i-Ready®

Data Analysis Guide

This Data Analysis Guide gives step-by-step instructions for answering your questions with suggested actions to take. Approaching your analysis this way helps have a clear starting point, helps you stay objective, and allows you to create an immediate action plan.

Get Started!

Select the type of data you would like to analyze:

District Data

Identify the question you want to answer:

Question	Report to Use	Page
After ONE Diagnostic has been taken:		
How does current performance **compare to historical** performance?	*Diagnostic Results*	**3**
What **percentage of students are performing on, above, or below grade level** and who would benefit from support?		**4**
In which **domain(s)** should I prioritize support?		
After MORE THAN ONE Diagnostic* has been taken:		
How has student **performance changed** between two Diagnostics this year?	*Diagnostic Results*	**5**
What **percentage of students is performing on, below, or above grade level**, and who would benefit from support?		
In which **domain(s)** should I prioritize support?		
During Personalized Instruction:		
How are students **using and making progress in Personalized Instruction**?	*Personalized Instruction Summary*	**6**

*The Diagnostic Growth report is available after more than one Diagnostic has been taken. This report is being enhanced this fall to include the 5-Level Placements. This Data Analysis Guide will be updated coinciding with the release and will include the report and related page at that time.

How does current performance **compare to historical** performance?*

Report to Use

✓ **Diagnostic Results (District):** Select *Reading* or *Math*.

Report Criteria to Select

- Current Academic Year Report
  – Select **All Schools** or **School Group**.
  – Select **Current Year** for Academic Year.
  – Select **Diagnostic 1**.
  – Generate the PDF by clicking the white PDF icon in the top right corner.

- Comparison Report for Previous Year
  – Select **All Schools** or **School Group**.
  – Select **2020–2021** for the Academic Year.
  – Select **Diagnostic 1**.
 – Generate the PDF.

Data to Focus On

Use reports from Current Year AND Previous Year, viewed side by side as PDFs.

❶ **Compare overall and domain placements from current year to previous year,** reviewing percentages within each of the five levels.

❷ **Compare school to school** and the percentage within each of the five levels across years.

❸ **To continue your analysis, return to *i-Ready Connect™* to access the live reports. Consider:**
   – Selecting a school for which you'd like to see greater detail.
   – Change the Switch Table View dropdown to view each school's performance by domain.
   – Change the Show Results By dropdown to view different district populations, such as grades.

Current Year

Previous Year
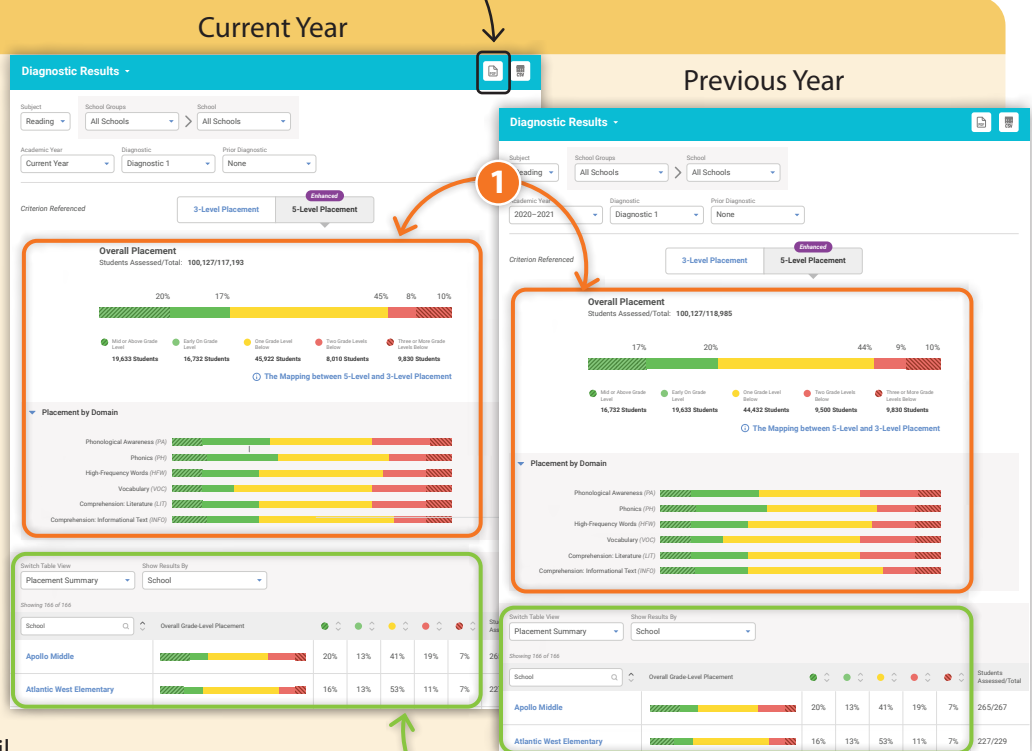
Suggested Actions

- **Use your district data to guide priorities:**
  – Organize the information into the worksheet on .
  – Discuss with your leadership team to help determine priority schools and next steps.
  – If available, consider analyzing your data using demographic filters.

- **Share the data broadly:**
  – Share district-level data with school leaders.
  – Have data conversations with school leaders to identify bright spots and areas of focus.

- **Set Goals:** Create districtwide and individual school-level goals for the next Diagnostic.

*Not a matched cohort

What **percentage of students are performing on, above, or below grade level**, and how can I support them?

In which **domain(s)** should I prioritize support?

If you want to analyze the change in student performance between two Diagnostics, see p. 5.

Report to Use

✓ **Diagnostic Results (District):** Select *Reading* or *Math*.

Report Criteria to Select

- Select **All Schools** or **School Group**.
- Select **Current Year**.
- Select the **Diagnostic**, and select **None** for Prior Diagnostic.

Data to Focus On

1 Examine the **percentage of students in each grade-level placement**. Consider the distribution to get a general sense of performance across the district.

2 To get a sense of performance by domain, look at **Placement by Domain**. Hover over the bars to note the %.

3 To get a better understanding of performance across schools, grades, or other populations of interest, review **Placement Summary** and the **Show Results by Grade** (or other options in the dropdown menu).

4 Take a closer look at domains that may need more support by selecting **Needs Analysis by Domain** from the dropdown menu. Is a particular domain already a priority?

- If so, sort by that domain and review percentages per grade level to see who may need more support in that domain. *(See Step 5. Note: Higher percentages indicate more students placing below grade level.)*
- If not, review highest percentage per grade level to help prioritize a domain.

5 Get deeper insight: Choose **Placement by Domain** to see more detailed placement distribution per grade level in your prioritized domain. Review the level of support needed per grade level.

Suggested Actions

- **Identify areas of potential focus** (e.g., grade levels or classes). *For worksheets to help you analyze your data, see pp.24–25*.
- **Set goals:** Create district-, school-, or grade level–based goals for the next Diagnostic.

- **Celebrate** performance and progress toward goals.
- **Create a plan:** Use data to plan learning experiences for leaders and teachers, adjust curriculum pacing, and support students.

How has student **performance changed** between two Diagnostics this year?

What **percentage of students is performing on, below, or above grade level**, and who would benefit from support?

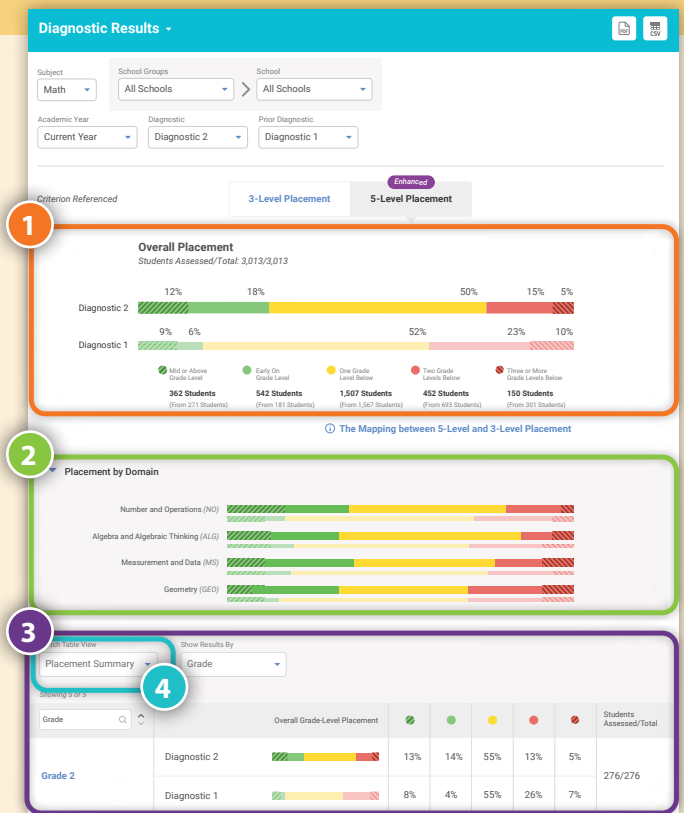In which **domain(s)** should I prioritize support?

Report to Use

✓ **Diagnostic Results (District):** Select *Reading* or *Math.*

Report Criteria to Select

- Select **All Schools** or **School Group**.
- Select **Current Year**.
- Select the **Diagnostic** and **Prior Diagnostic**.

Data to Focus On

❶ Change in Placement: Examine the percentage of students in each *i-Ready* placement level, and examine the change in this percentage.

❷ Placement by Domain: Analyze which domains are the strongest and which need the most support. Examine how students are progressing in each domain.

❸ Placement Summary: Use the dropdown menu to Show Results by Grade, Class, or Report Groups:

  – What percentage of students are in each *i-Ready* placement level?

