



# Frequently Asked Questions for Pilots

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# Accessing and Locating Teacher Toolbox Resources

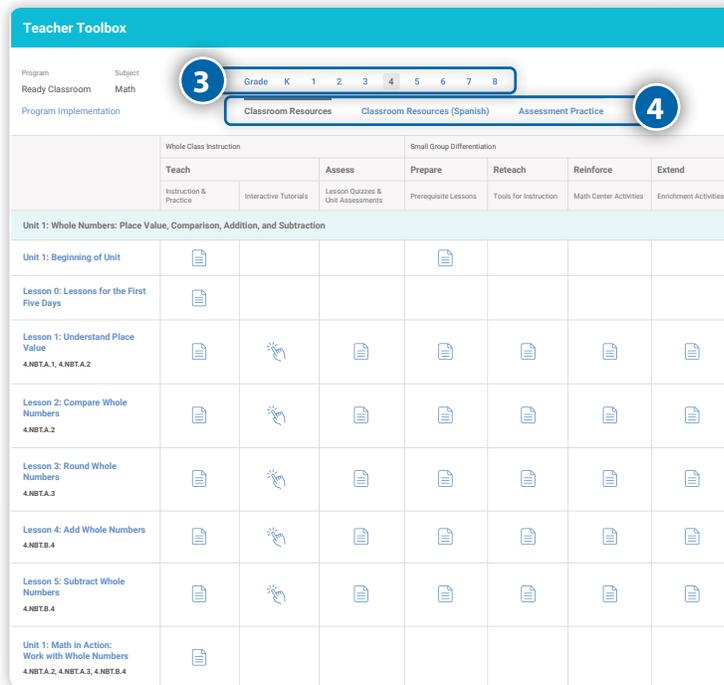
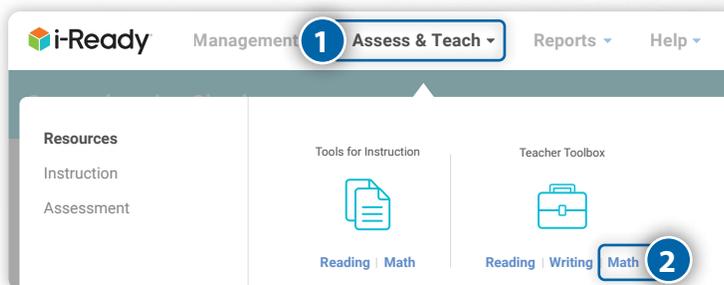
## How do I get access to the Teacher Toolbox?

You should have received a username and password via email. If you did not, please contact the person at your school coordinating the pilot or [contact our Customer Service team](#).

## How do I find the Teacher Toolbox resources on my dashboard?

Follow these **step-by-step instructions** to help you access the resources on the Teacher Toolbox.

1. Select **Assess & Teach** from the top navigation. **Resources** will be selected by default.
2. Select **Math** under *Teacher Toolbox* to open the Teacher Toolbox.
3. Your **Grade** will be selected automatically, but you can use the **buttons** to select another **Grade** if needed to locate off-level resources recommended in the Prerequisites report.
4. Use the **tabs and links** on each page to navigate to the information you need.



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# Where do I find the Lesson Slides, Fluency & Skills Practice, and other resources for each day of instruction?

Access the Classroom Resources on the Teacher Toolbox.

A. **Classroom Resources** is your hub for instructional materials and supporting resources for each *Ready Classroom Mathematics* unit and lesson for the selected grade.

1. Each **Unit** can be expanded to display resources organized by lesson as well as Beginning of Unit and End of Unit.
2. Download specific items for **Whole Class Instruction** and **Small Group Instruction**, including session slides, digital versions of the instruction and practice pages from the Teacher's Guide and Student Worktext, Lesson Quizzes and Unit Assessments, Math Center Activities, and Enrichment Activities.
3. Play **Interactive Tutorials** directly from the Teacher Toolbox to support review of prerequisite content.

B. **Program Implementation** offers resources to help you implement *Ready Classroom Mathematics*, including digital versions of support found in your Teacher's Guide, plus Try–Discuss–Connect routine, pacing and correlations resources, Digital Math Tools, Grade Level Games for Grades K–2, and more.

C. **Assessment Practice** contains downloadable cumulative practice tests that resemble consortia and state summative tests for each grade.



# Accessing and Locating Practice Resources

## What resources are available for practice?

*i-Ready Classroom Mathematics* offers a wide range of practice options. Every lesson offers built-in practice during and after each session. In addition, there are optional practice opportunities educators can use to flexibly meet the needs of their students.

### ► Important Things to Know

- ☆ **Quality practice is more than repeated application of traditional problem sets.** Effective practice emphasizes reasoning about, discussion of, and solving of high-quality, rigorous problems in order to build procedural fluency through conceptual understanding.
- ☆ The wide variety of **embedded practice in *i-Ready Classroom Mathematics* at the lesson level ensures that students are applying vocabulary, strategies, and procedures flexibly** in context throughout the lesson. Unit-level and ongoing practice in *Ready Classroom Mathematics* provide **optional opportunities to review current or prerequisite concepts.**
- ☆ **Be careful not to over-assign practice outside of the lesson.** Practice is deeply embedded in the lesson, so only assign additional practice to students if they need more time building a solid understanding of the mathematics.
- ☆ **Practice should be used for reinforcement, not reteaching.** Students who are struggling with concepts will likely need more instruction before practicing with additional problem sets, otherwise they may practice concepts ineffectively or get frustrated.

### ► Practice Opportunities

Lesson-Level Practice
<b>Try–Discuss–Connect routine</b> in every Explore and Develop session
<b>Apply It</b> practice activities (K–1) and problems (2–8).
<b>Additional Practice</b> after every Explore and Develop Session.
<b>Refine</b> Session practice that includes questions in the format of state assessment items.
<b>Fluency &amp; Skills Practice</b> after every Develop session (2–8)
<b>Fluency &amp; Skills Practice</b> after the last Develop session (K–1)
<b>Interactive Practice</b> that can be assigned directly to students' dashboard and provides teachers with a report of student progress.

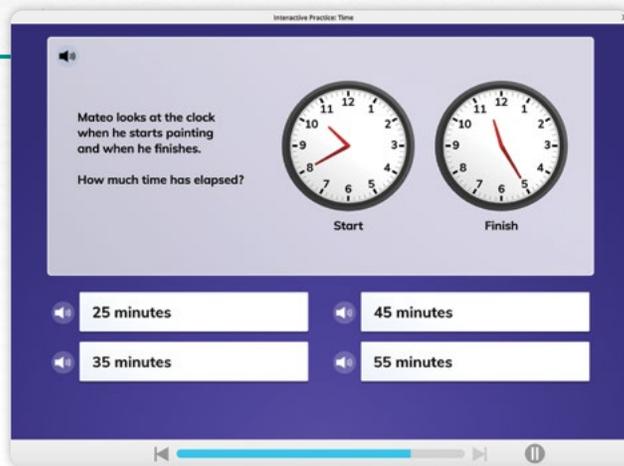
Unit-Level Practice
<b>Unit Review</b> pages at the end of every unit
<b>Printable Unit Games</b> at the end of every unit on the Teacher Toolbox can be used for current or previous units.
Ongoing Practice
<b>Cumulative Practice</b> pages provide ongoing review at the beginning of each unit.
<b>Leveled Math Center Activities</b> (called Learning Activities in K–1) are available for every lesson on the Teacher Toolbox.
<b>Interactive Learning Games</b> available through the student dashboard to develop fluency and critical thinking.
<b>Centers Library</b> practice activities (K–1)
<b>Grade Level Games</b> available on Teacher Toolbox (K–2)

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## What is Interactive Practice?

