, and Jack collect a total of 84 stickers. After they divide up all of the stickers equally, Hannah finds 6 more stickers and adds them to her collection. Jack gives 3 of his stickers to his brother.

Teachers can help students get where they need to be for continued learning.

Standards Mastery Differentiated Instructional Support

Know specifically what's being assessed.

Information to help teachers meet students where they are in their learning, with areas of focus and suggested activities

i-Ready Standards Mastery: Differentiated Instructional Support



Understand Fraction Addition and Subtraction

Standards

4.NF.B.3 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$.*

- Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
- Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples:*
 $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2\frac{1}{8} = 1 + \frac{1}{8} = \frac{8}{8} + \frac{1}{8}$.

* Tests two of four substandards.

Prerequisite Standards

3.NF.A.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

3.NF.A.3b Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.

4.NF.A.1 Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{(n \times a)}{(n \times b)}$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

Overview of Tested Skills

Problems on this assessment form require students to be able to recognize the relationship between a number line model, an area model, or a fraction strip model and an associated fraction addition or subtraction equation or a word problem involving fraction addition or subtraction. Students will also need to be familiar with adding and subtracting whole numbers within 20 in order to add and subtract numerators.

Common Misconceptions and Errors

Misconceptions and errors may result if students don't understand the meaning of the numerator (how many of the equal parts are counted) and the denominator (how many equal parts in the whole).

Errors may also result if students:

- add or subtract denominators as well as numerators.
- interpret units on the number line incorrectly.
- count parts of a whole incorrectly.
- add or subtract whole numbers incorrectly.

Know why students may not understand the content, and address any underlying misconceptions.

Ready & i-Ready Instructional Resources

Consider using the following as additional instructional resources for students who have placed on or above level in Number and Operations and Algebra and Algebraic Thinking. See additional recommendations on page 2 for students performing below grade level.

Beginning

Focus: Developing Underlying Concepts

Help students understand the relationship between fractions written with numbers and fractions shown visually with different models. Discuss adding on more of the same equal pieces or taking away some of the equal pieces, and counting the result. Then help students write equations or draw models to represent the situations.

Teacher-led Small Group

Toolbox: Ready Instruction
Grade 4, Lesson 15

- Understand Fraction Addition and Subtraction

i-Ready: Tools for Instruction
Number and Operations, Level 4

- Fractions as Sums

Toolbox: Interactive Tutorial

Grade 4, Lesson 15

- Understand Adding and Subtracting Fractions

Student-led Small Group

Toolbox: Center Activities
Grade 3, Lesson 15

- 3.28 ★ Identify Fractions on a Number Line

Progressing

Focus: Practice and Building Confidence

Help students pay careful attention to the words and the numbers in each problem. Build confidence with independent practice with composing and decomposing fractions, and representing sums and differences of fractions with equations and visual models.

Independent

Toolbox: Ready Practice and Problem Solving

Grade 4, Lesson 15

- Understand Fraction Addition and Subtraction

i-Ready: Instruction

Level D

- Understand Adding and Subtracting Fractions

Proficient

Focus: Deepening Understanding

Students will find challenge at their next level of Door 24 Snargg Splat or Victor Fixer.

Independent

iPad App

- Door 24 Plus

Teachers Love Standards Mastery

There are so many reasons educators are seeing results with Standards Mastery.

✓ Increased Ownership for Teachers

With Standards Mastery, teachers gain confidence in knowing that students have learned the standard and are ready to succeed on the assessment. When students aren't yet ready, the teacher can reteach again until mastery is achieved.

✓ Able to Assign Assessment to Small Groups

Teachers like that Standards Mastery gives them the ability to assign assessment to the individual small groups who need focused attention on a given standard. This gives teachers the freedom to do what they feel will work best in their own classroom.

✓ Quality of Assessment Items

Teachers are impressed by the quality of the items in the bank and with how easy it is to use the items they know are most suited to their learners.

✓ Specific and Targeted Data

The standards-aligned data gives teachers the specific insights needed to understand exactly where and why students need support, along with the tools to reteach to fill instructional gaps. Because students are engaged in the process as well, they feel ownership of the learning and understand why they are being reassessed or receiving repeat instruction on a particular area.

“I love how *i-Ready Standards Mastery* allows **students to respond to a variety of question types**, giving them an opportunity to really show what they know!”

—District Administrator, Galena Park School District

“It really created some ownership and some buy-in for this reteaching process that we've never seen before. **Teachers now know they have the support** to use something that's been vetted and has been proven to be standards aligned.”

—Instructional Leadership Director, Shelby County Schools

“This is a good **formative assessment for teachers**. It gives quick, instant feedback. The item analysis is very nice.”

—District Administrator, Richmond City Public Schools

Using Standards Mastery to Drive Instruction

How to Use Standards Mastery as Part of Classroom Formative Assessment

Standards Mastery is designed to be incredibly flexible in the ways it can be used to help improve student learning. This particular example illustrates one way an educator may want to use Standards Mastery as part of their regular classroom **formative assessment processes**.

