i-Ready Assessment & Personalized Instruction

Accelerate All Students to Grade-Level Success
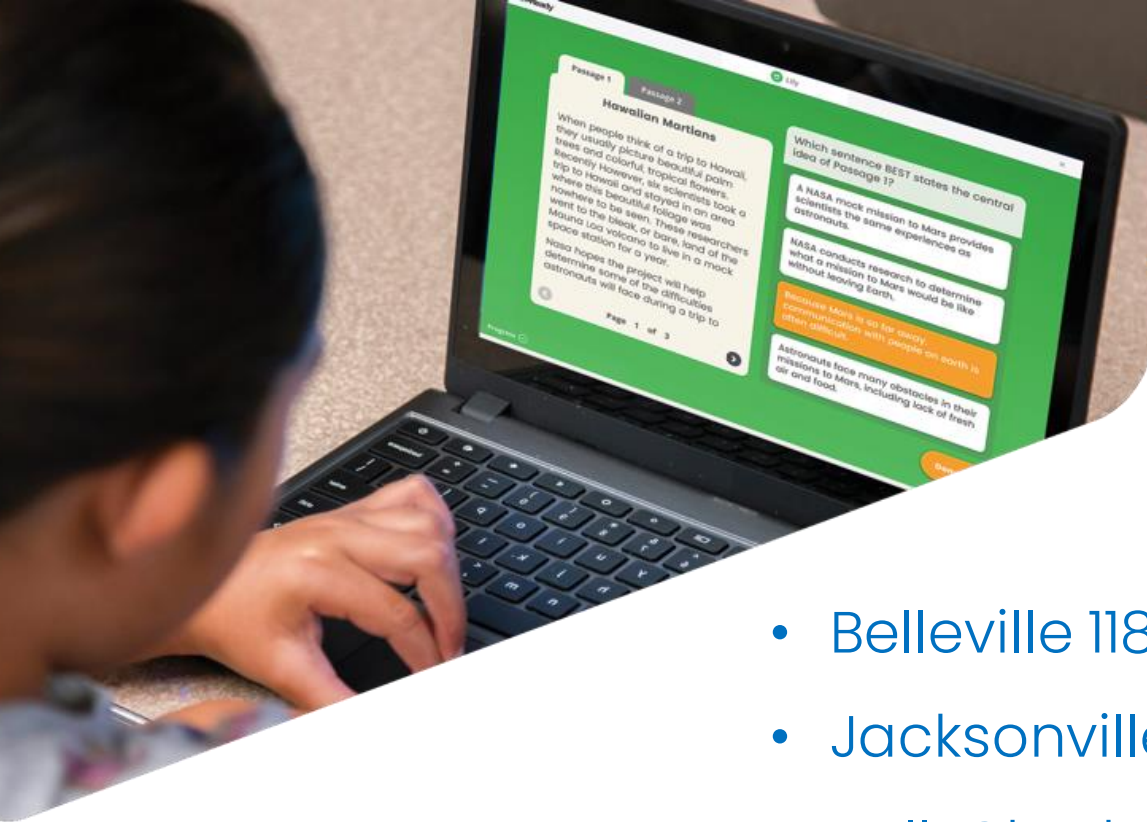
By the numbers...

More than **13 million students** across the U.S. use i-Ready.

Curriculum Associates®

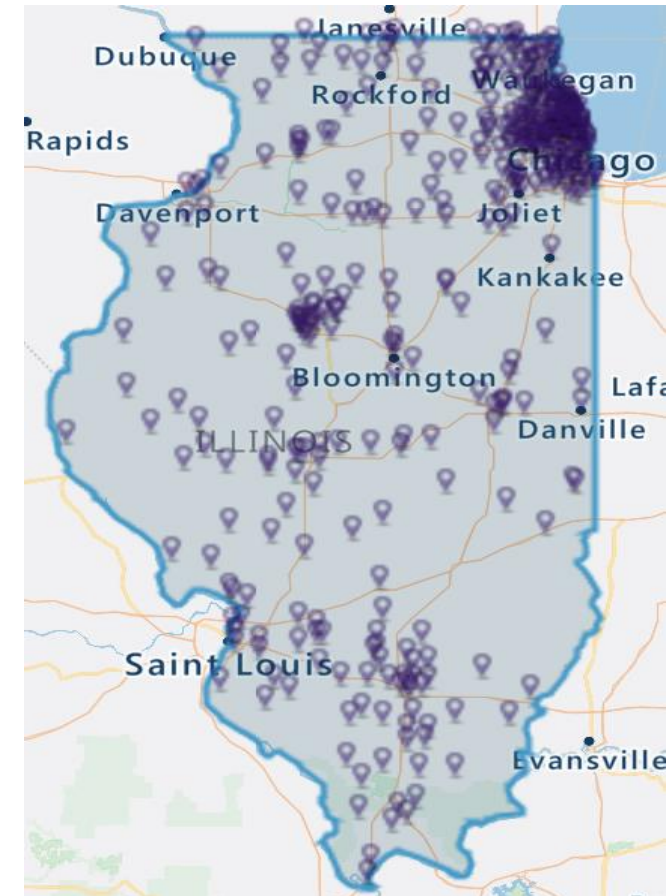i-Ready®

By the numbers...

Approximately **33%** of all K–8 students in the United States use i-Ready.
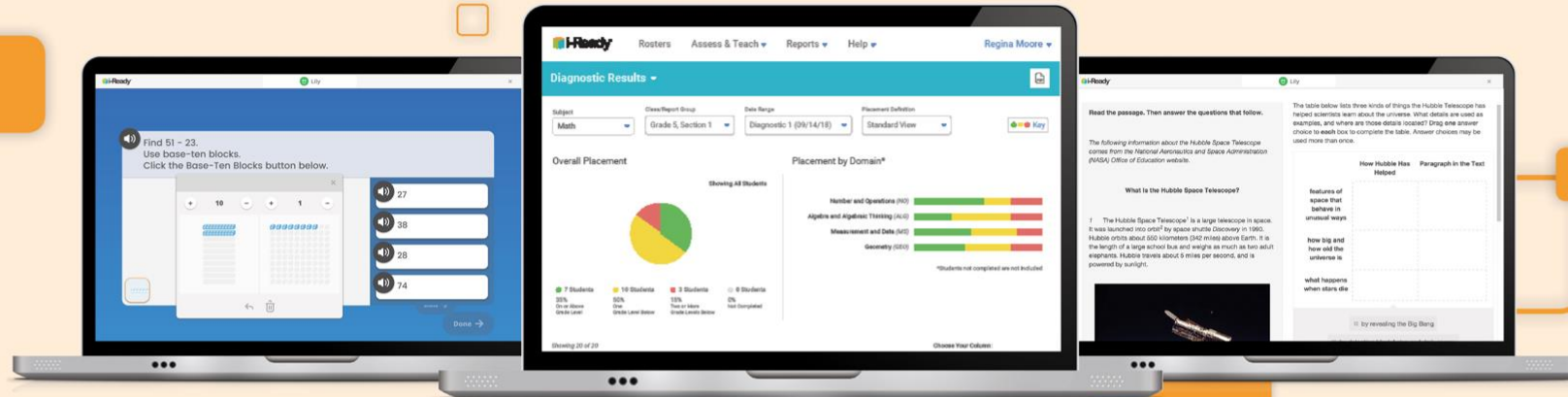
Curriculum Associates®