Interactive Practice is an engaging practice opportunity for students that reinforces grade-level mathematics skills. Assigned by teachers as needed, Interactive Practice focuses on the major topics of the grade level, content students tend to struggle with the most, and skills that require repetition. Once assigned, Interactive Practice becomes accessible to students through their student dashboards, offering an online option for targeted practice of recently taught skills.

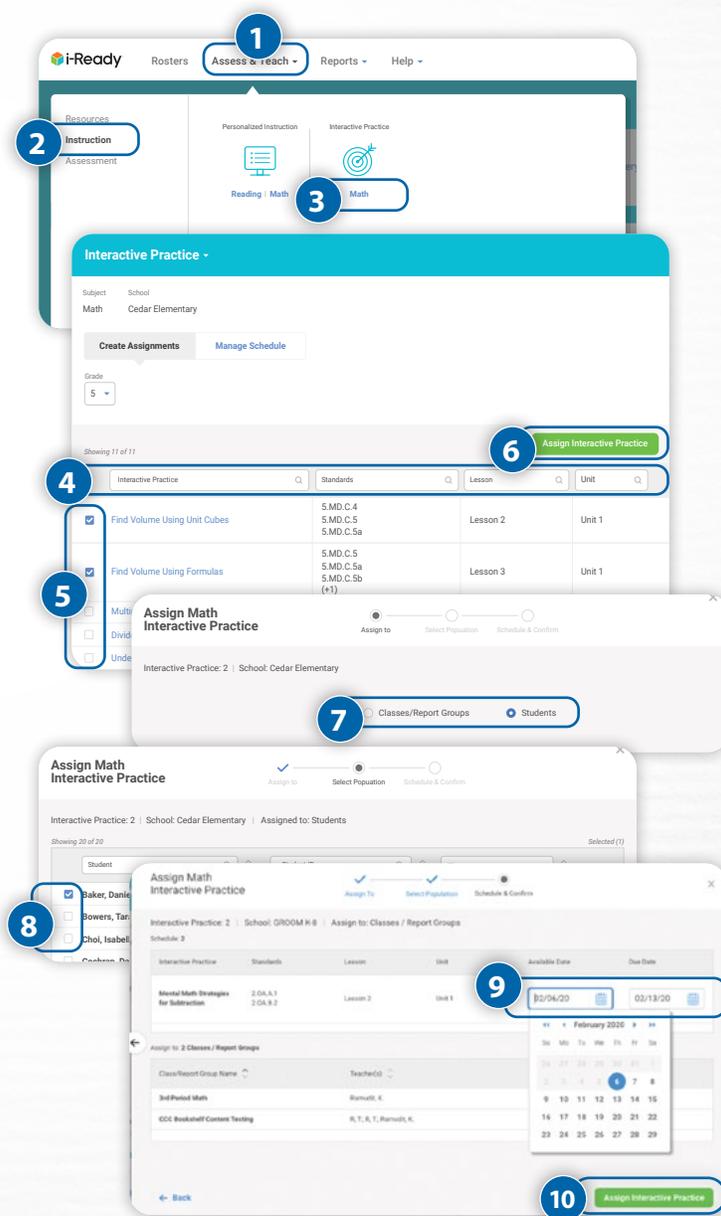
Assign Interactive Practice during Refine sessions, flexibly throughout instruction, as spiral review, or for homework as part of grade-level practice. While Interactive Practice assignments do not include quizzes or other scoring, Interactive Practice reports allow you to monitor completion and see how long students spent on assigned practice.



## How do I assign Interactive Practice?

1. Select **Assess & Teach** from the top navigation.
2. Select **Instruction** for the category.
3. Select **Math** under *Interactive Practice*.
4. Filter by *Interactive Practice* title, *Standards* addressed, *Lesson*, and/or *Unit*.
5. Use the **checkboxes** to select *Interactive Practice* you would like to assign (maximum of 10 at one time). Click on the **title** to view details or preview the Interactive Practice of your choice.
6. Click **Assign Interactive Practice**. The corresponding pop-up will appear.
7. Choose **Classes/Report Groups** or **Students**.
8. Use the **checkboxes** to select your *population*.
9. Enter a **Due Date** and **Available Date** for each practice you are assigning.
10. Click **Assign Interactive Practice**.

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



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# How do I Manage Assigned Interactive Practice?

Follow Steps 1–3 under *Assigning Interactive Practice*.

4. Select **Manage Schedule**.

*To View Interactive Practice Assignment Details:*

A. Select the **+** icon next to the *Interactive Practice name*.

*Then, to Change the Due Date of an Existing Assignment:*

B1. Select **Edit** below *Due Date*.

B2. **Enter** or **use the calendar** to select the new Due Date on the *Edit Schedule* screen.

B3. Click **Save**.

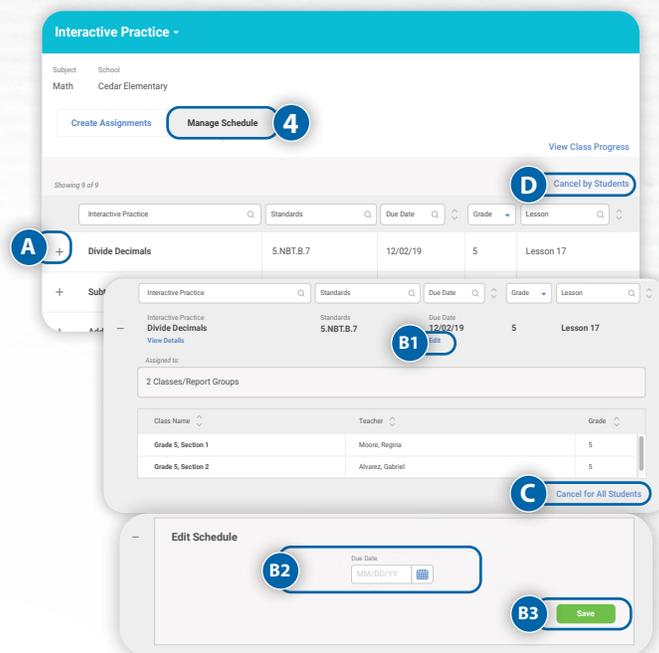
*Or, then, to Cancel the Interactive Practice Assignment for All Students:*

C. Select **Cancel for All Students**.

*To Cancel the Interactive Practice Assignment for Individual Students:*

D. Select **Cancel by Students** above the *Interactive Practice* table.

Follow the steps in the corresponding pop-up to select one or more individual student assignments to cancel. (*Steps not pictured.*)



# What are the interactive Learning Games?

Learning Games strengthen fluency, number sense, and conceptual understanding of challenging math standards in a way that is designed to be fun and engaging for students.



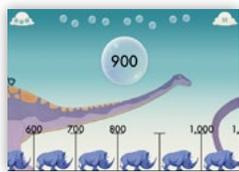
## **Hungry Guppy** Grades K–2

In this precursor to Hungry Fish, students learn to identify small numbers of objects, fluently add sets of shapes, and recognize numerals up to 6. Diverse colors and dot arrangements reinforce early number sense. Levels progress adaptively based on player performance.



## **Hungry Fish** Grades K–5

Students combine integer bubbles to feed a fish with a specific target number, reinforcing the concept that there are multiple ways to compose and decompose a number by finding sums and differences. The range of target numbers includes integers from 3–100, multiples of tens, multiples of hundreds, and negative numbers, as well as a range of time pressures.



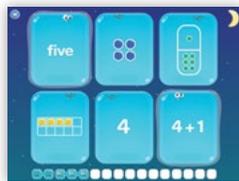
## **Zoom** Grades K–5

Students move left and right and zoom in and out of the world’s most interactive number line to find missing values, compare numbers, and build number sense. Animals corresponding to each order of magnitude make the concept of place value concrete—from amoebas in the thousandths, to frogs in the ones, to dinosaurs in the thousands.