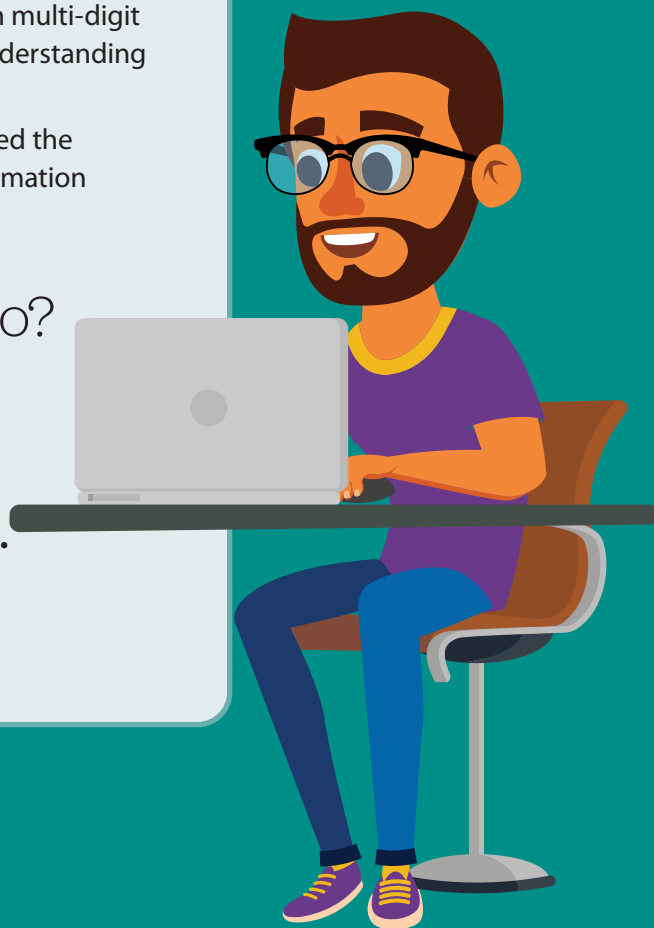
Mr. Maldonado and Standards Mastery

A Grade 4 teacher, Mr. Maldonado, has been teaching a unit on multi-digit multiplication and division. He wants to check his students' understanding before moving on in the unit.

He has already administered the *i-Ready Diagnostic* and has used the information from that, but he is hoping for more detailed information specific to the unit he's teaching.

What Should Mr. Maldonado Do?

- A** Search the web for a worksheet, or he could make his own test.
- B** Try and purchase another assessment system.
- C** Use *i-Ready Standards Mastery*!



Let's see what Mr. Maldonado decides to do!

He Chooses *i-Ready Standards Mastery*!

Here are his next steps:

1 Identify

Identify the standard.



- First, Mr. Maldonado needs to determine which standard or standards he will assess. In this case, he is interested in his students' ability to multiply multi-digit numbers, so he selects a Mastery Check that assesses this standard.
- Standards Mastery measures every standard, so he finds his assessment with no problem. He can preview it to ensure it measures the concepts he thinks his students need support with.

2 Assign

Assign the assessment to students.



- Next, he assigns the Mastery Check to his students. It only takes a few minutes to select the assessment and assign it.
- He could have assigned it to a single student, a group of students, or his entire class. In this case, he decides to assign a Mastery Check to the entire class.

3 Assess

Assess students on the chosen standard.



- Next, Mr. Maldonado has his students take the assessment.
- It only takes about 15 minutes on the computer to complete!

4 Review

Review results, first looking at class performance and then individual students' performance.



- Mr. Maldonado wants to know how his class performed, so he opens *i-Ready* and looks at the report for his class.
- He sees that eight students are Proficient, four are Progressing, and seven are Beginning, with an average score of 51 percent correct.
- He can easily see which questions were most frequently answered correctly and incorrectly, and he can quickly look at the questions if needed.



- Mr. Maldonado uses one of the most powerful report features: the individual report with response analysis. This gives him insight about any student misunderstandings or misconceptions.

5 Instruct

Use information from Standards Mastery to help with classroom instruction.



- Mr. Maldonado can use information from the student-level reports to provide reteaching if needed.
- To make it even easier to use Standards Mastery in classroom instruction, a differentiated instructional resource is provided for each standard assessed in Standards Mastery.

Flexible and Informed Instruction

Mr. Maldonado can repeat the use of Standards Mastery throughout the year, being careful to find the right balance between ensuring he has enough information to inform his classroom instruction without over-assessing his students. Standards Mastery is an incredibly flexible assessment system that can help Mr. Maldonado meet the needs of his students.

Measure Mastery of the Standards

[i-Ready.com/StandardsMastery](https://www.i-Ready.com/StandardsMastery)

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