i-Ready®

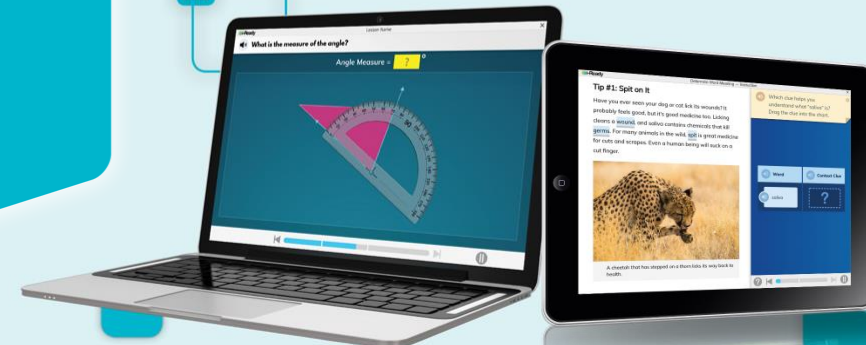# Illinois i-Ready Partner Districts include...

- Belleville 118
- Jacksonville 117
- Ball-Chatham
- Roxana
- Centralia
- Litchfield
- Carlinville
- Hillsboro

i-Ready®

i-Ready Diagnostic and Progress Monitoring Assessment Suite

Teacher-Led Instruction

Online Instruction

Diagnostic
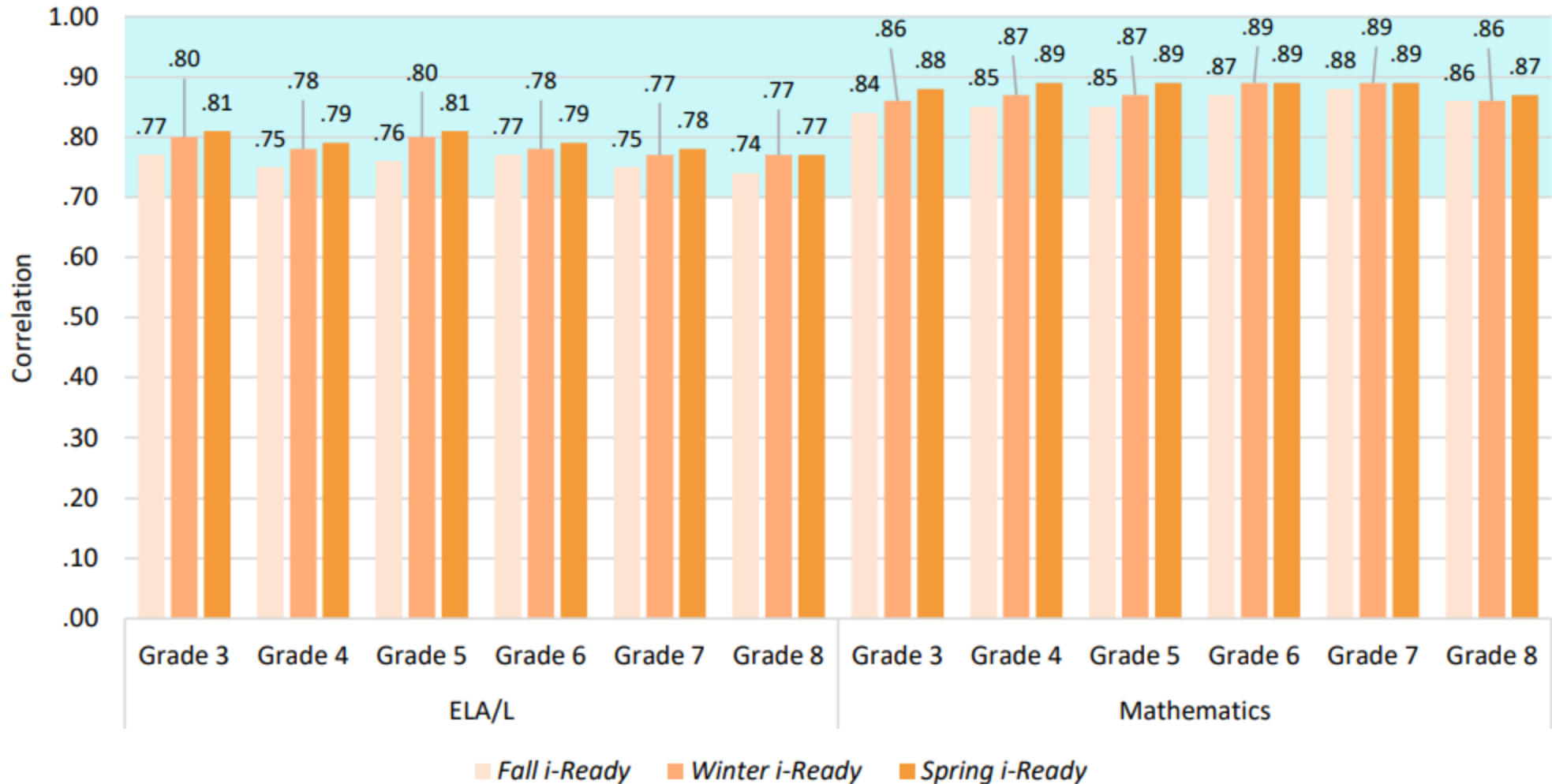
Highly Correlated with IAR

iReady-to-2023 IAR
- Correlation Brief
- Performance Crosswalk

Correlations between Fall, Winter, and Spring
i-Ready Diagnostic Scores and 2023 IAR Scores

Fall i-Ready | *Winter i-Ready* | *Spring i-Ready*

i-Ready Assessment Suite (K–12)

i-Ready Diagnostic (K–12)

i-Ready Growth Model (K–8)

i-Ready Diagnostic for Mathematics in Spanish (K–12)

i-Ready Growth Monitoring (K–8)

i-Ready Learning Tools for Instruction (K–8)

i-Ready Standards Mastery
Evaluate Student Performance on Key Academic Standards

i-Ready Standards Mastery available for Grades 2–8

i-Ready Literacy Tasks
Focus Support on Foundational Literacy Skills

i-Ready Literacy Tasks available for Grades K–6 in both English and Spanish

i-Ready Assessment of Spanish Reading
Empower Students with Tools to Support Them

i-Ready Assessment of Spanish Reading available for Grades K–6

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i-Ready Diagnostic

i-Ready Diagnostic is designed with teachers in mind. The assessment reflects the core belief that all students can grow and achieve grade-level expectations. This Diagnostic assessment helps educators see where students are, set expectations for growth, and connect the right instructional tools to help them get there.

