i-Ready®

Teacher Training Guide

i-Ready® Diagnostic & Instruction is proven to help students make real gains in reading and mathematics. It combines a valid and reliable K–12 growth measure and personalized instruction into a single online product.

This Training Guide provides helpful information to quickly get started with i-Ready and ensures a successful implementation. Our goal is for you to be able to easily use the data from the adaptive Diagnostic to target instruction to students’ specific needs. Data-driven, differentiated instruction will improve student outcomes.

We are looking forward to supporting you and your students through this process. Now let’s get started!

Log in information:

1. Go to login.i-ready.com

2. Enter your username
   *(NOT case sensitive)*

3. Enter your password
   *(Case sensitive)*

4. Select your state from the dropdown menu

5. Click Go!
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What is i-Ready Diagnostic & Instruction?

**Diagnose**
Pinpoint each student’s needs down to the sub-skill level (K–12)

**Instruct**

**Teacher-Led Instruction:**
Inform whole class, small group, or individual instruction (K–8)

**Student-Driven Online Instruction:**
Automated, personalized instruction for every student (K–8)

**Monitor**
Instantaneous, easily accessible reporting of student progress
### i-Ready Implementation Calendar

#### Overview
- **Diagnostic Window #1**
  - Opens between 4–6 weeks into school year (recommended)
  - Length of window not to exceed 4 weeks
  - All students tested during window

- **i-Ready Instruction**
  - Student-driven (online) and teacher-led
  - 12–18 weeks of instruction between Diagnostic #1 and #2
  - Students receive a minimum of 45 minutes of Online Instruction, per subject, per week
  - Growth Monitoring or i-Ready Standards Mastery administered

- **Teachers**
  - Review student roster, obtain student login information
  - Prepare students for Diagnostic
  - Monitor student completion of Diagnostic
  - Check for rush flags, and consider re-testing students who took the Diagnostic too quickly

- **Ongoing Professional Development and Coaching**
  - Prepare students for Diagnostic
  - Monitor student completion of Diagnostic
  - Check for rush flags, and consider re-testing students who took the Diagnostic too quickly
  - At end of Diagnostic #2, participate in mid-year Student Growth Review

- **Post-Diagnostic #1 Professional Development**
  - Teachers/Leaders learn to use data to plan instruction

#### Key i-Ready Dates and Decisions

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<thead>
<tr>
<th>Task</th>
<th>Diagnostic 1 Window</th>
<th>Diagnostic 2 Window</th>
<th>Diagnostic 3 Window</th>
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<tbody>
<tr>
<td>Administer Diagnostic</td>
<td>Reading</td>
<td>Math</td>
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**Administer Diagnostic:** Administer the Diagnostic to measure progress versus baseline. We recommend beginning, middle and end of year.
### Diagnostic Window #2
- Length of window not to exceed 4 weeks
- All students tested during window

### i-Ready Instruction
- **Student-driven (online) and teacher-led**
  - 12–18 weeks of instruction between Diagnostic #2 and #3
  - Students receive a minimum of 45 minutes of Online Instruction, per subject, per week
  - Growth Monitoring or i-Ready Standards Mastery administered

### Diagnostic Window #3
- Length of window not to exceed 4 weeks
- All students tested during window

### Ongoing Professional Development and Coaching
- Prepare students for Diagnostic
- Monitor student completion of Diagnostic
- Check for rush flags, and consider re-testing students who took the Diagnostic too quickly
- **At end of Diagnostic #2, participate in mid-year Student Growth Review**

- Deliver differentiated small group or individualized instruction using the Instructional Grouping Profile and other key reports
- Based on results of mid-year Diagnostic, make adjustments to teacher-led instruction as necessary
- Continue to use/review i-Ready reports in data meetings
- Continue to ensure that students are completing 45 minutes of Online Instruction weekly per subject

- Prepare students for Diagnostic
- Monitor student completion of Diagnostic
- Check for rush flags, and consider re-testing students who took the Diagnostic too quickly
- **At end of Diagnostic #3, participate in end-of-year Student Growth Review**
- Begin planning for next year’s implementation

### Growth Monitoring Schedule or i-Ready Standards Mastery Schedule

<table>
<thead>
<tr>
<th>Reading</th>
<th>Math</th>
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### Other Important Dates/Decisions

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Diagnose: Administering the Diagnostic

The following steps should be used to guide preparation for test day(s).

BEFORE THE DIAGNOSTIC

Getting Organized

1. Confirm that computers are functioning properly by running our free system check: www.i-Ready.com/support/systemcheck

2. Confirm that headphones and audio are functioning properly.

3. Schedule computer access time:
   - Grades K–1: two–three 15–20-minute testing periods per subject
   - Grades 2+: two 45-minute testing periods per subject

Consider strategies to assist students in grades K–2 and Special Education: Schedule additional staff to assist with logging in and monitoring.

4. Review accuracy of class roster(s):
   A. After logging in, click the Roster tab. The Classes sub-tab should be showing by default.
   B. Click Edit next to the class name. The Edit Class window will pop up.
   C. Click the Student Enrollment tab and scroll through the roster. (To add students, speak with an i-Ready admin at your school/district.)

   Note: If a district has chosen to automatically sync its SIS with i-Ready, users will not be able to make manual roster changes directly in the i-Ready interface.

5. Obtain student login information for each class.

6. Gather paper and pencils for each student taking the math Diagnostic.
Preparing Your Students

1. Review test procedures with students:
   - Explain how the results will be used.
   - Explain that each student’s test is unique (For example, “Everyone’s test is unique. If you answer a question correctly, you will get a harder question and if you miss a question, you will receive an easier question. This is how i-Ready determines your skill levels.”)
   - Encourage students to try their best and to take their time.
   - Remind students that paper and pencil should be used for computation on the math Diagnostic.
   - Explain that test breaks will appear at different times for each student. Grades K–8 will have short games to play. Grades 9+ will take short, guided breaks.

2. Show the beginning screens of the Diagnostic and the test questions that are found in the User Guide (available under the Resources tab in i-Ready).
   - **Beginning Screens of the Diagnostic:** see Appendix C.
   - **Sample Test Questions:** see Appendix D.
   - Explain that they will select a Study Buddy, Theme, and Subject.
   - Point out the speaker icon ( 

   - Review how to repeat audio (hold mouse over speaker icon).
   - Remind the students that the test is not timed and that they can start and stop by clicking on the X ( 

   - Point out how an answer is selected and how to change the selection.
   - Stress that answers cannot be changed after students click the Done button.
   - Tell students to scroll through the reading passages that are longer than one page (use the yellow triangles [ ] at the bottom of the passages to go forward and backward within the passage).
   - For K–2 and Special Education students, conduct a lesson that teaches students how to log in.
   - Show Quick-Start video tutorials to provide students an overview of the navigational tools and tips (found under the Resources tab under Teacher videos).

3. Prepare activities for students who complete the Diagnostic:
   - Inform students of post-Diagnostic expectations.
4. If you have i-Ready Online Instruction, turn it on ("enable" it). You only have to do this once per year when beginning the program.

   A. After logging in, click the Assignments tab. Class Management should be showing by default.
   
   B. Choose your class from the dropdown menu.
   
   C. Select Enable Instruction in the chart below.

**DURING THE DIAGNOSTIC**

1. Actively monitor students.

2. If a student is rushing/not trying his/her best, reset his/her Diagnostic test. Diagnostic tests can only be reset if they are “In Progress.” Completed tests cannot be reset or removed.

   A. Once logged in, click the Assignments tab.
   
   B. Select the Tests sub-tab.
   
   C. Select your Class or Instructional Group from the first dropdown menu.
   
   D. Select the student from the second dropdown menu.
   
   E. Click Reset Test.

   - A confirmation pop-up box will appear, asking you to confirm this change.
   - Click Yes.
AFTER THE DIAGNOSTIC

1. Check for completion
   
   • After logging in, click the question on the Home screen, “Which students still need to complete the Diagnostic?”

2. Check for rushing
   
   • Review the **Class Profile** report. An alert icon next to a student’s name indicates that the student may have rushed through the test. Click the icon for more information. Click the student’s name to generate the **Student Profile** report. If the student’s test results seem abnormal, you may want to readminister the test.

   • Request a **Diagnostic Export** report from your i-Ready admin for a full list of students who rushed through the Diagnostic.

3. Review key reports
   
   • Class Profile
   
   • Instructional Grouping Profile
   
   • Student Profile

4. Review your Growth Monitoring Schedule (if applicable).
   
   A. Once logged in, click the **Assignments** tab.
   
   B. Select the **Tests** tab.
   
   C. Select your **Class** from the first dropdown menu.
   
   D. Select the **student** from the second dropdown menu.
   
   E. Review the Upcoming Schedule set by your i-Ready administrator.
Instruct: Delivering Differentiated Instruction

Following the Diagnostic, i-Ready instantly provides instructional support in two ways:

TEACHER-LED DIFFERENTIATED INSTRUCTION

The i-Ready Diagnostic pinpoints individual student needs down to the sub-skill level. i-Ready reports, such as the Student Profile and Instructional Grouping Profile, take this Diagnostic data to provide teachers with an action plan for differentiated individual and small group instruction, and point them to instructional resources that best meet individual, group, or class needs.

1. Access and review your key reports:
   - Class Profile Report: This report gives an overview of instructional needs for an entire class.
   - Instructional Grouping Profile Report: This report provides guidance for how best to group students for small reading and/or mathematics instruction.
   - Student Profile Report: This report identifies each student’s “can dos” and next steps for instruction.

2. Determine instructional priorities based on these results. How will you use this data to deliver differentiated instruction to students?

3. Preview recommended Tools for Instruction and other resources, and determine when/how to use with individual students or small groups.

4. Remember to check reports and adjust instruction after each Diagnostic.

PERSONALIZED ONLINE INSTRUCTION

With i-Ready’s online instructional modules, students are automatically placed into engaging instruction at their zone of proximal development based on i-Ready Diagnostic results. Modules engage learners in a low-risk environment and provide a personalized experience.

1. Enable i-Ready Online Instruction if you or an administrator have not already done so.

2. Go over what students are working on in their Online Instruction so you can plan complementary teacher-led instruction and/or check for understanding.
3. Regularly monitor and manage students’ **Online Instruction**.

   A. **Strive for 45.** Ensure that students are spending at least 45 minutes per subject per week working in online lessons. Research results have proven that students using i-Ready for 45 or more minutes per week show significantly greater gains in math and reading than those with lower usage.

   B. Watch for **Student Lesson Alerts.** Identify which students are struggling with online lessons via alerts on the i-Ready home page.

   C. Review **Student Response to Instruction** reports. Determine how each of your students is performing in Online Instruction, if they are making progress, and how much time they are spending.

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**Monitor: Tracking Student Progress**

Monitoring student progress with i-Ready Diagnostic & Instruction is easy and consistent. In addition to providing teachers with reports and alerts to monitor student progress through Online Instruction, i-Ready allows users to track students’ skill and standards-based proficiency and growth, driving clear action steps for data-driven instructional decisions. It’s all delivered with immediacy in easy-to-use reports.

**BIG PICTURE GROWTH – i-READY DIAGNOSTIC**

- Administered every 12–18 weeks.
- Provides a comprehensive analysis of each student’s needs across domains on a K–12 continuum.
- Identifies personalized learning paths and teacher-led differentiated instruction for students of all ability levels.
- Measures growth both within a year and across years.
- Predicts end-of-year proficiency levels.
INTERIM GROWTH CHECK – Growth Monitoring *(optional)*

- New name for what was previously called Progress Monitoring in i-Ready.
- Short adaptive assessments that are administered approximately monthly.
- Provides interim checks on a student’s trajectory towards end-of-year targets, adjusting to become more precise with each administration.

INTERIM STANDARDS MASTERY CHECK – i-Ready Standards Mastery *(optional)*

- Delivers timely, targeted insight into student mastery of individual, grade-level standards.
- Maps to a district’s unique scope and sequence.
- Provides detailed, item-level response analysis.
- Offers targeted instructional recommendations linked to online and classroom instructional tools *(i-Ready and Ready)*.

WEEKLY/DAILY CHECK – Alerts and Response to Instruction Reports

- Student alerts on the Teacher Dashboard identify students struggling with Online Instruction.
- Class and Student Response to Instruction reports track student performance on lessons by pass/fail rates, percentage correct on lesson quizzes, and time on task in each domain.
- Recommended that teachers check their dashboards and Response to Instruction reports 1–2 times per week.

Coming Fall 2015
Key Tasks in i-Ready

Below are the top things you should know how to do in i-Ready. For the full User Guide, click the Resources tab.

LOGGING IN

1. Go to login.i-ready.com
2. Enter your username (NOT case sensitive)
3. Enter your password (case sensitive)
4. Select your state from the dropdown menu
5. Click Go!

If you have access to more than one i-Ready account, you will be asked to select one.

When your students log in, they will also need to select math or reading.

REVIEWING ROSTER/ADDING, REASSIGNING, REMOVING STUDENTS

1. After logging in, click the Roster tab. The Classes sub-tab should be showing by default.
2. Click Edit next to the class name. The Edit Class window will pop up.
3. Click the Student Enrollment tab and scroll through the roster.