  – Who is making progress since the prior Diagnostic?

  – Who can benefit from additional support?

❹ Needs Analysis and Placement by Domain: Use the Switch Table View dropdown to:

  – Explore which domains need the most support by Grade, School & Grade, or Demographics (if available).

  – Explore a specific domain you've identified as a focus to more deeply understand student performance and how students are progressing.

Suggested Actions

- **Identify areas of potential focus** (e.g., grade levels or classes). *For worksheets to help you analyze your data, see pp. 24–25.*

- **Set goals:** Create schoolwide goals for the next Diagnostic.

- **Celebrate** performance, improvement, and/or progress toward goals.

- **Create a plan to address opportunities:** Plan observation schedules and teaching support, conduct data chats with staff, and/or consider organizing students by using the Instructional Groupings report or the Prerequisites report for mathematics.

- **Examine the Diagnostic Growth report** to deep dive into growth data.

District Data

How are students **using and making progress in Personalized Instruction**?
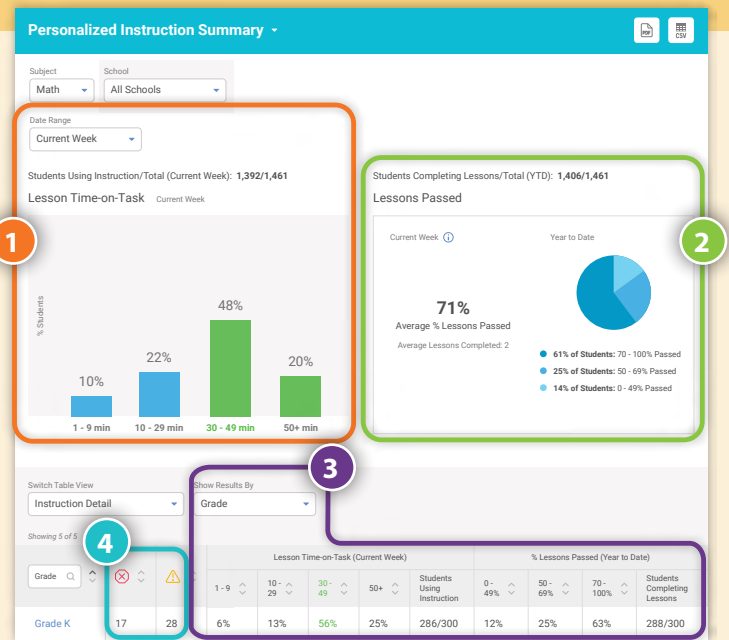
Report to Use

Personalized Instruction Summary (District): Select *Reading* or *Math*.

Report Criteria to Select

- Select **All Schools** or **School Group**.
- Confirm the **Date Range** you want to review. You may select Current Week, Last Week, Last Month, or a custom date range.

Data to Focus On

1 **Review Overall Lesson Time-on-Task:** Review how your district is using Personalized Instruction for the date range selected.

- What percentage of students are in the recommended range of 30–49 minutes of Lesson Time-on-Task?

2 **Review Overall % Lessons Passed:** Review how your school or district is progressing with Personalized Instruction.

- What percentage of students passed more than 70% (●) of their lessons?

3 **Detailed Review:** Show Results by School, Grade, or other populations of interest. It's critical to review both Lesson Time-on-Task and % Lessons Passed together to accurately assess progress and identify the best response.

4 **Lesson Alerts:** Review Personalized Instruction lesson alerts.

- Which schools, grades, or classes have a significant number of Domain Shutoff alerts (⊗) and/or Students Needing Support alerts (⚠)?

Personalized Instruction Summary report screenshot showing Subject: Math, School: All Schools, Date Range: Current Week. Students Using Instruction/Total (Current Week): 1,392/1,461. Lesson Time-on-Task bar chart: 1–9 min 10%, 10–29 min 22%, 30–49 min 48%, 50+ min 20%. Students Completing Lessons/Total (YTD): 1,406/1,461. Lessons Passed: Current Week 71% Average % Lessons Passed, Average Lessons Completed: 2. Year to Date pie chart: 61% of Students: 70–100% Passed, 25% of Students: 50–69% Passed, 14% of Students: 0–49% Passed.

Detail table — Grade K: Domain Shutoff 17, Students Needing Support 28; Lesson Time-on-Task (Current Week): 1–9: 6%, 10–29: 13%, 30–49: 56%, 50+: 25%, Students Using Instruction: 286/300; % Lessons Passed (Year to Date): 0–49%: 12%, 50–69%: 25%, 70–100%: 63%, Students Completing Lessons: 288/300.

....

Recommendations: Aggregate groups should maintain 30–49 minutes of Personalized Instruction per subject per week with 70%–100% of lessons passed for the year. Consider which groups:

- Are in these recommended ranges for Lesson Time-on-Task and % Lessons Passed
- May need more time in Personalized Instruction or support to pass lessons

Suggested Actions

- **Monitor the data:**
  - Develop a weekly practice for reviewing lesson alerts, Lesson Time-on-Task, and % Lessons Passed.
  - Use the worksheets on pp. 2–3 of the Personalized Instruction: Action Plan and FAQ—for Leaders on *i-Ready Central®* to summarize your observations and plan next steps.

- **Respond to needs:**
  - Engage teachers in providing timely instructional support to students with lesson alerts.
  - Conduct data chats and/or walkthroughs and observations.
  - Ask teachers to monitor Personalized Instruction. *For a worksheet to help teachers monitor their data, see .*

- **Celebrate bright spots and share best practices:**
  - Recognize achievements with teachers, students, and families, and celebrate progress toward meeting and/or exceeding goals.
  - Share the best practices and helpful tips from classrooms with the rest of your staff.

School Data

Identify the question you want to answer:

Question	Report to Use	Page
After ONE Diagnostic has been taken:		
How does current performance **compare to historical** performance?	*Diagnostic Results*	**8**
What **percentage of students are performing on, above, or below grade level**, and how can I support them?		**9**
In which **domain(s)** should I prioritize support?		
After MORE THAN ONE Diagnostic* has been taken:		
How has student **performance changed** between two Diagnostics this year?	*Diagnostic Results*	**10**
What **percentage of students are performing on, above, or below grade level**, and how can I support them?		
In which **domain(s)** should I prioritize support?		
During Personalized Instruction:		
How are students **using and making progress in Personalized Instruction**?	*Personalized Instruction Summary*	**11**

*The Diagnostic Growth report is available after more than one Diagnostic has been taken. This report is being enhanced this fall to include the 5-Level Placements. This Data Analysis Guide will be updated coinciding with the release and will include the report and related page at that time.

How does current performance **compare to historical performance**?*

Report to Use

✓ **Diagnostic Results (School):** Select *Reading* or *Math*.

Report Criteria to Select

- Current Academic Year Report
  – Select your **School** or **School Group**.
  – Select **Current Year** for Academic Year.
  – Select **Diagnostic 1**.
  – Generate the PDF by clicking the white PDF icon in the top right corner.

- Comparison Report for Previous Year
  – Select your **School** or **School Group**.
  – Select **2020–2021** for the Academic Year.
  – Select **Diagnostic 1**.
  – Generate the PDF.

Data to Focus On

Use reports from Current Year AND Previous Year, viewed side by side as PDFs.

❶ **Compare overall and domain placements from current year to previous year,** reviewing percentages within each of the five levels.

❷ **Compare** the percentage within each of the five levels across years.

❸ **To continue your analysis, return to *i-Ready Connect* to access the live reports. Consider:**

– Selecting a grade for which you'd like to see greater detail.

– Change the Switch Table View dropdown to view each grade's performance by domain.

– Change the Show Results By dropdown to view different populations, grade, class, or report group.

Current Year

Previous Year
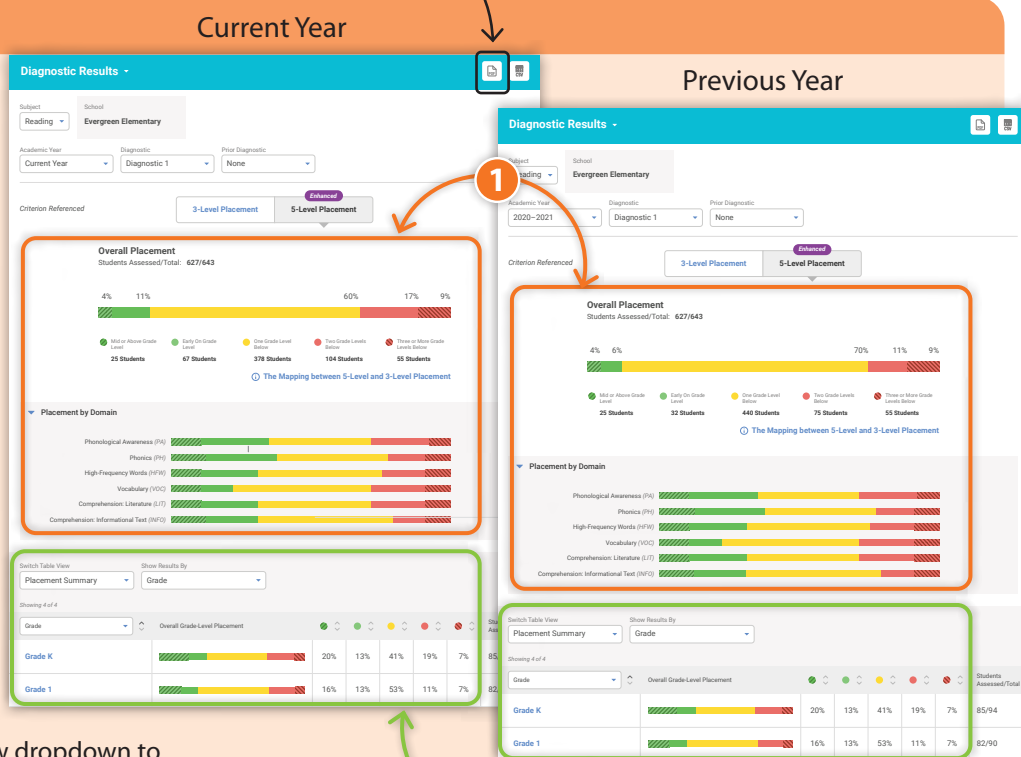
Suggested Actions

- **Use your data to guide priorities:**
  – Organize the information into the worksheet on p. 23.
  – Discuss with your leadership team to help determine priority areas and next steps.
  – If available, consider analyzing your data using demographic filters.