Key Facts:

- Grades K–12
- Adaptive assessment
- Growth model to track progress and create goals
- Intuitive reports for educators, students, and families
- Completed in approximately 45 minutes depending on grade

Reading Domains:

- Phonological Awareness
- Phonics
- Vocabulary
- Comprehension: Literature
- Comprehension: Informational Text (Grades K–6)

Math Domains:

- Number and Operations
- Algebra and Algebraic Thinking
- Geometry
- Measurement and Data

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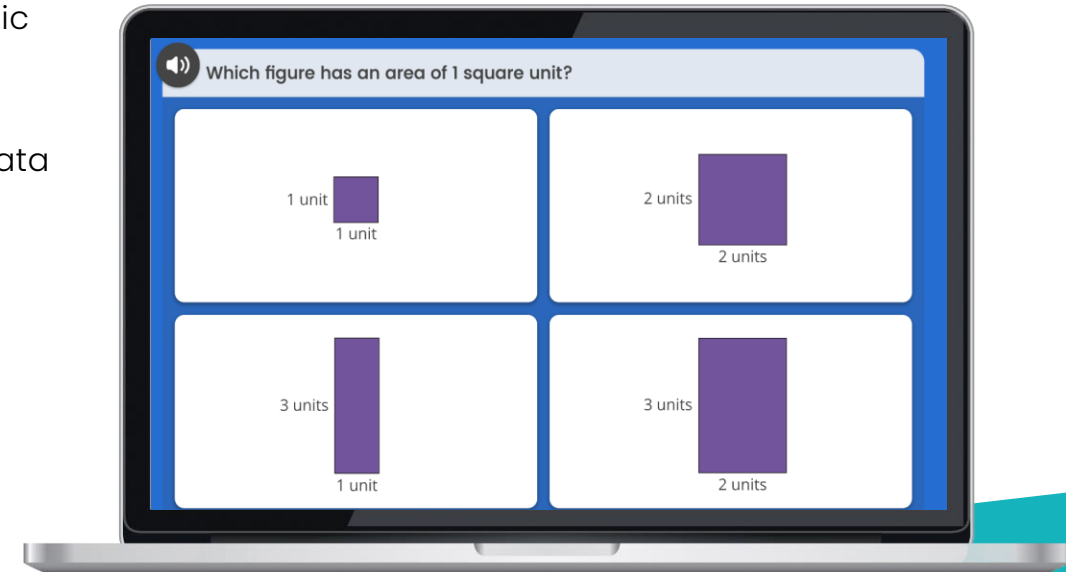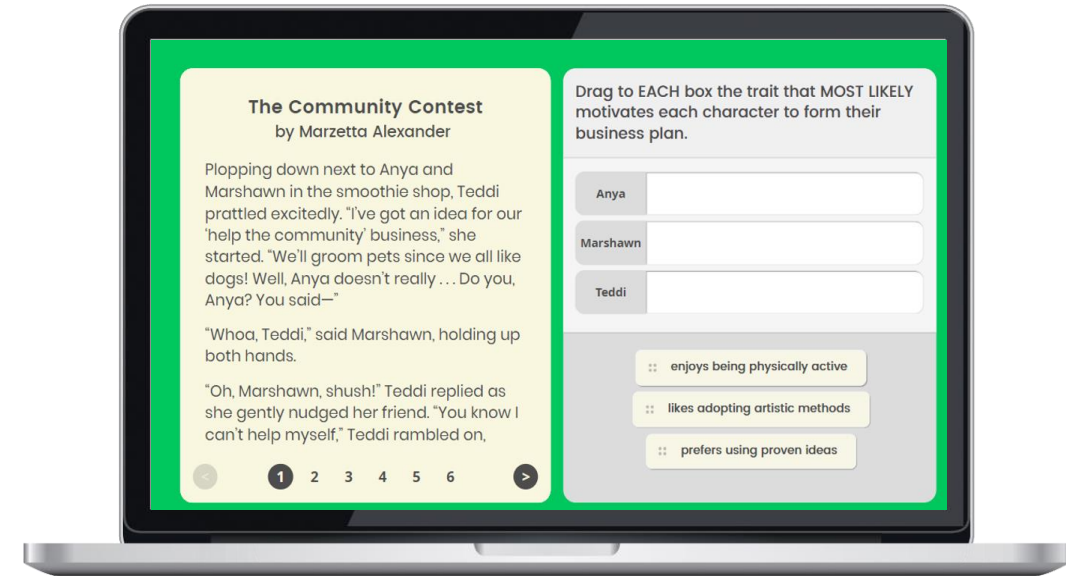
Understand Precisely the Skills Your Students Need

Data built to align to academic standards by domain

Same percentile rank, but very different academic profiles and needs

Placement by Domain

Student	Overall Placement & Scale Score	PA	PH	HFW	VOC	COMP	LIT	INFO	Percentile Rank
Lal, Mia	Grade 2 (497)	Tested Out	Grade 1	Tested Out	Early 3	Grade 2	Grade 2	Grade 1	32nd
Finch, Carla	Grade 2 (496)								
Combs, Natalie	Grade 2 (487)	Tested Out	Grade 1	Tested Out	Early 3	Grade 2	Grade 2	Grade 2	26th
Hess, Michael	Grade 2 (486)	Tested Out	Early 3	Tested Out	Grade 2	Grade 1	Grade 2	Grade 1	26th
Jenkins, Deven	Grade 2 (483)	Tested Out	Early 3	Tested Out	Grade 1	Grade 2	Grade 2	Grade 1	24th
Lopez, Jessie	Grade 2 (481)	Tested Out	Grade 1	Tested Out	Grade 1	Grade 2	Early 3	Grade 1	23rd
Farrell, Alvaro	Grade 2 (474)	Tested Out	Grade 2	Tested Out	Grade 2	Grade 1	Grade 1	Grade 1	20th
Harvey, Ivan	Grade 1 (463)	Tested Out	Grade 2	Tested Out	Grade 1	Grade 1	Grade 1	Grade 1	16th

Show Comp: Overall ☑ ⓘ

National Norms

Criterion Referenced

Norm Referenced

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Norm-Referenced Data Can't Give the Specificity Needed in Classrooms

Natalie

Michael

i-Ready®

Criterion-Referenced Data Helps Meet the Unique Needs of Each Student

Natalie
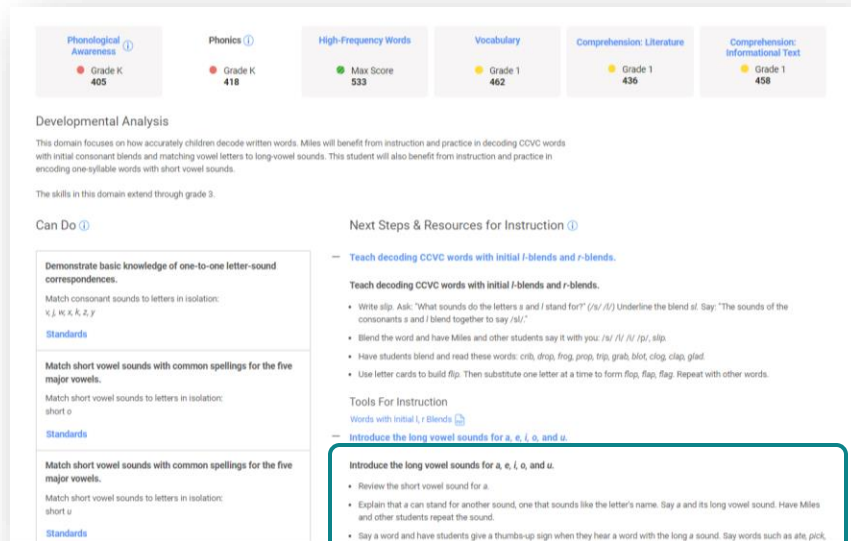
Introduce the long vowel sounds for *a, e, i, o,* and *u.*