ADDING STUDENTS:
Speak with an i-Ready administrator at your school/district.
REASSIGNING STUDENTS:
4. Click the **Reassign Students** button. The **Reassign Students** window will open.
5. Select which students you wish to reassign using the checkboxes on the left.
6. Click **OK**.

REMOVING STUDENTS:
4. Select which students you wish to remove using the checkboxes on the right.
5. Click the **Remove Selected Students** button. A window will pop up asking you to confirm that you want to complete this action.
6. Click **OK**.

OBTAINING STUDENT LOGIN INFORMATION
1. Once logged in, click the **Roster** tab.
2. Click the **Classes** sub-tab.
3. Click the word **Edit** next to the class name. The **Edit Class** window will open.
SETTING DEVELOPMENTAL LEVELS

1. Once logged in, click the Roster tab.
2. Click the Students sub-tab.
3. Click the word Edit next to the student’s name.
4. Click the Set Developmental Levels... button.
5. Select the appropriate levels and click Save & Close.

Note: Developmental Levels are for use with the i-Ready Diagnostic. They are designed to create a more comfortable testing experience for students who are known to perform significantly below their chronological grade level in Mathematics and/or Reading due to developmental difficulties. This feature should only be used in special cases.

ADDING A DIAGNOSTIC

1. Once logged in, click the Assignments tab. Class Management should be showing by default.
2. Select your Class from the dropdown menu.
3. In the chart that loads below, select the checkbox next to Add Diagnostic Test OR Remove Diagnostic Test. A chart to the right will load.
4. Select one or more students from this list using the checkboxes on the left.
5. Click Go when done. The Add Diagnostic Test Confirmation window will open.
6. Click Yes.
ADDING EXTRA LESSONS

FOR AN INDIVIDUAL STUDENT:
1. Once logged in, click the Assignments tab.
2. Click Extra Lessons.
3. Select your Class and Student from the dropdown menus.
4. Click the Add Lessons button. The Add Lesson window will open.
5. Select the domain using the checkboxes on the left.
6. Click Next. The window for that domain will open. You may preview a lesson by clicking the name of the lesson.
7. Select which lesson(s) you would like to add using the checkboxes on the left.
8. Click Add. The Confirm window will open.
9. Click Yes.

FOR MULTIPLE STUDENTS:
1. Once logged in, click the Assignments tab. Class Management should be showing by default.
2. Select your Class from the dropdown menu.
3. In the chart that loads below, select the checkbox next to Add Extra Lessons. A chart to the right will load.
4. Select students from this list using the checkboxes on the left.
5. Click Go. The Add Lesson window will open. Follow steps 5–9 from above.
BUILDING INSTRUCTIONAL GROUPS

Instructional Groups enable you to create informal groupings of students for the convenience of assignment and student and class reporting. (They are not included in your administrator’s aggregate school and district reports.)

Students must be in a class before they can be in a group. To learn more about Instructional Groups, see A–8 of the User Guide found on the Resources tab.

1. After logging in, click the Roster tab.
2. Click the Instructional Groups sub-tab.
3. Click the Add New Instructional Group… button.
4. The Add Instructional Group pop-up window will open. Fill in the Group Name, Grade Level and Product. You must select a product to associate with the class. Click the Select button next to the Product field. You may only select one product. Be sure to click OK once you have selected a product. Location and Group Code are optional.
5. Click the Student Enrollment tab of the pop-up to add students to the Instructional Group. You can add or remove students from your Instructional Group at any time.
6. You will be automatically selected as the teacher of the Instructional Group. You can edit this and/or add other staff from the Teacher Assignment sub-tab.
CREATING REPORTS

1. After logging in, click the Reports tab.

2. Choose Class Reports or Student Reports.

3. Choose the report you would like to create in the box on the left.

4. Use the dropdown menus on the right to choose the options for the report.

A. Define “On-Level” for reporting purposes.
   - Most users opt to select the standard view.
   - At the beginning of the year, some users prefer to include “emerging” students who are up to 1 level behind current grade level as on-level students as they expect that many students from this group will be comfortable with current grade level material but just haven’t been exposed to it yet.
   - If it is late in the school year, they might select “End of Year Level,” since they may consider students still placing Early in their chronological grade to be behind.

5. Click the Create Report button.
TURNING DOMAINS ON AND OFF

If students are struggling with online lessons and have failed two lessons twice each within one domain, that domain will be shut off. After teachers have intervened, the teacher may then turn that domain back on.

FOR INDIVIDUAL OR MULTIPLE STUDENTS:
1. After logging in, click the Assignments tab. Class Management should be showing by default.
2. Select Class from the dropdown menu.
3. In the chart that loads below, select the checkbox next to Turn Domains On OR Turn Domains Off. A chart to the right will load.
4. Select the students for which you would like to turn domains on or off using the checkboxes on the left.
5. Click Go. The Turn Domains On or Turn Domains Off window will open.
6. Select domain(s) using the checkboxes on the left.
7. Click the Confirm button.

FOR INDIVIDUAL STUDENTS:
1. From Assignments tab. Click on the Student Lesson Plan sub-tab.
2. Choose the class and student that has a domain turned off.
3. Click on a domain name in the Placement Date grid, or on a domain name in the Domain column. The associated domain pop-up window will appear.
4. The domain pop-up window will display your student’s placement within the lessons of the domain.
5. Click the radio button labeled ‘On’ to turn the domain on.
6. Click Save.
MANAGING DIAGNOSTIC AND GROWTH MONITORING TESTS

Use the “Tests” sub-tab to manage the Diagnostic and Growth Monitoring Assessments assigned to your students and view summaries of the tests assigned to your class and individual test details.

1. After logging in, click the Assignments tab.
2. Click the Tests sub-tab.
3. Select your Class from the first dropdown menu.
4. Select Class Summary All Tests, Class Summary Most Recent Test, or Individual student.

ACCESSING TOOLS FOR INSTRUCTION

There are three different ways to access the Tools for Instruction.

1. Go to the Student Profile report to get tools tailored to a particular student’s instructional needs.
2. Go to the Instructional Grouping Profile to get Tools for Instruction tailored to the needs of various student profile groupings.
3. Go to the Resources tab to explore and download every available Tools for Instruction PDF.
   
   A. Click on the Resources tab.
   B. Under Tools for Instruction choose the subject and domain for the lessons you are looking for.
   C. Click Get Tools and a pop-up will appear, with all Tools for Instruction showing, sorted by grade level.
   D. Click on the PDF icon next to the tool you wish to download.

   • The PDF will automatically open in a new browser window, where it can be printed or saved.
MONITORING STUDENT AND CLASS PROGRESS IN ONLINE INSTRUCTION

It is important to log in to your i-Ready teacher account 1–2 times a week to monitor and manage your students’ Online Instruction to support their progress.

1. After logging in, on the Home tab, look at the Instructional Progress section. Click the bottom icon, “Which students are struggling with Online lessons?” The Student Lesson Alerts window will appear. This list informs you of any students who are having significant trouble with their lessons. For more information, see the User Guide in the Resources tab.

2. Click on any student’s name. The Student Response to Instruction report for that student will generate.

3. Review the Detail by Lesson section to understand where intervention is needed.

4. Click the Back button to get back to the home screen and close the Student Lesson Alerts window.

5. In the Instructional Progress section, click the top icon, “How is my class progressing in the Online Instruction?”

6. Use the dropdown menus on the right to choose the class that you would like to view.

7. Click the Create Report button.
Scavenger Hunt—Elementary School

DIRECTIONS: Log in to the sample account and answer the questions.

Log in to the sample account

• Go to login.i-ready.com
• Enter username and password
• Select your state from the dropdown menu
• Click Go!

DIAGNOSTIC QUESTIONS

Reports tab:

Click the Reports tab. The Class Reports tab should open by default. Click Class Profile report. Choose Class Grade 5 Math or Class Grade 5 Reading from the Class dropdown menu on the right. Click Create Report.

1. Review the Performance by Domain section.
   How many students are On or Above Level? _____
   How many students are <1 level below? _____
   How many students are >1 level below? _____

A. For Math: How many students are On or Above Level in Geometry? _____
   For Reading: How many students are On or Above Level in Comprehension: Informational Text? _____

B. Scroll down to the Performance by Student section of the report. Use the green up/down arrows at the top of each column for sorting. Which student has the highest Overall Scale Score? ______________________________

C. Which student has the lowest Overall Scale Score? __________________

D. For Math: Review the Measurement and Data column and sort using the green up/down arrows. Which student performed the highest?

_________________________________________________________

For Reading: Review the Vocabulary column and sort using the green up/down arrows. Which student performed the highest?

_________________________________________________________
2. Click the **Reports** tab. Choose **Student Reports**. For Math, choose **Class Grade 5 Math** and **Tabitha Fernandez** or **Class Grade 4 Reading** and **Stefanie Boll** from the Class dropdown menus on the right. Click **Create Report**.

   A. Is this student performing below grade level? YES | NO
   B. Click the tab at the top of the report for the Domain that the student scored lowest. List one **Next Step for Instruction**. ______________________________________________________

   C. Scroll down to the **Tools for Instruction**. Open one to review.
   D. If you chose **Stefanie Boll** in **Class Grade 4 Reading**, what is Stefanie’s Lexile Measure? ____________________________________________

   “**Find a book**” for Stefanie using the **Lexile tool**. _______________________________________
   E. If you chose **Tabitha Fernandez** in **Class Grade 5 Math**, what is Tabitha’s Quantile Measure? _____________________________________________

3. Click **Class Reports**. Click **Instructional Grouping Profile** report. Choose **Class Grade 5 Math** or **Class Grade 5 Reading** from the Class dropdown menu on the right. Click **Create Report**.

   A. Click on the **Profile 3** tab at the top of the report and list two **Instructional Priorities** for this group:

   ______________________________________________________
   ______________________________________________________

   B. Are the **Tools for Instruction** available for each Profile group? YES | NO

4. Are you able to **print** and/or **save** i-Ready reports? YES | NO

5. Click **Student Reports**. Click **Parent Report**. Click **Create Report**. How might you use this report?

   ______________________________________________________

6. Click **Back**. Click a **Standards Performance** report [last choice(s)] listed above Batch Reports).

   For **Tabitha Fernandez**: Select **Grade K** as the Begin Range and **Grade 5** as the End Range from the dropdown menu on the right. Click **Create Report**.
   For **Stefanie Boll**: Select **Grade K** as the Begin Range and **Grade 4** as the End Range from the dropdown menu on the right. Click **Create Report**.

   Has the student met all of the standards through her grade level? YES | NO
Click the Resources tab:

7. Spend some time looking through the resources available. List two resources you will most likely use:

________________________________________________________________________
________________________________________________________________________

Click the Roster tab:

8. Are you able to print the students’ usernames and passwords?  YES  |  NO
   (Hint: Click the Classes sub-tab and Edit next to the Class Name.)

9. Look at the Student Roster and click Edit next to any student’s name. Look at the Developmental Level setting. When might you use this? ______________

________________________________________________________________________

Click the Assignments tab:

10. Click on the Tests sub-tab. Select Class Grade 2 (Math).
    What was Rachelle Ahn’s:
    A. Scale score _____
    B. Placement level _____ , and
    C. When did she finish the test? ______

INSTRUCTION QUESTIONS

Click the Home tab:

1. Look at the Instructional Progress section. Click the image that says, “Which students are struggling with Online lessons?”
   A. What can you see here? ____________________________________
   B. What do the different colored triangles mean? ______________
Click the Assignments tab:

2. Click on the **Student Lesson Plan** sub-tab.

   For **Reading**, select **Class Grade 5 Reading** and **Kimberly Agarwal**. Click on the Lesson Name **Describe Relationships in Scientific Texts**.

   For **Math**, select **Class Grade 5 Mathematics** and **Tabitha Fernandez**. Click on the Lesson Name **Understand Multiplication, Part 1**.

   A. Are you able to view the standard(s) addressed for each lesson?  YES | NO

   B. How many components are in the lesson? ________________

   C. On average, how long will it take to complete the lesson? ________________

   D. Close the lesson box.

3. Click on a domain name. At what level did the student start online instruction in this domain? ____________________________________

4. Adjust the student’s placement in the online instruction by clicking on the box next to the lesson that you would like the student to begin.

5. Click on the **Class Management** sub-tab. Are you able to turn an entire domain on or off for a student or a class?  YES | NO

6. Click on the **Completed Lessons** sub-tab and select **Class Grade 4 (Reading)**. What was **Stefanie Boll’s** score for the **Building Word Knowledge**? __________

Click the Reports tab:

7. Click **Class Reports**. Click **Class Response to Instruction** report. Choose **Class Grade 2 (Math)**. Click **Create Report**. How much time on task has the class spent on **Measurement and Data**? ________________________________

8. Scroll down to **Progress by Student**. Click on **Darren Baek** to open his **Student Response to Instruction** report. Scroll down to the **Detail by Lesson** section. How long did it take **Darren Baek** to complete the **Counting to 20** lesson the first time? ______ Did he pass?  YES | NO
Scavenger Hunt—Middle/High School

DIRECTIONS: Log in to the sample account and answer the questions.

Log in to the sample account

- Go to login.i-ready.com
- Enter username and password
- Select your state from the dropdown menu
- Click Go!

