# Mid-Year
# Data and Implementation Review
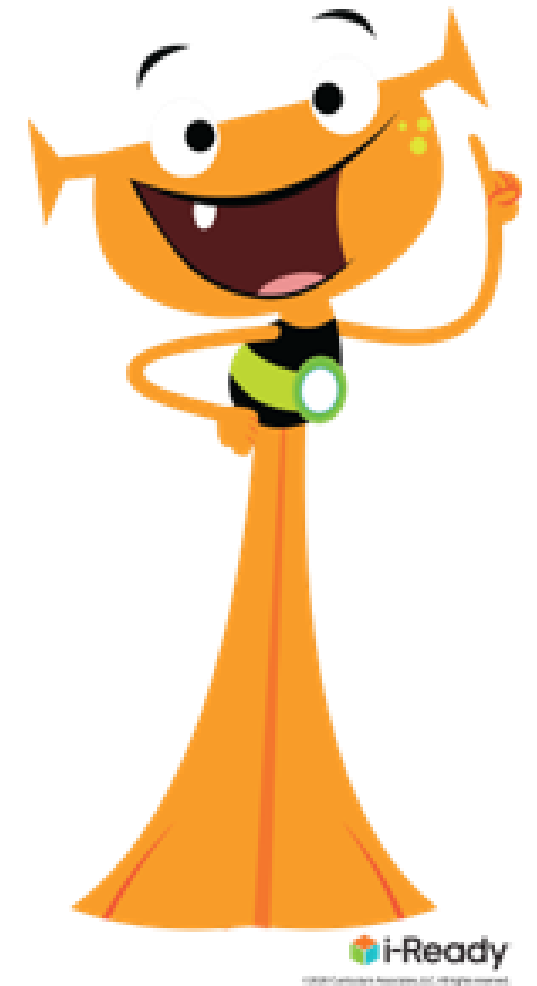
*Shoreline School District*

# Agenda

- 3?'s
- Midyear Diagnostic Reflection
- Review of District-Level Reports
- Results from i-Ready
- New to i-Ready
- Next Steps

3 ?'s

What are you most interested
in reviewing/discussing today?

How are you using the data in i-Ready this
time of year?

How can we help you in supporting
schools/principals using the data?

# Using Midyear Data in 20-21

This year, you may need to use *i-Ready* data differently than you have before. We recommend you:

1. Consider data and scenarios separately for **each grade**.

2. Use **all available information**— whether from the Diagnostic, Personalized Instruction, or formative assessment tools and observations—to understand where students are and inform next steps.

# Guidance for Educators
# Data in 2020-21

Presume Diagnostic results are credible but check against other information.

Focus on instruction and engaging students in learning.

Don't spend time trying to determine or improve the accuracy of the data.

Communicate clearly and offer consistent guidance to students and their families about how to move forward.

# Understanding Student Performance and Progress at Midyear 2020-2021:
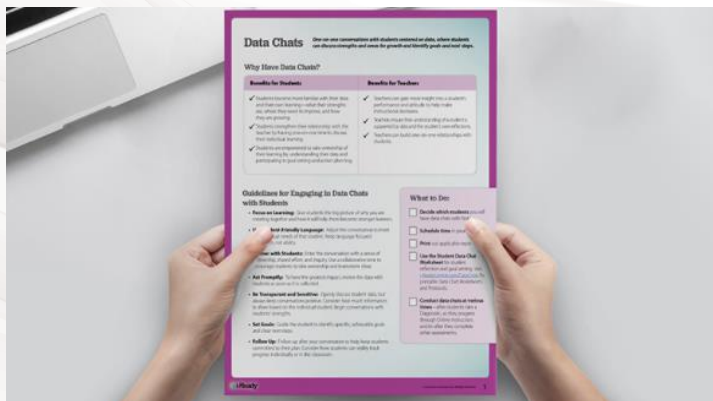## Four Recommendations

**Consider Consistency**

**Approach Growth with Caution**

**Focus on Learning**

**Communicate Clearly**

i-Ready

## Criterion-referenced measure

**Describes a student's performance based on mastery of a specific set of skills.** Measures what the student knows and doesn't know at the time of assessment. The student's performance is NOT compared to other students' performance on the same assessment.

## Norm-referenced measure

**Describes a student's performance in comparison to the performance of grade-level peers.** i-Ready® normative scoring is based on a percentile rank, meaning only half of those tested can score above the 50th percentile.
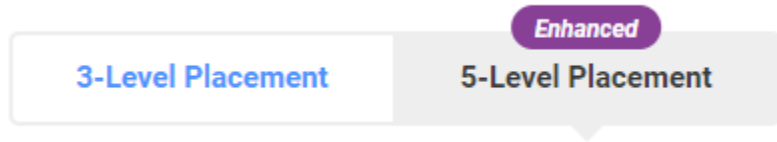
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# *i-Ready Diagnostic* Reports: Finding the Criterion- and Norm-Referenced Scores

The Diagnostic is a criterion-referenced test that also has norm-referenced scores.