- Review the short vowel sound for *a.*
- Explain that *a* can stand for another sound, one that sounds like the letter's name. Say *a* and its long vowel sound. Have Miles and other students repeat the sound.
- Say a word and have students give a thumbs-up sign when they hear a word with the long *a* sound. Say words such as *ate, pick,*

Michael
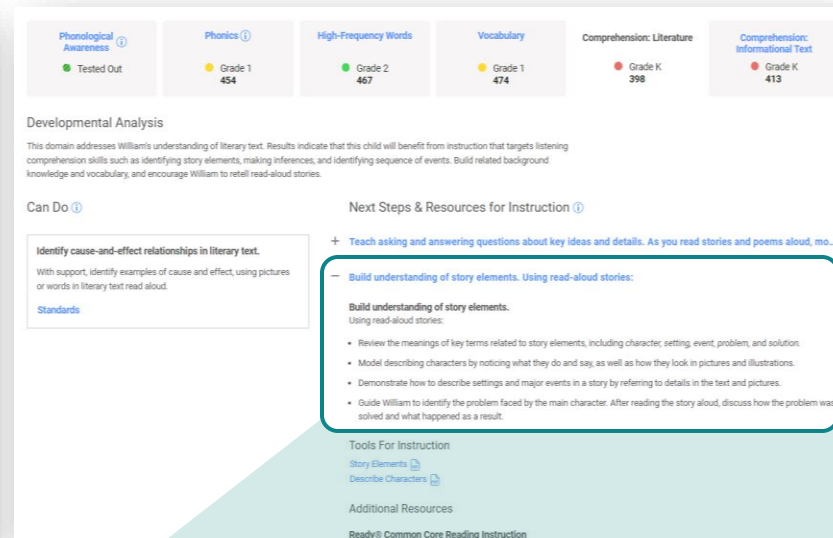
Build understanding of story elements. Using read-aloud stories:

Build understanding of story elements.
Using read-aloud stories:

- Review the meanings of key terms related to story elements, including *character, setting, event, problem,* and *solution.*
- Model describing characters by noticing what they do and say, as well as how they look in pictures and illustrations.
- Demonstrate how to describe settings and major events in a story by referring to details in the text and pictures.
- Guide William to identify the problem faced by the main character. After reading the story aloud, discuss how the problem was solved and what happened as a result.

Tools for Instruction

Match Vowel Letters and Long Sounds

A single vowel letter can have varied sounds, as in m**a**n, m**a**ne, M**a**, m**a**rk, m**a**re, and **a**bout. By forming new vowel-letter/vowel-sound associations, beginning readers expand their awareness of the variability of matching vowel letters and vowel sounds. Students begin decoding words with a single short sound for each vowel letter, and then move on to long sounds. They learn that a long vowel sound is the same as the name of the vowel letter: /ā/, /ē/, /ī/, /ō/, /yōō/.

Two Ways to Teach

Identify Beginning Long Sounds   10–15 minutes

- Display one lowercase vowel letter, such as *e,* and have students say the letter name.
- Explain that the long vowel sound in a word is the same as the name of the letter. Then say, *The long e sound is /ē/. What is the long sound for the vowel e?* (/ē/)
- Tell students that you will say some words and you want them to listen carefully for the beginning sound of each word. If the word has the long *e* sound, have students hold up the vowel letter card.
- Say words including several that begin with the targeted long vowel sound. (The word should begin with the target letter, even if it is part of a vowel pair.) See the example below.

Tools for Instruction

Story Elements

Students benefit in important ways from learning to identify and describe the characters, setting, and significant events in a story. Recognizing story elements helps readers remember and retell a story. It also creates a mental map for comprehending new stories. Describing story elements is an early step toward becoming a close reader of literary texts. Provide plenty of practice with read alouds and stories of students' own experiences.

Three Ways to Teach

Teach With Fairy Tales   15–20 minutes

When first teaching students to identify and describe story elements, use familiar stories such as fairy tales. Read aloud a picture-book version of a fairy tale, such as *Lon Po Po: A Red-Riding Hood Story From China,* by Ed Young. At strategic points, pause and guide students to respond to prompts such as these:

- *Who is this story about? Is this character real or make-believe? What clues help you know this?*
- *Does this story take place now or long ago? What are some hints?*
- *Where does this story happen? Is this a real or make-believe place? How do you know?*
- *What was the first thing that happened to [character's name]? What happened next?*

As you identify story elements, record them in **Story Elements Chart** (page 3) with words and/or simple

i-Ready®

Meaningful Scores

Multiple Ways to Understand Student Performance

- *i-Ready Diagnostic* reports multiple types of scores to present a well-rounded view of each student's proficiency levels.

- The Diagnostic provides scores that allow for both criterion-referenced and norm-referenced interpretations to give educators a full picture of student performance.

CRITERION BASED

NORM BASED

i-Ready
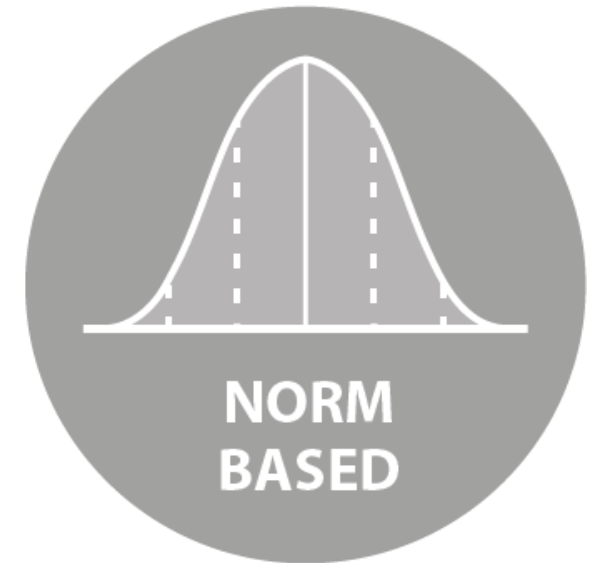
Normative v. criterion data always "tell" very different stories; Today, that difference is larger than ever.