DIAGNOSTIC QUESTIONS

Reports tab:

Click the Reports tab. The Class Reports tab should open by default. Click Class Profile report. Choose Period 2 Grade 7 Math or Period 2 Grade 7 Reading from the Class dropdown menu on the right. Click Create Report.

1. Review the Performance by Domain section.
   - How many students are On or Above Level? _____
   - How many students are < 1 level below? _____
   - How many students are > 1 level below? _____

A. For Math: How many students are On or Above Level in Geometry?_______
   For Reading: How many students are On or Above Level in Comprehension: Informational Text? _______

B. Scroll down to the Performance by Student section of the report. Use the green up/down arrows at the top of each column for sorting. Which student has the highest Overall Scale Score? ______________________

C. Which student has the lowest Overall Scale Score? __________________

D. For Math: Review the Measurement and Data column and sort using the green up/down arrows. Which student performed the highest? ________________
   For Reading: Review the Vocabulary column and sort using the green up/down arrows. Which student performed the highest? ________________
2. Click the **Reports** tab. Choose **Student Reports**. For Math, choose *Period 2 Grade 7 Math* and *Emilia Del Rosario* or *Period 2 Grade 7 Reading* and *Rachelle Abood* from the Class dropdown menus on the right. Click **Create Report**.

   A. Is this student performing below grade level?   YES | NO

   B. Click the tab at the top of the report for the Domain that the student scored lowest. List one **Next Step for Instruction**. __________________________________________

   C. Scroll down to the **Tools for Instruction**. Open one to review.

   D. If you chose *Rachelle Abood* in *Period 2 Grade 7 Reading*, what is her Lexile Measure? __________________________________________

      “Find a book” for Rachelle using the **Lexile tool**. __________________________________________

   E. If you chose *Emilia Del Rosario* in *Period 2 Grade 7 Math*, what is her Quantile Measure? __________________________________________

3. Click **Class Reports**. Click **Instructional Grouping Profile** report. Choose *Period 2 Grade 7 Math* or *Period 2 Grade 7 Reading* from the Class dropdown menu on the right. Click **Create Report**.

   A. Click on the **Profile 4** tab at the top of the report and list two **Instructional Priorities** for this group:

   __________________________________________

   __________________________________________

   B. Are the **Tools for Instruction** available for each Profile group?   YES | NO

4. Are you able to print and/or save i-Ready reports?   YES | NO

5. Click **Student Reports**. Click **Parent Report**. Click **Create Report**. How might you use this report? __________________________________________

6. Click **Back**. Click a **Standards Performance** report (last choice(s) listed above Batch Reports).

   For *Rachelle Abood*: Select Grade 6 as the Begin Range and Grade 8 as the
End Range from the dropdown menu on the right. Click **Create Report**.

For *Emilia Del Rosario*: Select *Grade 6* as the Begin Range and *Grade 8* as the End Range from the dropdown menu on the right. Click **Create Report**.

Has the student met all of the standards through her grade level? **YES | NO**

**Click the Resources tab:**

7. Spend some time looking through the resources available. List two resources you will most likely use.

____________________________________________________________

____________________________________________________________

**Click the Roster tab:**

8. Are you able to print the students’ usernames and passwords? **YES | NO**  
   (Hint: Click the Classes sub-tab and Edit next to any Class Name.)

9. Look at the **Student Roster** and click **Edit** next to any student’s name. Look at the **Developmental Level setting**. When might you use this? ________________

____________________________________________________________

**Click the Assignments tab:**

10. Click on the **Tests** sub-tab. Select *Middle After School (Reading)*. What was **Sam Batie**’s:

   A. Scale score _____
   
   B. Placement level ______ , and

   C. When did he finish the test? ______
INSTRUCTION QUESTIONS

Click the Home tab:

1. Look at the Instructional Progress section. Click the image that says, “Which students are struggling with Online lessons?”
   A. What can you see here? ______________________________________
      ______________________________________
   B. What do the different colored triangles mean? _________________
      ______________________________________

Click the Assignments tab:

2. Click on the Student Lesson Plan sub-tab.
   For Reading, select Middle After School (Reading) and Leola Bailey. Click on the Lesson Name Determining Word Meaning from Context Clues.
   For Math, select Middle After School (Mathematics) and Naomi Martin. Click on the Lesson Name Rational and Irrational Numbers.
   A. Are you able to view the standard(s) addressed for each lesson? YES | NO
   B. How many components are in the lesson? _________________________
   C. On average, how long will it take to complete the lesson? _____________
   D. Close the lesson box.

3. Click on a domain name. At what level did the student start online instruction in this domain? ___________________________________________________

4. Adjust the student’s placement in the online instruction by clicking on the box next to the lesson that you would like the student to begin.

5. Click on the Class Management sub-tab. Are you able to turn an entire domain on or off for a student or a class? YES | NO

6. Click on the Completed Lessons sub-tab and select Middle After School (Reading). What was Tameka Lee’s score for the Summarizing Literature? ______________
Click the Reports tab:

7. Click **Class Reports**. Click **Class Response to Instruction** report. Choose *Period 2 Grade 7 (Math)*. Click **Create Report**.

   How much time on task has the class spent on *Measurement and Data*?

   ________________________________

8. Scroll down to **Progress by Student**. Click on *Gretchen Altom* to open her **Student Response to Instruction** report. Scroll down to the **Detail by Lesson** section.

   How long did it take *Gretchen Altom* to complete the *Review Estimating Length, Customizing Units* lesson the first time? ______

   Did she pass?  YES  |  NO

Log in to i-Ready: login.i-ready.com
Need to learn more: i-Ready.com
Using i-Ready Data to Differentiate Instruction

i-Ready makes it easy to truly differentiate instruction based on your students’ Diagnostic results. Below are three key reports that you can use immediately after the Diagnostic to inform and plan instruction based on student needs.

Class Profile report:
- Details the average overall class scale scores by domain
- Details how many students are below level, on level, and above level
- Specifies domain-specific instructional levels of the individual students in your class

Review **Performance by Domain** to understand how many students are on/above/below grade level overall and by domain.

1. How will you address the domains in which student performance is not what you expected? ____________________________________________________

Review **Performance by Student** (bottom of the report).

2. Use the green up/down arrows to sort each column to understand individual student performance overall and by domain. Note students that are struggling. ____________________________________________________

Technical support: i-ReadySupport@caiinc.com or 800-225-0248
(M-Th 8:30am-7pm, Fri 8:30am-5pm ET)
3. What steps will you take to remediate their skills? ____________________________________________
____________________________________________________________
____________________________________________________________

Instructional Grouping Profile report:

- Groups students by areas of need
- Provides the teacher with instructional recommendations and resources for each group to facilitate teacher-led, small group instruction

1. How many students are in each Profile? ____________________________________________
____________________________________________________________

Click on the tabs for each Profile and review the Instructional Priorities. What skills will you focus on for each profile? ____________________________________________
____________________________________________________________
____________________________________________________________

2. Look at the Tools for Instruction PDFs. Which lessons will you begin with?
____________________________________________________________
Student Profile report:

- Shows individual student performance levels and scale scores for each domain
- Explains student strengths and areas of need
- Provides customized recommendations and resources to support teacher-led instruction

1. Select a student to review. Review the **Overview** tab and note the students Overall Performance and performance by domain. What are the student’s strengths?

____________________________________________________________________________________________________________________________________________________________________________________________________________________________

2. What are the student’s areas of need? __________________________________________________________________________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________________________________________________________________________

3. Looking at the **Developmental Analysis** at the bottom of the overview, are you able to find ideas on which skills to target for this student? YES | NO
4. Examine this student’s specific needs within a domain (click on one of the tabs organized by Domain at the top of the report). Notice what the student can do and write what your next steps for instruction will be. ______________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

5. Open one of the Tools for Instruction lessons and think of how you could incorporate this into your instruction for this student. ______________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

6. Lexile Performance: When viewing a Student Profile report for reading, click on the Lexile Performance tab to review the student’s Lexile measure and Lexile range. How will you use this information? ______________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

7. Quantile Performance: When viewing a Student Profile report for math, click on the Quantile Performance tab to review the student’s Quantile measure and Quantile range. How will you use this information? ______________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

APPLICATION ACTIVITY: INTERPRETING RESULTS & ANALYZING GROWTH
Use these instructions to guide your individual and small group work as you analyze and discuss your i-Ready assessment reports after two (or more) Diagnostics.

Part 1: Individual Reflection
1. Go back to your Class Profile reports to review class-wide progress from the first Diagnostic to the most recent one in more detail. Consider and make notes in response to these questions as you review:
   A. What trends did you see? ______________________
      ____________________________________________
      ____________________________________________
B. Why do you think these trends are happening? ____________________________
   ____________________________
   ____________________________

C. What surprises you most? ____________________________
   ____________________________
   ____________________________

D. What concerns you most? ____________________________
   ____________________________
   ____________________________

2. From your class reports, select one student whose performance/progress surprises or concerns you. Review his/her Student Profile report, using the following questions:
   A. What progress has this student made so far? ____________________________
      ____________________________
      ____________________________

   B. Where is he/she still struggling? ____________________________
      ____________________________
      ____________________________

   C. What new guidance for his/her individual instruction or profile group addresses these needs? ____________________________
      ____________________________
      ____________________________

Part 2: Small Group Discussion (in subject/grade level/specialist groups)

3. Share key trends, surprises and concerns, and identify common trends. From what the group shared, select one student to focus on. Use the following questions to brainstorm together:
   A. How is this student performing now? ____________________________
      ____________________________
      ____________________________

   B. What has his/her growth looked like? ____________________________
      ____________________________
      ____________________________

   C. What can you do to support his/her progress? ____________________________
      ____________________________
      ____________________________
D. Where will you target your time and resources? How?

4. Make a list of three possible next steps. Record these in the **Next Steps: Instructional Plan** chart below, along with some basic information about the student, some highlights of his/her progress, and a summary of his/her target areas for growth.

**Part 3: Sharing Next Steps**

5. Be prepared to share one key highlight of your plan with the whole group.

**Next Steps: Instructional Plan**

| **Student Name/Initials:** | ____________________________ |
| **Subject:** | ____________________________ |
| **Grade:** | ____________________________ |
| **Student’s current overall placement level:** | ____________________________ |

<table>
<thead>
<tr>
<th><strong>Highlights</strong> of progress this student has made since the previous Diagnostic:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target areas</strong> for continued growth:</td>
</tr>
<tr>
<td><strong>Three Next Steps</strong> you will use to support this student (include specific strategies, tools, and time you will use to provide this support):</td>
</tr>
</tbody>
</table>
Monitoring and Managing Instruction

It is important to log in to your i-Ready teacher account 1–2 times a week to monitor and manage your students’ Online Instruction to support their progress.

Student Lesson Alerts:

Show which students are failing i-Ready Online Instruction lessons.

Go to your Home tab. Look at the Instructional Progress section. Click the bottom section, “Which students are struggling with Online lessons?” The Student Lesson Alert pop-up will appear.

1. Do you have any students listed with a yellow alert? YES | NO
   (NOTE: The yellow alert means the student has failed one lesson twice.)
   Student name ____________________________________________

2. Do you have any students listed with an orange alert? YES | NO
   (NOTE: The orange alert means the student has failed two lessons—in a row, in the same domain—twice each. i-Ready will have turned off this domain.)
   Student name ____________________________________________
Use the directions below to look at each of these students’ **Student Response to Instruction** report to determine which domain they are struggling with and to plan appropriate intervention.

1. If you have any students listed with a **yellow or orange alert**, click on any of the names listed. This will bring you directly to the selected student’s **Student Response to Instruction** report.

2. If you **DO NOT** have any students listed with a **yellow or orange alert**, click on the **Reports** tab. Click **Student Reports**. Select **Student Response to Instruction** report and **select a student** to view.

**Student Response to Instruction report:**
Monitors individual student progress by domain and lesson of the instructional program.

1. At the top of the report in the **Progress Summary**, look to the arrows that appear in each of the applicable domains. Has the student made gains in his/her level of online instruction? **YES | NO**

2. Scroll down to the **Detail by Domain** section of the report. Note how much time has been spent in each domain. Has the student failed any lessons? **YES | NO**
A. If the student has **failed one lesson twice**, the student will move on to the next lesson in the domain, but you should provide some teacher-led intervention. What specific intervention will you provide? *(Consider using Tools for Instruction.)* __________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

B. If the student has **failed two lessons in the same domain, in a row, twice each**, i-Ready has turned this domain off. You need to provide some teacher-led intervention and then turn the domain back on when you are confident that the student is ready for more lessons. What specific intervention will you provide? *(Consider using Tools for Instruction.)* __________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

**Student Alerts on Student Response to Instruction reports**

**Yellow and orange alerts** may also appear in the Detail by Lesson section of the **Student Response to Instruction** report. They have different meanings, which you can read by scrolling over each alert icon.

**In this section of the report, alerts follow this pattern:**

A. The first time a student fails a lesson, no alert appears. You see that they failed by looking in the Pass/Fail column.

B. If the student fails when they attempt that same lesson again, a yellow alert will appear.

C. After failing the same lesson twice, the student progresses on to the next lesson in that domain. If they fail their first attempt, another yellow alert icon will appear.

D. The student will have one more chance to take this lesson. If they fail this lesson on the second attempt, the orange alert will appear showing that the student has failed two consecutive lessons twice in the same domain, and the domain has been turned off.
Class Response to Instruction report:

Monitors class progress by domain and lesson of the instructional program.