- **Share the data broadly:**
  – Share school-level data with your staff.
  – Have data conversations with teachers to identify bright spots and areas of focus.

- **Set Goals:** Create school-level goals for the next Diagnostic.

*Not a matched cohort

What **percentage of students are performing on, above, or below grade level**, and how can I support them?

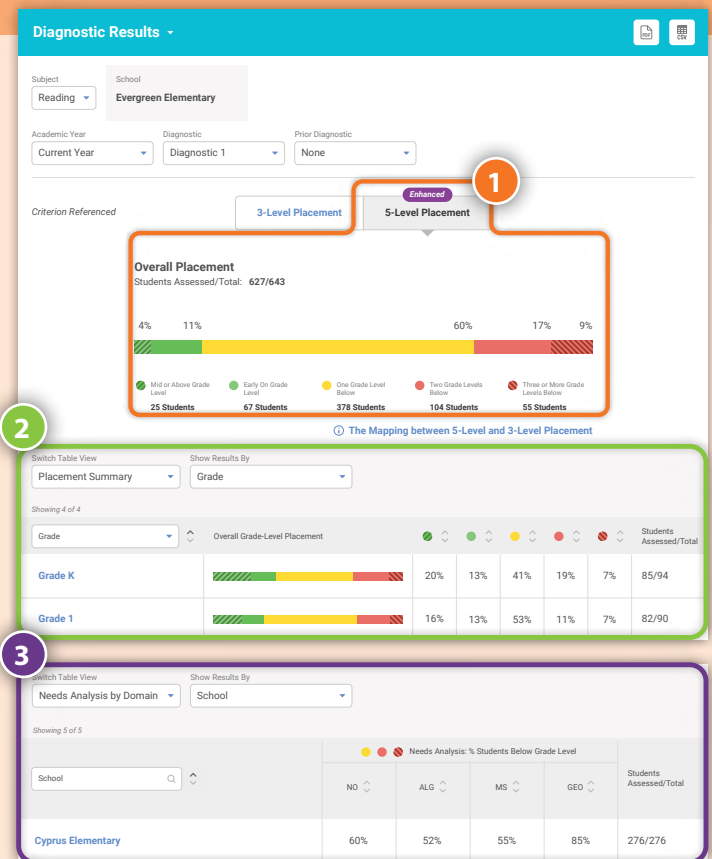In which **domain(s)** should I prioritize support?
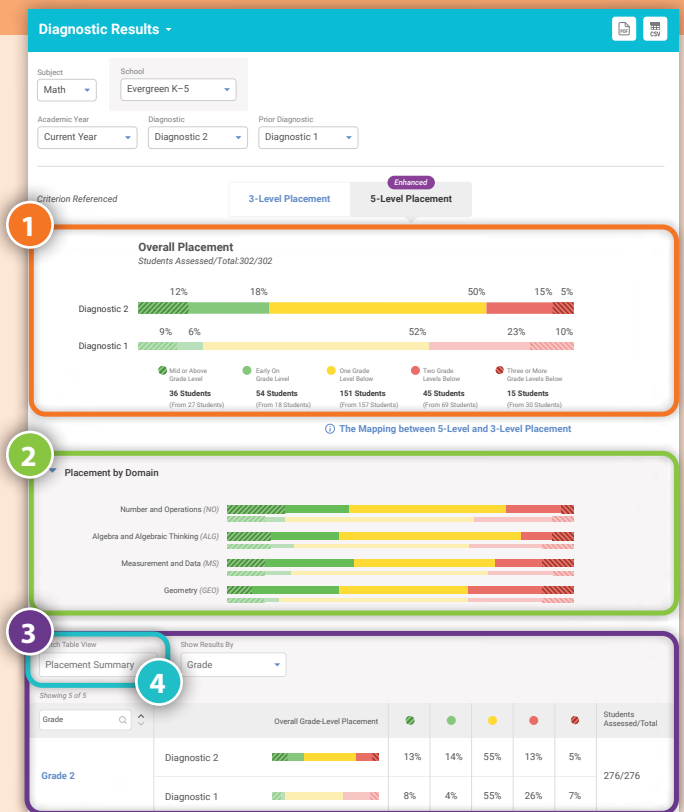
Report to Use

✓ **Diagnostic Results (School):** Select *Reading* or *Math*.

Report Criteria to Select

- Your **School** will be selected or you can select your **School Group**.
- Select **Current Year**.
- Select the **Diagnostic**, and select **None** for Prior Diagnostic.

Data to Focus On

1 **Overall Placement:** Examine the percentage of students in each grade-level placement.

2 **Placement Summary:** Use the dropdown menu to Show Results by Grade, Class, or Report Groups:
  – What percentage of students are in each grade-level placement?
  – Who can benefit from additional support?

3 **Needs Analysis by Domain:** Use the dropdown to explore which Grades, Classes, or Report Groups would benefit from additional support.

Diagnostic Results ▾

Subject: **Reading** ▾   School: **Evergreen Elementary**

Academic Year: **Current Year** ▾   Diagnostic: **Diagnostic 1** ▾   Prior Diagnostic: **None** ▾

Criterion Referenced   3-Level Placement   *Enhanced* **5-Level Placement**   **1**

Overall Placement
Students Assessed/Total: **627/643**

| 4% | 11% | | 60% | 17% | 9% |

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
25 Students	67 Students	378 Students	104 Students	55 Students

ⓘ The Mapping between 5-Level and 3-Level Placement

2
Switch Table View: **Placement Summary** ▾   Show Results By: **Grade** ▾

Showing 4 of 4

Grade ▾	Overall Grade-Level Placement	⊘	●	●	●	⊘	Students Assessed/Total
Grade K		20%	13%	41%	19%	7%	85/94
Grade 1		16%	13%	53%	11%	7%	82/90

3
Switch Table View: **Needs Analysis by Domain** ▾   Show Results By: **School** ▾

Showing 5 of 5

School	Needs Analysis: % Students Below Grade Level				Students Assessed/Total
	NO	ALG	MS	GEO	
Cyprus Elementary	60%	52%	55%	85%	276/276

Suggested Actions

- **Identify areas of potential focus** (e.g., grade levels or classes). *For worksheets to help you analyze your data, see pp. 24–25.*
- **Set goals:** Create schoolwide goals for the next Diagnostic.

- **Celebrate** performance and/or progress toward goals.
- **Create a plan:** Use the data to plan learning experiences for teachers, adjust pacing of curriculum, and create differentiated supports for students.

School Data

How has student **performance changed** between two Diagnostics this year?

What **percentage of students are performing on, above, or below grade level**, and how can I support them?

In which **domain(s)** should I prioritize support?

Report to Use

✓ **Diagnostic Results (School):** Select *Reading* or *Math*.

Report Criteria to Select

- Your **School** will be selected, or you can select your **School Group**.
- Select **Current Year**.
- Select the **Diagnostic** and **Prior Diagnostic**.

Data to Focus On

1 Change in Placement: Examine the percentage of students in each *i-Ready* placement level, and examine the change in this percentage.

2 Placement by Domain: Analyze which domains are the strongest and which need the most support. Examine how students are progressing in each domain.

3 Placement Summary: Use the dropdown menu to show results by Grade, Class, or Report Groups:

- What percentage of students are in each *i-Ready* placement level?
- Who is making progress since the prior Diagnostic?
- Who can benefit from additional support?

4 Needs Analysis and Placement by Domain: Use the Switch Table View dropdown to:

- Explore which domains need the most support across the grades, classes, or report groups in the school
- Explore a specific domain that you've identified as a focus to more deeply understand student performance and how students are progressing

Suggested Actions

- **Identify areas of potential focus** (e.g., grade levels or classes). *For worksheets to help you analyze your data, see pp. 24–25.*
- **Set goals:** Create schoolwide goals for the next Diagnostic.
- **Celebrate** performance, improvement, and/or progress toward goals.

- **Create a plan to address opportunities:** Plan observation schedules and teaching support, conduct data chats with staff, and/or consider organizing groups of students by using the Instructional Groupings report or Prerequisites report for mathematics.
- **Examine the Diagnostic Growth report** to deep dive into growth data.

