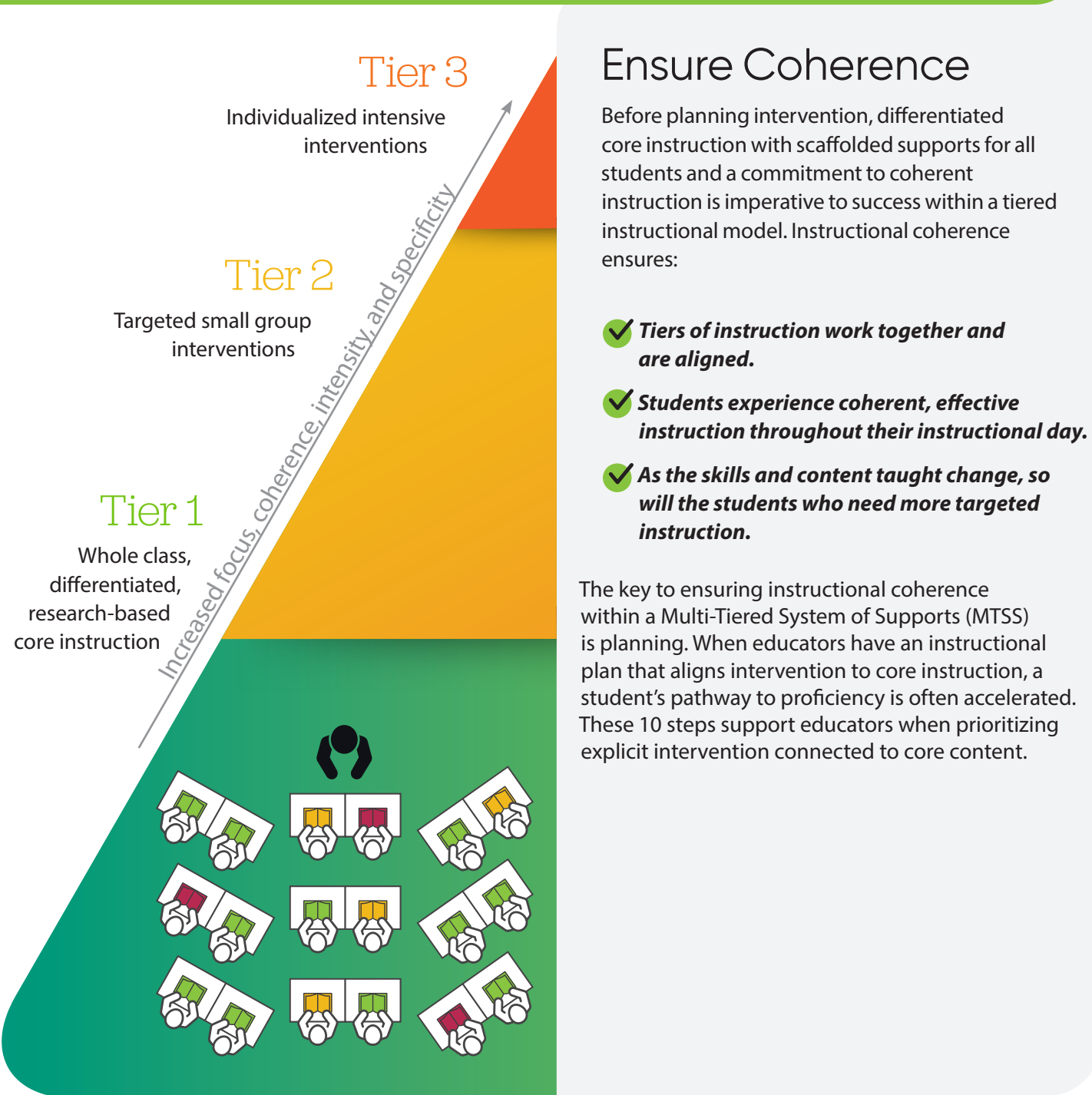# 10 Steps: Using *i-Ready Diagnostic* for Intervention