Alert: Here, this symbol indicates that the student’s overall pass rate is below the threshold set by your administrator for your account (default setting is 70%).

In the Show report criteria selection, be sure to set the time period for the dates you want to view.

1. Review the list of your students. Which students have a low Overall Pass Rate (<70%)?
   __________________________________________________________________________
   __________________________________________________________________________

2. Click on those students’ names to see their individual Student Response to Instruction reports. What follow-up/intervention will you provide to support those students? __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
Assignments tab:

You can also monitor each student’s automatic lesson plan.

Click the **Student Lesson Plan** sub-tab. Select a class and student.

1. The **Student Lesson Plan** shows the next 20 lessons.
2. Click on the name of a lesson to see the **Lesson Preview** pop-up and to see key information about the lesson and to preview its components.

You can add **Extra Lessons** if desired.

1. See the **Key Tasks** section of this Teacher Training Guide for more guidance on adding Extra Lessons.
2. Can you find **Extra Lessons** that are appropriate for this student? YES | NO

Resources tab:

The **Resources** tab has a host of tools and information to help you get the most out of i-Ready.

1. Click on the **User Guide** to find your complete guide to i-Ready.
2. Click on **Get on-demand help with teacher and administrator videos, live and recorded webinars, additional support docs, and resources for parents** to open a library of additional training resources. Here you can watch short, on-demand videos to guide your implementation and register for live webinars.

3. **Tools for Instruction** provides you with the entire library of the downloadable, printable PDF lesson plans.

4. Click on the **Reading** or **Mathematics** buttons to access documents which detail i-Ready Instruction.

5. Click on the **For Parents** button to access resources that can be used to inform families about i-Ready and to find the “**Parent Handout for Find-a-Book, i-Ready.**”
PLANNING INSTRUCTION AND PROVIDING INTERVENTION AFTER SUBSEQUENT DIAGNOSTICS

Reviewing Student Lesson Plans After Subsequent Diagnostics

You may already check your students’ online lesson plans regularly, but taking a closer look after each Diagnostic can give you important insights into students’ evolving needs.

This is because the online lesson plan is automatically adjusted based on a student’s individual results on each Diagnostic he or she completes. You do not need to do anything to manage Online Instruction differently after these automatic adjustments, but being aware of how and why the lesson path has changed can be a useful source of information for planning whole class instruction and small group or individual interventions.

The four lesson placement scenarios presented below, based on students’ actual performance, provide some examples of how students’ lesson paths may change, and suggest important next steps.

*Remember, manually adjusting students’ online lesson plans is not recommended.*

**Scenario 1: The High Flyer**

This student scores higher on her second Diagnostic than she did on the first. In this case, the student’s online lesson plan is adjusted based on her new Diagnostic results and she skips ahead in the lesson path.

In this situation, the teacher-led instruction you are providing and the work your student is doing in i-Ready Online Instruction is clearly working.

**Important next steps:** You and your student should keep doing what you’ve been doing to promote learning and growth.

**Scenario 2: The Lesson Leaper**

This student made good progress through his online lessons before the second Diagnostic, but the improvements to his second Diagnostic results are lower than his Online Instruction levels suggested they might be. In this case, you won’t see a change in
the online lesson plan. This student will stay the course and continue working in his original online lesson plan.

You may want to investigate the discrepancy between the Lesson Leaper’s progress through Online Instruction and his performance on the second Diagnostic. Gather information, including the student’s recent performance in Online Instruction, his performance in your classroom instruction, and anything you know about his usual testing habits or extenuating circumstances on the day he completed the second Diagnostic. Use that information and your best teacher judgment to determine whether additional teacher-led intervention is needed.

**Important next steps:** Gather information.

---

**Scenario 3: The Steady Study**

This student has been working steadily through Online Instruction, but she scored slightly lower on her second Diagnostic than on her first. However, her scale score difference doesn’t warrant a change in her online lesson plan. She will continue on with her original lesson plan.

If this student has been successful in Online Instruction, you may not need to adjust your instruction or intervention. Instead, you may want to gather some information and use your best teacher judgment when you consider whether this student needs more attention or intervention. Again, you’ll want to consider the student’s recent performance in Online Instruction, her recent performance in your classroom instruction, and any factors impacting testing when she completed the Diagnostic.

**Important next steps:** Gather information.
Scenario 4: The Struggling Student

This student scores significantly lower on his second Diagnostic than on his first. He is placed at a lower level in Online Instruction, according to his latest Diagnostic results, so that he can practice prerequisite skills he may be lacking.

In this scenario, teacher-led intervention is needed. Review recommendations for instruction in this student’s most recent Student Performance report and Instructional Grouping Profile report, and consider how you will use these recommendations, related Tools for Instruction, and other instructional resources to plan an intervention strategy.

Important next steps: Provide intervention.

Online Instruction After Subsequent Diagnostics: Important Reminders

- Online lesson placements are automatically adjusted by i-Ready based on each student’s latest Diagnostic. Teachers do not need to do anything in order for students to continue working in Online Instruction at levels appropriate for their Diagnostic performance.

- It’s a good idea to view your students’ online lesson plans after each subsequent Diagnostic so that you can see what they will be working on next. This information is found under the Assignments tab in i-Ready.

- If you assigned a student Extra Lessons before they took the latest Diagnostic, those lessons will be preserved. Students will still see those Extra Lessons, but their regular lesson path will be automatically set by i-Ready, as needed.

- If you have manually adjusted a student’s position in their online lesson plan, their lesson position will not change based on the most recent Diagnostic. This means that a student who scores higher on the latest Diagnostic will not be moved forward in the online lesson plan, and a student who scores lower will not be set back. This is why manual adjustment of the online lesson path is not recommended.

- If a domain was turned off automatically due to a student failing lessons, then the domain is automatically turned back on when the student completes a new Diagnostic.
APPLICATION ACTIVITY: PLANNING INSTRUCTION AND PROVIDING INTERVENTION AFTER SUBSEQUENT DIAGNOSTICS

Use the guidance below to plan instruction, including intervention for one individual student, using information from your student’s most recent Diagnostic reports, recent performance in i-Ready OnlineInstruction, and online lessons in the updated online lesson plan.

Part 1: Check Student Alerts for Domains Turned Off

If your students have had some time to work through Online Instruction since the most recent Diagnostic, you may have some students with one or more domains turned off. Follow the instructions under Monitoring and Managing Instruction to check for domains turned off.

1. Are one or more domains turned off for any of your students?  YES | NO
   • If yes, this student is not receiving lessons in that domain. Your intervention is required. Continue with steps 2–4 below.
   • If no, skip to Part 2: Plan for an Individual Student.

2. Use the Student Response to Instruction report to answer the following:
   • Which domain(s) is turned off? __________________________________________
     __________________________________________
     __________________________________________
   • Which lessons in that domain did your student fail? What skills and concepts were addressed? __________________________________________
     __________________________________________
     __________________________________________

Remember, you can view specific lesson information in the Lesson Preview under the Assignments tab.
3. Make a plan for intervention, including using key resources provided by i-Ready.
   • Which Tools for Instruction recommended for this student or their instructional profile group address these skills and concepts? See the Student Profile and Instructional Grouping Profile report, or the Resources tab, to access all available Tools for Instruction.
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

   • What other instructional recommendations for this student address these skills and concepts? See the Student Profile and Instructional Grouping Profile reports.
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

   • Are there Extra Lessons that could be added to this student’s online lesson plan as “intervention lessons”? Follow instructions on p. 18 of your Teacher Training Guide to view and assign Extra Lessons.
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

   • How and when will you use these resources, some or all, to provide intervention?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

4. Once you have provided intervention, and you are sure that your student understands these skills and concepts, use the instructions on page 21 to turn this domain back on.
## Part 2: Plan for an Individual Student

Use the information you have after the most recent Diagnostic and student progress through online instruction to create an instruction/intervention plan for one student. It’s most important to focus on the “Struggling Student,” but guidance for all scenarios is provided for your future planning or in the event that none of your students are “Struggling Students” after their second (or later) Diagnostic. **Record your plan on a separate piece of paper.**

<table>
<thead>
<tr>
<th>Assessment Results</th>
<th>What does it mean? What can I expect?</th>
<th>What should I do?</th>
</tr>
</thead>
</table>
| **The Struggling Student:** My student’s score on the second Diagnostic is significantly lower than their score on the first Diagnostic. | This student was placed in Online Instruction at the new (lower) level. **This student likely needs remediation/intervention.**  
*This scenario is the highest priority to address with remediation/intervention. Consider using common needs, taken from Instructional Grouping Profile and Response to Instruction reports, to group students and create a plan for a small group.* | **Intervene using Teacher-Led Instruction**  
Review this student’s Student Profile and Instructional Grouping Profile.  
• Which domain(s) are of highest need?  
• What instructional recommendations are provided for this domain?  
• Which Tools for Instruction are recommended for this domain?  
You can also look for additional Tools for Instruction related to this student’s needs under the Resources tab. Under **Tools for Instruction** choose the subject and domain, and click **Get Tools.** Scroll through the available levels to find lessons that address skills and concepts of need.  
**Intervene using Online Instruction**  
Review this student’s Student Response to Instruction report and online Student Lesson Plan.  
• How was the student been performing in this domain in Online Instruction?  
• What online lessons are coming up that address areas of need?  
• How do the upcoming lessons align with your upcoming classroom curriculum and small group instruction plans?  
Use the Adding Extra Lessons instructions to view extra lessons in the domain of need.  
• Are there Extra Lessons that can be used to provide intervention for this student?  
Record your plan for intervention, including when and how you will use any of the teacher-led or Online Instruction tools you’ve selected. |
<table>
<thead>
<tr>
<th>Assessment Results Diagnostics 2+</th>
<th>What does it mean? What can I expect?</th>
<th>What should I do?</th>
</tr>
</thead>
</table>
| **The Steady Study:** My student's score on the second Diagnostic was lower than the first, but just a little lower. | This student's online lesson plan has not been adjusted. They continue on their original lesson plan. Some additional information gathering may be needed. | Gather information and use your teacher judgment. Consider what you know about this student to determine whether intervention is needed.  
- Does this student’s new Diagnostic score and placement align with their current classroom performance?  
- Do they generally test poorly?  
- Were there other factors in play for this student when they took the Diagnostic? |
| **The Lesson Leaper:** My student showed growth on their Diagnostic, but they’ve already worked beyond their new Diagnostic placement level in Online Instruction.  
Example: A student has worked to mid Level 4 in the Number and Operations domain in Online Instruction, but performance on their newest Diagnostic only reached late Level 3. | |
| **The High Flyer:** My student scored higher on their second Diagnostic than their first. | This student jumps ahead in their online lesson path, according to their most recent Diagnostic placement. | Keep using teacher-led instruction and Online Instruction as you have been with this student.  
As long as this student continues to make progress through instruction and perform well, you won’t need to plan additional intervention.  
Their online lesson plan and the instructional recommendations provided in their Student Profile should continue to challenge them. |
## Planning Your Classroom Implementation in Year One

### Preparation for Diagnostic Data Use

List 2–3 strategies to prepare students for the Diagnostic. *(Refer to “Administering the Diagnostic” on p. 8).*

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<th>Strategies</th>
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### Reports

<table>
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<th>Diagnostic Reports</th>
<th>How Will You Use This Report?</th>
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</thead>
<tbody>
<tr>
<td>Class Profile report</td>
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<td>Class Norms report</td>
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<tr>
<td>Instructional Grouping Profile report</td>
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<td>Student Profile report</td>
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<td>Parent report</td>
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<tr>
<td>Standards Performance report</td>
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<tr>
<th>Instruction Reports</th>
<th>How Will You Use This Report?</th>
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<tbody>
<tr>
<td>Class Response to Instruction report</td>
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<td>Student Response to Instruction report</td>
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<table>
<thead>
<tr>
<th>Growth Monitoring Reports</th>
<th>How Will You Use This Report?</th>
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<tbody>
<tr>
<td>Class Progress Monitoring report</td>
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<tr>
<td>Student Progress Monitoring report</td>
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</tbody>
</table>
Implementation

1. How many hours per week will students use i-Ready Online Instruction?
   
   Recommended: Schedule 1 hour of i-Ready Online Instruction per subject per week to ensure that all students spend at least 45 minutes per subject in online lessons.

2. How will i-Ready Online Instruction be used?
   - Individual Online Instruction time
   - Small group Online Instruction time
   - Extended learning Online Instruction time (homework, after school)
   - Other _____________________________

3. Which students will use it and how?
   - All _________________________________________
   - RTI _________________________________________
   - SpEd _________________________________________
   - ELLs _________________________________________
   - Other _________________________________________

4. How will Teacher-led Instruction tools and recommendations be used?
   - Tools for Instruction ____________________________
   - Lexile® Measures _______________________________  
   - Quantile® Measures _____________________________
   - Whole class lessons _____________________________
   - Extra lessons _________________________________
Weekly Schedule for Online Instruction Implementation

Recommendations:
Schedule 1 hour of i-Ready Online Instruction per subject per week to ensure that all students spend at least 45 minutes per subject in online lessons.