How are students **using and making progress in Personalized Instruction**?
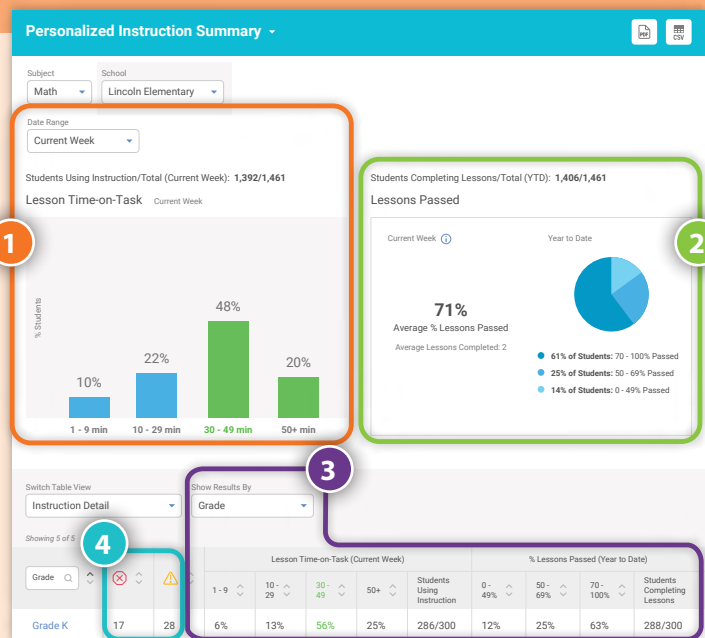
Report to Use

Personalized Instruction Summary (School): Select *Reading* or *Math*.

Report Criteria to Select

- Your **School** will be selected, or you can select your **School Group**.
- Confirm the **Date Range** you want to review. You may select Current Week, Last Week, Last Month, or a custom date range.

Data to Focus On

1 **Review Overall Lesson Time-on-Task:** Review how your school is using Personalized Instruction for the date range selected.
- What percentage of students are in the recommended range of 30–49 minutes of Lesson Time-on-Task?

2 **Review Overall % Lessons Passed:** Review how your school or district is progressing with Personalized Instruction.
- What percentage of students passed more than 70% (●) of their lessons?

3 **Detailed Review:** Show Results by Class, Report, Group, or Grade. It's critical to review both Lesson Time-on-Task and % Lessons Passed together to accurately assess progress and identify the best response.

4 **Lesson Alerts:** Review Personalized Instruction lesson alerts.
- Which schools, grades, or classes have a significant number of Domain Shutoff alerts (⊗) and/or Students Needing Support alerts (⚠)?

Personalized Instruction Summary

Subject: Math   School: Lincoln Elementary

Date Range: Current Week

Students Using Instruction/Total (Current Week): **1,392/1,461**

Lesson Time-on-Task Current Week

10%	22%	48%	20%
1 - 9 min	10 - 29 min	30 - 49 min	50+ min

Students Completing Lessons/Total (YTD): **1,406/1,461**

Lessons Passed

Current Week | Year to Date

71%
Average % Lessons Passed
Average Lessons Completed: 2

- 61% of Students: 70 - 100% Passed
- 25% of Students: 50 - 69% Passed
- 14% of Students: 0 - 49% Passed

Switch Table View: Instruction Detail

Show Results By: Grade

Showing 5 of 5

Grade	⊗	⚠	Lesson Time-on-Task (Current Week)					% Lessons Passed (Year to Date)			
			1 - 9	10 - 29	30 - 49	50+	Students Using Instruction	0 - 49%	50 - 69%	70 - 100%	Students Completing Lessons
Grade K	17	28	6%	13%	56%	25%	286/300	12%	25%	63%	288/300

Recommendations: Aggregate groups should maintain 30–49 minutes of Personalized Instruction per subject per week with 70%–100% of lessons passed for the year. Consider which groups:
- Are in these recommended ranges for Lesson Time-on-Task and % Lessons Passed
- May need more time in Personalized Instruction or support to pass lessons

Suggested Actions

- **Monitor the data:**
  - Develop a weekly practice for reviewing lesson alerts, Lesson Time-on-Task, and % Lessons Passed.
  - Ask teachers to monitor Personalized Instruction. *For a worksheet to help teachers monitor their data, see p. 27.*

- **Respond to needs:**
  - Engage teachers in providing timely instructional support to students with lesson alerts.
  - Use the worksheets on pp. 2–3 of the Personalized Instruction: Action Plan and FAQ—for Leaders on *i-Ready Central* to summarize your observations and plan next steps.

- **Celebrate bright spots and share best practices:**
  - Recognize achievements with teachers, students, and families, and celebrate progress toward meeting and/or exceeding goals.

Class Data

Identify the question you want to answer:

Question	Report to Use	Page
After ONE Diagnostic has been taken:		
How is my class **performing**, and what are their **domain-specific instructional priorities**?	*Diagnostic Results*	**13**
What are the suggested **growth measures** for each of my students?		
How can I **group** my students and plan to address their instructional priorities?	*Instructional Groupings*	**14**
What **skills** have my students likely acquired, and how can I support them in upcoming **grade-level mathematics instruction**?	*Prerequisites Report*	**15**
After MORE THAN ONE Diagnostic has been taken:		
How is my class progressing toward **Annual Typical Growth** and toward **grade-level proficiency**?	*Diagnostic Growth*	**16**
Which students could benefit from **additional support** between now and the end of the year?		
During Personalized Instruction:		
How are my students **performing in Personalized Instruction**, and how can I support them?	*Personalized Instruction Summary*	**17**
How did my class **perform on their *i-Ready*-Assigned** and/or **Teacher-Assigned Lessons**?	*Personalized Instruction by Lesson*	**18**
Which lessons have my class or students **completed in a domain**, and **how have they performed** on them?		

Class Data

How is my class **performing**, and what are their **domain-specific instructional priorities**?

What are the suggested **growth measures** for each of my students?*

Report to Use

✓ **Diagnostic Results (Class):** Select *Reading* or *Math*.

Report Criteria to Select

- Select the **Class** or **Report Group** you want to review.
- Select the **Diagnostic** you want to review.

Data to Focus On

1 Overall Placement: Examine the percentage of students in each grade-level placement.

2 Placement by Domain:
- Which domain(s) have the *most* students Early On Grade Level and Mid or Above Grade Level?
- Which domain(s) have the *fewest* students Early On Grade Level and Mid or Above Grade Level?
- Which domain(s) do you want to focus on for teacher-led instruction?

3 Student Performance: Sort by either Scale Score, Overall Placement, or a specific domain to identify instructional priorities of groups and individual students.

4 Student Growth Measures: Select column data to see the growth measures for each student in your class.

Please note this report shows data after the first Diagnostic. After a subsequent Diagnostic, select that Diagnostic instead and focus on the updated data and suggested actions.
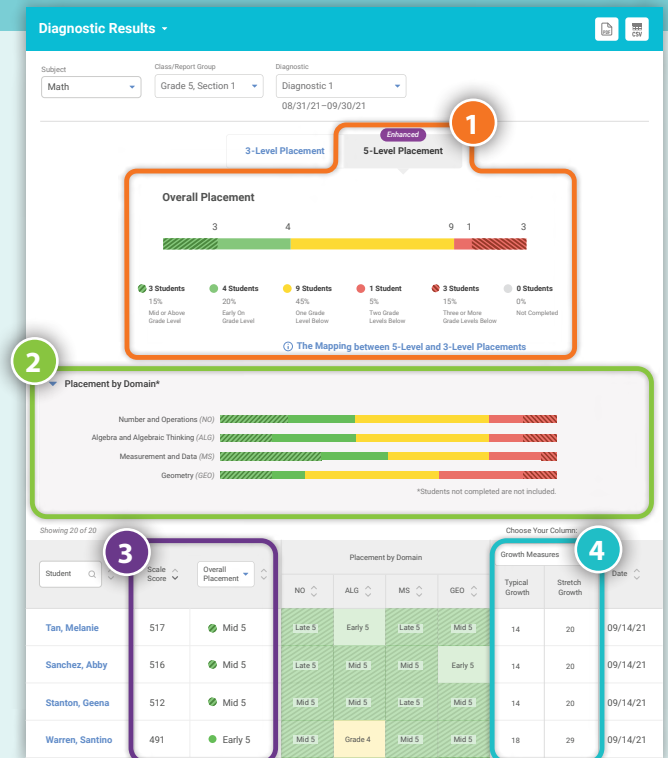
Suggested Actions

- **Interpret the data:**
  - In which domain(s) did students have the most success? Why?
  - Why did students have less success in some domains?

- **Use data to inform your instruction:** Based on your data and analysis, make instructional decisions such as creating student groups, strategically adding Teacher-Assigned Lessons, or using the Teacher Toolbox. *For worksheets to help you analyze and plan, see pp. 24–26.*

- **Set goals:** Visit i-ReadyCentral.com/GrowthGoals after the first Diagnostic to create goals for the second Diagnostic and the end of the year. Share goals with students and families after the Diagnostic.

- **Celebrate classwide success with students:** (e.g., behaviors during the Diagnostic, success in a certain domain, meeting class Diagnostic goals, etc.)

*Growth measures are created from the baseline Diagnostic and do not change throughout the year.

How can I **group** my students and plan to address their instructional prioritites?

Report to Use

👥 **Instructional Groupings:** Select *Reading* or *Math*.

- Select the **Class** or **Report Group**.
- Select the **Diagnostic** you want to review.

Optional: Report to Use

✓ **Diagnostic Results (Class):** Select *Reading* or *Math*.

This report enables you to create small groups that are more specific to your instructional priorities than those automatically recommended by *i-Ready* (i.e., by placement level, by domain).

Data to Focus On

❶ Examine the Groupings.

❷ Click on a specific Grouping for details, Recommendations for Teacher-Led Instruction, and Resources.