| | Scale Score | Overall Placement | Placement by Domain | | | | National Norms — Percentile | Date |
|---|---|---|---|---|---|---|---|---|
| | | | NO | ALG | MS | GEO | | |
| Tan, Melanie | 517 | ● Mid 5 | Late 5 | Grade 3 | Late 5 | Mid 5 | 96 | 09/14/18 |
| Sanchez, Abby | 516 | ● Mid 5 | Late 5 | Mid 5 | Grade 3 | Early 5 | 96 | 09/12/18 |
| Stanton, Geena | 512 | ● Mid 5 | Early 5 | Early 5 | Mid 5 | Mid 5 | 94 | 09/13/18 |
| Warren, Santino | 491 | ● Early 5 | Mid 5 | Grade 4 | Early 5 | Mid 5 | 80 | 09/14/18 |
| McDonald, Kal | 489 | ● Early 5 | Early 5 | Early 5 | Early 5 | Mid 5 | 77 | 09/12/18 |
| Vo, Isaiah | 484 | ● Early 5 | Early 5 | Early 5 | Grade 4 | Early 5 | 71 | 09/14/18 |
| Wade, Kiara | 483 | ● Early 5 | Early 5 | Early 5 | Early 5 | Grade 4 | 69 | 09/12/18 |
| Patel, Mia | 473 | ● Grade 4 | Early 5 | Early 5 | Grade 4 | Grade 4 | 56 | 09/13/18 |
| Ramirez, Gabriella | 472 | ● Grade 4 | Grade 4 | Grade 4 | Mid 5 | Grade 4 | 54 | 09/14/18 |

**Criterion-Referenced**

**Norm-Referenced**

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# Five criterion referenced measures

### 3-Level Placement | 5-Level Placement [Enhanced]

**Overall Placement**
*Students Assessed/Total: 3,013/3,072*

| 9% | 6% | 52% | 23% | 10% |
|----|----|-----|-----|-----|

| Mid or Above Grade Level | Early On Grade Level | One Grade Level Below | Two Grade Levels Below | Three or More Grade Levels Below |
|---|---|---|---|---|
| 271 Students | 181 Students | 1,567 Students | 693 Students | 301 Students |
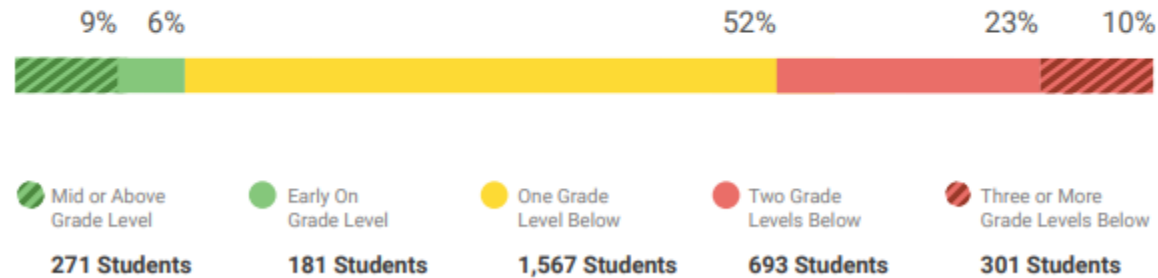
*Example

**Mid On-Grade or Above**
Students who have met the minimum requirements for the expectations of college- and career-ready standards in their grade level.

**Early On-Grade**
Students who have only partially met these grade-level expectations.

**1 Grade Below**
Students placed one year below grade level.

**2 Grades Below**
Students placed two years below grade level.

**3+ Grades Below**
Students placed three or more years below grade level.

# i-Ready Terminology Reminder

| | Placement by Domain | | |
|---|---|---|---|
| NO ⌄ | ALG ⌄ | MS ⌄ | GEO ⌄ |

- **Early On Grade Level:** Students in this level will benefit from on-grade level instruction to help them meet the expectations of CCRS for their grade level. Students who placed Early On Grade Level have only partially met these grade-level expectations.

- **Mid On Grade Level:** Students in this level will benefit from instruction in late on-grade level topics. These students have met the minimum requirements for the expectations of CCRS in their grade level.

| Mid 5 | Grade 4 | Mid 5 | Mid 5 |
|---|---|---|---|

- **Late On Grade Level:** Students in this level will benefit from late on-grade level enrichment and will be ready for instruction focused on topics typically covered in the beginning of the subsequent grade level. Students who placed Late On Grade Level have successfully met or surpassed the grade-level expectations of CCRS.