Every district has distinct intervention needs. As part of a district's systematic approach to intervention, *i-Ready* can provide screening, instructional resources, and progress monitoring data for responsive interventions. These 10 steps can help educators leverage *i-Ready* resources in a way that best suits their specific district or building priorities.
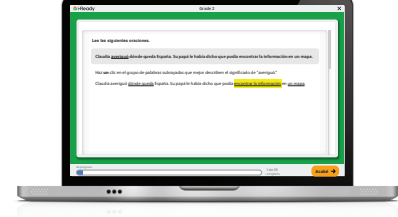
Before Planning Intervention . . . Shore Your Core

Tier 3
Individualized intensive interventions

Tier 2
Targeted small group interventions

Tier 1
Whole class, differentiated, research-based core instruction

Increased focus, coherence, intensity, and specificity

Ensure Coherence

Before planning intervention, differentiated core instruction with scaffolded supports for all students and a commitment to coherent instruction is imperative to success within a tiered instructional model. Instructional coherence ensures:

- ✅ **Tiers of instruction work together and are aligned.**
- ✅ **Students experience coherent, effective instruction throughout their instructional day.**
- ✅ **As the skills and content taught change, so will the students who need more targeted instruction.**

The key to ensuring instructional coherence within a Multi-Tiered System of Supports (MTSS) is planning. When educators have an instructional plan that aligns intervention to core instruction, a student's pathway to proficiency is often accelerated. These 10 steps support educators when prioritizing explicit intervention connected to core content.

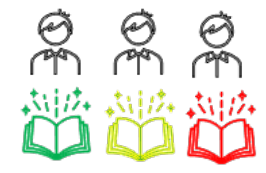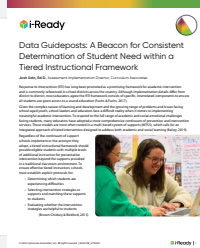## Steps 1–3: Analyze Data to Determine Priorities

Step 1

Select the data source(s) that best supports intervention planning.

i-Ready Diagnostic	*i-Ready Diagnostic* and Literacy Tasks	*i-Ready Evaluación Diagnóstica de lectura en español*
Continue with Steps 2–10 of this document for planning intervention.	When planning intervention with these data sources, see 10 Steps: Using *i-Ready Diagnostic* and Literacy Tasks for Intervention.	When planning intervention with this data source, see 10 Steps: Using *i-Ready Evaluación Diagnóstica de lectura en español* for Intervention.

Step 2

Identify students for whom you will plan explicit intervention.

Once the data source(s) that best supports intervention planning is selected, identify students who warrant explicit intervention in addition to their scaffolded support within core instruction. Consider the options below when using *i-Ready* data for Step 2.

Screening When Using the *i-Ready Diagnostic*

Establishing Guideposts with *i-Ready Diagnostic* Data

Step 3

Analyze domain-level data and determine instructional priorities for intervention.

Student	Overall Placement & Scale Score	PA ⓘ	PH ⓘ	HFW	VOC	LIT	INFO
Chang, Devan	🟡 Grade 1 (460)	Surpassed Level	Grade 1	Grade 2	Late 2	Grade 1	Grade K
Houston, Camilla	🟢 Early 2 (492)	Surpassed Level	Grade 1	Grade 2	Early 2	Grade 1	Early 2
Ly, Bailey*	🟡 Grade 1 (458)	Grade 1	Grade K	Max Score	Early 2	Grade 1	Grade 1

Identify which skills should be prioritized while intervention planning in Steps 4–8.

# Steps 4–8: Plan Explicit Intervention

Step 4

Determine the best report to support precise interventions.