Instructional Groupings ▾

Subject	Class/Report Group	Diagnostic	Grade	
Math	Grade 5, Section 1	Diagnostic Window 2	5	●●● Key

11/30/19 –

View All Groupings	Grouping 1 *3 Students*	Grouping 2 *9 Students*	Grouping 3 *0 Students*	Grouping 4 *3 Students*	Grouping 5 *5 Students*
	Cochran, Damon	Baker, Danielle		Patel, Mia	McDonald, Kal
	Hess, Michael	Bowers, Tara		Singh, Brian	Sanchez, Abby
	Simmons, Tristan	Choi, Isabelle		Wade, Kiara	Stanton, Geena
		Lowe, Noah			Tan, Melanie
		Malone, Carla			Vo, Isaiah

Recommendations for Teacher-Led Instruction

Operations
- Add and subtract multi-digit numbers.
- Multiply three-digit numbers by one-digit numbers.
- Divide three-digit numbers by one-digit numbers.

Students who struggle with operations involving regrouping in any of the four operations often lack the conceptual understanding that drives the algorithms. These

Resources

Tools for Instruction
Number and Operations
- Place Value through Hundred Millions 📄
- Add Multi-Digit Numbers 📄
- Subtract Multi-Digit Numbers 📄
- Multiply by One-Digit Numbers 📄
- Multiply Three-Digit Numbers by One-Digit Numbers 📄

Data to Focus On

❶ Determine the criteria (e.g., scale score, domain placement, Lexile® measures, Quantile® measures) you want to use to create your small groups. Sort by that criteria to examine the data.

❷ Note individual student performance to determine where you will provide extra support within each small group. *For more information, see* [FAQ: How do I create small groups for teacher-led instruction?](#).

Diagnostic Results ▾

Student	Scale Score	Overall Placement	Placement by Domain				National Norms	Date
			NO	ALG	MS	GEO	Percentile Rank	
Lowe, Noah	470	● Grade 4	Grade 4	Grade 4	Early 5	Grade 4	51st	09/14/21
Singh, Brian	463	● Grade 4	Grade 4	Grade 4	Early 5	Grade 4	42nd	09/14/21
Baker, Danielle	459	● Grade 4	Grade 4	Grade 4	Grade 4	Grade 3	37th	09/14/21
Choi, Isabelle	459	● Grade 4	Grade 4	Grade 4	Grade 4	Grade 4	37th	09/14/21

Suggested Actions

- **Interpret the data for small groups of students:** For each group, examine their instructional priorities and note next steps to address them (e.g., consider teacher-led instruction, strategically adding Teacher-Assigned Lessons, and celebrating success). *For a worksheet to help you analyze your data, see* .

- **Review Personalized Instruction schedules:** Prioritize access for students who will benefit the most from instruction to address unfinished learning.

- **Plan teacher-led instruction:** Using resources (e.g., Teacher Toolbox, Tools for Instruction), plan your small group teacher-led instruction based on each group's data.

- **Focus on goals:** Use your small group instruction to support students' progress toward class and individual goals. Let students know how specific content and skills you are addressing will help them achieve their goals.

Class Data

What **skills** have my students likely acquired, and how can I support them in upcoming **grade-level mathematics instruction**?

Report to Use

Prerequisites: Select *Math*.

Report Criteria to Select

- Select the **Class** or **Report Group** you want to review.
- Select the **Grade** being used for core instruction.
- Select the **Topic (or Unit*)** or group of lessons you are preparing to teach.

Data to Focus On

1 Topic (or Unit) Descriptions and Learning Progression:
Review to understand the mathematical concepts covered in the topic (or unit) and progression from previous learning as context for information about your students' performance and related recommendations.

2 Prerequisite Skills Overview:
- What are the prerequisite skills for the content in upcoming lessons?
- What is the Essential Skill that is built upon through this content?

3 Topic (or Unit) Groups and Recommendations: Examine the groups. Click on the Recommendations link for detailed recommendations and resources for skill review.
- What prerequisite skills have students in this group likely acquired, and/or for which skills do they need Additional Support or more In-Depth Review?
- How will you address instructional priorities through whole class instruction, teacher-led and student-led small groups, and/or independent reinforcement?

4 Student Placement Details: Click on the link for a specific Topic (or Unit) Group to view the most recent Diagnostic placement information for students in the group.
- How did these students perform on the most recent Diagnostic?
- Did any students place Two or More Grade Levels Below their current grade level, either overall or in the domain most closely connected to this content?

Suggested Actions

- **Interpret the data:** *For worksheets to support your analysis, see* pp. 24–26
  - In which skills do students most need support to access core instruction? Why?
  - What other data may help you understand instructional priorities for your students?
- **As needed, reference Diagnostic Results reports to get another view of student performance:** Use Diagnostic Results (Class) and (Student) reports for an overview of student performance by Mathematics domain and to understand individual learning needs beyond those aligned to the prerequisite skills for this topic or unit.
- **For small groups of students**, use the Recommendations PDFs by Topic (or Unit) Group to see which Tools for Instruction and Learning Games (or other Recommended Resources*) can support student learning.
- **Use data to plan and deliver core mathematics instruction:** Use your data to make instructional decisions. When support with multiple prerequisite skills is needed, consider focusing on the Essential Skill to optimize instruction and stay on track with pacing guidance.
- **For whole class instructional needs**, review the Topic Support (or Unit and Lesson Support*) document and consider which On-the-Spot Teaching Tips and prerequisite skills to add into your core instruction.

*Applies to users of *Ready® Mathematics* and *i-Ready Classroom Mathematics*

Class Data

How is my class **progressing toward Annual Typical Growth** and toward **grade-level proficiency**?

Which students could benefit from **additional support** between now and the end of the year?


Report to Use

Diagnostic Growth (Class): Select *Reading* or *Math*.

Report Criteria to Select

• Select the **Comparison Diagnostic** you want to review.

Data to Focus On

1 Overall Placement: Look at the Current Placement Distribution bar graph.
  – What percentage of students are at each placement level, and how did that change from the prior Diagnostic?

2 Overall Growth: Look at the Progress to Annual Typical Growth bar graph.
  – How is the class progressing toward Annual Typical Growth?*

3 Student Growth: Sort students by Percent Progress to Annual Typical Growth, Percent Progress to Annual Stretch Growth®, Baseline Placement & Scale Score, and/or Current Placement & Scale Score to analyze the data.
  – Which students are making progress?
  – Which students may benefit from additional support?
  – Consider whether students are making expected progress toward their Typical Growth targets*, are making progress toward their Stretch Growth targets**, have made an increase in their placement level, and/or have achieved a Mid On Grade Level placement or above.
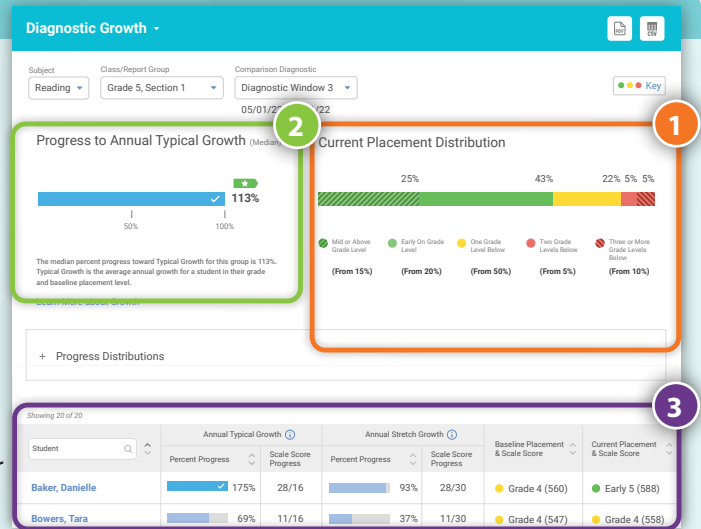
Suggested Actions

• **Interpret the data:** *For worksheets to support your analysis, see* pp. 24–25.
  – Examine students to analyze growth and change in placement level.
  – Prioritize students who are not making expected Progress to Typical Growth and have placed below grade level for additional support. Also consider your knowledge of students and whether rushing was a factor in recent results.
  – Examine the Diagnostic Results (Class) or (Student) report(s) for domain-specific needs and recommendations for teacher-led instruction for groups of students or individual students.

• **Celebrate students for bright spots and accomplishments.**

• **Have data chats:** Facilitate data chats with students to discuss progress toward goals, identify bright spots and areas for improvement, and plan next steps.

*Most classes should expect to see at least 50% median progress, and an individual student is expected to make 50% Progress to Annual Typical Growth at midyear when the second Diagnostic is given about halfway between the baseline and end-of-year Diagnostics, with equal periods of instruction between each assessment. When the midyear Diagnostic is scheduled earlier or later in the year, look for Progress to Annual Typical Growth to vary accordingly.

**Nationally, we've seen roughly 25%–35% of students have reached Stretch Growth targets. Stretch Growth measures differ significantly from student to student and class to class, making it problematic to set uniform Stretch Growth goals for aggregations of students. For more information on Typical Growth and Stretch Growth measures, visit i-ReadyCentral.com/GrowthGoals.

How are my students **performing in Personalized Instruction**, and how can I support them?

Report to Use

Personalized Instruction Summary (Class): Select *Reading* or *Math*.

Report Criteria to Select

- Select the **Class** or **Report Group** you want to review.
- Confirm the **Date Range** for Personalized Instruction data you want to review. You may select Current Week, Last Week, Last Month, or a custom date range.

Data to Focus On

1 Lesson Alerts:* Monitor and respond to lesson alerts.

⊗ **Domain Shutoff Alerts:** Which students have a domain that has been shut off?

⚠ **Students Needing Support Alerts:** Which students need additional teacher support with lessons?

2 Overall: Review the distribution of students for Lesson Time-on-Task and % Lessons Passed.
- Individual students should aim for 45 minutes of Personalized Instruction per subject with high % Lessons Passed in order for each student and class/report group to consistently maintain the recommended range of 30–49 minutes of Personalized Instruction per subject weekly and 70%–100% of lessons passed for the year.