## **Bounce** Grades K–5

Students guide a bouncing ball to compare numbers and find the location of integers, fractions, percentages, decimals, and pie charts on a number line. Scaffolded hints help struggling students build a stronger number sense.



## **Match** Grades K–5

Students match tiles of equal value and learn to interpret diverse visual and symbolic representations of integers, sums, differences, products, quotients, and fractions while improving working memory in the context of valuable fluency practice.



## **Pizza** Grades 2–5

Students run a virtual pizza store. They set prices, compare vendors for ingredients, and perform quick mental math to calculate the price of customer orders. Adaptive timing gives students appropriately challenging fluency practice with addition, multiplication, and multi-step problems.



## **Cupcake** Grades 2–5

Students run a cupcake delivery business, in which they need to interpret diverse word problems and engage in practice with basic economics, proportions, and the coordinate system. Through the game, students budget for ingredients, take increasingly complex orders, and make deliveries on the coordinate plane of a city map.



## **Cloud Machine** Grades 3–5

Students solve puzzles featuring concrete, visual representations of fractional spaces. The goal is to fill a cloud to a precise level of liquid by opening and closing a series of gates. The game helps students conceptually understand fraction recognition, equivalence, and addition and subtraction of fractions with the same and different denominators.

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## How do students access the Learning Games?

Students can access Learning Games through their student dashboard.

### ► Students on Computers and Chromebooks™

To complete these steps, students must be logged in to their account at **i-ReadyConnect.com** or, for single sign-on (SSO) users, through the district portal:

1. If using *i-Ready* for Reading and Mathematics, select **Math** under **Choose a subject**. If only using Math, students will go directly to their Math To Do screen upon logging in.
2. If the student does not have an assessment assigned, or has been given access by an account administrator, they will see Learning Games in the bottom navigation bar. Click the **Learning Games** button.



3. The student will see the Learning Games home screen and can **select any game** displayed to **start playing**.

*Note: Only students in Grades K–5 will have access to Learning Games, at district discretion.*



# Students on iPads®

Ensure iPads have the most recent version of the *i-Ready Connect for Students* app.

1. If students have not installed the ***i-Ready Connect for Students*** app, it can be downloaded from the Apple App Store®.\*

2. Log in to *i-Ready* through the ***i-Ready Connect for Students*** app.

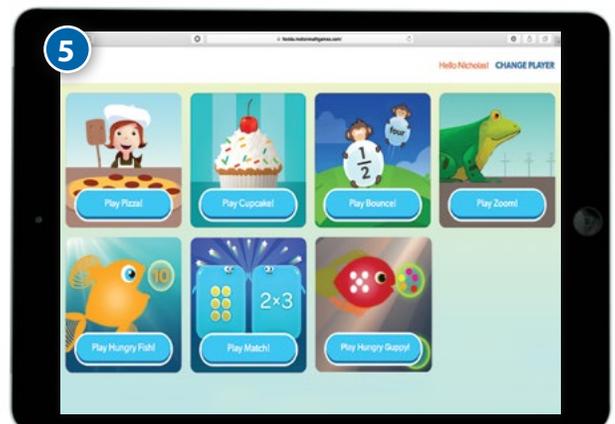
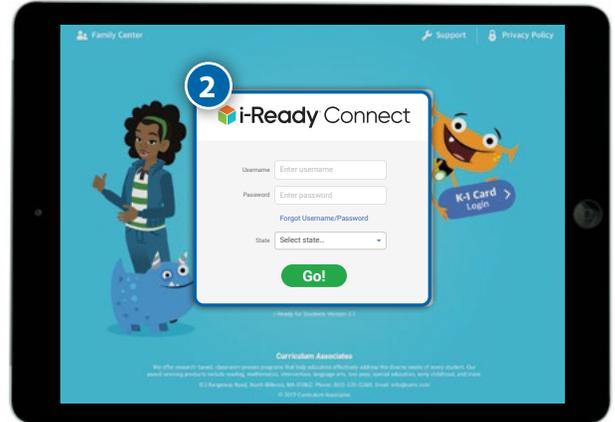
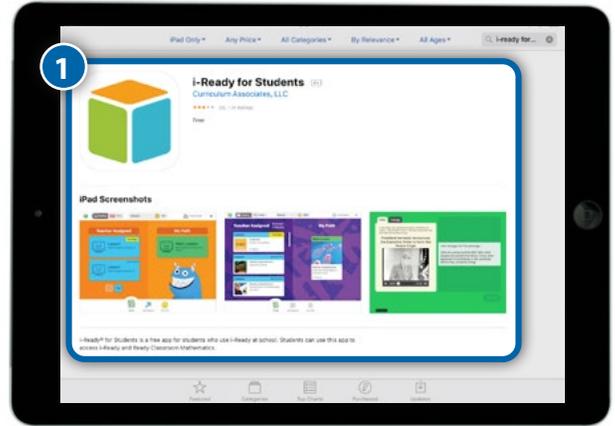
*Note: SSO users should log in to i-Ready the way they normally would through their district's SSO portal.*

3. Choose **Math** from the subject selector screen or in the upper left-hand corner of the To Do screen.
4. If the student does not have an assessment assigned, or has been given access by an account administrator, they will see Learning Games in the bottom navigation bar. Select **Learning Games**.

5. The student will see the **Learning Games** home screen and can select any game displayed to start

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\*Note that iPad minis are not supported and that the *i-Ready Connect for Students* app is not accessible on other tablets or the iPhone®.



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## How do educators access the Learning Games?

Educators can access your Learning Games reports and try the games for yourself through your Teacher Digital Experience.

To complete these steps, you must be logged in to your *i-Ready* or *Ready Classroom Mathematics* account:

1. Select **Reports** on the *top navigation*. *Class* and *Diagnostic* reports will show by default.
2. Select **Class** and **Instruction** for the report level and category.
3. Click **Go** under **Learning Games**.
4. Click **Create Report**.

5. You'll be brought to the Learning Games teacher home screen. Select the **report** you'd like to view, or select **Play Games** to play demo versions of all Learning Games.

*Administrator note: Learning Games will appear under District/School and Instruction reports for coordinators, school administrators, and district administrators.*

The screenshot shows the i-Ready Reports interface. The top navigation bar includes 'Rosters', 'Assess & Teach', and 'Reports' (1). Below the navigation bar, there are tabs for 'Class', 'Student', and 'Batch'. The 'Class' tab is selected. On the left, there are categories: 'Diagnostic', 'Instruction' (2), 'Comprehension Checks', 'Standards Mastery', and 'Historical'. The 'Instruction' category is selected. On the right, there are options for 'Personalized Instruction' (Reading | Math), 'Interactive Practice' (Math), and 'Learning Games' (3) with a 'Go' button. Below this, there is a 'K-5 Learning Games' section with a 'Create Report' button (4). At the bottom, there is a 'Learning Games' section with a 'PLAY GAMES' button (5) and a table of reports.

PLAY GAMES	PLAYTIME	SKILLS PROGRESS	FACTORS OF LEARNING
<b>K Math</b> Hesford, M; Lim, H	Students: 30 Class		Playtime: 22 min Weekly student average (past month)
<b>1 Math</b> Hesford, M	Students: 30 Class		Playtime: 19 min Weekly student average (past month)
<b>After School A</b> Hesford, M; Jones, S; Johnson, E;	Students: 30 Report Group		Playtime: 15 min Weekly student average (past month)

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## What Learning Games reports are available and how do I access them?