| Grade 4 | Early 5 | Mid 5 | Early 5 |
|---|---|---|---|

# Why Mid On Grade Level?



| 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
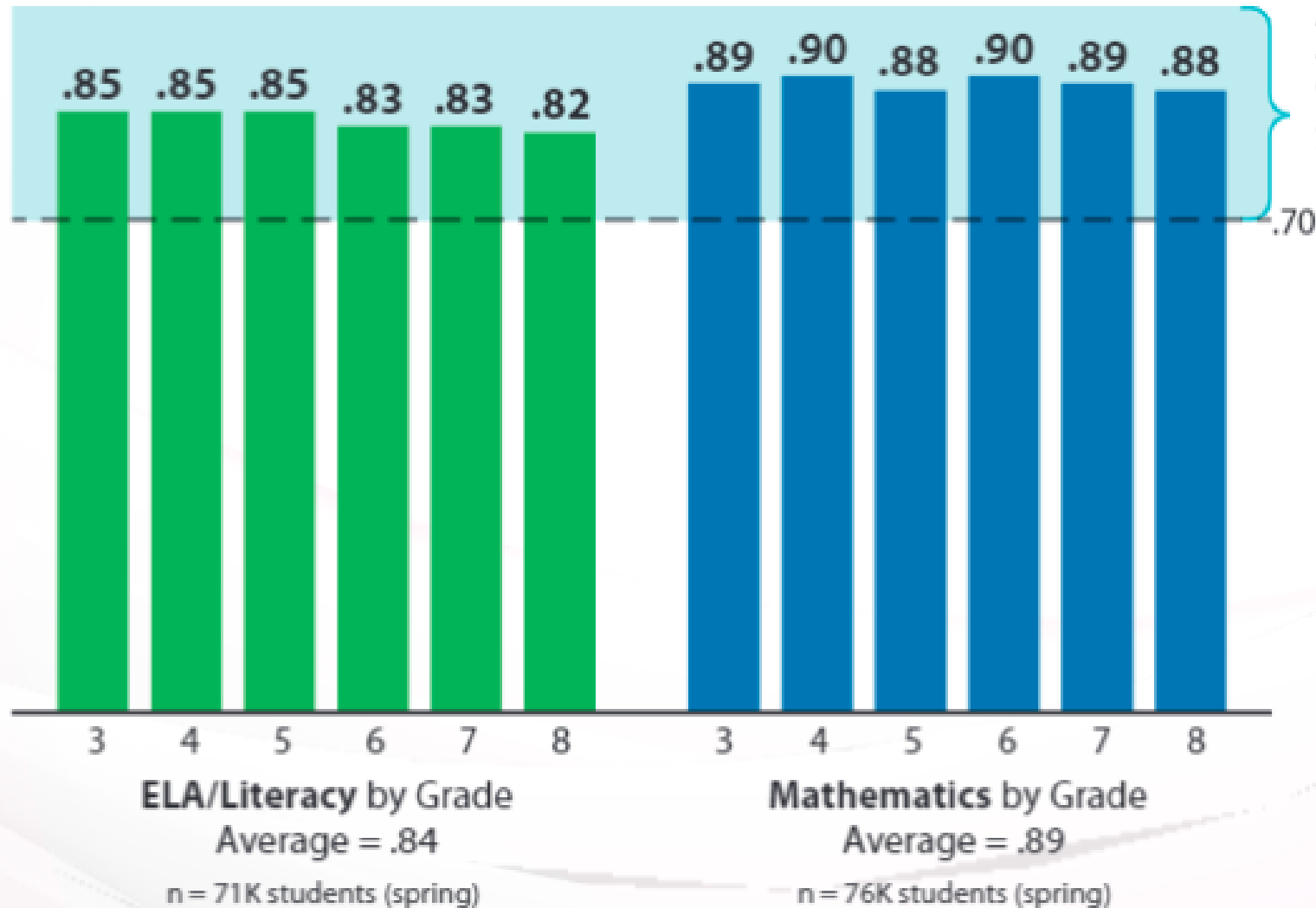
■ **Mid Grade Level or Above**
Students who have met the minimum requirements for the expectations of college- and career-ready standards in their grade level.  We recommend students work toward Mid Grade Level placement by the end of the year.