3 Student Performance: Sort by Lesson Time-on-Task and % Lessons Passed. It's critical to look at both Lesson Time-on-Task and % Lessons Passed together to accurately assess individual students' progress and areas of need. Consider which students . . .
- Have completed either 45 minutes, less than 30 minutes, or more than 50 minutes of Personalized Instruction**
- Are in the range of 30–49 minutes of Lesson Time-on-Task
- Are in the range of 70%–100% of lessons passed

Personalized Instruction Summary

Subject: Math | Class/Report Group: Grade 5, Section 1 | Date Range: Current Week

Students Using Instruction/Total (Current Week): 20/20
Lesson Time-on-Task — Current Week

1 – 9 min	10 – 29 min	30 – 49 min	50+ min
2	5	9	4

Students Completing Lessons/Total (YTD): 20/20
Lessons Passed

75% Average % Lessons Passed
Average Lessons Completed: 2

- 10 Students: 70 - 100% Passed
- 6 Students: 50 - 69% Passed
- 4 Students: 0 - 49% Passed

Showing 20 of 20

Alerts	Student	Lesson Time-on-Task	In Progress	Lessons Passed (Current Week) Passed	Completed	% Passed	Lessons Passed (YTD) Passed/Completed
+ ⚠	Baker, Danielle	46m	1	1	2	50%	17/20	85%
	Bowers, Tara	44m	2		2	100%	8/12	67%
	Choi, Isabelle	23m	1		1	100%	4/6	67%
	Cochran, Damon	36m	1	1	1	100%	32/35	91%
	Hess, Michael	17m	1	0	1	0%	8/18	44%
	Lowe, Noah	32m	1	1	1	100%	5/6	83%
+ ⊗	Malone, Carla	28m	1	1	2	50%	12/24	50%

Suggested Actions

- **Monitor the data:** Develop a weekly practice for reviewing Student Lesson Alerts, Lesson Time-on-Task, and % Lessons Passed. We recommend that:
  - In most cases, individual students aim for 45 minutes of Personalized Instruction per subject with high % Lessons Passed each week**
  - Aggregate groups maintain the recommended range of 30–49 minutes of Personalized Instruction
  - Individual students and groups maintain 70%–100% of lessons passed for the year

For worksheets to support your analysis, see .

- **Celebrate bright spots and accomplishments:**
  - Recognize achievements with students and families.
  - Create classwide incentive systems for reaching % Lessons Passed and usage goals.

- **Respond to student needs:** Use the data to inform teacher-led small group and individualized instruction.

*Student Lesson Alerts are only available for current week or a custom-selected date range that includes the current day.
**Consider whether lower usage is intentional based on specific learning goals and instructional plans for a student.

Class Data

How did my class and my students **perform on their *i-Ready*-Assigned and/or Teacher-Assigned Lessons**?

Which lessons have my class or students completed in a domain, and how have they performed on them?

Report to Use

Personalized Instruction by Lesson (Class): Select *Reading* or *Math*.

Report Criteria to Select

- Select the **Class** or **Report Group** you want to review.
- Confirm the **Date Range** for the data you want to review. You may select Current Week, the Most Recent 2 Weeks, or a custom date range.

*Note: This report defaults to the **Lesson Overview** tab, giving you a high-level view of data from completed lessons. For more specific analysis, access the **Student Detail** tab directly or via the **Lesson Performance Detail by Student** arrow for a specific lesson.*

Data to Focus On

1 Completion Status of a Given Lesson:
Search by lesson name or specific skill to identify a lesson and review its Status, which will include:

- Completed lessons, including multiple attempts by students
- Any lessons currently in progress
- Teacher-Assigned Lessons that are available but not yet started

2 Performance on a Given Lesson:
Search for lessons you want to analyze. Use the dropdown menu to review Passed/Not Passed lessons to learn how the class performed, and identify which students may need additional support. Review Total Time on Lesson in case a student's low score may have been affected by rushing. *Tip: In the Performance column, deselect – to only show completed lessons in the list.*

2A Review the **Level** of lessons to focus attention on lessons that are on or below grade level.

2B Use the **Assigned By** column to easily see status, progress, and performance of lessons you have strategically assigned. Note: You may also use this column to identify lessons that have been assigned multiple times, such as by *i-Ready* and also by a teacher and/or administrator, so you can analyze performance or adjust assignments.

Interested in seeing which lessons students are completing in specific domains? On either tab, use the Domain dropdown to review lessons completed in a domain for the selected date range. Consider selecting the domain of focus in your upcoming instruction. Review the range of lesson levels and how students have performed.

Suggested Actions

- **Adjust instruction and respond when students need additional support:**
  - Use data about performance on specific lessons to inform whole class, small group, or individual instruction and build on student understanding.
  - Adjust lesson assignments, if needed, based on student performance and/or unintentional duplicate assignments.

  For worksheets to help you analyze and plan, see pp. 25 or 27.

- **Monitor student progress:** Consider additional data, such as the Personalized Instruction Summary (Student) report and formative assessment processes, to provide a holistic picture of progress over time.

- **Celebrate bright spots and accomplishments:**
  - Recognize achievements with students and families.
  - Assign data trackers or lesson logs, conduct goal setting and reflection, and create incentives.

Student Data

Identify the question you want to answer:

| Question	Report to Use	Page
After ONE Diagnostic has been taken:		
What are the **strengths** and **areas for improvement** for an individual student?	*Diagnostic Results*	**20**
How do I **plan my differentiated instruction** and **identify the right resources** to best support my students?		
After MORE THAN ONE Diagnostic has been taken:		
How is an individual student progressing toward their **growth measures**?	*Diagnostic Growth*	**21**
How is an individual student progressing toward **grade-level proficiency**?		
During Personalized Instruction:		
Which **lessons** has an individual student taken, how much time did that student spend on those lessons, and how have they performed on them?	*Personalized Instruction Summary*	**22**
How is an individual student making **progress on their lesson path** in each domain?		

Student Data

What are the **strengths** and **areas for improvement** for an individual student?

How do I **plan my differentiated instruction** and **identify the right resources** to best support my students?

Report to Use

✓ **Diagnostic Results (Student):** Select *Reading* or *Math*.

Report Criteria to Select

- Choose a **student** from the dropdown menu.
- Select the **Diagnostic** you want to review.

Data to Focus On

1 Overall Performance: Look at the scale score and placement level.

2 Domain Performance: Refer to the domain placement levels to identify domain strengths and areas for improvement.

3 Growth Measures: Use growth measures on the bar graph to set goals with students and examine student performance relative to goals.

4 Progress toward Mid On Grade Level: Use the green line to measure student progress toward Mid On Grade Level placement, which indicates if a student has met the minimum requirements for the standards in their grade level.*

5 Can Dos and Next Steps & Resources for Instruction *(click a domain to expand)*: Refer to the Can Dos, Next Steps & Resources for Instruction, Tools for Instruction, and Teacher Toolbox resources for a detailed analysis and next steps for planning instruction.
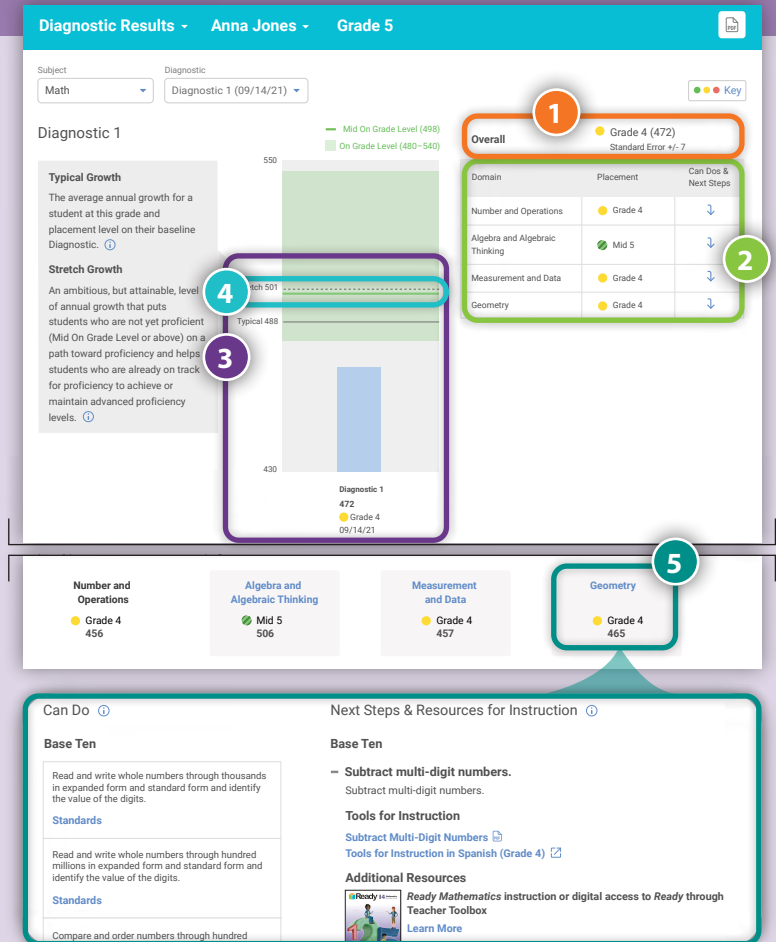
Suggested Actions

- **Interpret the data:** *For a worksheet to help you analyze your data, see <u>p. 24</u>.*
  - Examine student growth and change in placement by domain.
  - Examine the Diagnostic Growth (Student) report for progress toward individual growth measures.