Review student Playtime, Skills Progress, and Factors of Learning reports on the teacher home screen. The Learning Games teacher home screen will automatically default to the Playtime report.

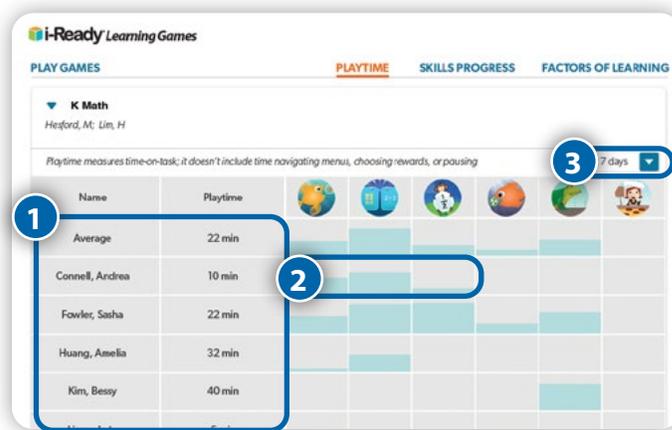
*Note: Administrators will see all classes and report groups on this page. Teachers will only see the classes and report groups to which they are assigned.*



### ► Playtime

**This report measures the number of minutes a student has spent playing Learning Games.** Playtime only includes time in the games that is devoted to solving math problems—it does not include time navigating menus, choosing rewards, or pausing within the game.

1. On the left, you'll see the **average number of Playtime minutes** for the class as a whole, as well as the average playtime for each student.
2. The **blue boxes show the relative usage** of each game for each student.
3. Use this **dropdown to select the time frame** for which you'd like to view this report. You can view student Playtime over the last day, last week, last month, or the entire school year.



**Tip:** Using the Personalized Instruction Summary report and Learning Games Playtime report together will help you understand how students are spending their technology time and, when Lesson Time-on-Task is lower than expected, let you know whether students' focus on Learning Games is taking away from Personalized Instruction. You can strategically turn Learning Games on/off for a whole class or for individual students as needed to keep time in both learning activities in balance.

**Note:** Learning Games Playtime and Lesson Time-on-Task for Personalized Instruction are logged and reported separately. Use the Personalized Instruction Summary report to see the number of minutes your students have spent in their i-Ready online lessons. Only time spent in online lessons, not Learning Games Playtime, is included in the Time-on-Task visible to students under My Progress on the student dashboard.

## ► Skills Progress

The Skills Progress report provides a real-time snapshot of how students are performing across individual math standards.

1. **Fluency** is determined by combining student performance on all game levels relevant to the standard. Whether a student is “demonstrating fluency,” “approaching fluency,” or “not yet demonstrating fluency” in this report is based on how relevant game levels are to a specific standard and how a student performs in those specific levels. “Not enough gameplay data” means that the student has not spent enough time in games related to a standard or skill to report on fluency.
2. The **Details** view will show you student performance on a given standard. The Overview view (not pictured) will allow you to see your student’s performance on a given domain.
3. You can use this **grade dropdown** to see how students are performing on standards for different grades.

Name	number groups.	K.OA.A.2 Count forward from a given number.	K.OA.A.3 Represent numerals from 0–20.	K.OA.B.4 Count to tell the number of objects.	K.OA.B.5 Count objects in any group configuration.	K.OA.C.5 Compare the number of objects in groups.
Connel, Andrea						
Fowler, Sasha						
Huang, Amelia						
Kim, Bessy						
Liang, Jade						
Russ, Seth						
Turvey, Aidan						
Turvey, Briar						

## ► Factors of Learning

The Factors of Learning report provides an assessment of how students approach games across four key factors of learning, based on the choices students make in the games.

1. Teachers can see whether a student displays high, medium, or low levels of a **factor of learning** based on how often they make a certain choice relevant to that factor. “Not enough gameplay data” means that the student has not spent enough time in the games to report on this factor of learning.
2. You can use this **dropdown to sort** by student name or by each factor of learning.
3. **Growth Mindset:** Selects challenging levels and persists even after losing
4. **Confidence:** Selects even more challenging levels after winning
5. **Productive Strategy:** Plays a productive path through the game
6. **Self-Regulation:** Focuses during gameplay, rarely pausing or quitting

Name	Growth Mindset Selects challenging levels & persists even after losing	Confidence Selects even more challenging levels after winning	Productive Strategy Plays a productive path through the game	Self-Regulation Focuses during gameplay; rarely pausing or quitting
Connel, Andrea				
Fowler, Sasha				
Huang, Amelia				
Kim, Bessy				
Liang, Jade				
Russ, Seth				
Turvey, Aidan				
Turvey, Briar				

*Note: Click on the name of any factor of learning to view more information, related research, and tips.*

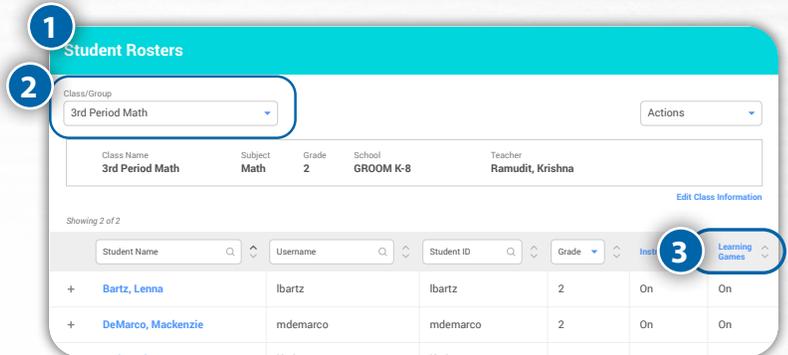
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# How do I turn Learning Games On/Off for my class or individual students?

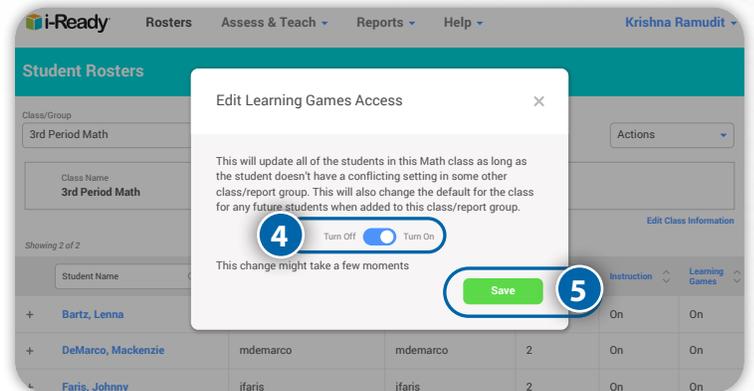
Once your district has decided to give K–5 students access to Learning Games, you can still turn game settings on or off for a whole class or individual students as needed. Consider this option if you have found Personalized Instruction Lesson Time-on-Task is lower than expected and Learning Games Playtime is higher than expected, as this may be an indication that students are not spending scheduled technology time as planned.

## ▶ Turning Learning Games On/Off for the Class Level

1. Navigate to **Rosters**.
2. Select **your class** from the **Class/Report Group** dropdown.
3. Select **Learning Games**.