Report	Provides
Instructional Groupings Reading | Math	Easy access to instructional grouping suggestions for both Mathematics and Reading in Grades K–8
Grade-Level Planning (Prerequisites) Math	Resources to strategically prepare students for upcoming topics in grade-level mathematics in Grades 1–8
Grade-Level Planning (Scaffolding) Reading	Precise insights into reading comprehension and resources to best respond to student needs in Grades 3 –8
Diagnostic Results (Student) Reading | Math	Pinpoints students' strengths, areas of need, and annual growth expectations using criterion-referenced grade-level placements with specific recommendations and resources

Consider using this Report Selector to identify the best report that meets your intervention planning needs.
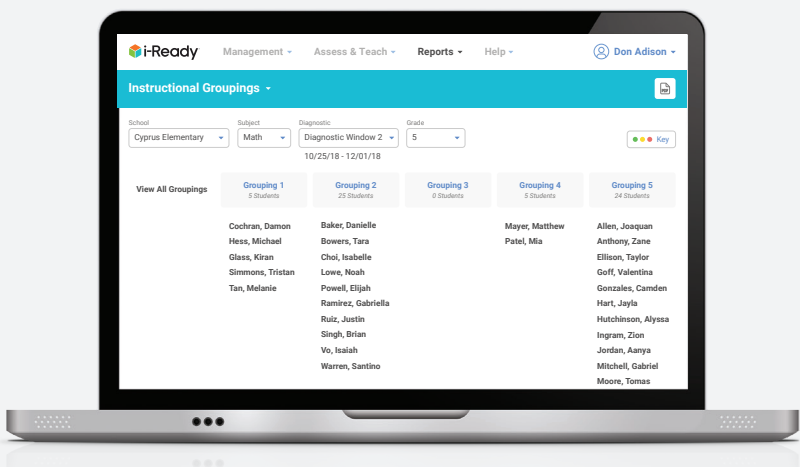
Step 5

Organize students into targeted small groups.
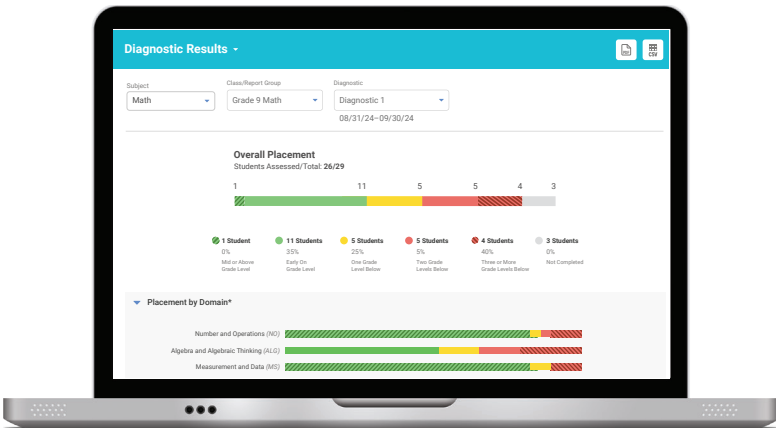
Using students identified in Step 2, determine targeted small groups and the intervention focus based on their domain-level results analyzed in Step 3.

Step 6

Determine resources within the selected report to support the instructional focus of targeted small groups.


In addition to resources from the selected report, educators may find these guides to be helpful when determining resources for targeted small groups.

- ✅ Using *i-Ready*'s Tools for Instruction to Support Intervention and Monitor Student Progress
- ✅ Using *i-Ready Personalized Instruction* to Support Intervention and Monitor Student Progress
- ✅ Using *i-Ready Standards Mastery* to Support Intervention and Monitor Student Progress