- **Have data chats:** Facilitate data chats with students to discuss progress toward goals, identify bright spots and areas for improvement, and plan next steps.

- **Review Personalized Instruction schedules:** Prioritize access for students who will benefit the most from instruction to address unfinished learning.

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*It's important to use both growth and proficiency data to respond to student needs.

How is an individual student progressing toward their **growth measures**?

How is an individual student progressing toward **grade-level proficiency**?

Report to Use

Diagnostic Growth (Student): Select *Reading* or *Math*.

Report Criteria to Select

• Choose a **student** from the dropdown menu.

Data to Focus On

1 Overall Growth: Look at the Year-to-Date Growth bar graphs.
  – Consider if the student is making progress to Annual Typical Growth* and Stretch Growth.**

2 Overall Placement Level: Look at the Overall Diagnostic Growth bar graph.
  – Has the student experienced an increase in placement?
  – How is the student progressing toward their Typical Growth and Stretch Growth measures and toward grade level?
  – How is the student making progress toward Mid On Grade Level placement, which indicates if they have met the minimum requirements for the standards in their grade level?

3 Placement by Domain: Consider domains in which the student:
  – Improved from the baseline Diagnostic
  – Needs more support
  – Is on grade level

Diagnostic Growth ▾   Elijah Powell ▾   Grade 5

Subject: Math

Year-to-Date Growth

Progress to Annual Typical Growth
Scale Points: 32/18

178%

This student has made 178% progress toward Annual Typical Growth. Typical Growth is the average annual growth of students at this grade and placement level on their baseline Diagnostic.

Progress to Annual Stretch Growth
Scale Points: 32/31

103%

This student has made 103% progress toward Stretch Growth. For students who are below grade level on their baseline Diagnostic, Stretch Growth is an ambitious, but attainable, level of annual growth that puts them on a path toward proficiency.

This student will likely need to meet or exceed their Annual Stretch Growth target for at least one year to be proficient if the student is not proficient already. This is based on students with the same baseline placement who eventually achieved proficiency. Proficient for Grade 5 is a Mid On Grade Level scale score of 498.

Learn More about Growth

Overall Diagnostic Growth

— Mid On Grade Level (498)
◻ On Grade Level (480–540)

Stretch 501
Typical 488

+17
+32

	Diagnostic 1†	Diagnostic 2	Diagnostic 3
470	487	502
Grade 4	Early 5	Mid 5
09/14/21	12/14/21	05/15/22

†This Diagnostic is considered the baseline and is used to establish growth measures for this student.

Placement by Domain ⓘ

Domain	Diagnostic 1	Diagnostic 2	Diagnostic 3
Overall ↑	🟡 Grade 4	🟢 **Early 5**	🟢 **Mid 5**
Number and Operations ↑	🟡 Grade 4	🟢 Early 5	🟢 Mid 5
Algebra and Algebraic Thinking ↑	🟡 Grade 4	🟢 Grade 4	🟢 Mid 5
Measurement and Data ↑	🟡 Grade 4	🟢 Early 5	🟢 Mid 5

Suggested Actions

• **Interpret the data:** *For worksheets to help you analyze your data, see pp. 24–25.*
  – Examine student growth and change in placement by domain.
  – Examine the Diagnostic Results (Student) for domain- and skill-specific strengths and areas for improvement, and note next steps to address them (e.g., consider small group instruction, strategically assigning lessons, and celebrating growth).

• **Have data chats:** Facilitate data chats with students to discuss progress toward goals, identify bright spots and areas for improvement, and plan next steps.

• **Review Personalized Instruction schedules:** Prioritize access for students who will benefit the most from instruction to address unfinished learning.

*An individual student is expected to make 50% Progress to Annual Typical Growth at midyear when the second Diagnostic is given about halfway between the baseline and end-of-year Diagnostics, with equal periods of instruction between each assessment. When the midyear Diagnostic is scheduled earlier or later in the year, expected Progress to Annual Typical Growth will vary proportionally.

**Nationally, we've seen roughly 25%–35% of students have reached Stretch Growth targets. For more information on Typical Growth and Stretch Growth measures, see this FAQ on *i-Ready Central*.

Which **lessons** has an individual student taken, how much time did that student spend on those lessons, and how have they performed on them?

How is an individual student making **progress on their lesson path** in each domain?

Report to Use

Personalized Instruction Summary (Student): Select *Reading* or *Math*.

Report Criteria to Select

- Select a **student** from the dropdown menu you want to review.
- Confirm the **Date Range** for Personalized Instruction data.

Data to Focus On

1 **Current & Past Lessons:** Review the Monitor Domain Progress bar graphs to see where the student placed in lessons in each domain based on their Diagnostic Results and to see their progress toward or beyond grade level.

2 **Upcoming Lessons:** View the Upcoming Lessons to see what *i-Ready*-Assigned or Teacher-Assigned Lessons the student will be working on next.

3 **Student Lesson Alerts:** Monitor and respond to lesson alerts:

- Domain Shutoff Alerts (⊗): Which students have a domain that has been shut off?
- Students Needing Support Alerts (⚠): Which students need additional teacher support with lessons?

4 **Student Progress and Completed Lessons:** Review the detailed list of lessons the student has been working on, and check whether or not each lesson was passed, its score, and the Lesson Time-on-Task.

- Has the student passed the lesson?
- How much time was spent on the lesson?

Suggested Actions

- **Monitor the data:** Develop a routine for reviewing Student Lesson Alerts, Lesson Time-on-Task, and % Lessons Passed. We recommend that students stay within the range of 30–49 minutes of Personalized Instruction per subject per week and 70%–100% of lessons passed. Individual students should aim for 45 minutes per subject per week.

- **Respond to student needs:** *For a worksheet to help you organize and respond to the data, see p. 27.*
  - Click the + icon next to the alert, and then select the Explore Resources link to find a Tools for Instruction resource to use with the student.
  - For additional guidance on supporting your student(s), visit i-ReadyCentral.com/PersonalizedInstruction.
  - Use the data to inform small group or individualized instruction for this student.
  - Conduct a data chat with this student.

- **Celebrate bright spots and accomplishments:**
  - Recognize achievements with students and their families.
  - Acknowledge student achievements in your classwide recognition and incentive system.

Leader Worksheet:
Analyzing Diagnostic Data at the District/School Level

District Overall Placement:	% of Students:					Compared with other Diagnostics (from this year or last year), is the difference in performance greater than anticipated?
School Year and Diagnostic:	**Mid On Grade Level or Above** (🟢)	**Early On Grade Level** (🟢)	**One Grade Level Below** (🟡)	**Two Grade Levels Below** (🔴)	**Three or More Grade Levels Below** (🔴)	

School Placement:	% of Students: (Levels below follow same order as above.)					Compared with other Diagnostics (from this year or last year), is the difference in this school's performance greater than anticipated?	Facts about This School: (e.g., new principal, higher teacher turnover, technology availability, etc.)	Notes: Is this school a priority? Why? What are appropriate next steps?
School Name:	🟢	🟢	🟡	🔴	🔴			

Data Analysis Protocol Worksheet

Analyze your *i-Ready* data to create an action plan.

Part 1: Understand Your Data

Ask
Select or create a question you want to answer with your data, and choose the report that will provide it. Generate the report and review.

Get Data & Observe
Write down or share observations.

Infer & Question
Interpret the data by making inferences about what the data means. Note additional questions worth exploring, and consider additional data sources and resources.

Part 2: Make Data-Driven Instructional Decisions

Focus
Which student(s) will be the focus? What are areas of strength? What is the instructional priority (i.e., domain(s) or skill(s)) for this student or group of students?

Reflect
What instructional or intervention strategies have been used? What was the effect of these strategies?

Brainstorm Solutions
Using instructional resources you have available, what are some possible solutions?

Take Action
When and what instruction or intervention will happen? When and how will you review your actions for impact/effectiveness?

Data Reflection Worksheet

Use this worksheet to analyze your *i-Ready Diagnostic* data.

Date: _____

School, Grade Level, and/or Class: _____

☐ Mathematics   ☐ Reading

Ask
(Select or create your question.)

	Bright Spots *(e.g., success with a specific domain, more than expected progress toward growth measures)*	**Areas for Improvement** *(e.g., support with a specific domain, less than expected progress toward growth measures)*
Observe *(List the grade level(s), class(es), and/ or student(s).)*		
Reflect *(List the instructional strategies or plans you've tried and their effects.)*		
Take Action *(Indicate your plan for what you will do and when.)*		

Small Group Worksheet

How can I group my students and plan my instruction to best meet their needs?

Date: _____

School, Grade Level, and/or Class: _____

☐ Mathematics ☐ Reading

Group Number or Name: | **Group Selection Criteria:** *(e.g., students who have the lowest score in a domain)*

Student Name	Observations, Strengths, and Instructional Priorities	Instructional Resources

Action Plan

When will this small group meet and for how long?

What is your small group instruction plan to help students at their current placement level and to help them access grade-level content?

At current placement level:

Grade-level content:

When and how will you check for understanding and overall effectiveness of instruction?

Personalized Instruction Action Plan

Use your Personalized Instruction data and the Personalized Instruction Monitoring Guidance to create an action plan for your students.