<table>
<thead>
<tr>
<th>Time (fill in hour)</th>
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After school
<table>
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<tr>
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</tbody>
</table>

Log in to i-Ready: login.i-ready.com
Need to learn more: i-Ready.com

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Instructional Planning in Year Two and Beyond

REFLECTING ON LAST YEAR: WORD WEB

Work with a small group, or in pairs, to complete a brainstorming Word Web detailing the challenges you experienced with i-Ready implementation last year. If you are new to i-Ready this year, use this time to read your colleagues’ comments, learn from their experience, and jot down any questions you would like to ask them later.
1. Discuss your Word Web with your table or other small group and categorize your challenges into the following categories.
   A. Administering the i-Ready Diagnostic,
   B. Analyzing i-Ready reports,
   C. Planning and delivering teacher-led instruction,
   D. Managing Online Instruction
   E. Other

2. In today’s workshop, we will specifically discuss using data to plan and deliver differentiated instruction with a review of tips for administering the Diagnostic. If you identified any other challenges, write them on a sticky note and put them on the Parking Lot to be addressed later.
### Key Diagnostic Reports & Instructional Resources
*(Under the Reports tab in i-Ready)*

<table>
<thead>
<tr>
<th>Report</th>
<th>Description</th>
<th>Components</th>
<th>Key Instructional Features</th>
</tr>
</thead>
</table>
| **Class Profile**           | • This report tells you what instructional needs your class has in math and/or reading, by class, by student and by domain, based on the Diagnostic Assessment.  
• Use this report to plan instruction by looking at domain-specific placement and results. | • Average Scale Score  
• Student Placement Distribution  
• Overall Scale Score  
• Overall Placement  
• Placement by Domain  
• Rush Alerts | • Rush Alerts – You may see a red alert symbol when reviewing an individual student’s overall performance. This indicates that the student may have rushed through the test. Click the icon for more information. If you see this alert icon and the student’s test results seem abnormal, consider retesting. *Without valid data, instructional recommendations for the student will not be accurate.* |
| **Instructional Grouping Report** | • This report tells you how you can best group students in your class for math and/or reading instruction based on the Diagnostic Assessment results. It will also help you plan instruction.  
• Use this report to organize your differentiated small group instruction and identify Tools for Instruction for each group or profile. | • Profile Overview Chart  
• Students in Each Grouping Profile  
• Profile Priorities  
• Instructional Priorities  
• Tools for Instruction  
• Recommended Curriculum Associates Products  
• Lexile Measure & Range (reading)  
• Link to “Find A Book, i-Ready” (reading)  
• Quantile Measure & Range (math) | • Instructional Priorities – Specific instructional recommendations to meet the needs of students in the profile.  
• Tools for Instruction – Targeted, skill-based lesson plan PDFs that are tools for teaching individual, small groups, or whole class lessons.  
• Recommended CA Products – Paper-and web-based products for targeted, data-driven instruction from existing CA products. This includes a link to the Online Teacher Toolbox, for those who have access, for Ready lessons at all available grade levels. |
| **Student Profile Report**  | • This report tells you the strengths and areas of need for each of your students in math and/or reading, based on the Diagnostic Assessment.  
• It also gives you recommended Tools for Instruction and suggests other Curriculum Associates products that you can use to teach focused skills with specific students.  
• Use this report to identify the instructional needs of students, and identify recommended resources. | • Student’s Overall Scale Score & Placement Level  
• Student’s Domain-specific Scale Scores & Placement Levels  
• Developmental Analysis  
• Rush Alerts  
• What Student Can Do  
• Next Steps  
• Recommended Curriculum Associates Products  
• Lexile Measure & Range (reading)  
• Link to “Find A Book, i-Ready” (reading)  
• Quantile Measure & Range (math) | • Developmental Analysis – This section highlights the student’s most important areas of need. It gives you more insight into the domain placement levels. It can help you to make decisions about instruction for a particular student.  
• Tools for Instruction – Targeted, skill-based lesson plan PDFs that are tools for teaching individual, small groups, or whole class lessons.  
• Recommended CA Products – Paper-and web-based products for targeted, data-driven instruction from existing CA products. This includes a link to the Online Teacher Toolbox, for those who have access, for Ready lessons at all available grade levels. |
DELIVER INSTRUCTION THAT DIFFERENTIATES AND PERSONALIZES

Activity: Differentiate with the Instructional Grouping Profile Report and Tools for Instruction

Work in groups to read and discuss the scenarios for using the Instructional Grouping Profile (IGP) and Tools for Instruction presented in the following written vignettes.

**Scenario 1 - Grade 4 Reading**

Ms. Ellis teaches fourth grade at a school with a high English Language Learner (ELL) population. After Ms. Ellis’ students completed their i-Ready Diagnostic Assessment, Ms. Ellis analyzes the results. Based on the information in the IGP, Ms. Ellis plans differentiated small group instruction. For the students in Profile 3, Ms. Ellis learns that these students need work in vocabulary and comprehension. As she analyzes further, Ms. Ellis makes several determinations to begin instruction for this group of students.

First, she decides to make reading aloud an important part of her plan. She knows this will address two of the challenges identified in the IGP—background knowledge and word meanings. She makes a note to pre-teach a few vocabulary words from each read-aloud and to engage students in discussion of the read-aloud. She plans to use a rich mix of literary texts and informational texts related to current science and social studies topics. To get started, Ms. Ellis uses the Tool for Instruction “Teach New Word Meanings.” This lesson plan provides a framework that she can use for any text. She decides to do the read-alouds in whole group and makes sure that students in Profile 3 have numerous opportunities to participate in the discussions. She knows that all of her students will benefit from these read-alouds.

Next, Ms. Ellis considers the various vocabulary strategies suggested in the IGP and decides to focus on using context clues to determine the meaning of unknown words in small group instruction. She has noticed that students in Profile 3 tend to read past words they do not know and the data from the Diagnostic supports her observations. She locates another Tool for Instruction, “Use Context to Find Word Meaning,” to teach the skill explicitly. She knows that the ELL students in this group will need considerable scaffolding so she attends carefully to the Check for Understanding in the lesson plan.

Finally, Ms. Ellis decides to focus on the comprehension strategy of making inferences. She thinks this strategy will support the students as they are using context clues to determine the meaning of unknown words. She makes careful note of the steps provided in the Instructional Priorities section of the IGP for explicitly teaching comprehension strategies. As she looks at the Tool for Instruction “Make Inferences,” Ms. Ellis pays close attention to the Support for English Language Learners recommendation and decides to begin this skill with pictures for this small group.
Scenario 2 - Grade 1 Math

Ms. Higgins teaches first grade at a high performing school. After Ms. Higgins’ students completed their i-Ready Diagnostic Assessment, Ms. Higgins analyzes the results. Based on the information in the IGP, Ms. Higgins plans differentiated small group instruction. For the students in Profile 1, Ms. Higgins learns that these students need work in counting, base ten numbers, and algebraic thinking. As she analyzes further, Ms. Higgins makes several determinations to start her differentiated small group instruction.

First, based on the Instructional Priorities for this group, Ms. Higgins decides to make counting up to 30 a priority. She will use the strategies recommended—counting objects, counting on, and using a number line. Once students are confident up to 30, Ms. Higgins will continue these strategies through 100. When she looks at the Tools for Instruction, Ms. Higgins finds several lesson plans that she can use and adapt for this skill. To provide students with more practice, she will have a counting center in her math rotations.

Next, Ms. Higgins wants to develop these students’ fluency in base ten. She again uses the recommendation in the Instructional Priorities section of the IGP and plans to have her students bundle sets of 11 to 19 objects into groups of five and ten and have students count the groups. This will lay the foundation for later place value concepts. There is a Tool for Instruction, “Making a Set of Up to Ten Objects,” that she plans to use for this skill.

Finally, Ms. Higgins considers algebraic thinking. The Instructional Priorities include several recommendations, so she decides to begin instruction with combinations of five and ten. As she reads the description, she makes a note that she will need ten frames and counters to help students visualize the combinations. She also finds a Tool for Instruction, “Number Pairs for Sums to Ten,” that she can use for this skill. To provide more practice, Ms. Higgins will have a Make Ten center in the math rotations.

For all of these skills, Ms. Higgins makes notes of specific vocabulary to use in her instruction. Some of the terms she’ll use are equal to, add, and plus.
Scenario 3 – Grade 8 Reading

Mr. Betts teaches at a middle school serving a high poverty area. He teaches the eighth grade language arts block and many of his students are struggling readers. After Mr. Betts’ students completed their i-Ready Diagnostic Assessment, he analyzes the results. Based on the information in the IGP, Mr. Betts plans differentiated small group instruction. For the two students in Profile 1, Mr. Betts learns that these students need to work on phonics, reading fluency, and vocabulary. As he analyzes further, Mr. Betts makes several determinations to begin instruction for these students.

First, Mr. Betts considers the recommendations for phonics in the Instructional Priorities section of the IGP. He sees that these two students need practice decoding longer words. He opts to begin their instruction with common prefixes and suffixes, since he knows that many of the words they struggle with contain prefixes and/or suffixes. Mr. Betts makes a list of the prefixes and suffixes he wants to include in his instruction based on the recommendation in the IGP. He makes a special note that he needs to model reading words with prefixes and suffixes for these students, and be prepared to scaffold the instruction when needed. He finds the Tool for Instruction, “Multisyllabic Words with Prefixes and Suffixes.” This lesson plan provides several different strategies that Mr. Betts can adapt for any prefix or suffix.

Next, to improve reading fluency for the students in Profile 1, Mr. Betts will find texts on these students’ reading level. He knows the importance of rereading to develop fluency, so Mr. Betts decides to have a library center in his classroom so that students can read and reread these texts. He makes himself a note to use the Lexile Level tab and Find-A-Book on the Student Profile Report.

Finally, Mr. Betts thinks about how he will address the vocabulary needs of these students. Based on a recommendation in the IGP, he decides to coordinate the work on prefixes and suffixes with vocabulary development. He will make sure that the students understand how each prefix and suffix changes the meaning of words, and he will select some less common examples, such as pro-, hydro-, -ism, and -dom. He makes himself a note to include the students’ science and social studies texts as they practice reading these words in context.

2. Work with your group to complete an Instructional Grouping Profile (IGP) analysis, using your choice of sample IGP reports from the i-Ready Try-It site:
   - Grade 1 Reading
   - Grade 3 Math
   - Grade 5 Reading
   - Period 3, Grade 8 Math
   - Period 2, Grade 7 Reading
From this report, select one Profile group to focus on.

3. Start your analysis with the **Instructional Priorities**. Break down these priorities into a clear sequence you would use to address these needs. Map out 1–2 target skills or instructional focus areas, in the order that you would teach them, in the Differentiated Instruction Plan template below.

4. Review related **Tools for Instruction** and other recommended resources to complete your actionable plan for teacher-led differentiated instruction for this Profile group. Record all details of your plan in the Differentiated Instruction Plan template. The purpose of your work is to practice using the IGP to plan for small group instruction. It is not always necessary to do this for every Profile group for every class you teach.

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**Differentiated Instruction Plan**

<table>
<thead>
<tr>
<th>Class: ___________________________</th>
<th>Profile: ____________________________</th>
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<tbody>
<tr>
<td><strong>Target Skill/ Instructional Priority</strong></td>
<td><strong>Instructional Tools (e.g. Tools for Instruction) to use</strong></td>
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ACTIVITY: EXPLORE HOW THE ONLINE LESSON PATH PERSONALIZES

SAMPLE STUDENT PROFILES

1. Examine the following i-Ready Instruction lesson sequences for math and reading.

**Math:** Lessons in i-Ready Instruction are sequenced to catch students up until they are working on all the skills at a particular level.

1. The student gets lessons in the domain in which he or she scored lowest.

2. The student moves up in that domain until he reaches the level of his next lowest domain. Now he or she starts receiving lessons in both domains. This continues until the student is at the same level in all domains.

3. Once a student is working at the same level across all domains, the i-Ready sequence prioritizes the Number and Operations and Algebra and Algebraic Thinking domains. The sequence of lessons moves logically among sublevels (Early/Mid/Late) of these two domains.

4. Measurement and Data and Geometry are served to students after they have completed lessons in the Number and Operations and Algebra and Algebraic Thinking lessons at that level.

**Reading:** To ensure integration of meaning-making with the development of foundational skills, i-Ready presents online lessons in the following alternating sequence.

1. If a student is placed in all of the Foundational Skills,

2. Then he or she receives lessons in this order: 1) Phonological Awareness, 2) Phonics, 3) High-Frequency Words, He or she receives two lessons per Foundational Skill and then one vocabulary lesson and one comprehension lesson.

1. If a student has tested out of Phonological Awareness,

2. Then he or she will receive lessons in this order: 1) Phonics, then 2) High-Frequency Words, He or she receives two lessons per Foundational Skill, then one vocabulary lesson and one comprehension lesson.
2. Discuss these lesson sequences with your table or small group, especially noting how math and reading are sequenced differently.

3. Review either or both of these examples: Grade K reading student or 4th Grade math student.

**GRADE K READING STUDENT:**

If a student is placed into all Foundational Skills domains, he or she receives two Foundational Skills lessons for every one vocabulary or comprehension lesson. This is to balance the integration of meaning-making with the development of decoding skills.