# Correlations between the
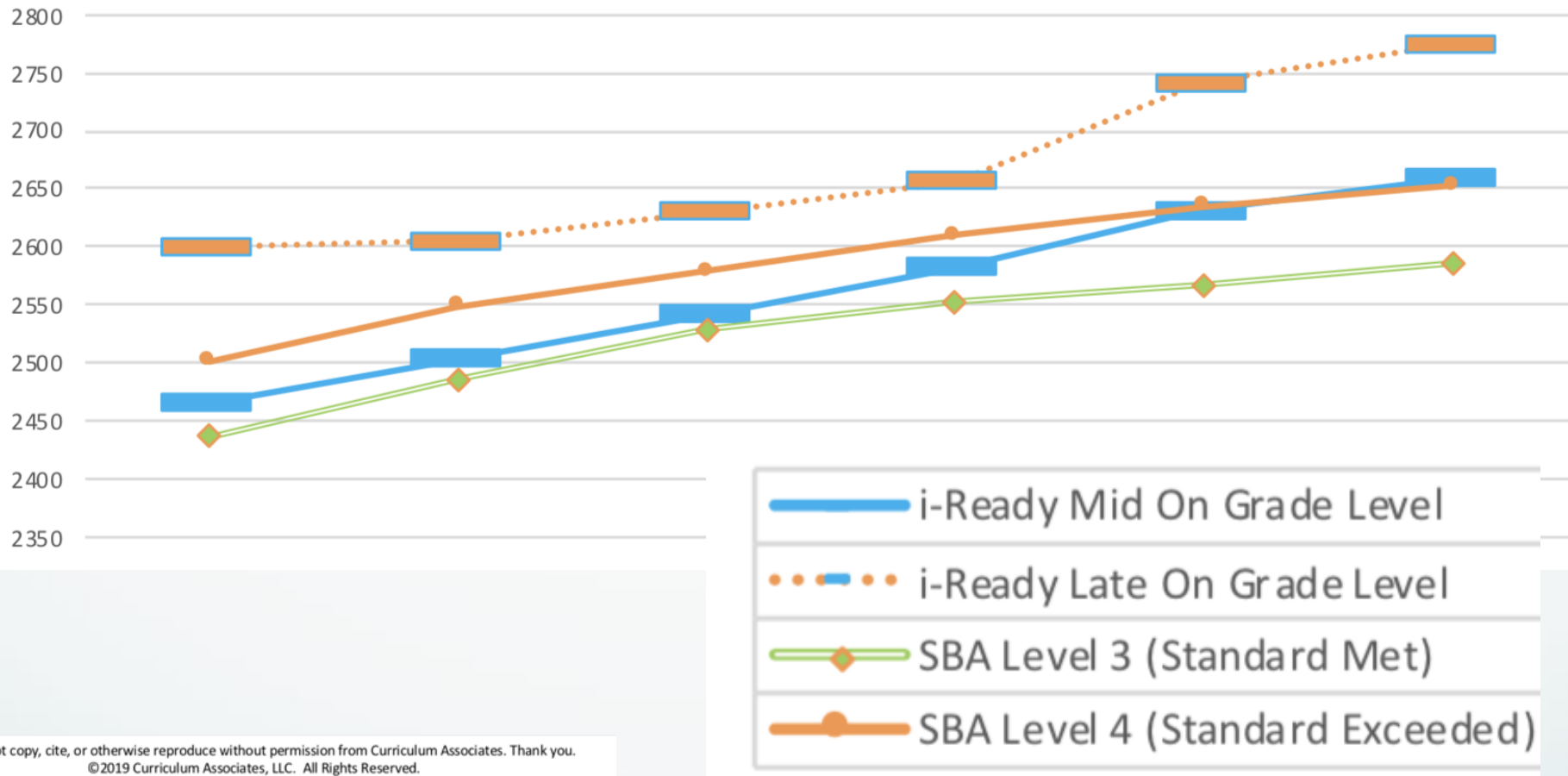## Spring *i-Ready Diagnostic* and the 2018 SBA

**Assessment correlations above .70 are considered strong by the National Center on Intensive Intervention.** *i-Ready Diagnostic* exceeded this benchmark in both subjects and across all grades.

**ELA/Literacy**: .85 (3), .85 (4), .85 (5), .83 (6), .83 (7), .82 (8)

**Mathematics**: .89 (3), .90 (4), .88 (5), .90 (6), .89 (7), .88 (8)

.70

**ELA/Literacy** by Grade
Average = .84
n = 71K students (spring)

**Mathematics** by Grade
Average = .89
n = 76K students (spring)

## Why Correlations Matter

Correlations are one of the most commonly used and widely accepted forms of validity evidence. Correlations demonstrate that when students score high on one assessment, they also tend to score high on the other, and similarly, when students score low on one assessment, they also tend to score low on the other. A high correlation between two assessments provides evidence that the two assessments are measuring similar constructs.
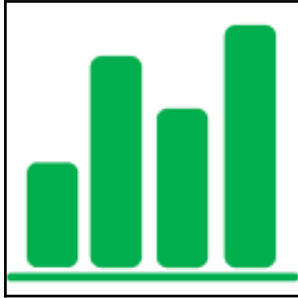
# The Need for Higher Expectations

## Smarter Balanced Math



Legend:
- i-Ready Mid On Grade Level
- i-Ready Late On Grade Level
- SBA Level 3 (Standard Met)
- SBA Level 4 (Standard Exceeded)

i-Ready    Ready    Curriculum Associates

# Reading Performance Review

**Curriculum Associates®**   i-Ready®

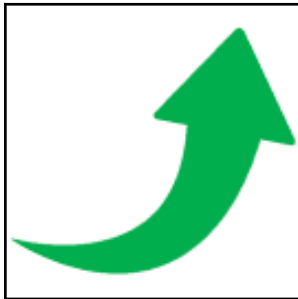# Who Is Included in the Analysis?

