



Quickstart Guide: Progress Monitoring Using *i-Ready*

Curriculum Associates Guidance Brief | August 2024

Overview

i-Ready offers a variety of progress monitoring options for educators to customize interventions and evaluate student progress. We recognize that students can be over-tested with so many assessment options available. With that in mind, we ground our approach to progress monitoring in four key beliefs:

- **Assess Purposefully:** Avoid over-assessment
- **Prioritize the Skills:** Monitor the things that matter most.
- **Incorporate into Instruction:** When possible, include progress monitoring as part of instruction.
- **Utilize the Data:** Routinely modify instruction and student placement decisions based on the data.

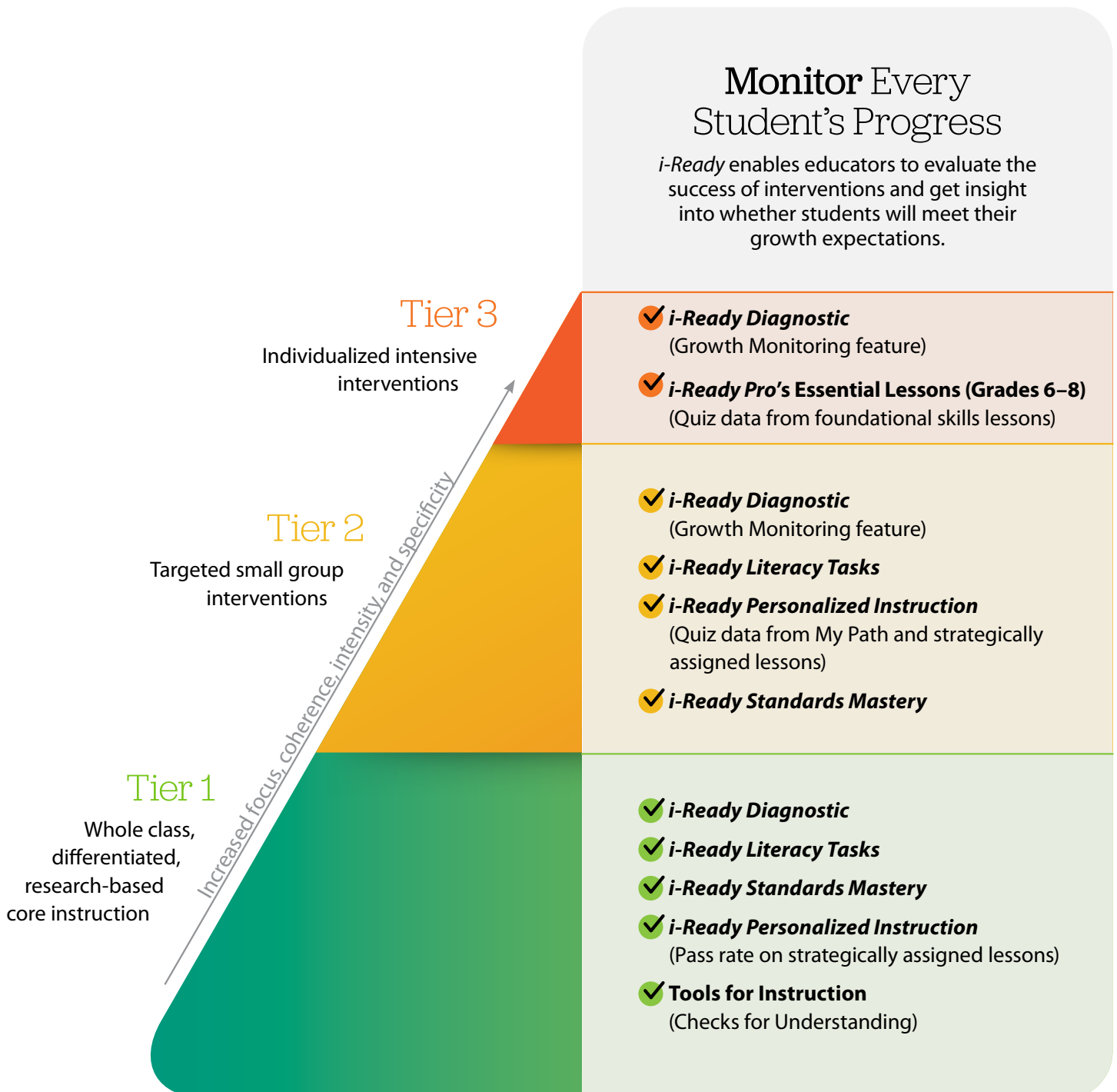
This document provides guidance on one approach that districts can implement to use *i-Ready* for progress monitoring. However, because progress monitoring needs vary, educators are encouraged to view our list of [key considerations for effective progress monitoring](#) and understand the benefits of each progress monitoring option available within the *i-Ready* system before choosing the option outlined below.