- GK PA Late lesson
- GK PA Late lesson
- GK PH Early lesson
- GK PH Early lesson
- G1 HFW Early lesson

If a student is not placed into any Foundational Skills domains, he or she receives one lesson in Vocabulary followed by one lesson in Comprehension. Here is an example.

- GK Vocabulary Lesson
- GK Comprehension Lesson
- GK Vocabulary Lesson
- GK Comprehension Lesson

**Key:**

- **G** = Grade
- **PA** = Phonological Awareness
- **PH** = Phonics
- **HFW** = High-Frequency Words
GRADE 4 MATH STUDENT:

Student completes i-Ready Diagnostic and receives these placement levels.

- G3 NO Early
- G2 AL Mid
- G2 MS Early
- G3 Geometry Early

Student starts in the domain where he or she placed lowest.

- Starts receiving lessons at G2 MS Early.

Student continues in the domain where he or she placed second lowest. Because the next lowest domain is Algebraic Thinking, this is prioritized.

1. Completes lessons in G2 MS Early
2. Starts receiving lessons G2 AL Mid
3. Completes lessons in G2 AL Late
4. Then returns to Measurement and Data and completes lessons in G2 MS Mid
5. Then completes lessons in G2 MS Late

At this point, the student has progressed to where he or she is at the same level in all domains: G3 Early.

1. G3 AL Early
2. G3 MS Early
3. G3 NO Early
4. G3 Geometry Early

Now that the student is at the same level in all domains, the sequence of lessons prioritizes Number and Operations and Algebraic Thinking.

1. G3 NO Early
2. G3 AL Early
3. G3 NO Mid
4. G3 AL Mid
5. G3 NO Late
6. G3 AL Late
7. G3 MS Early
8. G3 MS Mid
9. G3 MS Late
10. G3 GEO Early
11. G3 GEO Mid
12. G3 GEO Late

G = Grade
NO = Number and Operations
AL = Algebra and Algebraic Thinking
GEO = Geometry
MS = Measurement and Data
4. Access the i-Ready Try-It site. Choose the Reports tab, Student Reports, Student Profile. Then select either Grade 3 Math and Jasmine Brittian, or Grade 3 Reading and Dennis Mendie. Create Report.

5. Follow along as the facilitator guides a discussion of how Jasmine’s or Dennis’ Online Instruction compares with the expected lesson sequence.

6. Discuss how you could support the Online Instruction with individual instruction for Jasmine or Dennis. Record your thoughts.

7. Discuss in groups which students would benefit most from this personalization and why. Record your thoughts.

ACTIVITY: STRIVE FOR 45 MINUTES OF ONLINE INSTRUCTION PER SUBJECT PER WEEK

Individual Reflection

Circle your response to each question. This is for your own reflection only, so be honest.

1. Last year, did your weekly classroom schedule regularly include 60 minutes of i-Ready Online Instruction per subject? YES | NO

2. Last year, did your students spend at least 45 minutes per subject per week working in i-Ready online lessons, on average? YES | NO
K–8 Classroom Profiles: i-Ready Online Instruction Scheduling & Implementation

Review your choice of two of the i-Ready classroom profiles that follow.

Each is a glimpse into one classroom that has scheduled 60 minutes of i-Ready Online Instruction per subject per week.

- Remember, we recommend scheduling 60 minutes to get 45 minutes of work time in online lessons.

Note how some teachers:

- Prioritize Online Instruction for specific groups of students,
- Use Tools for Instruction, or
- Use online lessons in other ways to support student achievement.

Elementary School Classroom Profiles

1. Second Grade Classroom Using a Computer Lab Model with Morning and Afternoon Subject Blocks

Ms. Hamilton is a 2nd grade teacher who relies on the computer lab for most of her i-Ready Online Instruction time.

- She takes her class to the computer lab for 60 scheduled minutes of i-Ready Online Instruction each week—30 minutes on Tuesday for reading and 30 minutes on Wednesday for math.
- Ms. Hamilton makes sure that each student spends an additional 30 minutes each week in i-Ready Online Instruction during morning and afternoon rotations to make sure that every student gets at least 45 minutes of i-Ready Instruction in reading and 45 minutes in math.
- In addition to whole group reading instruction, Ms. Hamilton spends 60 minutes in reading rotations each morning. Students rotate through small group instruction based on their Instructional Grouping Profile, extra practice using Ready work pages or i-Ready Online Instruction, collaborative group work, and independent reading time.
- Ms. Hamilton spends 30 minutes in whole group math instruction and 30 minutes in math rotations. Students rotate through small group instruction, collaborative math practice activities or i-Ready Online Instruction, and independent practice.

- Ms. Hamilton sometimes uses interactive lessons from the Online Teacher Toolbox to preview upcoming skills or to review previous lessons during whole class instruction.

- Ms. Hamilton’s weekly schedule allows time for science and social studies instruction each day.

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<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<tr>
<td>60 min</td>
<td>Whole Class Instruction—ELA</td>
<td>30 min</td>
<td>Whole Class Instruction—ELA</td>
<td>60 min</td>
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<tr>
<td>30 min</td>
<td>Small Group Instruction</td>
<td>30 min</td>
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<td>60 min</td>
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<tr>
<td>Profile 1</td>
<td>i-Ready Reading</td>
<td>Ready Practice Pages</td>
<td>Profile 2</td>
<td>i-Ready Reading</td>
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<tr>
<td>Collaborative Group Work</td>
<td>Independent Reading</td>
<td>Collaborative Group Work</td>
<td>Independent Reading</td>
<td>Collaborative Group Work</td>
</tr>
</tbody>
</table>

- Whole Class Instruction
- Small Group Instruction
- i-Ready Online Instruction
- i-Ready Math
- i-Ready Reading
- Independent Practice
- Science Instruction & Projects

- Profile 1
- Profile 2
- Profile 3
- Profile 4
- Profile 5

- Activities done in rotations

Technical support:
i-ReadySupport@cainc.com or 800-225-0248
(M-Th 8:30am-7pm, Fri 8:30am-5pm ET)
### Fourth Grade Classroom Using a Rotation Model with Morning and Afternoon Subject Blocks

Mr. Rawlins is a 4th grade teacher who uses morning and afternoon rotations to make sure that every student in his class is scheduled for 60 minutes of i-Ready Online Instruction in reading and math, as well as 30 minutes of explicit small group instruction in both subjects based on their Instructional Grouping Profile.

- He spends 60 minutes in reading rotations each morning and 60 minutes in math rotations each afternoon.
- For math, he also uses one of his rotations to deliver on-level math instruction in small groups.
- When groups are not using i-Ready Online Instruction or in small group instruction with Mr. Rawlins, their groups work collaboratively or independently.
- When a larger group of his students, sometimes his whole class, needs practice on a previously taught skill, he uses Tools for Instruction (from the Resources tab in i-Ready) and off-level Ready lessons (from the Online Teacher Toolbox) as “power lessons” for explicit whole class instruction.
- Mr. Rawlins’ weekly schedule still allows time for the required on-grade level instruction in all subjects.

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<tbody>
<tr>
<td>60 min</td>
<td>Whole Class Instruction–ELA</td>
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<td>Profile 1 i-Ready Reading</td>
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<td>Profile 2 i-Ready Reading</td>
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<td>Profile 2 Small Group Instruct.</td>
<td>60 min</td>
<td>Profile 3 Small Group Instruct.</td>
<td>60 min</td>
</tr>
<tr>
<td>Group Work</td>
<td>Indep. Work</td>
<td>Group Work</td>
<td>Indep. Work</td>
<td>Group Work</td>
</tr>
<tr>
<td>30 min</td>
<td>Social Studies Instruction</td>
<td>30 min</td>
<td>Social Studies Instruction</td>
<td>30 min</td>
</tr>
<tr>
<td>15 min</td>
<td>Whole Class Instruction–Math</td>
<td>15 min</td>
<td>Whole Class Instruction–Math</td>
<td>15 min</td>
</tr>
<tr>
<td>60 min</td>
<td>Profile 3 i-Ready Math</td>
<td>60 min</td>
<td>Profile 4 i-Ready Math</td>
<td>60 min</td>
</tr>
<tr>
<td>60 min</td>
<td>Profile 4 Small Group Instruct.</td>
<td>60 min</td>
<td>Profile 5 Small Group Instruct.</td>
<td>60 min</td>
</tr>
<tr>
<td>Sm. Group On-level Work</td>
<td>Indep. and/or Group Work</td>
<td>Sm. Group On-level Work</td>
<td>Indep. and/or Group Work</td>
<td>Sm. Group On-level Work</td>
</tr>
<tr>
<td>45 min</td>
<td>Science Instruction &amp; Projects</td>
<td>45 min</td>
<td>Science Instruction &amp; Projects</td>
<td>45 min</td>
</tr>
</tbody>
</table>

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Third Grade Classroom Using a Rotation Model with Block Scheduling

Ms. Simmons, a 3rd grade teacher, uses a rotation model within block scheduling to work 60 minutes per week of i-Ready Online Instruction in reading and math for every student into her schedule.

- Mondays and Tuesdays are ELA days. Wednesdays, Thursdays, and Friday mornings are dedicated to math. In total, she spends 120 minutes in rotations each day.
- Every day she meets with four small groups, organized based on the Instructional Grouping Profile report for her class, for 30 minutes of teacher-led instruction. Meanwhile, other students rotate through i-Ready Online Instruction and independent or collaborative work.
- About once a week, Ms. Simmons projects an i-Ready online lesson for the class to learn and work through together, often to launch a new concept or review prior curriculum.
- Her weekly implementation plan allows time for science and social studies instruction, enrichment activities, and early dismissal/PLC meetings.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts Days</td>
<td>Math Days</td>
<td>Wrap-up Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>70 min</td>
<td>Whole Class Instruction–ELA</td>
<td>70 min</td>
<td>Whole Class Instruction–ELA</td>
<td>70 min</td>
</tr>
<tr>
<td>120 min</td>
<td>Teacher-led Small Group–Reading</td>
<td>120 min</td>
<td>Teacher-led Small Group–Reading</td>
<td>120 min</td>
</tr>
<tr>
<td>i-Ready Reading</td>
<td>i-Ready Reading</td>
<td>i-Ready Math</td>
<td>i-Ready Math</td>
<td>Collaborative Work–Math</td>
</tr>
<tr>
<td>Collaborative Work–ELA</td>
<td>Collaborative Work–ELA</td>
<td>Collaborative Work–Math</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Fifth Grade Language Arts Class Using a Computer Cart Model with Morning Reading Block**

Mr. Norris is a 5th grade teacher who teaches two blocks of language arts each day. Every Wednesday, Mr. Norris has the mobile computer cart in his classroom for 30 minutes in the morning for students to complete i-Ready Online Instruction.

- On mornings when he doesn't have the mobile computer cart, Mr. Norris spends 60 minutes of the morning block in whole group instruction.
- He spends another 60 minutes in rotations. During the rotation time, he has three rotations—small group instruction using recommendations in the Instructional Grouping Profile, a writing center, and literature circles.
- He uses the two computers in his classroom to provide more i-Ready Online Instruction time. He assigns students a day each week to go to the computer stations during rotations to make sure each student is receiving 45 minutes of i-Ready Reading instruction each week.
- Mr. Norris’ schedule also allows time for Language and spelling instruction.
Middle School Classroom Profiles

1 Seventh Grade English Language Arts with Block Scheduling

Mr. Garcia is a 7th grade English Language Arts teacher at a middle school that uses alternating A/B block scheduling. This means that on alternating weeks, he sees a group of students for either two or three days.

- His school does not track students into class assignments by level, so he uses individualized i-Ready Online Instruction to balance his whole class instruction with targeted support for students performing below grade-level.

- During weeks when he meets the same class for three days, he spends Monday on whole group instruction and standards practice, and uses Wednesday and Friday for i-Ready Online Instruction and small group rotations.

- At the beginning of the year, he focuses his differentiated small group instruction on Instructional Grouping Profiles 1 and 2, using Tools for Instruction.

- Throughout the year, he uses i-Ready reports to monitor student performance and adjusts his small group instruction plans accordingly, providing targeted intervention for struggling students as needed.

- By reinforcing transitions early on and setting time limits for students to review their student dashboards, he is able to schedule 50 minutes of i-Ready Online Instruction for each group of students and achieve 45 minutes for all of his students.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Wednesday and Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 min</td>
<td>Whole Class Instruction–ELA</td>
</tr>
<tr>
<td>5 min</td>
<td>Whole class quick write and set up for workshop/project work</td>
</tr>
<tr>
<td>20 min</td>
<td>Standards Practice</td>
</tr>
<tr>
<td>50 min</td>
<td>i-Ready Reading</td>
</tr>
<tr>
<td>35 min</td>
<td>Independent Work or Workshop/Project Time</td>
</tr>
<tr>
<td>50 min</td>
<td>i-Ready Reading</td>
</tr>
</tbody>
</table>

Teacher-led small group instruction, using Tools for Instruction and/or Online Teacher Toolbox resources

Whole class instruction and small group activities, using other instructional resources

Activities done in rotations

Technical support:
i-ReadySupport@cainc.com or 800-225-0248
(M-Th 8:30am-7pm, Fri 8:30am-5pm ET)
**Eighth Grade Math Class with 7-Period Scheduling**

Mrs. Amin, an 8th grade math teacher, needs to get creative with time to fit everything her students need in the 50-minute classes that are part of her school’s 7-period day. Students are assigned to her for different class periods based on their beginning of year math performance, and she uses this to her advantage in making decisions about how to focus her time with students.