Normative metrics compare kids versus other kids
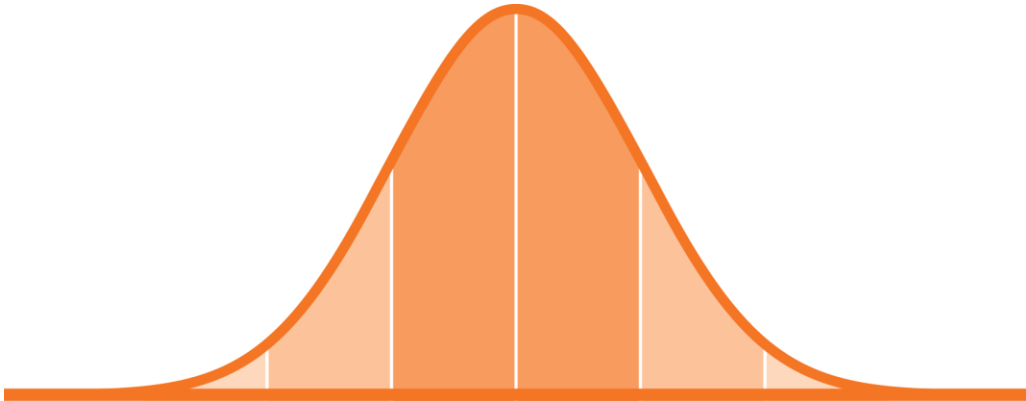
Criterion metrics compare kids versus learning standards

NAEP

ILLINOIS LEARNING STANDARDS

i-Ready

Measuring Growth with Performance

i-Ready's growth model provides two critical perspectives on growth to support teacher and student goal-setting:

Typical Growth

Average growth for a student at a given placement level; an ideal measure for making comparisons across students.
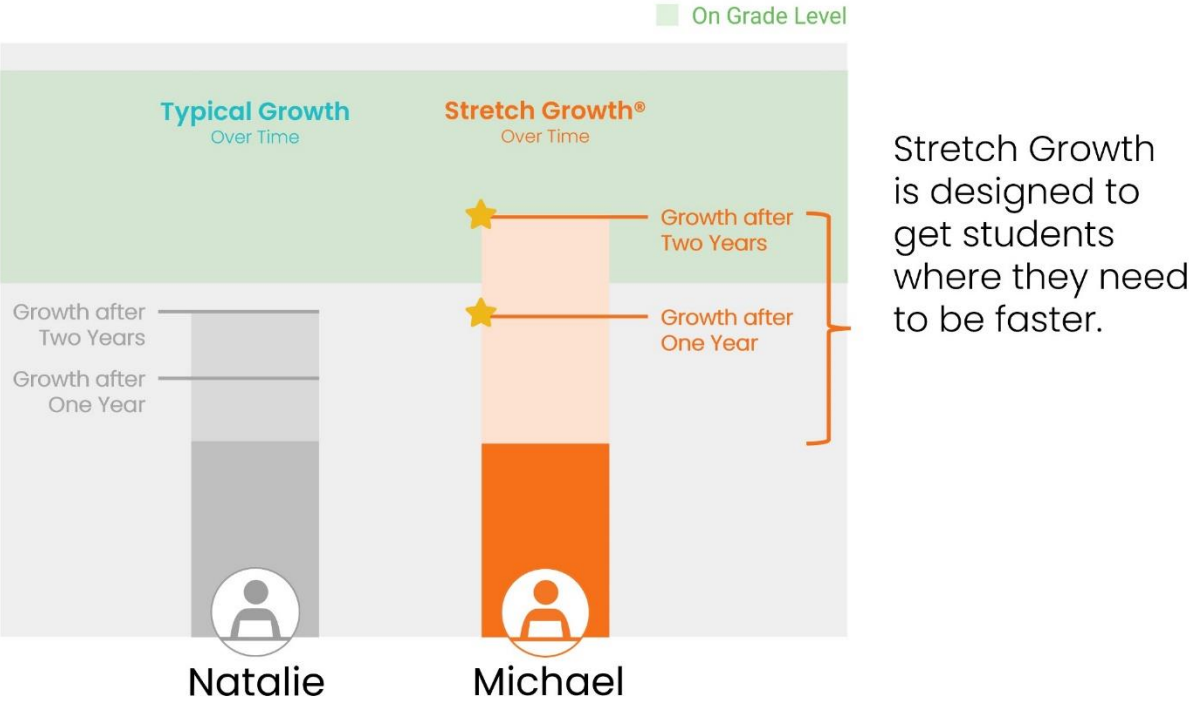
Stretch Growth

Ambitious goals that mark amount of growth that a student should target to achieve grade-level proficiency and more.

Goal setting relevant to today's unique situation

i-Ready®

NEW RESEARCH!
Stretch Growth as a Recovery Metric

Provide an ambitious, attainable, and efficient path to grade-level attainment.

On Grade Level

Typical Growth Over Time

Stretch Growth® Over Time

Growth after Two Years

Growth after One Year

Growth after Two Years

Growth after One Year

Stretch Growth is designed to get students where they need to be faster.

Natalie

Michael

Data from research conducted on 1.9 million mathematics students shows:

- 73 percent of Grade 3 students who hit one year of Stretch Growth placed Mid or Above Grade Level.

- After hitting two years of Stretch Growth, 98 percent of students were on grade level by the end of Grade 4.

Read *Measuring Academic Success Post-Pandemic: A Vital Metric for Recovery*
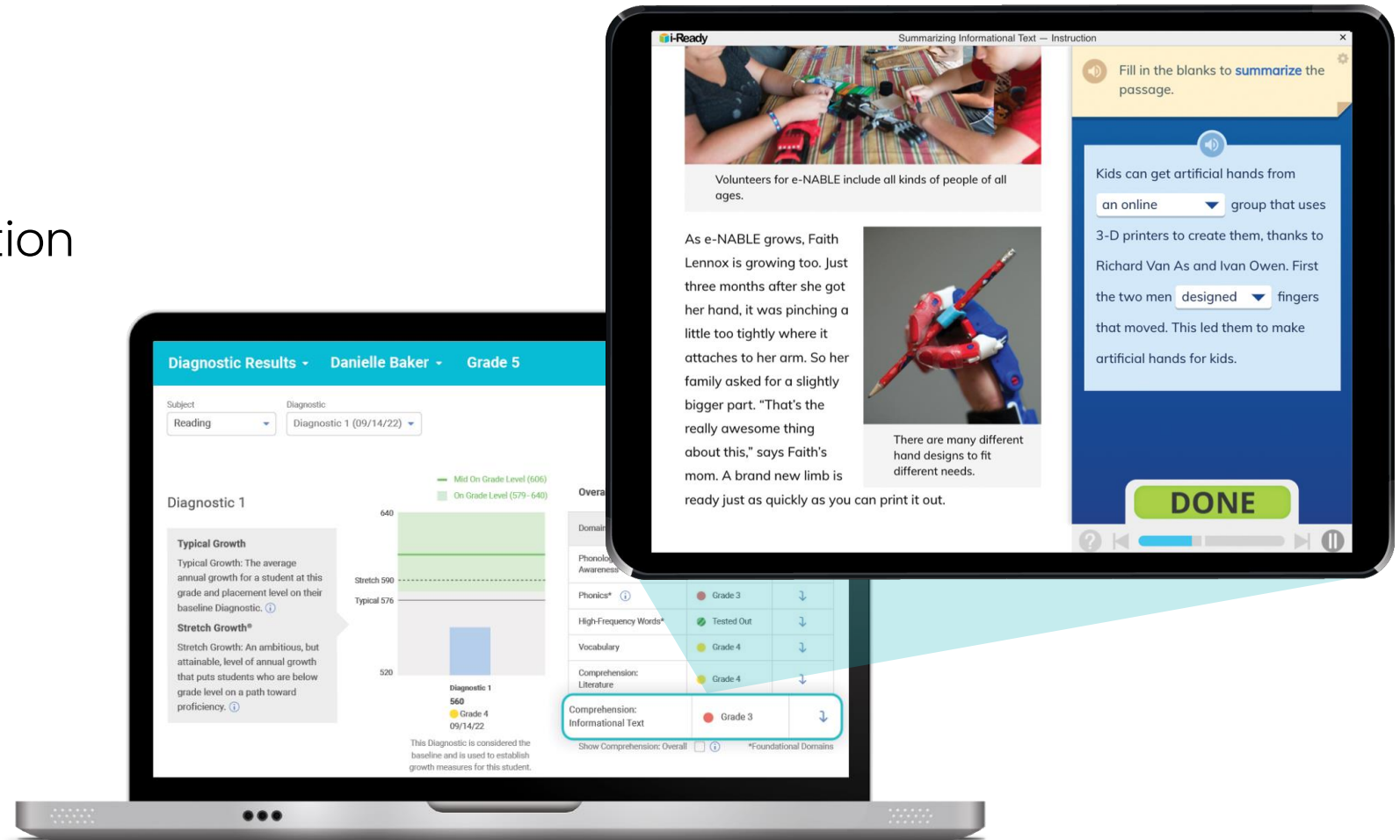
Connected Instruction