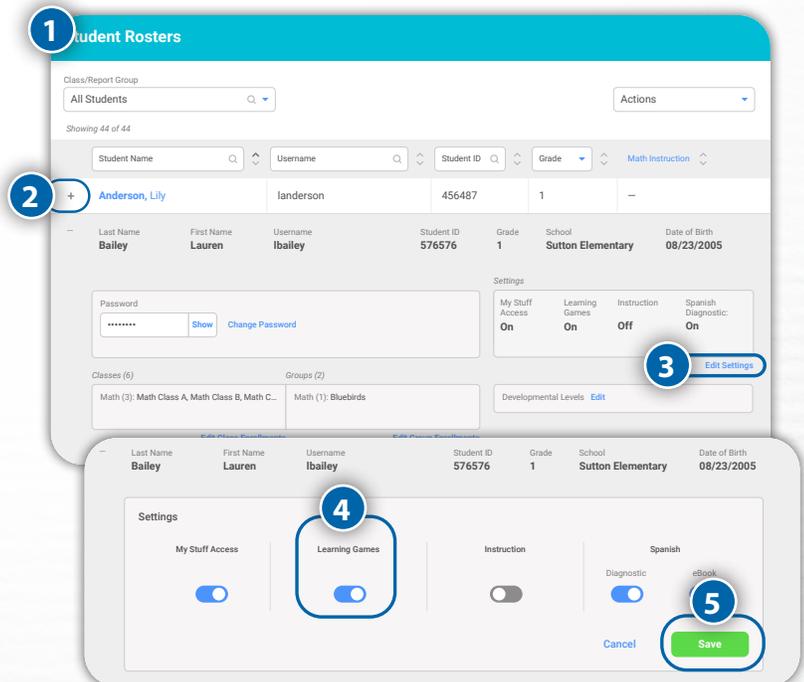


4. Use the **toggle** to turn Learning Games **on** or **off**.
5. Select **Save**.



## ▶ Turning Learning Games On/Off for Individual Students

1. Navigate to **Rosters**.
2. Select the **+ icon** for your student to expand the drawer.
3. Select **Edit Settings**.
4. Use the **toggle** to turn Learning Games **on** or **off**.
5. Select **Save**.



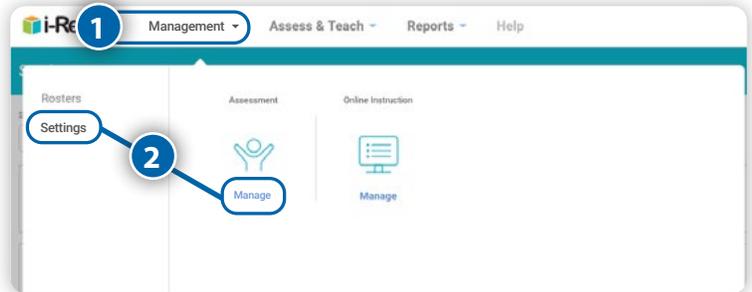
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## What are the Learning Games resources for administrators?

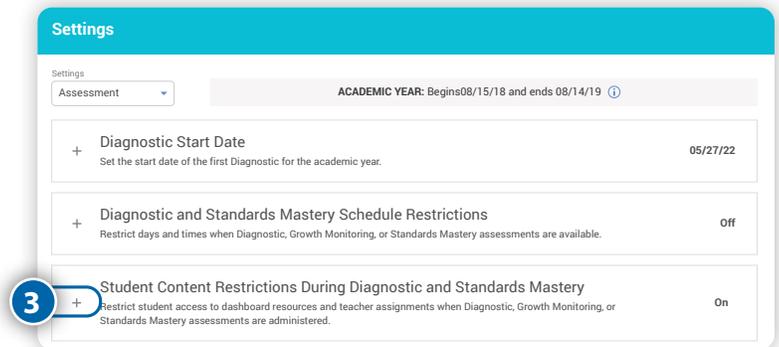
Administrators can restrict or allow student access to dashboard resources, including Learning Games, during the Diagnostic, Standards Mastery, and Growth Monitoring assessments. By default, access will be restricted.

Note: If your district has given school administrators discretion to adjust Settings, you may make your own selection or Revert to District Settings.

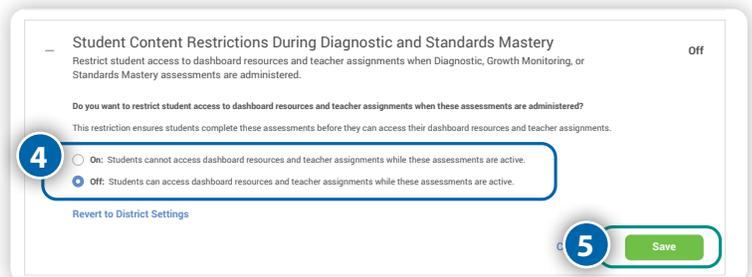
1. Select **Management** from the top navigation.
2. Select **Settings** and **Manage** under **Assessment**.



3. Select the + icon to expand **Student Content Restrictions During Diagnostic and Standards Mastery**.



4. Select **On** or **Off**. Restrictions will be On by default.
5. Select **Save**.



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## What assessments are available with *i-Ready Classroom Mathematics*?

*i-Ready Classroom Mathematics* provides assessment resources before, during, and after instruction to support you with making informed instructional decisions every step of the way.

### ► Important Things to Know

- ☆ **Formative assessment opportunities during the lesson will support you with providing on-the-spot remediation as needed.** Addressing student needs before the end of the lesson ensures stronger performance on the Lesson Quiz or Comprehension Check.
- ☆ **Be careful not to over-assess students.** We encourage you to select either the Lesson Quiz (print) or the Comprehension Check (digital) to evaluate student understanding after units and lessons. Using both options will reduce instructional time and may fatigue students.
- ☆ **Schools and classrooms with regular and reliable access to technology are great candidates for the digital assessment option, Comprehension Checks.** The auto-grading and easy-to-read reports save you time and allow you to make instructional decisions more efficiently.

### ► Assessment Opportunities

When	What	How
Beginning, middle, and end of year	<b>Diagnostic Assessment (digital)</b> —an adaptive assessment that provides a comprehensive picture of students’ strengths and areas of need	Use the data from these key Diagnostic reports to inform student groupings and supports for differentiated instruction. <ul style="list-style-type: none"> <li>• Prerequisites report—identifies instructional gaps before units and lessons and eliminates the need to administer pretests</li> <li>• Diagnostic Results—identifies placement levels in each mathematics domain across grade levels and informs the personalized learning path for Personalized Instruction</li> </ul>
During and after each unit	<b>Mid-Unit and Unit Assessments (print)</b> <ul style="list-style-type: none"> <li>• Forms A and B available</li> </ul> <b>Comprehension Checks (digital)</b> <ul style="list-style-type: none"> <li>• Form A only</li> <li>• Units with five or more lessons will also have a Mid-Unit Comprehension Check option.</li> </ul>	<ul style="list-style-type: none"> <li>• Select either the print or digital option to evaluate cumulative student understanding and mastery.</li> <li>• You will be able to customize unit-level Comprehension Checks but may also select the default option to save time.</li> <li>• To make sure students are not over-assessed, do not administer the unit-level Comprehension Checks if students have been performing well on the lesson-level Comprehension Checks.</li> </ul>

*Continued on next page.*

## ► Assessment Opportunities, continued

When	What	How
After each lesson	<p><b>Lesson Quizzes (print)</b></p> <p><b>Comprehension Checks (digital)</b></p> <ul style="list-style-type: none"> <li>Forms A and B available</li> </ul> <p><b>Activity-based Assessment (Grade K)</b></p>	<ul style="list-style-type: none"> <li>Select either the print or digital option to evaluate student understanding at the end of the lesson.</li> <li>The lesson-level Comprehension Checks contain two forms (Form A and Form B). You will be able to customize or combine forms for Comprehension Checks but may also select the default option to save time.</li> <li>To make sure students are not over-assessed, select only one of the forms for assessment and watch the number of items you choose closely if customizing the assessment.</li> </ul>
During each session	<p><b>Discussions</b></p> <ul style="list-style-type: none"> <li>Discuss It</li> <li>Pair/Share</li> <li>Ask/Listen For</li> </ul> <p><b>Independent Work</b></p> <ul style="list-style-type: none"> <li>Try It</li> <li>Reflect</li> <li>Apply It</li> <li>Connect It</li> <li>Math Journal</li> <li>Close: Exit Ticket</li> </ul> <p><b>After the Session</b></p> <ul style="list-style-type: none"> <li>Additional Practice</li> </ul>	<ul style="list-style-type: none"> <li>Identify common misconceptions and observe student understanding during the lesson.</li> <li>Provide on-the-spot support based on formative assessment information.</li> </ul>

## Which should I use at the end of a lesson to assess student learning—the Lesson Quiz on the Teacher Toolbox or the Comprehension Check?