Step 7

Analyze identified resources to ensure they are aligned to instructional priorities.
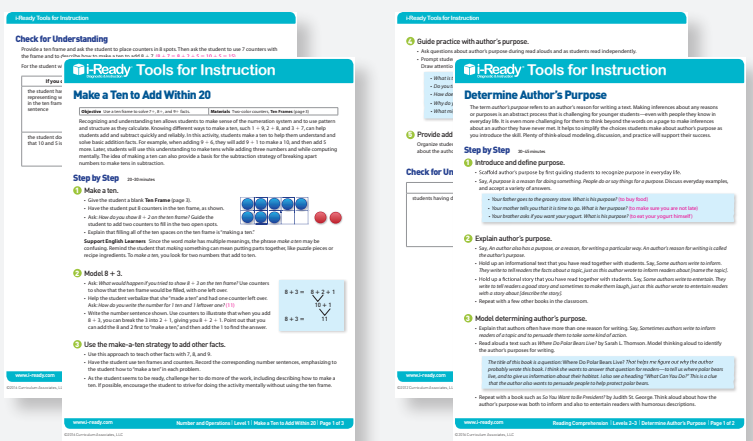
Ensuring resources align to instructional priorities is key to maximizing intervention with students.

Step 8

Build an instruction/intervention plan.

	Day 1	Day 2	Day 3	Day 4	Day 5
Daily Intervention Activities	TFI: Teach New Word Meanings (Steps 1, 2)	TFI: Teach New Word Meanings (Steps 3, 4)	TFI: Use Content to Find New Word Meanings (Steps 1, 2, 3)	TFI: Use Content to Find New Word Meanings (Step 4)	Check for Understanding: ✓ Teach New Word Meanings ✓ Use Content to Find New Word Meaning

Using resources selected in previous steps, build a day-by-day plan to address targeted skills in a whole class, small group, or individualized setting. These editable planners may be helpful to districts:
One-Week Planning Worksheet
Four-Week Planning Worksheet

# Steps 9–10: Respond to Student Progress

Step 9

Determine how student progress will be measured.

For an overview of using *i-Ready* for progress monitoring, please reference Progress Monitoring with *i-Ready Assessment*.

For guidance on how to use *i-Ready* for informal progress monitoring, please reference the links below:
- ✅ Using *i-Ready*'s Tools for Instruction to Support Intervention and Monitor Student Progress
- ✅ Using *i-Ready Personalized Instruction* to Support Intervention and Monitor Student Progress
- ✅ Using *i-Ready Standards Mastery* to Support Intervention and Monitor Student Progress
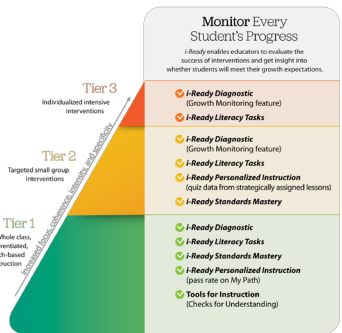
Step 10

Respond!

Educators should continually analyze student performance throughout instruction/intervention and determine if the targeted skills need additional intervention.
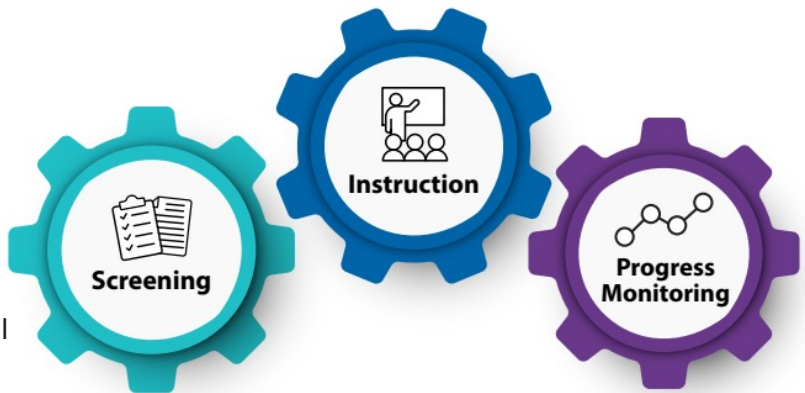
For more information about how *i-Ready* supports academic intervention, please visit our intervention resource hub.