Step 1: Determine Who Should Be Progressed Monitored

The first step in progress monitoring is to determine which students need it. Progress monitoring models differ from state to state, and some states have specific requirements for which students must be administered progress monitoring. The *i-Ready Assessment* suite has flexible tools so educators can customize progress monitoring experiences based on specific state requirements and the academic needs of their students.

For a list of potential considerations when making this decision, see [Appendix A](#).



Step 2: Determine Which *i-Ready Literacy Tasks* Will Be Used for Progress Monitoring

To do this, follow this two-step process:

Part 1: Find the Lowest Foundational Skills Domain on a Student’s Diagnostic Results Report

Use the Diagnostic Results report to identify each student’s lowest foundational skills domain. The foundational skills domains are:

- Phonological Awareness
- Phonics
- High-Frequency Words

In cases where two or more domains are tied for being the lowest, you would typically use the domain that is the farthest to the left (i.e., closer to a prerequisite foundational skill). However, in Grade 2, one exception is for students who are low in Phonological Awareness: if the student is also low in Phonics, focus on phonics skills as a first step.

Example

Student		Placement by Domain								National Norms
Overall Placement & Scale Score		PA	PH	HFW	VOC	COMP	LIT	INFO	Percentile Rank	
Jarvis, Gabrielle	Grade 1 (429)	Surpassed Level	Grade 1	Grade 2	Grade K	Grade K	Grade 1	Grade K	18th	
Obrien, Emily	Grade K (415)	Grade K	Grade K	Grade 1	Grade K	Grade K	Grade K	Grade K	12th	
Knox, James	Grade K (411)	Grade 1	Grade K	Grade K	Grade K	Grade K	Grade 1	Grade K	10th	
Lee, Jorge	Grade K (404)	Grade K	Grade K	Grade K	Grade K	Grade K	Grade K	Grade K	8th	

In the example above that features Grade 2 students, the lowest domains would be the following:

- For **Gabrielle**, the lowest domain would be **Phonics (PH)** because it is the lowest foundational domain.
- For **Emily**, the lowest domain would be **Phonological Awareness (PA)** because it’s tied with Phonics (PH) and is farthest to the left. However, because Emily is in Grade 2 and is also low in Phonics, **focus on her phonics skills in the next step.**
- For **James**, the lowest domain would be **PH** because it is tied with High-Frequency Words (HFW) and is farthest to the left.
- For **Jorge**, the lowest domain would be **PA** because it’s tied with all other domains and is farthest to the left. However, because Jorge is in Grade 2 and is also low in PH, **focus on his phonics skills in the next step.**

If a student’s Comprehension and Vocabulary domains are also low, focusing on foundational skills can be a critical step toward helping a student improve their comprehension and vocabulary proficiency. Supplementing foundational skills progress monitoring using *i-Ready* with having a student engage in language-rich activities in the classroom, such as reading grade-level texts aloud, can help a student’s overall literacy proficiency.

Part 2: Using Each Student’s Lowest Domain, Choose the Appropriate Literacy Task

Use the table below to determine the appropriate Literacy Task. These represent just one suggested approach to which tasks to use, and educators are encouraged to use their professional judgement and experience with the student to choose the most appropriate task for progress monitoring purposes.

In the table below, the acronyms represent each *i-Ready Literacy Task*:

- **PSF**: Phoneme Segmentation Fluency
- **PWDF**: Pseudoword Decoding–Fluency
- **LSF**: Letter Sound Fluency
- **WRF**: Word Recognition Fluency
- **PRF**: Passage Reading Fluency

Lowest Domain	Grade K*	Grade 1	Grade 2	Grade 3
PA	PSF	PSF	PSF**	N/A
PH	LSF	PWD–F	PWD–F	PWD–F [†]
HFW	WRF	WRF	WRF	WRF [†]
Reading Comprehension (COMP: LIT and COMP: INFO)/Vocabulary (VOC)	Use an <i>i-Ready</i> Tool for Instruction for informal progress monitoring purposes and/or a grade-appropriate PRF Task if available. ^{††}			

*Teachers may choose to hold off on formal progress monitoring in Grade K until the student has had some time to receive formal instruction in foundational literacy skills.

**In Grade 2, for students low in PA, if the student is also low in PH, focus on phonics skills through the administration of PWD–F instead.

[†]Grade-level placements may not be available at some grades, but the task can still appropriately be used to measure progress using the student’s raw score.