Teachers should choose to use either the Lesson Quiz or Comprehension Check after a lesson and in most circumstances would not use both.

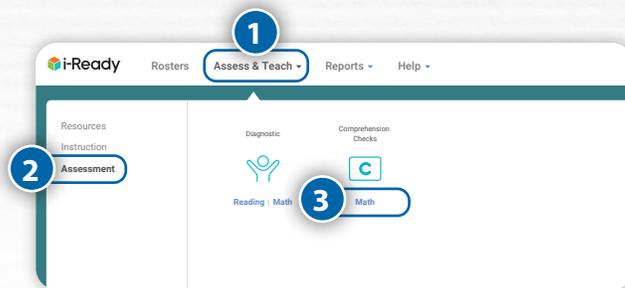
Every *i-Ready Classroom Mathematics* lesson culminates with a Lesson Quiz to assess student proficiency of skills and concepts taught in the lesson. Problems in Lesson Quizzes use a variety of question types, such as multiple choice and constructed response, that are modeled after typical standardized assessments. The Lesson Quizzes are located within the Teacher Toolbox and include both printable PDFs and editable documents.

**Comprehension Checks can be used as a digital alternative to Lesson Quizzes.** Every lesson has two sets of premade Comprehension Checks (Form A and Form B) that teachers can assign to students. Teachers can customize Comprehension Checks by selecting, removing, and/or combining problems from multiple Comprehension Check forms, across one or several lessons. Comprehension Checks are automatically scored, and some problem types award partial credit.

# How do I access the digital Comprehension Checks?

To Access Comprehension Check Creation and Assignment Features:

1. Select **Assess & Teach** from the top navigation.
2. Select **Assessment** for the category.
3. Select **Math** under *Comprehension Checks*. The *Create Assignments* screen will display by default.



# How do I assign an existing Comprehension Check?

Follow Steps 1–3 under *Access Comprehension Check Creation and Assignment Features*, and then:

4. Indicate whether you would like to *Include other educators' checks* in the Create Assignments table. If you do not check this box, you will only see pre-created Comprehension Checks offered by default in the system and custom Comprehension Checks that you have created.

5. Use the **checkboxes** to select *Comprehension Check(s)* you would like to assign (maximum of 10 at one time). If needed, you may also do the following from this screen:
  - A. Filter by *Comprehension Check* title, *Standards* addressed, *Grade*, and/or *Ready Classroom Mathematics Lesson*.
  - B. Click on the Comprehension Check **title** to view details or preview the assessment.

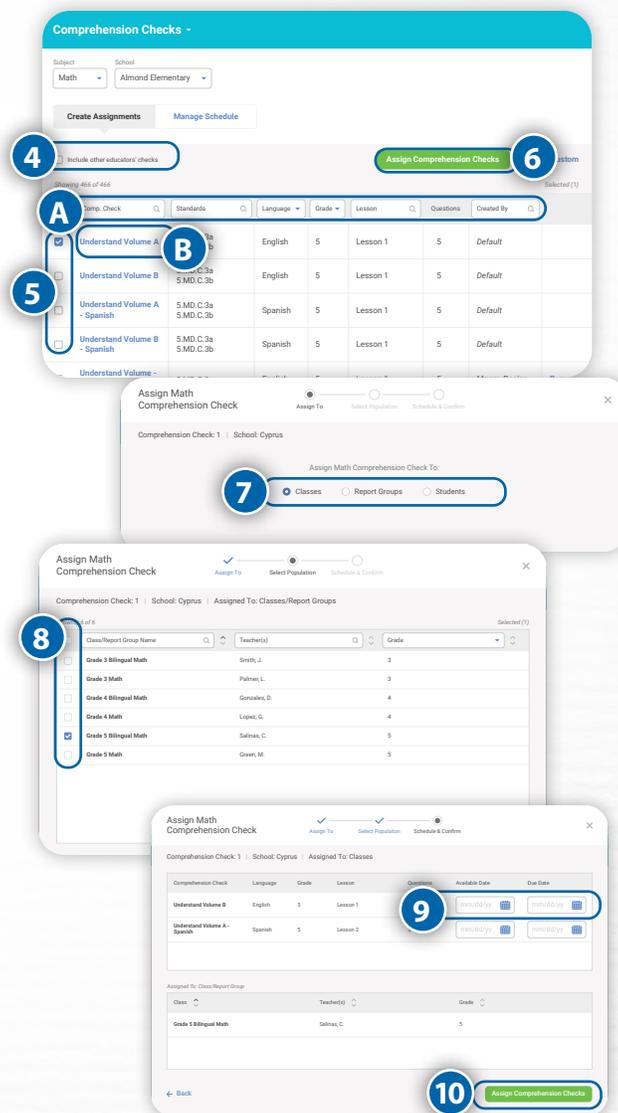
A. Filter by *Comprehension Check* title, *Standards* addressed, *Grade*, and/or *Ready Classroom Mathematics Lesson*.

B. Click on the Comprehension Check **title** to view details or preview the assessment.

6. Click **Assign Comprehension Checks**. The corresponding pop-up will appear.

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

7. Choose **Classes**, **Report Groups**, or **Students**.
8. Use the **checkboxes** to select your *population*.
9. Enter the **Available Date** for each Comprehension Check to be accessible to students and a **Due Date** for student completion of each Check.
10. Confirm that the information listed on screen is correct and click **Assign Comprehension Checks**.



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## How do I create a custom Comprehension Check?

Follow Steps 1–3 under *Access Comprehension Check Creation and Assignment Features*, and then:

4. Select **Create Custom**.
- ! *Make sure to click the arrow after each step to move forward!*
5. Select the **Lesson Grade** you want to assess from the dropdown.
  6. Use the **checkboxes** to select the **lesson(s)** to include in your custom Comprehension Check. If needed, you may also do the following from this screen:
    - A. Filter by **Lesson, Unit, or Standards**.
    - B. Change the test **Form** using the dropdown. Form A is the default.
    - C. **Preview** the assessment.
  7. All questions are selected by default. If your school is using Spanish Comprehension Checks, you will see options to preview in both English and Spanish. Use the **checkboxes** to deselect questions to remove from the Comprehension Check. You can also preview and interact with each question by clicking on the **Question number**.
  8. Enter the **Check Name** and **Check Description**. Be sure to use a name you will remember and recognize on the *Create Assignments* table when you need to assign this Check.
  9. Click **Preview** to preview the full Comprehension Check you have created.
  10. Review your selections and click **Save & Close** to save this Check and assign it to students at a later time. If your school is using Spanish Comprehension Checks, you will be able to save your customized assessment in English, Spanish, or in both languages. Each assessment will then be able to be assigned independently.

## How do I remove a custom Comprehension Check?

Follow Steps 1–3 under *Access Comprehension Check Creation and Assignment Features*, and then:

4. Remove a custom Comprehension Check from the system entirely by selecting **Remove**. You will be prompted to confirm that you want to remove the assessment. Once removed, the Check cannot be retrieved or assigned again; however, it will be available for reporting if it was previously assigned to students.