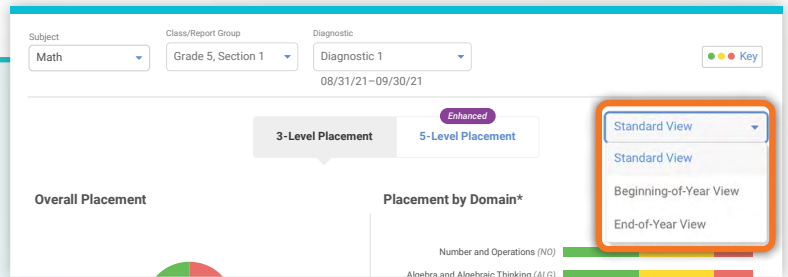| Monitor	Analyze *List the students who place in each category and think about the possible causes. Review individual student data as needed.*	Take Action *Consider these action steps:*
Lesson Alerts		
⊗ **Domain Shutoff Alerts** ⚠ **Students Needing Support Alerts**		☐ Support students with small group or individualized instruction. ☐ Conduct goal setting, reflection, and data chats. ☐ Other:
Lesson Time-on-Task		
Less than 30 minutes		☐ Set Lesson Time-on-Task goals with students. ☐ Use Personalized Instruction Trackers weekly. ☐ Adjust your Personalized Instruction schedule as needed. ☐ Review Learning Games Playtime report to see if students are working in games instead of lessons.* ☐ Other:
More than 50 minutes		☐ Adjust your Personalized Instruction schedule as needed. ☐ Schedule more teacher-led instruction, group work, class projects, or communicate with students and families about Lesson Time-on-Task goals. ☐ Other:
Percent of Lessons Passed YTD		
Less than 70% of lessons passed		☐ Support students with small group or individualized instruction. ☐ Reteach a specific skill in whole class instruction. ☐ Conduct goal setting, reflection, and data chats. ☐ Use trackers and/or create incentives for Percent of Lessons Passed. ☐ Other:
Class-Level Personalized Instruction Use		
Few lesson alerts **30–49 minutes of Lesson Time-on-Task** **70%–100% of lessons passed**		☐ Celebrate achievements with students and families. ☐ Consider scheduling teacher-led instruction, group work, class projects, or Math Center Activities from the Teacher Toolbox. ☐ Other:

List the students who are in each category and think about the possible causes. Review individual student data as needed.

◆ i-Ready | 27

AFQ

Overview

On the Diagnostic Status report and the 3-Level Placement tab of the Diagnostic Results and Diagnostic Growth reports, you are asked to select the "**Placement Definition**" for your students.

- This feature gives you the flexibility to define what it means for a student to be ready for grade-level instruction. As you choose, you can consider how learning progresses throughout the year (i.e., in the beginning of the year, students have not been exposed to grade-level material yet).
- **Student scale scores, placement levels, and growth measures do not change, regardless of what view you use**, but how students are categorized and color-coded in your report does change.

Understanding Placement Definition

View	Students Are Considered . . .	Use This View*
Beginning-of-Year	🟢 (green) if they place one year below their current grade or place Early, Mid, or Late within their current grade level or above 🟡 (yellow) if they place Two Grade Levels Below their current grade 🔴 (red) if they place Three or More Grade Levels Below their current grade	• To understand students' needs at the beginning of the year (to account for possible learning loss and that they may not have been exposed to material from their current grade level yet) • To create initial instruction and intervention groups
Standard	🟢 (green) if they place within their current grade level at Early, Mid, or Late On Grade Level 🟡 (yellow) if they place One Grade Level Below their current grade 🔴 (red) if they place Two or More Grade Levels Below their current grade	• To understand how students are performing during the school year • As the "default" view throughout the year in most reports
End-of-Year	🟢 (green) if they place Mid or Late On Grade Level in their current grade or Above Grade Level 🟡 (yellow) if they place One Grade Level Below their current grade or Early On Grade Level in their current grade 🔴 (red) if they place Two or More Grade Levels Below their current grade	• To understand which students have met the minimum requirements to be considered proficient for their grade • As the "default" view in the Diagnostic Growth reports

Example

Fourth grader Michael gets a scale score of 470 on the second Diagnostic for Mathematics. This places him Early On Grade Level in his current grade. If his teacher runs her reports using:

- **Beginning-of-Year** or **Standard View:** Michael will be considered ready for grade-level instruction and his score will be shaded green (🟢).
- **End-of-Year View:** Because Michael's score places him Early On Grade Level, it will be shaded yellow (🟡).

View	Two Grades Previous	Previous Grade	Current Grade		
Beginning-of-Year			Early	Mid	Late
Standard			Early	Mid	Late
End-of-Year			Early	Mid	Late

Michael
2nd Diagnostic
Scale Score: 470

How do I create small groups for teacher-led instruction?

Overview

i-Ready produces powerful data that can be used to create small groups for teacher-led instruction. Use the Instructional Groupings, Diagnostic Results (Class), and/or Prerequisites reports to organize students into small groups for differentiated instruction targeted to student needs. Below you'll find guidance for creating small groups using the Instructional Groupings and Diagnostic Results (Class) reports.

Instructional Groupings Report

How do I create small groups using my Instructional Groupings report?

This report organizes your students with similar instructional priorities into up to five Groupings based on their Diagnostic performance in foundational domains. Select the Show Grouping Description link to view priority domains for each Grouping. Because foundational skills are often included in these priority domains, we recommend using these Groupings whenever possible.

What if a Grouping is too large or too small?

When there are many students in one Grouping, you may want to organize them into smaller groups for teacher-led instruction. Use the following guidelines:

- Consider students with an asterisk who are in need of Additional Differentiated Instruction. Read through the explanation provided and consider if they would benefit from being placed into a smaller group for more targeted differentiation.

- Consider organizing smaller groups by examining the Instructional Priorities within the Grouping to understand which domains and skills will be a priority for students. Use the arrows to sort by these priority domains to identify students with the same or similar grade-level placements (e.g., Grade 6, Mid 5, Late 5) to further differentiate your small groups for teacher-led instruction.

When there are few students in one Grouping, you may combine students from that Grouping with students from another Grouping to make teacher-led small group instruction more manageable. Review the priority domains to identify common areas of support that can be addressed during teacher-led instruction when combining students from smaller Instructional Groupings into a single group.

Continued on following page

What next steps should I take once my small groups have been established from my Instructional Groupings report? Once you've established your small groups:

- Review the Recommendations for Teacher-Led Instruction and make note of the skills you plan to work on.
- Review the Resources to identify and note the Tools for Instruction, Teacher Toolbox, BRIGANCE® Readiness Activities, or other resources that can be used to help address these instructional priorities.
- Consider which Recommendations you will focus on based on the specific needs of a particular small group. If some students in the group have different domain placement levels from the rest of the group, select a student's name to be taken to the student's Diagnostic Results and note their Next Steps for additional differentiation that may be needed.*
- Repeat this process for each different domain placement level as needed.

Diagnostic Results (Class) Report

How do I create small groups using my class Diagnostic Results?

After each Diagnostic, you can also use your Diagnostic Results (Class) report to prioritize students for small group instruction and create small groups by domain priorities. Utilize the following guidelines to create small groups using your Diagnostic Results (Class) report.

- **Use the arrows to sort by a domain.**
- **Create small groups based on Placement by Domain**, organizing students with the same or similar grade-level placement (e.g., Grade 4, Mid 3, Late 3) in a domain together. The number of small groups you create will vary depending on class size and the range of student performance in the selected domain.
  - For students who perform One or More Grade Levels Below, there may be multiple domain placements (e.g., Grade 1, Grade 4, Grade 5) within a class. When creating small groups, consider the number of students who will be in the small group and the variability of their in domain placements.
  - Keep in mind that you may need to create more than one group for a particular domain placement and deliver similar targeted instruction to each group. If the majority of students in your class have the same domain-specific learning priorities, consider providing support through whole class instruction and differentiating small group instruction based on other priorities.
- **For each small group, click on one student's name to go to the Diagnostic Results (Student) report.*** Select the tab for the domain being used to create the group and record Next Steps & Resources for Instruction. This will give you some shared next steps and resources to begin shaping instruction for this group.
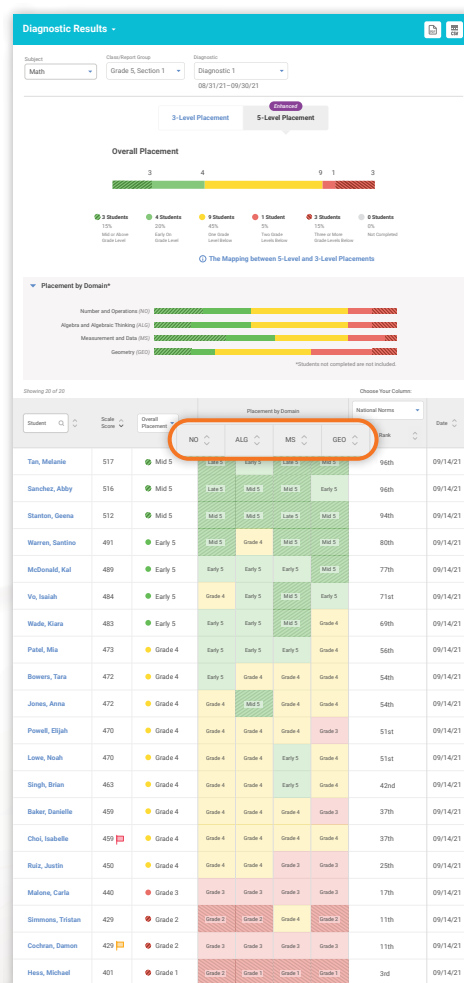
For some reading domains, there may be further differentiation for students who performed below or above grade level and placed at Grade K or Grade 1. There may also be further differentiation for students who placed at Grade K in some mathematics domains. If this is the case for any students in this group, view their Next Steps for Instruction and adjust small group or individual instruction to address these differentiated next steps.

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