Connected Instruction

- Meet students where they are.

- Prepare students for grade-level learning.

- Help all students achieve with rigorous content.

i-Ready®

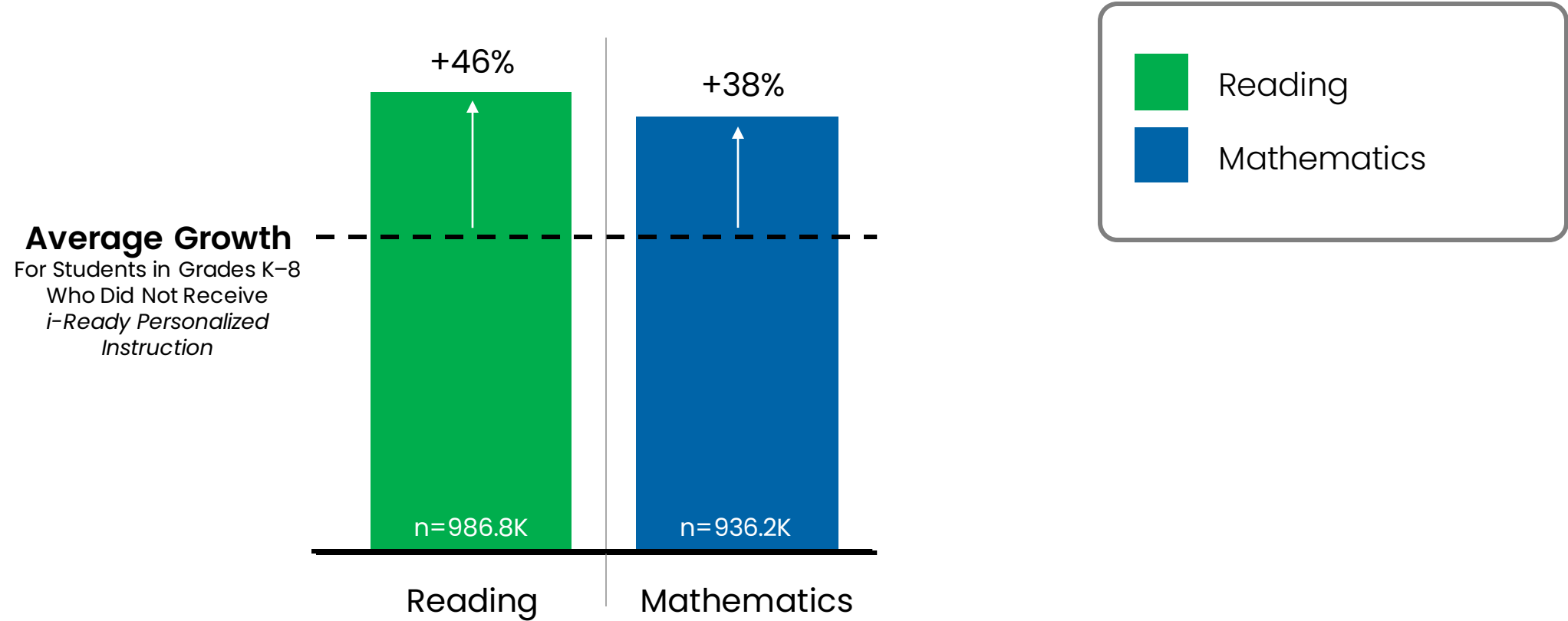# Personalized Instruction

Grades K–8

- Data-driven differentiation

- Adaptive, interactive, and engaging

- Flexible to implement

- Robust reporting

Precise Instruction Powered by Clear Data and Proven to Work

Average Growth
For Students in Grades K–8 Who Did Not Receive *i-Ready Personalized Instruction*