Comp. Check	Standards	Language	Grade	Lesson	Questions	Created By	
<input checked="" type="checkbox"/> Understand Volume A	S.M.D.C.3a S.M.D.C.3b	English	5	Lesson 1	5	Default	
<input type="checkbox"/> Understand Volume B	S.M.D.C.3a S.M.D.C.3b	English	5	Lesson 1	5	Default	
<input type="checkbox"/> Understand Volume A - Spanish	S.M.D.C.3a S.M.D.C.3b	Spanish	5	Lesson 1	5	Default	
<input type="checkbox"/> Understand Volume B - Spanish	S.M.D.C.3a S.M.D.C.3b	Spanish	5	Lesson 1	5	Default	
<input type="checkbox"/> Understand Volume - Class Quick Check	S.M.D.C.3a	English	5	Lesson 1	5	Moore, Regina	Remove
<input type="checkbox"/> Find Volume Using Unit Cubes A	S.M.D.C.4 S.M.D.C.5a	English	5	Lesson 2	5	Default	
<input type="checkbox"/> Find Volume Using	S.M.D.C.4	English	5	Lesson 2	5	Default	

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# How do I see how students did on the Comprehension Checks?

Reports are available for the entire class and individual students.

## ► Comprehension Check Results (Class)

**The Comprehension Check Results (Class) report helps you monitor class results for a lesson- or unit-level Comprehension Check. This report shows students' understanding of concepts and skills covered in a lesson or unit.**

**Use for:**

- Monitoring student understanding of concepts and skills
- Determining grouping options for reteaching and targeted instruction
- Identifying common misconceptions and errors as well as shared strengths in students' understanding

**When:** After students have completed an assigned Comprehension Check

**Related Reports:**

- Comprehension Check Results (Student):** See individual student results and response analysis for incorrect and partially correct responses.
- Comprehension Check Status:** See the completion status for any assigned Comprehension Check.

- Navigation:** Use these dropdowns to quickly navigate to a different Class/Report Group or Comprehension Check.
- Comprehension Check Summary:** Indicates the class average score on the Comprehension Check, along with how many students completed the assessment out of the number assigned
- Question Analysis:** Provides a visual overview of how students performed on each question. This can help you determine which question students struggled the most with and may need additional targeted instruction. Hover over a bar to see the total number of students who answered the question correct (green), partially correct (yellow), or incorrect (red).
- View Comprehension Check:** Select to see the questions on this Comprehension Check.
- Search by Student:** Type the student name into the search field to narrow results.
- Student Name:** Select a student name to view the Comprehension Check Results (Student) report to see how that student answered each question on the Comprehension Check and response analysis for any partially correct or incorrect questions. Students who have not yet completed the Comprehension Check will appear at the bottom of the list.
- Score:** Indicates the % score for each student
- Date:** Indicates when the student completed the Comprehension Check
- Duration:** Indicates how long a student took to complete the Comprehension Check
- Questions:** Provides an analysis of correct (green), partially correct (yellow), and incorrect (red) answers for each question

**Comprehension Check Results**

Subject: Math | Class/Report Group: Grade 5, Section 1 | Comprehension Check: Fractions as Division | English

**Comprehension Check Summary**  
Lesson 18: Fractions as Division  
Average Score: 70%  
Students Completed/Assigned: 18/20  
0 Students Unassigned

**Question Analysis**

Question	Correct (Green)	Partially Correct (Yellow)	Incorrect (Red)
1	18	0	2
2	15	3	2
3	12	6	2
4	18	0	2
5	8	8	4

Student	Score	Date	Duration	1	2	3	4	5
Sanchez, Abby	100%	12/13/20	10m	●	●	●	●	●
Choi, Isabelle	100%	12/13/20	14m	●	●	●	●	●
Bowers, Tara	100%	12/13/20	13m	●	●	●	●	●
Lowe, Noah	90%	12/16/20	9m	●	●	●	●	●
Warren, Santino	90%	12/17/20	13m	●	●	●	●	●
Patel, Mia	80%	12/13/20	15m	●	●	●	●	○
Singh, Brian	80%	12/16/20	13m	●	●	●	○	●
Malone, Carla	80%	12/18/20	12m	●	●	●	●	○
Baker, Danielle	70%	12/13/20	12m	○	●	●	●	●
Vo, Isaiah	70%	12/13/20	14m	●	○	●	●	●
Ramirez, Gabriella	70%	12/13/20	9m	●	○	●	●	●
Tan, Melanie	60%	12/16/20	11m	○	●	●	●	●

**Understanding Comprehension Check Results Report Color Coding**

- Green** = Correct Response
- Yellow** = Partially Correct Response
- Red** = Incorrect Response

For questions that have multiple components, partial credit is awarded when at least one component of a question is correct.

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## ► Comprehension Check Results (Student)

**The Comprehension Check Results (Student) report indicates how an individual student answered each question on the Comprehension Check and provides a response analysis for any partially correct or incorrect questions.**

**Use for:**  
Monitoring student understanding of concepts and skills for the lesson- or unit-level Comprehension Check

**When:**  
After students have completed an assigned Comprehension Check

**Related Reports:**

- **Comprehension Check Results (Class):** Monitor class results for the lesson- or unit-level Comprehension Check.
- **Comprehension Check Status:** See the completion status for any assigned Comprehension Check.

- 1. Comprehension Check Information:** Provides the subject, student information, assessment language, and which lesson or unit corresponds to the Comprehension Check.
- 2. Item Score:** Indicates the score for the student response to each item. The color-coding system lets you easily identify incorrect responses (red), partially correct responses (yellow), and correct responses (green). For questions that have multiple components, partial credit is awarded when at least one component of a question is correct.
- 3. Item:** Each question from the Comprehension Check is displayed.
- 4. Student Response:** Indicates the answer provided by the student.
- 5. Correct Answer:** If the student's response was partially correct or incorrect, the correct answer to the question is displayed.
- 6. Response Analysis:** If the student's response was partially correct or incorrect, a response analysis is provided to outline the rationale for typical incorrect responses. No response analysis is provided if the student answered correctly.

### Understanding Comprehension Check Results Report Color Coding

- **Green** = Correct Response
- **Yellow** = Partially Correct Response\*
- **Red** = Incorrect Response

\*For questions that have multiple components, partial credit is awarded when at least one component of a question is correct.

### Comprehension Check Results

<b>1</b> Subject	Math
Student	Elijah Powell
Student ID	powell_elijah
Student Grade	5
Comprehension Check	Fractions as Division
Assessment Language	English
Score	70%
Date	12/11/20

#### Item 1 2

3
The picture shows a rectangular prism that Katie built.
0/1 point

Complete the statement to determine how many unit cubes Katie used to build the prism.

Enter your answer in the boxes.

**4** This prism has 2 layers and 1 8 × unit cubes in each layer, so the prism has 2 16 × unit cubes.

**5** Correct answers:

1

16

2

32

**6** Students may have an incorrect response because they do not understand how to find the number of cubes in a layer, or the total number of cubes in a rectangular prism made of unit cubes.

Students who answered 8 unit cubes in each layer and 16 cubes in the prism may have counted the number of horizontal layers correctly but then used the number of cubes on the front instead of the top surface of the prism to find the number of cubes per layer.

Students who answered 4 unit cubes in each layer and 8 cubes in the prism may have counted the cubes from left to right to find the number of cubes per layer.

Student who answered 16 unit cubes in each layer and 16 cubes in the prism likely did not take into account that there are two layers.

#### Item 2 0.50/1 point

The number 402.301 can be written in different ways.

Drag a number into each box to complete the expanded form of 402.301.