- She makes Wednesdays her computer lab days and plans for students to spend the whole 50-minute period in i-Ready Online Instruction. This helps most students achieve 45 minutes of active work time in online lessons.

- Students who need more time in i-Ready Online Instruction can spend one of the flexible rotations Mrs. Amin sets up during the rest of the week to continue working in her regular classroom. Mrs. Amin keeps the rotations flexible, so that not all students will have additional i-Ready Online Instruction time or visit all rotation activities each week.

- By checking her i-Ready reports regularly and tracking which students have participated in small group on-level instruction each day, Mrs. Amin ensures that all of her students receive whole class power lessons—sometimes using i-Ready Tools for Instruction—small group on-level instruction, and the minimum 45 minutes of work time on i-Ready lessons.

- Other activities can be completed as homework or rolled into the next week as a foundation for the next concept in the math curriculum progression.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>20 min</td>
<td>20 min</td>
<td>50 min</td>
<td>20 min</td>
<td>20 min</td>
</tr>
<tr>
<td>Whole Class</td>
<td>Whole Class</td>
<td>i-Ready Math</td>
<td>Whole Class</td>
<td>Whole Class</td>
</tr>
<tr>
<td>Power Lesson</td>
<td>Power Lesson</td>
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<td>Power Lesson</td>
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<td>30 min</td>
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<tr>
<td>Small Group</td>
<td>Small Group</td>
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<td>Small Group</td>
<td>Small Group</td>
</tr>
<tr>
<td>On-Level</td>
<td>On-Level</td>
<td></td>
<td>On-Level</td>
<td>On-Level</td>
</tr>
<tr>
<td>Instruction</td>
<td>Instruction</td>
<td></td>
<td>Instruction</td>
<td>Instruction</td>
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<td></td>
<td>Collaborative</td>
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<td>Collaborative</td>
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<tr>
<td></td>
<td>Group Work</td>
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<td>or Independent</td>
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<td>Group Work</td>
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<td>i-Ready Math</td>
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<td>i-Ready Math</td>
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<td>i-Ready Math</td>
<td>i-Ready Math</td>
</tr>
</tbody>
</table>
Group Work & Discussion Questions

Work in groups to discuss the following questions. Note your responses and ideas as indicated.

1. Which of the i-Ready usage and scheduling strategies you read about would help you get as close as possible to the recommendation of 60 scheduled minutes per subject per week in your classroom (to ensure 45 minutes of i-Ready Online Instruction time)?

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

2. Briefly discuss one or two of the biggest challenges you would need to overcome to integrate 60 minutes of i-Ready Online Instruction per subject into your weekly schedule. As a group, brainstorm possible solutions using the table below. Consider creative ‘chunking’ of time in your schedule, strategies for sharing technology resources with colleagues, or other ideas your group suggests that might work.

<table>
<thead>
<tr>
<th>Challenges:</th>
<th>Creative Solutions:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Pause here. Be prepared to share a strategy with the whole group if time permits.

Independent Planning

Now that you have heard additional strategies from the larger group, focus on the strategies that will work best for you.

3. Which strategies will you use to meet (or come closer to) these i-Ready Online Instruction usage recommendations?

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

4. Use these strategies to block out i-Ready Online Instruction time for each subject in your Weekly Planning Template on page 78.
Closing

Activity: 3-2-1

Complete the following prompts as you reflect on your learning today.

3. Things that you learned about differentiating instruction with i-Ready
________________________________________________________________
________________________________________________________________
________________________________________________________________

2. Strategies that you will implement from today’s learning
________________________________________________________________
________________________________________________________________

1. Questions you still have
________________________________________________________________

i-Ready Instructional Power Practices:

1. Differentiate with the Instructional Grouping Profile Report and Tools for Instruction
2. Let Online Instruction Personalize for Students
3. Strive for 45 minutes of Online Instruction per Subject per Week
4. Intervene when Students Struggle with Online Instruction
5. Use Extra Lessons Strategically
6. Adjust Teacher-led Instruction Based on Monitoring Data
# Differentiated Instruction Plan

<table>
<thead>
<tr>
<th>Class: ___________________________</th>
<th>Profile: ___________________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Target Skill/Instructional Priority</th>
<th>Instructional Tools to use (e.g., Tools for Instruction)</th>
<th>Additional Strategies to Use</th>
<th>Timeframe for Instruction (Date/Week)</th>
</tr>
</thead>
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<tr>
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<td>3</td>
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## Yearlong Planning Calendar

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<thead>
<tr>
<th>Month</th>
<th>Diagnostic Administration &amp; Reporting</th>
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<tbody>
<tr>
<td>Month 1</td>
<td></td>
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<tr>
<td>Month 2</td>
<td></td>
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<td>Month 3</td>
<td></td>
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<td>Month 4</td>
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<td>Month 5</td>
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<td>Month 6</td>
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<td>Month 7</td>
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<td>Month 8</td>
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<tr>
<td>Month 9</td>
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</tr>
<tr>
<td>Month 10</td>
<td></td>
</tr>
</tbody>
</table>

### Key Tasks:
- Note Diagnostic windows
- Prepare students for Diagnostics
- Identify Key Reports
- Check for Rushing or “off” results
- Analyze results and plan for instruction
### Key Tasks:

- Ensure students engage in Online Instruction for 45 min. per subject per week
- Check for alerts on i-Ready Teacher Dashboard
- Analyze Response to Instruction Reports (Class and Student)
- Adjust teacher-led instruction based on data

### Key Tasks:

- Note Growth Monitoring or Standards Mastery dates
- Ensure students log in to take interim Growth or Standards Mastery assessments
- Analyze results and plan for instruction

<table>
<thead>
<tr>
<th>Monitoring &amp; Managing Online Instruction</th>
<th>Monitoring Growth or Standards Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
**Weekly Planning Template**

<table>
<thead>
<tr>
<th>Time (fill in hour)</th>
<th>Monday</th>
<th>Tuesday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
<td>Mathematics</td>
</tr>
<tr>
<td>:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>:15</td>
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<tr>
<td>:45</td>
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</table>

*After school*
<table>
<thead>
<tr>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Mathematics</td>
<td>Reading</td>
</tr>
</tbody>
</table>

**Wednesday**

**Thursday**

**Friday**

**Technical support:**

i-ReadySupport@cainc.com or 800-225-0248
(M-Th 8:30am-7pm, Fri 8:30am-5pm ET)
Using i-Ready to Help All Learners Succeed

Adjust Teacher-Led Instruction Based on Growth Monitoring Data

After three different months of student data, from any combination of Diagnostics and Growth Monitoring assessments, i-Ready provides information on students’ projected growth to help you see how much growth each student is expected to make and whether each student is on track to meet end-of-year targets for growth and grade-level performance.

The Class Growth Monitoring report shows you, at a glance, how likely all students in your class are to meet key targets. From that report, you can select specific students to focus on and view their individual Student Growth Monitoring reports to learn more about their projected growth and likelihood of meeting a variety of targets.

After i-Ready has the three different months of student assessment data that it needs to provide growth projections for each student, projections will continue to be adjusted based on student performance on each consecutive Diagnostic and Growth Monitoring assessment. This allows you to see how each student’s growth is trending over time.

1. **Is the student on track?** This table helps you determine if your student is on track to meet each of his/her targets by the end of the year.
   - **Likelihood:** Likelihood that the student will meet the target by the end of the year. Green check for greater than 70% likelihood, yellow diamond for 50-70% likelihood, red ‘x’ for less than 50% likelihood.
   - **Projected End-of-Year Scale Score:** Scale score the student is projected to achieve by the end of the year. This is the end point of the Projected Growth line.
   - **Scale Score to be On Track:** Scale score needed by the end of the year to meet each target.
   - **Annual Growth to be On Track:** Amount of scale score-growth needed from the first Diagnostic to meet each of the targets by end of year.

2. **Projected Growth Line:** Projects how the student is likely to perform at the end of the year, based on the student’s performance to date.

3. **Date of the Most Recent Assessment:** Shows the date of the student’s most recent assessment, which informs how current the student’s projection is.

4. **Level of Confidence for Projection:** Represents a range of scale scores in which the student is likely to score, given the error inherent in assessing and projecting growth. This range is equal to the student’s Projected Growth plus/minus the standard error of the projection.

5. **Target Growth:** The amount of growth needed for your student to meet the growth target set by your administrator. (Note: this line will only appear if your administrator has set recommended growth targets for your students. Administrators can set targets to vary by grade and subject.)

6. **Median Grade-Level Performance:** Shows how the median student in a nationally representative sample of students in this grade and subject performs over the course of the year.
7. **On Grade Level**: Range of scale scores that would typically be seen for a student to be on grade level. Light green highlights scores for early on-grade level. Dark green highlights scores for mid or late on-level. The student’s target to be on grade level by the end of the year is set to the minimum of the mid-late on level range (dark green).

8. **Average Grade-Level Growth Target**: Sets a target for your student equal to the amount of growth that the average i-Ready student in this grade and subject typically makes over the course of a year (30 weeks).

9. **All test scores**: Lists all Diagnostic and Growth Monitoring tests your student has completed year-to-date, with each test’s date, scale score, and standard error of measurement.
Appendix: Featured Content

The next generation of i-Ready Lessons: Close Reading brought to life.

Add a powerful layer of engagement with unique interactivity
With many bold, innovative features, the new interface keeps students motivated as they experience and grow accustomed to reading rigorous text independently.

An instructional approach that requires students to read actively

Lively discussion
Students engage in discussion about the text with i-Ready characters, sending instant messages, or “texts,” and asking and answering text-dependent questions.

Easy access to definitions of Tier 2 and 3 vocabulary
Hyperlinked words allow students access to definitions and content to help them unlock the meaning of the text they’re reading.
Read to Understand:
First, students read to understand what the text says at a literal level.

Read to Analyze:
Then, students dive deeper and analyze what the text means.

Read to Write:
Finally, students integrate their analysis of the text with other ideas in order to write about what they have read.
A range of item types drive students back to the text

**Graphic organizers**

In every lesson, students graphically organize information found in the text, such as main ideas and details or causes and effects, in addition to answering multiple-choice and tech-enhanced questions.

**Multiple opportunities throughout the lesson engage students in writing about the text**

**Extended writing responses**

A culminating writing task in each lesson challenges students to consolidate their learning and demonstrate their understanding of the text. In a multi-paragraph essay, students cite specific textual evidence to support conclusions drawn from the text.

**Writing with emoticons**

In short, frequent quick-writes, students use a fun emoticon wheel to express their opinion about what they’ve read, or to say whether they agree or disagree with ideas in the text and explain why they feel this way.
Expose students to rich, compelling texts worth reading

Finding texts that are appropriate for scaffolding students’ reading can be extremely challenging! That’s why each Close Reading lesson features a high-quality passage that merits a close reading—texts with challenging ideas, structure, and language.

Thoughtfully selected informational and literary texts, in a variety of genres and formats

Informational texts

- Excerpts from books by well-known authors, such as Sandra Markle, who has written over 200 nonfiction books for children
- Texts drawn from reputable sources, including: National Geographic, the Smithsonian, and The New York Times
- Periodicals published specifically for kids, such as MUSE, a science and arts magazine for kids, and Cobblestone, a leader in the study of American history
- Science articles, with diagrams, tables, and charts
- Social Studies articles, with headings, timelines, and archival photos
- Memoirs and biographies about important people and events in history

Literary texts

- Realistic fiction, including contemporary favorites, Frindle and Riding Freedom
- Classic works of fiction, such as The Black Stallion and Old Yeller and science fiction by H.G. Wells
- Award-winning authors, including Joseph Bruchac, Pam Muñoz Ryan, Donna L. Washington, and Robert D. San Souci
- Poetry by authors including Langston Hughes
- Fables, folktales, drama, myths, graphic novels, historical fiction, tall tales, and more!
Ready Online Teacher Toolbox

Give teachers online resources to differentiate instruction

Ready Teacher Toolbox is a virtual filing cabinet of K–8 instructional resources that provides immediate access to detailed lesson plans for every student, allowing you to prioritize skills that your students need to further remediate.

The Teacher Toolbox includes:

- Hundreds of rigorous online and teacher-led lessons for remediation and enrichment
- Research-based, proven-effective instruction for teaching new standards or prerequisite skills
- Guided interactive tutorials for whole-class or small group instruction

Toolbox resources are organized by standard for easy retrieval.
Toolbox resources help plan small group and whole-class instruction

Rigorous Standards Coverage with Ready
Comprehensive Ready lessons help teachers introduce a concept, reteach a standard, or help students learn prerequisite skills from earlier grade levels. All K–8 Ready lessons are available for download to support multi-grade level instruction.

Target Specific Skills with Tools for Instruction
i-Ready Tools for Instruction provides downloadable lesson plans that address specific standards gaps. Short lessons are perfect for small groups or IEPs.

Introduce Concepts with Interactive Whiteboard Lessons
Use i-Ready digital interactive lessons on the whiteboard to introduce or reteach key concepts important for whole-class instruction.
Instructional grouping is done for you!