+46%

+38%

n=986.8K

n=936.2K

Reading

Mathematics

Reading

Mathematics

i-Ready®

Meet Students Where They Are
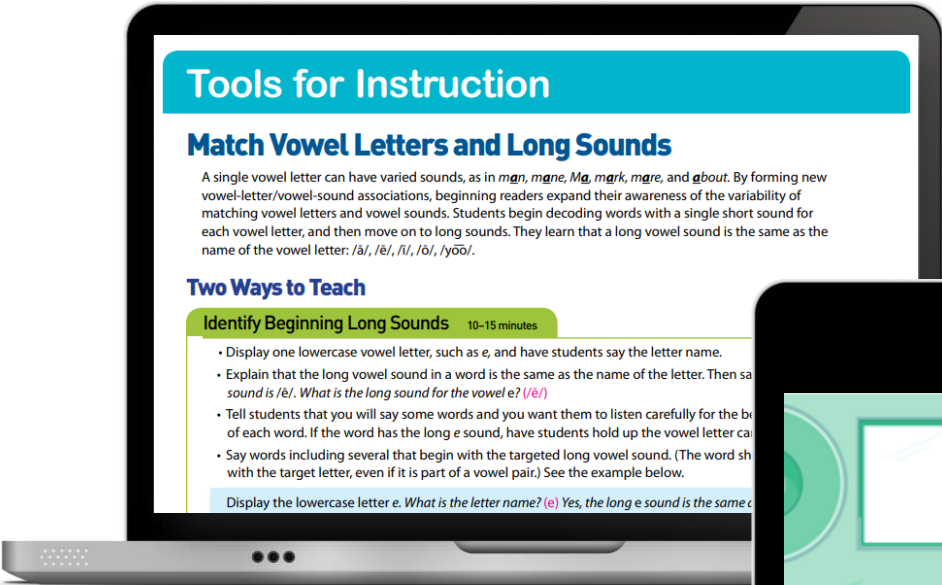
Teacher

Lesson plans to support student skill needs

Student

Personalized differentiated lessons

Teacher

Diagnostic data groups students with similar needs

Actionable Reporting

Intuitive Reports

- Diagnostic Results

- Diagnostic Growth

- Instructional Groupings

- Prerequisites

- Tools for Scaffolding Comprehension
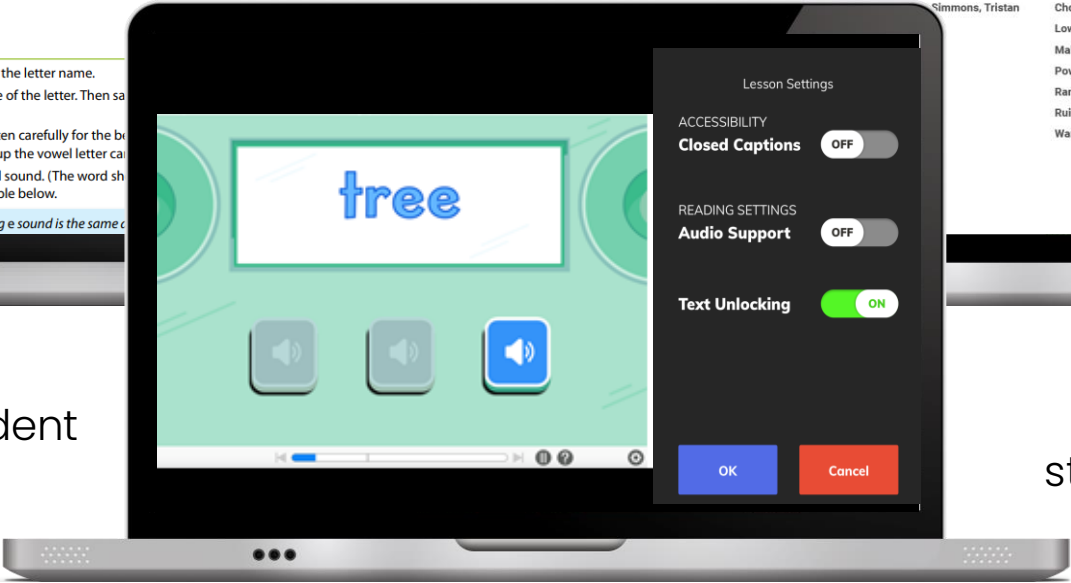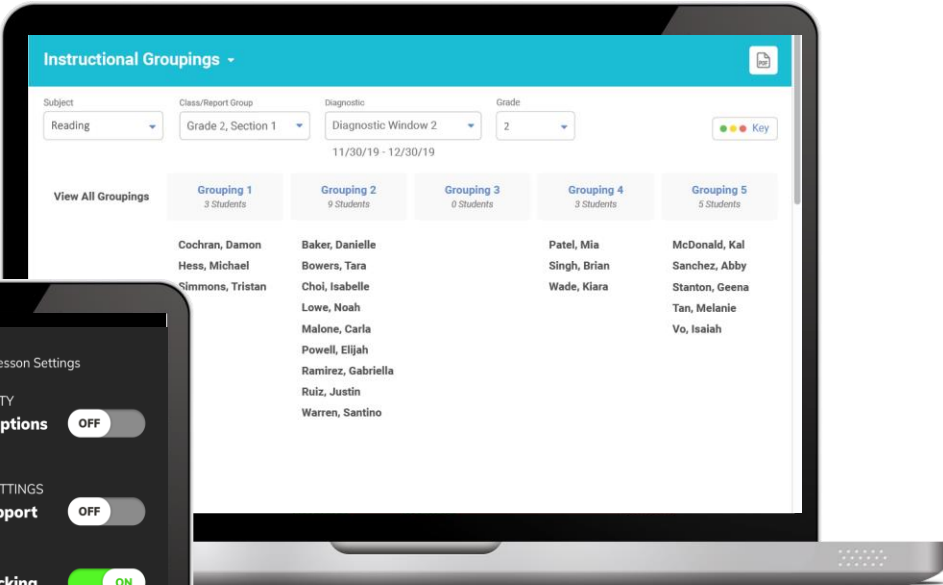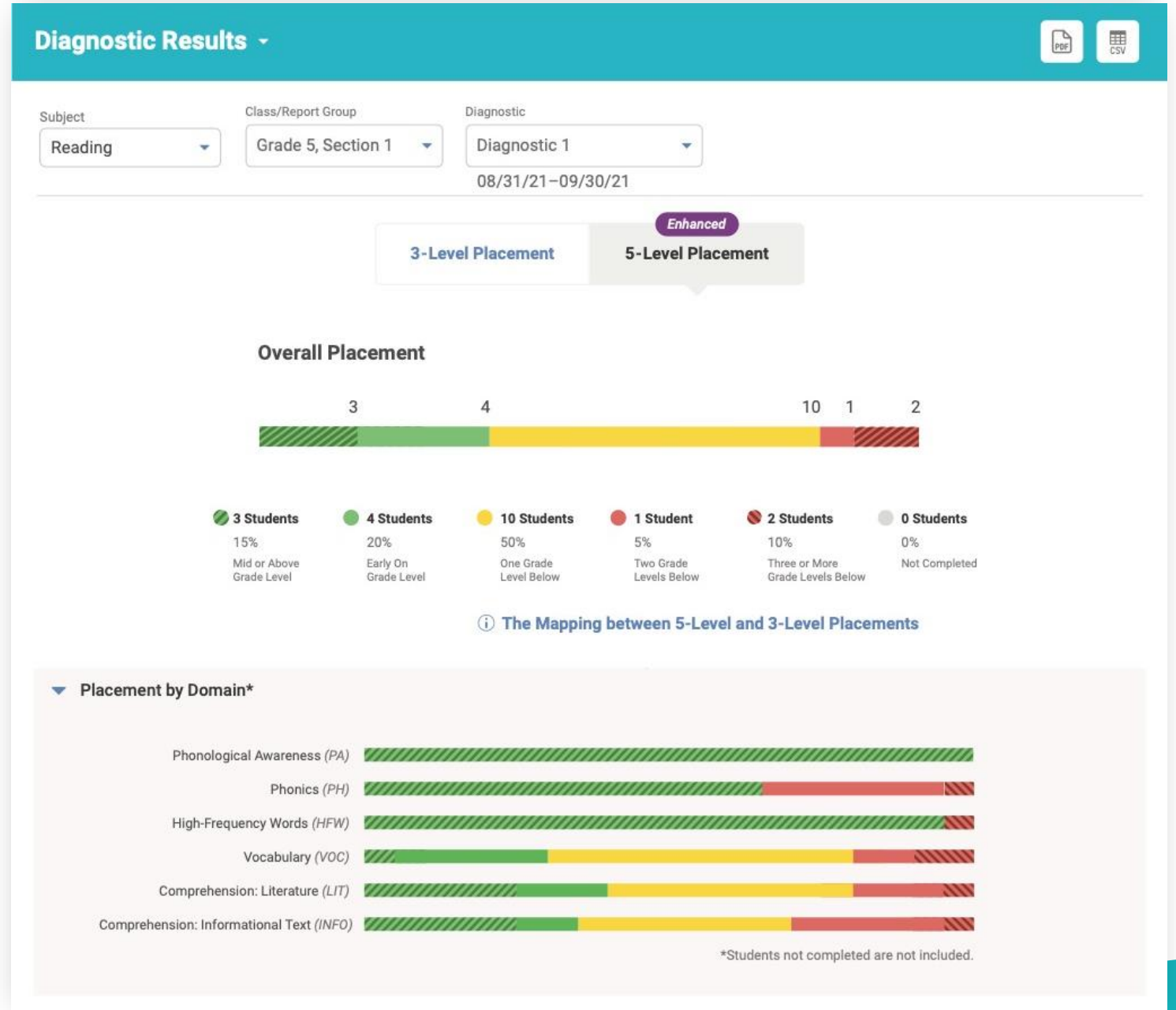
- Personalized Instruction Summary

- State Standards Performance

Most reports available at the student, class, and school/district level. Data exports are also included.