**Fall Performance**          3,215 students

**Winter Performance**        3,098 students

**Students Included in Fall and Winter Comparisons**          3,010 students
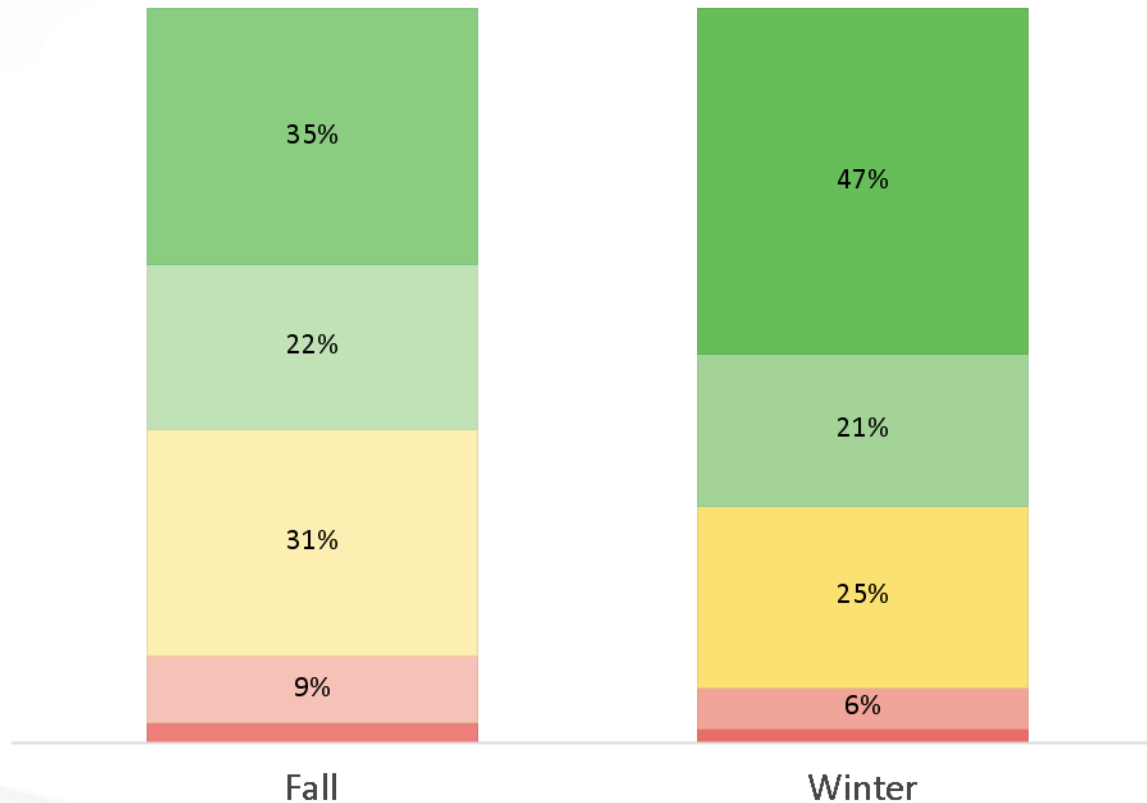
**Personalized Instruction**          0 students

# How Have Relative Placements Changed From Fall to Winter?

Placement Distribution, Fall 20-21 to Winter 20-21

**Fall**
- 35%
- 22%
- 31%
- 9%

**Winter**
- 47%
- 21%
- 25%
- 6%

N = 3,009

■ **Mid On-Grade or Above**
Students who have met the minimum requirements for the expectations of college- and career-ready standards in their grade level.

■ **Early On-Grade**
Students who have only partially met these grade-level expectations.

■ **1 Grade Below**
Students placed one year below grade level.

■ **2 Grades Below**
Students placed two years below grade level.
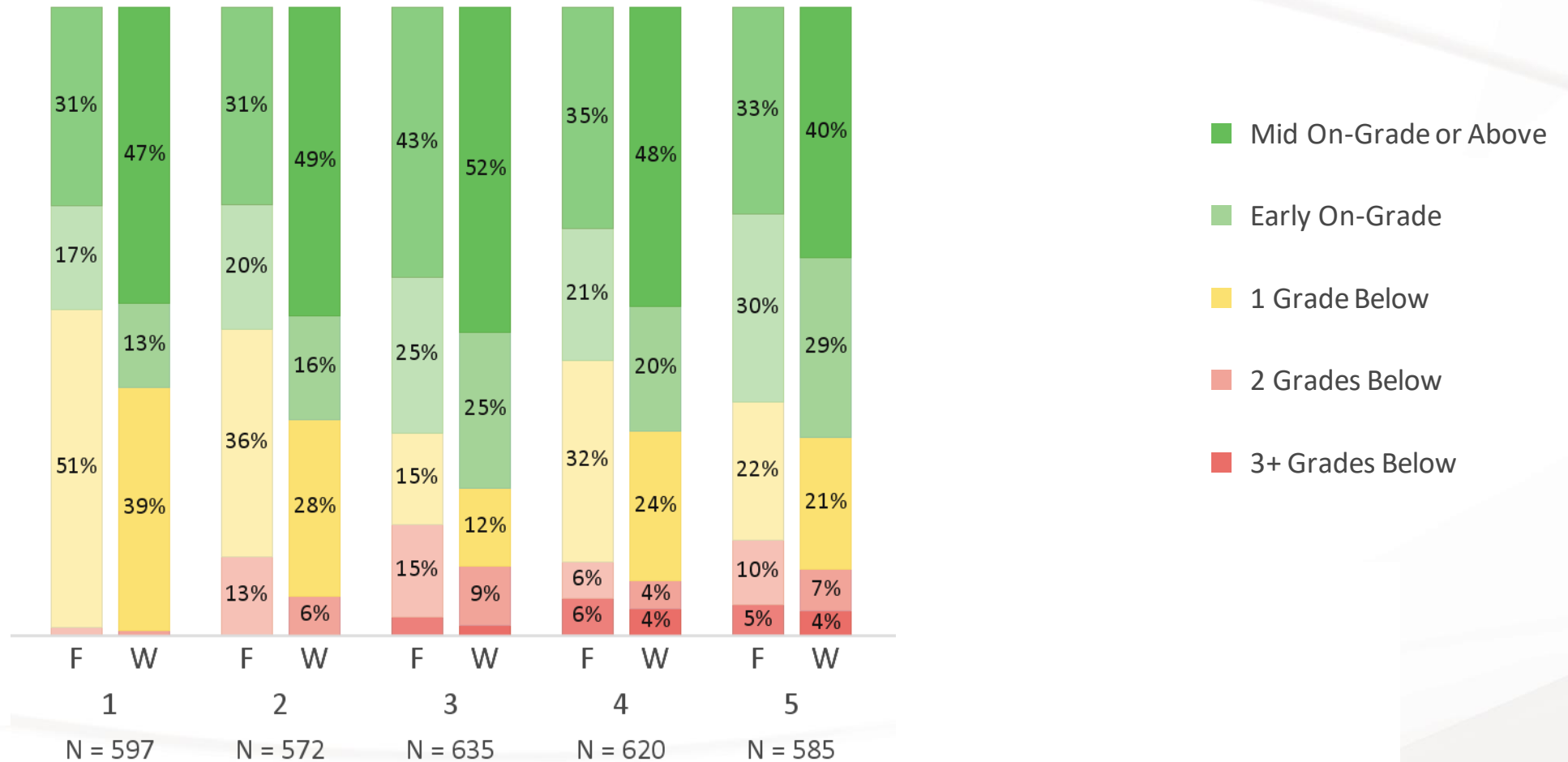
■ **3+ Grades Below**
Students placed three or more years below grade level.