**402.301** = 4 × 1 100 ✓ + 2 × 2 10 × + 3 × 3  $\frac{1}{10}$  ✓ + 1 × 4  $\frac{1}{100}$  ×

10

100

$\frac{1}{100}$

$\frac{1}{10}$

1

$\frac{1}{1000}$

1,000

**Correct answers:**

1

100

2

1

3

$\frac{1}{10}$

4

$\frac{1}{1000}$

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Ready Classroom Mathematics | 20

## When do I do small group work and station rotations in *i-Ready Classroom Mathematics*?

*i-Ready Classroom Mathematics* provides many opportunities for small groups and rotations throughout instruction. Check out the suggested resources and scheduling ideas below to help you get started.

### ► Resources to Incorporate into Small Groups and Rotations

The following print and digital\* resources can be used to support small groups and rotations. For information on lesson-specific resources, refer to your Teacher’s Guide.



#### Teacher-Led Small Groups

- Hands-On or Visual Model Activities
- Differentiated Instruction Activities
- Building Fluency (K)
- Fluency Practice (K–1)
- Prerequisite Lessons\*
- Tools for Instruction\*
- Interactive Tutorials\*
- Build Your Vocabulary

#### Independent Reinforcement

- Additional Practice
- Fluency & Skills Practice\*
- Enrichment Activities\*
- Interactive Practice\*
- Learning Games\*
- Personalized Instruction\*\*

#### Student-Led Small Groups

- Center Activities (Learning Activities for K-1)\*
- Unit Games\*
- Grade Level Games (K–2)\*
- Centers Library (K–1)

### ► Fitting Small Groups and Rotations into a Mathematics Block

Before grouping students for differentiated instruction, it is important to use multiple data sources such as the information from the Prerequisites report, student responses during whole class instruction, and work samples to create these groups. After determining your student groupings, follow the suggestions below for incorporating differentiated small groups **into your schedule**.

SESSION(S)	45- to 60-MINUTE BLOCK	60- to 90-MINUTE BLOCK
Explore	<ul style="list-style-type: none"> <li>• Facilitate instruction with the session slides.</li> <li>• Provide built-in differentiated support with the Hands-On or Visual Model Activities presented in the Connect It section of Explore and Develop sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the recommendations for the 45- to 60-minute block.</li> <li>• Use the resources mentioned above to facilitate additional teacher-led small groups while other students work in a student-led group or on independent assignments.</li> </ul>
Develop	<ul style="list-style-type: none"> <li>• Have students work on the Apply It questions, then the Exit Ticket as part of the Close.</li> <li>• Assign the Additional Practice for in-class practice or homework.</li> </ul>	
Refine	<ul style="list-style-type: none"> <li>• Have students work on the Start activity and the first few questions of the Apply It section.</li> <li>• Using multiple data points, create differentiated groups to reteach, reinforce, or extend student learning. Activities for each of these groups can be found in the Teacher’s Guide in the Refine session. In Grades K–2, the Differentiated Instruction activities are located in the Teacher’s Guide as part of the second Refine session.</li> <li>• Assign the Close: Exit Ticket after small group rotations to check for student understanding.</li> <li>• After the Refine session, assign the Lesson Quiz or Comprehension Check. Use the Small Group Differentiation activities on Teacher Toolbox to provide reteaching, reinforcement, or extension of student learning.</li> </ul>	

## What games are available with *i-Ready Classroom Mathematics*?

*Ready Classroom Mathematics* helps make math fun with a number of partner games and activities.

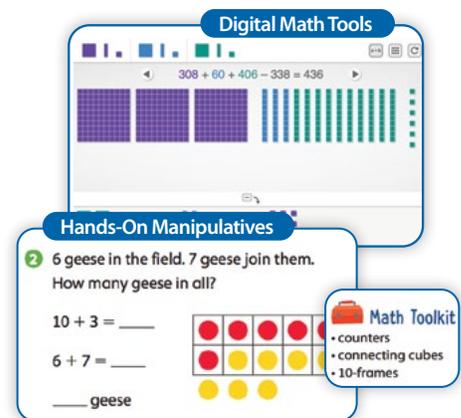
- **Math Center Activities** (available for each lesson in Grades K–5) provide on-level, basic, and advanced versions of each activity to support the needs of your students.
- **Unit Games** (available at the end of each unit for Grades K–5) not only provide a fun way of reviewing the content of the current unit in the Instruction and Practice column of the Teacher Toolbox, but they can also be played multiple times to keep skills and concepts from early grades and units alive.
- Don't miss the **Grade Level Games** found under the Program Implementation tab on the Teacher Toolbox for Grades K–2! These games can be played at any point to build fluency and number sense . . . while having fun!
- The **interactive Learning Games** build number sense, fluency, and critical thinking. Learn more about them under the question, "What are the interactive Learning Games?"



## Where are the activities in *i-Ready Classroom Mathematics*?

*Ready Classroom Mathematics* is all about the students doing the thinking and talking . . . and the math! Here are some of the many [hands-on resources](#) described below that appear in *Ready Classroom Mathematics*.

- Materials lists appear at the start of each lesson on the planning page in the **Teacher's Guide**. To see the materials needed for a particular session (day) of a lesson, look for the hand icons.
- Students explore ideas for solving problems in the Try It sections of the lessons. Once students reach the Connect It questions, **Hands-On Activities or Visual Models** are available in the Teacher's Guide to provide students with additional exploration in small groups or, if needed, with the whole class.
- The Refine day(s) of a lesson are great for station rotations using the **Hands-On** and **Challenge Activities** in the Refine section of the Teacher's Guide, with individual work on the interactive digital lessons or Interactive Practice.
- The **Tools for Instruction** provide prerequisite and lesson-specific teacher-led activities to use with students in small groups.
- **Math Center Activities** are available in on, below, and above levels and can be done in student-led stations or with the whole class—or both!
- The [Unit Games and K–2 Grade Level Games](#) also provide ways for students to actively engage in mathematical thinking.



Students should have access to the manipulatives that appear in the problems and are listed in the Math Toolkit. The Digital Math Tools—powered by Desmos—provide students with access to key manipulatives to use at home. Use them in class to model the digital tools and solve problems.

## How do you teach students how to engage in discourse?

Young students really can engage in discourse, but it takes time and practice for them to develop these skills. Here are some strategies you can use to build discourse in a classroom with young students:

- Have students start to share their thinking by using a sentence frame like, “I started by . . .” (See the [Discourse Cards](#) for more ideas.)
- Give partners a sentence frame to help them critique their partner’s response, such as, “I agree with you because . . .” or “I disagree with you because . . .”
- Model how to talk about mathematics with students by role-playing a sample partner conversation with a student. (See this sample [role-play](#) for an example.)
- Provide plenty of opportunities for students to think about ideas on their own and with a partner before sharing with the class.
- Use [hand signals](#) to engage all students in sharing their thinking. Whenever possible, have the class give numeric answers by showing the answer with their fingers.



Giving students time to share their thinking with a partner helps them process ideas, make connections, critique the reasoning of others, and prepare for the classroom conversation.

## How do you use the Interactive Tutorials from the Teacher Toolbox?

Some teachers like to start a lesson by using the video, or a part of it, to review a PREREQUISITE concept with the class before doing the Explore session. At interactive points in the lesson, teachers may pause the video to allow students to think about how they would answer a question. They may have students talk about their ideas with a partner before asking for a volunteer to share an answer.

The Interactive Tutorials that address the topic(s) of the lesson can be used, if needed, toward the end of the lesson to review the lesson concepts. This might be done at the start of the Refine session with the whole class or used with a small group. It might also be used to support students who performed poorly on the Lesson Quiz. It is **not recommended** that the on-level tutorials be used to start a lesson.