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Diagnostic Results

Subject	Class/Report Group	Diagnostic
Reading	Grade 5, Section 1	Diagnostic 1

08/31/21–09/30/21

Enhanced

3-Level Placement   5-Level Placement

Overall Placement

| | 3 | 4 | | | 10 | 1 | 2 |

3 Students	4 Students	10 Students	1 Student	2 Students	0 Students
15%	20%	50%	5%	10%	0%
Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Not Completed

ⓘ **The Mapping between 5-Level and 3-Level Placements**

▼ **Placement by Domain***

- Phonological Awareness (PA)
- Phonics (PH)
- High-Frequency Words (HFW)
- Vocabulary (VOC)
- Comprehension: Literature (LIT)
- Comprehension: Informational Text (INFO)

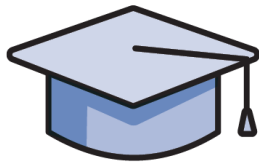**Students not completed are not included.*

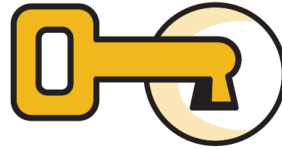# Ensure You Always Have an Exceptional Partner at the Ready

Partner Success

Dedicated partner working with schools to integrate *i-Ready* data into classrooms and achieve your district goals
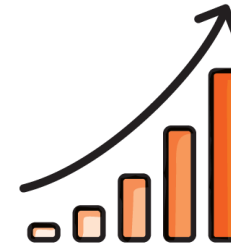
Professional Learning

Experienced educators focused on best teaching practices to drive student achievement
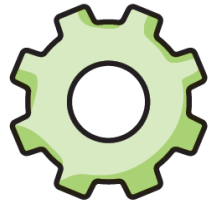
Educational Consultants

Program design and pedagogy experts providing strategic guidance

Achievement Analytics

Ongoing analysis on performance, growth, and trends in student success

Technical Support

Responsive technical support and proactive issue identification

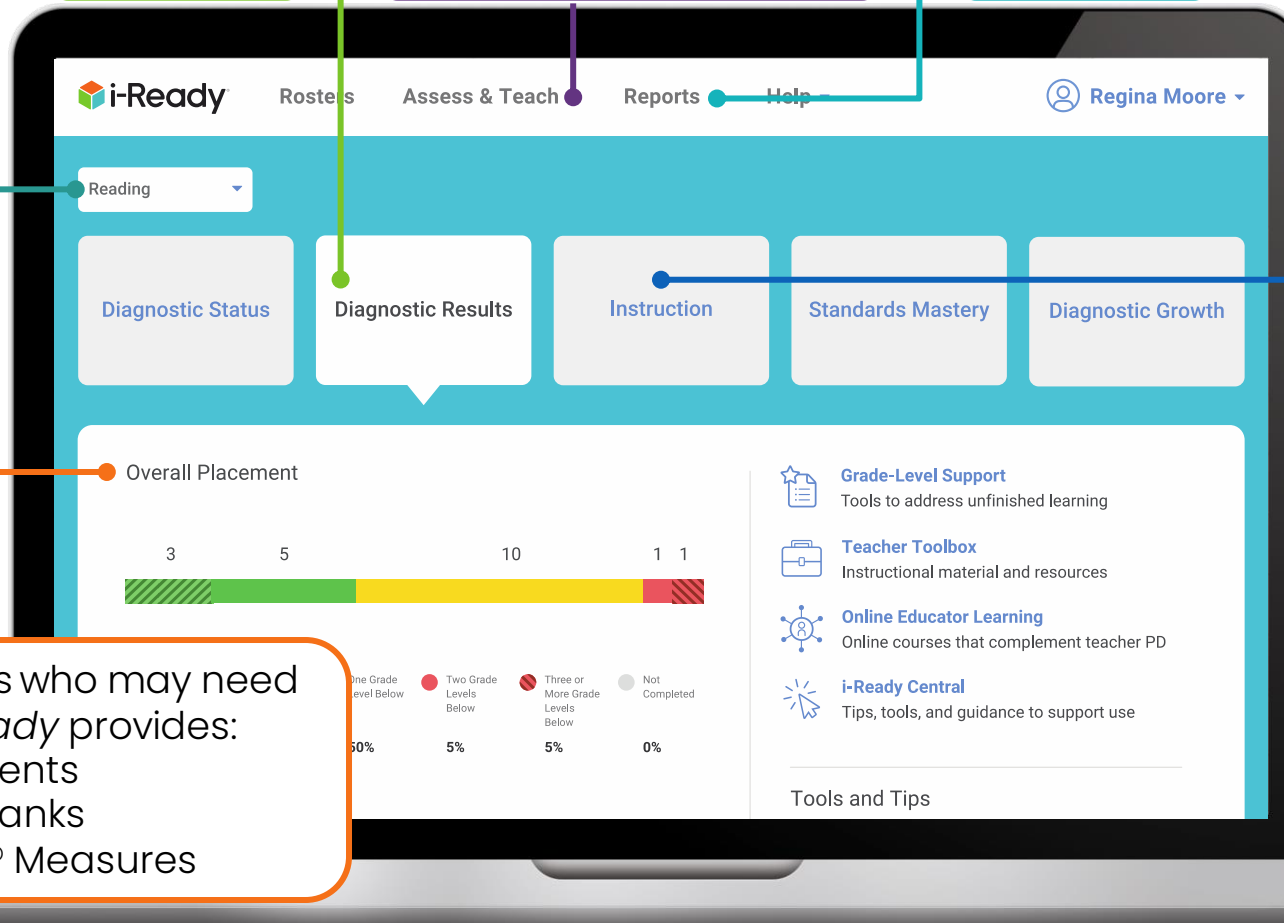**i-Ready®**

Save Time with an Integrated Platform

Both Reading and Mathematics

Universal Screener

Differentiated Instructional Resources

Progress Monitoring

Personalized Online Instruction

i-Ready

Rosters　　Assess & Teach　　Reports　　Help　　　　　　Regina Moore ▾

Reading ▾

| Diagnostic Status | Diagnostic Results | Instruction | Standards Mastery | Diagnostic Growth |

Overall Placement

3　　5　　　　　　10　　　　1　1

One Grade Level Below　　Two Grade Levels Below　　Three or More Grade Levels Below　　Not Completed

50%　　5%　　5%　　0%

⭐ **Grade-Level Support**
Tools to address unfinished learning

💼 **Teacher Toolbox**
Instructional material and resources

Online Educator Learning
Online courses that complement teacher PD

i-Ready Central
Tips, tools, and guidance to support use

Tools and Tips

To help identify students who may need tiered intervention, *i-Ready* provides:
- Grade-Level Placements
- National Percentile Ranks
- Lexile® and Quantile® Measures

i-Ready®

Thank you!

Curriculum Associates®