i-Ready's placements are an indication of what students are expected to know at each grade level. The mid on-grade placement refers to students who may be considered proficient for their grade.

*This is a longitudinal analysis.*

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# How Have Relative Placements Changed From Fall to Winter?

Reading

Placement Distribution, Fall 20-21 to Winter 20-21

Legend:
- Mid On-Grade or Above
- Early On-Grade
- 1 Grade Below
- 2 Grades Below
- 3+ Grades Below

Grade 1 (N = 597):
- F: 31%, 17%, 51%
- W: 47%, 13%, 39%

Grade 2 (N = 572):
- F: 31%, 20%, 36%, 13%
- W: 49%, 16%, 28%, 6%

Grade 3 (N = 635):
- F: 43%, 25%, 15%, 15%
- W: 52%, 25%, 12%, 9%

Grade 4 (N = 620):
- F: 35%, 21%, 32%, 6%, 6%
- W: 48%, 20%, 24%, 4%, 4%

Grade 5 (N = 585):
- F: 33%, 30%, 22%, 10%, 5%
- W: 40%, 29%, 21%, 7%, 4%

i-Ready's placements are an indication of what students are expected to know at each grade level. The mid on-grade placement refers to students who may be considered proficient for their grade.

Curriculum Associates®          i-Ready

# Who is Included in the National Benchmark Data?

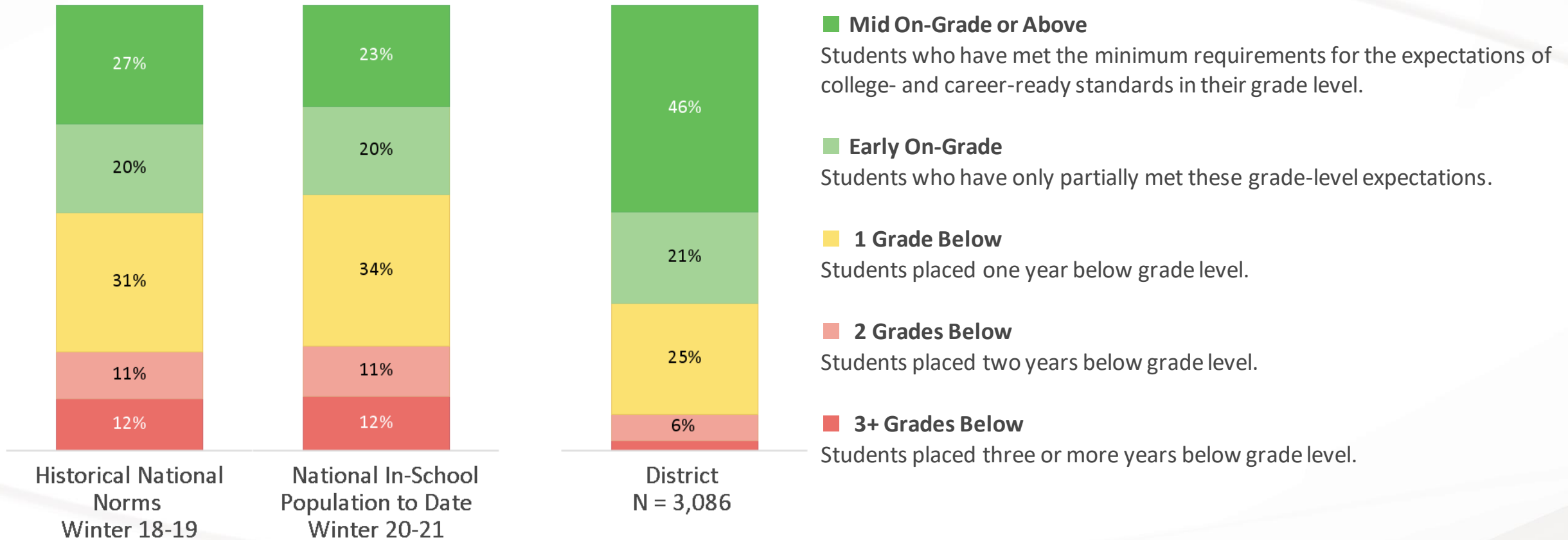### Historical National Norms Winter 18-19

The i-Ready national norms are based on nationally representative samples that reflect the makeup of the US student population along key demographic characteristics.