^{††}Curriculum Associates does not have a progress monitoring tool specific to COMP or VOC (research shows that growth in COMP and VOC over a short period of time is not expected); however, although not a direct measure of vocabulary or comprehension, the *i-Ready* Literacy Task for PRF is a common approach to holistically assessing a student’s literacy proficiency. For comprehension purposes, a rubric-scored comprehension measure is also available.

Example

In the example below, four students in various grades are provided with their lowest domain and the suggested *i-Ready Literacy Task*:

Grade	Student’s Lowest Domain	Suggested <i>i-Ready Literacy Task</i>
K	PA	PSF
1	PH	PWDF
2	COMP: INFO	Use a Tool for Instruction for informal progress monitoring
3	PH	PWD–F



Key Consideration in Choosing *i-Ready Literacy Tasks*: Monitor On Grade or Off Grade

Should you use an on-grade level task or an off-grade level task?

Some *i-Ready Literacy Tasks*, such as PRF, offer forms for each grade level.

When progress monitoring a student, should a form associated with the student's rostered (i.e., chronological) grade level be used, or should a form associated with the student's developmental grade level be used?

Educators and researchers have differing opinions on this, and districts should develop a philosophy that works for them.



On-Grade Level Progress Monitoring

This approach exposes students to content appropriate to their grade level while still allowing educators to monitor student growth.

- **Which tasks should be used?** Under this approach, always use the Literacy Task associated with the student's rostered (i.e., chronological) grade level. For example, a Grade 3 student performing at a Grade 2 level should be administered a Grade 3 PRF Task.
- **What if the student cannot engage with the task?** Instead of administering an off-grade level task, consider administering a task that measures a preceding skill. Below are recommended tasks that should be administered if a student cannot engage in a suggested task from the prior page.
 - For students who cannot engage with PRF, consider using WRF or PWD-F to determine if they need support in word decoding and recognition.
 - For students who cannot engage with WRF or PWD-F, consider using the LSF and/or PSF task to determine if they need support in letter-sound correspondence and/or phonemic awareness.



Off-Grade Level Progress Monitoring

This approach exposes students to content from a lower grade. There are two approaches to determining the appropriate grade level:

- **Use the Diagnostic Domain-Level Placement:** If, for example, a Grade 3 student achieves a Grade 2 placement in COMP: INFO and that's the student's lowest domain, administer a Grade 2 PRF set of progress monitoring forms.
- **Use the Guidance in the Progress Monitoring Guide:** Use the drill-down method outlined in the Literacy Tasks: Progress Monitoring Tasks Guide.

Appendix A: Considerations for Determining Which Students Should Be Progress Monitored

When selecting students for progress monitoring, consider those who may benefit from additional support to ensure they meet learning objectives and make adequate progress (MTSS Center, n.d.). The table below provides a list of potential student groups an educator might consider progress monitoring and the reason to consider each group.

Student Group	Reason for Progress Monitoring
Students with Individualized Education Programs	These students receive special education services, and progress monitoring is essential to ensuring they are meeting their specific learning goals and objectives.
Students Receiving Tier 2 and Tier 3 Interventions in Response to Intervention Framework	<p>Tier 2 interventions are for students who need additional support beyond general classroom instruction. Progress monitoring helps evaluate the effectiveness of these interventions.</p> <p>Tier 3 interventions are more intensive and individualized, often provided to students who did not respond adequately to Tier 2 interventions. Frequent progress monitoring is crucial here to guide instructional decisions.</p>
Students Identified as At Risk Based on Screening Assessments	Students who show signs of academic difficulty based on screening assessments or other factors should receive ongoing support through progress monitoring. This allows teachers to tailor instruction to meet individual needs and prevent academic setbacks.
Students with Learning Disabilities	These students often require tailored instruction and support. Progress monitoring helps ensure interventions are effective and that students are making adequate progress toward their learning goals.
English Learners	English Learners can benefit from progress monitoring to ensure they are developing both language and academic skills effectively. It helps in differentiating between language acquisition issues and learning difficulties.
General Education Students in Schools Implementing Schoolwide Progress Monitoring	In some schools, progress monitoring is used schoolwide to improve overall student achievement. All students might be assessed regularly to ensure they are making adequate progress and to inform instructional practices.
Students in Remedial Programs	Those participating in remedial reading, mathematics, or other academic programs should be monitored to track their improvement and adjust instruction accordingly.
Students with Behavioral or Emotional Challenges	For students with behavioral or emotional challenges that impact learning, progress monitoring can help track improvements in behavior and its correlation with academic performance.

MTSS Center. (n.d.). Progress monitoring. MTSS Center. Retrieved from <https://mtss4success.org/essential-components/progress-monitoring>