The i-Ready K–12 Diagnostic for reading and mathematics pinpoints individual student needs down to the sub-skill level. Reports automatically group students based on common instructional needs, then provide the instructional resources that best meet individual, group, or class needs.

Instructional Grouping Report

The results from the i-Ready Diagnostic automatically inform student groupings.

Mr. Brown’s Grade 5 Mathematics Class

Profile Overview

22 out of 22 Students Tested

<table>
<thead>
<tr>
<th>Profile</th>
<th>Grouping</th>
<th>Students in Each Grouping Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Profile 1</td>
<td>Below level in Number and Operations or Algebra and Algebraic Thinking</td>
<td>Dixon, Jay, Afridi, Sheri, Grasty, Ashlee, Danz, Warren</td>
</tr>
<tr>
<td>Profile 2</td>
<td>One grade below level in Number and Operations or Algebra and Algebraic Thinking</td>
<td>Donovan, Lacey, Coleman, Chong, Gunderman, Marco, Ditullio, Pearlie, Hill, Cary</td>
</tr>
<tr>
<td>Profile 3</td>
<td>On or above level in Geometry or Measurement and Data</td>
<td>Eargle, David, Cronk, Jamie, Guzman, Kate, Hawkins, Franklin, Kell, Clayton</td>
</tr>
<tr>
<td>Profile 4</td>
<td>On or above level in all domains</td>
<td>Eber, Sofia, Hahn, Derrick, Iman, Zachary, Fernandez, Tabitha, Hamilton, Emilia, Kuecr, Iva</td>
</tr>
<tr>
<td>Profile 5</td>
<td>On or above level in all domains</td>
<td></td>
</tr>
</tbody>
</table>

Grouping Profiles

Students are automatically placed into instructional groups with other students at similar skill levels.
Automatically delivers targeted, multi-level support

Detailed instructional plans are provided immediately following completion of the Diagnostic so teachers will understand the instructional priorities for students at all performance levels. Access to downloadable instructional resources tailored to each level can be implemented easily and quickly. This saves time and enables teachers to focus on delivering instruction.

Grade 5 Math Class

Profile 1: Two grade levels below
Students in this group scored two or more grade levels below in Number and Operations or Algebra and Algebraic Thinking. Targeted recommendations point to Grade 3 Ready lessons in the Teacher Toolbox to facilitate teaching of critical prerequisite skills.

Profile 2: One grade level below
Students in this group scored one grade below level in Number and Operations or Algebra and Algebraic Thinking. Targeted recommendations point to Grade 4 Ready lessons in the Teacher Toolbox to enable re-teaching or reinforcing these prerequisite skills.

Profile 5: On or above grade level
Students in this group scored on or above grade level in all mathematical domains. Targeted recommendations point to Grade 6–7 Ready lessons in the Teacher Toolbox to provide additional challenges and extended learning opportunities.
Using Ready with i-Ready: Math Program Overview

Whether using the i-Ready / Ready blended program or Ready as a stand-alone program, you have the flexibility to meet all your instruction and assessment needs.

**Diagnose and Monitor**

**Adaptive Diagnostic and Growth Monitoring**
- i-Ready Diagnostic

45-60 minutes, 3 times a year
Adaptive diagnostic designed to collect a broad spectrum of information on student ability to identify where students are struggling, measure growth across a student’s career, and plan instructional paths with a single measurement tool.

**Standards Mastery Monitoring**
- i-Ready Standards Mastery

10–15 minutes per standard
Our new Standards Mastery tool provides targeted insight into a student’s mastery of individual, grade-level standards.

Alternatively, the following Ready assessment tools can be used instead of i-Ready.

- Growth Monitoring: Ready Assessments (PARCC, SBAC, or National)
- Standards Mastery Monitoring: Ready Instruction Interim Assessments

**Instruct**

**Whole Class Instruction**
- Ready Books and Online Teacher Toolbox

**Small Group Differentiation**
- Ready Online Teacher Toolbox

**Personalized Learning and Intervention**
- i-Ready Instruction

Log in to i-Ready: login.i-ready.com
Need to learn more: i-Ready.com

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### I-Ready

- **Instruct**
  - **Ready Instruction**
  - **45–60 min per day, 1 lesson per week**
    - Teacher-led whole and small group instruction following a gradual release model

- **Practice**
  - **Ready Practice and Problem Solving**
  - **20–30 min per day**
    - Practice that can be assigned after every section of the Ready lesson for use in class, after school, or at home

- **Assess**
  - **Lesson Quiz PDFs**
  - **15–20 min per quiz, 1 quiz per week**
    - Lesson quizzes at the end of each Ready lesson to assess students on the lesson content and identify the need for reteaching

- **Reteach**
  - **Ready Instruction Prerequisite Lesson PDFs**
  - **45–90 min per lesson**
    - Teacher-led in-depth instruction using Ready lessons from earlier grades to review prerequisite concepts or fill in gaps in student knowledge

- **Student-Led Activity**
  - **Math Center Activity PDFs**
  - **20–30 min per activity**
    - Student-led games and activities available for each standard in three different versions for use with on-level, below level, and above level groups

- **Teacher-Led Activity**
  - **Tools for Instruction PDFs**
  - **20–30 min per activity**
    - Teacher-led activities for use with small groups of students requiring additional instruction on a prerequisite or on-level skill

### Online Instruction

- **i-Ready Instruction**
  - **At least 45 min per week**
    - Animated, interactive lessons that allow students to work independently on their personalized online instruction plan

### Fluency Practice

- **Door 24® Plus iPad App**
  - **Optional 30–45 min per week**
    - Fact and computational fluency games that provide personalized practice based on an adaptive assessment

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**Technical support:**

i-ReadySupport@cainc.com or 800-225-0248

(M-Th 8:30am-7pm, Fri 8:30am-5pm ET)
Using *Ready* with *i-Ready*: Reading Program Overview

**Diagnose and Monitor**

**Adaptive Diagnostic and Growth Monitoring**
*i-Ready Diagnostic*

*45 minutes, 3 times a year*
Adaptive diagnostic designed to collect a broad spectrum of information on student ability to identify where students are struggling, measure growth across a student’s career, and plan instructional paths with a single measurement tool.

**Standards Mastery Monitoring**
*i-Ready Standards Mastery*

*10–15 minutes per standard*
Our new Standards Mastery tool provides targeted insight into a student’s mastery of individual, grade-level standards.

Alternatively, the following *Ready* assessment tools can be used instead of *i-Ready*:

- Growth Monitoring: *Ready Assessments* (PARCC, SBAC, or National)
- Standards Mastery Monitoring: *Ready Instruction Interim Assessments*

**Instruct**

**Whole Class Instruction**
*Ready* Books and Online Teacher Toolbox

**Small Group Differentiation**
*Ready* Online Teacher Toolbox

**Personalized Learning and Intervention**
*i-Ready* Instruction
**Instruct**

*Ready Instruction*

45–60 min per day, 1 lesson per week
Teacher-led whole and small group reading instruction following a gradual-release model

**Reteach**

*Ready Instruction*

Prerequisite Lesson PDFs

45–90 min per day, 1 lesson per week
Teacher-led in-depth instruction using Ready lessons from earlier grades to review prerequisite concepts or fill in gaps in student knowledge

**Teacher-Led Activity**

Tools for Instruction PDFs

20–30 min per activity
Teacher-led activities for use with small groups of students requiring additional instruction on a prerequisite or on-level skill

**Online Instruction**

*i-Ready Instruction*

At least 45 min per week
Animated, interactive lessons that allow students to work independently on their personalized online instructional plan

**Vocabulary Development**

*World’s Worst Pet® iPad App*

Optional 30–45 min per week
Targeted vocabulary development through multiple exposures and robust practice
Apps for Targeted Skill & Practice

Address key skills to boost reading and math achievement

i-Ready’s reading and mathematics apps complement i-Ready’s student and teacher-led instruction. These educational games provide targeted skill development in areas shown to hold students back, help educators ensure long-term achievement gains, and increase student performance and growth outcomes.

World’s Worst Pet
Tier Two Vocabulary App (Grades 3–8)

The BakeStars’ new pet is out of this world... literally! After adopting this creature from outer space, the BakeStars find out it has a taste for danger and loves to get into all kinds of trouble. Even though it may be the world’s worst pet—Jake and friends still need help to keep it safe!

World’s Worst Pet is structured to provide repeated exposures to a cluster of conceptually related target words. With the understanding that a vocabulary deficit will hold back reading comprehension, the app has been designed so that students spend their time working with the meanings of words that are most useful to their development as readers. To achieve this, we offer practice using words in clusters, and practice in both Academic and Domain-Specific Vocabulary—literary, academic, science, and social studies.

Instructional Objectives

• Delivers multiple exposures and robust practice
• Supports the development of comprehension

World’s Worst Pet delivers focused practice with:

• Useful words
• Conceptually related word clusters
• Academic and domain-specific vocabulary

...and an engaging narrative and reward system that keeps students motivated!

Awards

Teachers with Apps
Parents’ Choice
Technology & Learning 2014
Tech & Learning Award of Excellence

Log in to i-Ready: login.i-ready.com
Need to learn more: i-Ready.com

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Door 24 Plus
Fact and Computational Fluency Math App (Grades 1–8)
Door 24 Plus sends students on a mathematical adventure! Students take a quick placement assessment and then head into either Snargg Splatt to work on Fact Fluency or Victor Fixer to work on Computational Fluency. Our pesky, blue-hued friend Snargg has escaped once again only to discover a mystical door hidden behind the fridge in the BakeStars Café! Join Sweet T and friends as they explore the mysteries behind Door 24.

Snargg Splatt
Fact Fluency Game
If a student is placed into Fact Fluency, Door 24 sends them to the crazy, colorful world of Snarggles playing their favorite game—Snargg Splatt! To join in on the fun, students will need to work fast to combat the evil Snargg-nado by completing math facts and throwing balls of Splatt at the game board before time runs out!

Instructional Objectives
• Develops automaticity with basic math facts in all four operations
• Expands recall by providing repeated exposure via spiral review of facts

Victor Fixer
Computational Fluency Game
If a student is placed into the computational fluency game, Door 24 will open to reveal that our robot friend, Victor, has gone haywire and needs help. To help get Victor patched up, they need to repair his circuits by making the special number 24. Using problem-solving strategies, students energize Victor to get him up and running again.

Instructional Objectives
• Develops students’ abilities to think quantitatively and strategically
• Encourages flexibility and perseverance in solving problems

Technical specs: Works on iOS 5.1.1 and higher, which includes iPad® 1 and higher and the iPad® mini.
iPad is a trademark of Apple Inc., registered in the U.S. and other countries.
A new addition to i-Ready Diagnostic

Coming fall of 2015, i-Ready Standards Mastery delivers timely, targeted insight into student mastery of individual, grade-level standards. This new tool makes it easy for districts and schools to get regular formative and benchmark information on standards mastery as students progress in curriculum throughout the year. Administrators and teachers can quickly identify when reteaching or remediation is needed for standards as they are taught throughout the year.

i-Ready Standards Mastery is the perfect complement to i-Ready Diagnostic. The combined program provides the best of both worlds—i-Ready Diagnostic provides a powerful adaptive diagnostic, growth measure, and predictive tool. i-Ready Standards Mastery provides flexible user controlled assessments that allow quick, targeted evaluation of specific standards. Together, these tools provide a powerful, complete assessment package for all your district needs.

Benefits of i-Ready Standards Mastery:

- Integrated with our i-Ready Diagnostic platform, making assessment easy to implement.
- Built from scratch, specifically created for new standards for college and career readiness.
- Flexible, with the option to assess individual standards or groups of standards.
- Maps to a district’s unique scope and sequence.
- Wide range of technology-enhanced items that build comfort and familiarity with the types of items students will see on state tests.
- Response analysis shows detailed item-level information with answers explaining common mistakes that will pinpoint individual student needs and guide remediation.
- Actionable, with detailed reports for assessing standard mastery at a district, school, grade, class, or individual student level and targeted instructional recommendations linked to online and classroom instructional tools (i-Ready and Ready).

Details:

- Covers grades 2–8 standards for Reading and Math.
- Offers two assessment forms per standard.
- 6–10 questions per standard.
- Assessments can be built to encompass one or multiple standards (i.e., unit-based).
Prepare Students for Success

i-Ready Standards Mastery assessments were built from scratch to meet the requirements of new standards for college and career readiness and include a wide range of technology-enhanced items that match the rigor and format of items on the new state assessments. Standards Mastery is designed to effectively evaluate students on the new standards and prepare them for 21st century learning.

Standards Mastery Assessments contain:

- Blend of constructed response, open-ended response, and selected response items.
- Broad range of media with embedded audio, video, and imagery, plus a wide range of complex authentic texts.
- Diverse spectrum of question formats, including constructing graphs, writing equations, and highlighting texts.

Examples of technology-enhanced items types aligned to new state assessments:

- Multi-Part Evidence-Based Selected Response
- Equation/Numeric Entry
- Matching Tables
- Fill-in Tables
- Drag and Drop
- Graphing and Graphing Interaction
- Hot Text, Select Text, Reorder Text Order
- Inline Choice
- Dropdown List
- Number Line
- Short Response
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*Please note that signing up does not guarantee participation.
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Educational Consultant:
Name:
Phone:
Email:

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