### National In-School Population to Date Winter 20-21

This population includes all students who completed an in-school i-Ready Diagnostic in Winter 20-21 across the nation. This information is not representative of the national population but reflects the performance of all students who completed an i-Ready Diagnostic from November 16 to February 13 and indicated that their Diagnostic was taken in school.

# How Do the District's Placements Compare to the Benchmarks?

## Winter Placement Distribution for District and Benchmarks

**Historical National Norms Winter 18-19**
- 27%
- 20%
- 31%
- 11%
- 12%

**National In-School Population to Date Winter 20-21**
- 23%
- 20%
- 34%
- 11%
- 12%

**District N = 3,086**
- 46%
- 21%
- 25%
- 6%

**Mid On-Grade or Above**
Students who have met the minimum requirements for the expectations of college- and career-ready standards in their grade level.

**Early On-Grade**
Students who have only partially met these grade-level expectations.

**1 Grade Below**
Students placed one year below grade level.

**2 Grades Below**
Students placed two years below grade level.

**3+ Grades Below**
Students placed three or more years below grade level.

The National Tested Population represents all Diagnostics taken in school across the nation from 11/16/2020 - 02/13/2021. This includes data from 2,555,887 Diagnostics.

i-Ready's placements are an indication of what students are expected to know at each grade level. The mid on-grade placement refers to students who may be considered proficient for their grade.

How Do the District's Placements Compare to the Benchmarks?

Winter Placement Distribution for District and Benchmarks
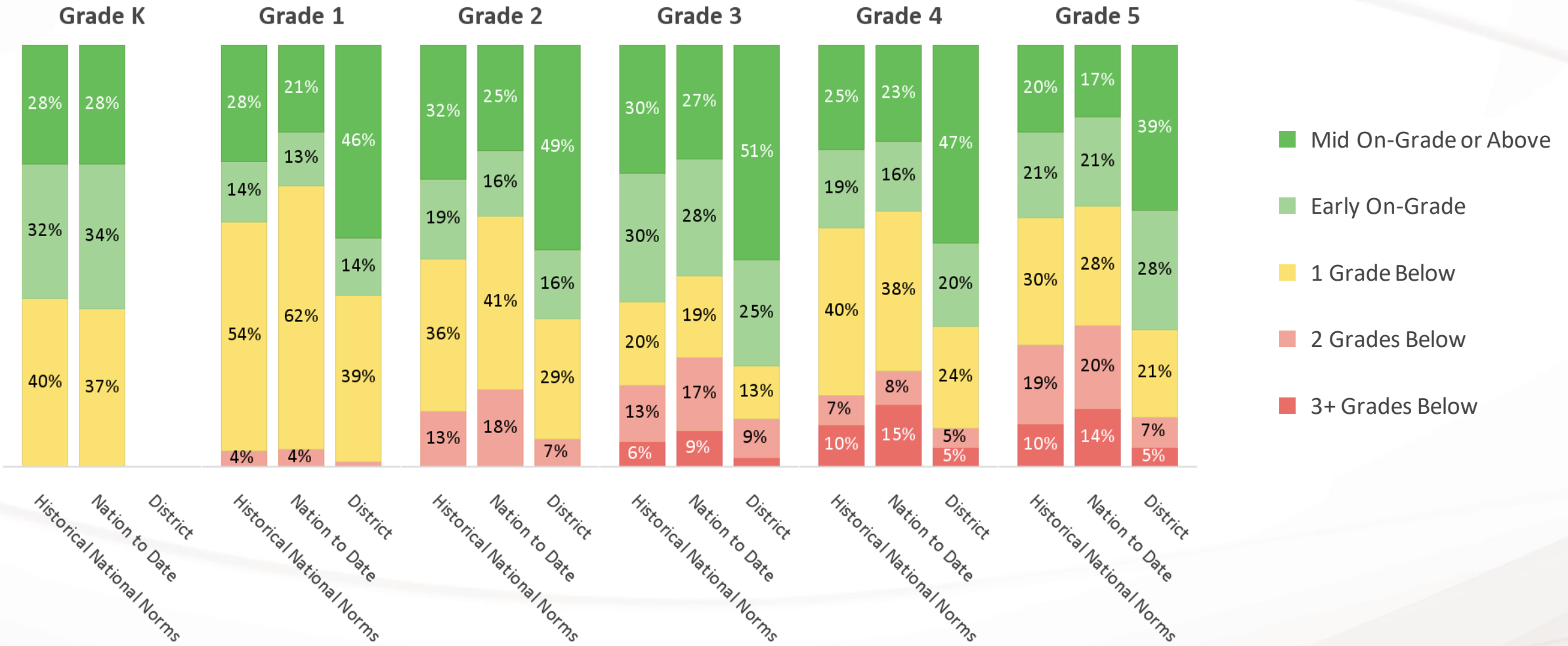
# How Does Domain-Level Performance Compare to Fall?

Percent of Students Placing Mid On-Grade or Above and Historical National Norms, Fall 20-21 to Winter 20-21

| Grade | Count | Window | Phonological Awareness | | High-Frequency Words | | Phonics | | Vocabulary | | Comprehension: Literature | | Comprehension: Informational Text | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | District | National | District | National | District | National | District | National | District | National | District | National |
| 1 | 597 | Fall | 58% | 29% | 41% | 25% | 38% | 15% | 37% | 10% | 35% | 12% | 35% | 13% |
| | | Winter | 67% | 50% | 61% | 50% | 52% | 34% | 46% | 23% | 47% | 28% | 44% | 28% |
| 2 | 572 | Fall | 88% | | 61% | 52% | 29% | 20% | 34% | 13% | 34% | 19% | 33% | 19% |
| | | Winter | 93% | | 77% | 67% | 44% | 36% | 48% | 24% | 48% | 34% | 45% | 33% |
| 3 | 635 | Fall | | | 96% | | 72% | | 41% | 14% | 44% | 25% | 38% | 20% |
| | | Winter | | | 97% | | 80% | | 52% | 23% | 55% | 38% | 48% | 33% |
| 4 | 620 | Fall | | | | | 86% | | 34% | 13% | 42% | 25% | 35% | 19% |
| | | Winter | | | | | 88% | | 46% | 20% | 53% | 35% | 44% | 29% |
| 5 | 585 | Fall | | | | | 93% | | 32% | 12% | 41% | 21% | 34% | 16% |
| | | Winter | | | | | 95% | | 43% | 18% | 49% | 28% | 38% | 24% |

# Tools for Scaffolding Comprehension



Help teachers scaffold comprehension and prepare all learners to access grade-level texts

- Use *i-Ready* **data** to scaffold on-level comprehension work for students in Grades 3–8.

- See **priority skills** that will prepare students for upcoming instruction.

- Teachers receive **lesson plans** that will help students develop each priority skill.

- Students receive **developmentally appropriate texts** that are differentiated for students one or two or more grade levels below.

# Dyslexia Screening with i-Ready Assessments
*New for 20-21 and INCLUDED with i-Ready Reading Assessment*

- Identifies Reading Difficulty in Grades K-2
- Uses nationally recognized, age-appropriate screening techniques
- Begins with the rigorous *i-Ready Assessment*

# i-Ready Reading Difficulty Indicator

## iRDI Cut Scores

Most districts and schools are interested in understanding which students may be struggling as readers. To do so, Curriculum Associates has identified specific *i-Ready Diagnostic* Reading scores for each testing window and grade that may be considered indicators of possible reading difficulty that could require further investigation (see Table 1).

### Table 1: iRDI Cut Scores

| Grade | BOY* Diagnostic/Fall Cut | MOY* Diagnostic/Winter Cut | EOY* Diagnostic/Spring Cut |
|-------|--------------------------|----------------------------|----------------------------|
| K | 295 | 320 | 344 |
| 1 | 347 | 374 | 401 |
| 2 | 419 | 441 | 463 |
| 3 | 474 | 491 | 507 |
| 4 | 496 | 508 | 519 |
| 5 | 542 | 552 | 562 |
| 6 | 566 | 573 | 580 |
| 7 | 583 | 589 | 595 |
| 8 | 594 | 600 | 606 |

# How i-Ready Assessments Meet Washington State Requirements

| Grade | State Requirement | How It's Measured by *i-Ready Assessment* |
|---|---|---|
| K | Phonemic Awareness | Phonological Awareness domain in the Diagnostic |
| | Phonological Awareness | Phonological Awareness domain in the Diagnostic |
| | Letter Sound Knowledge | Phonics domain in the Diagnostic |
| | RAN | RAN Offline Tasks: Objects (Fall), Colors (Winter, although Objects can be administered in lieu of Colors), and Common Letters (Spring) |
| 1 | Phonemic Awareness | Phonological Awareness domain in the Diagnostic |
| | Phonological Awareness | Phonological Awareness domain in the Diagnostic |
| | Letter Sound Knowledge | Phonics domain in the Diagnostic |
| | RAN | RAN Offline Tasks: Colors (Fall), Common Letters (Winter), and Letters or Numerals (Spring) |
| 2 | Phonemic Awareness | Phonological Awareness domain in the Diagnostic* |
| | Phonological Awareness | Phonological Awareness domain in the Diagnostic* |
| | Letter Sound Knowledge | Phonics domain in the Diagnostic |
| | RAN | RAN Offline Tasks: Letters or Numerals (Fall), Numerals (Winter), and Numerals (Spring) |

# How Does it Work?

Students take the i-Ready Reading Diagnostic Assessment

Administrators use students' scores to determine which should continue in the Dyslexia Screening process

Administrators download offline screening task from i-Ready

Educators print and administer the screening tasks

Sample Color Array

Rapid Automatized Naming Task: COLORS          Student Page

## *Additional Offline Assessments*

**RAN-Rapid Automatized Naming**
- Objects
- Colors
- Letters
- Numbers

**Fluency**
- Letter Naming
- Word Reading
- Passage Reading

**Phonological Awareness**
  *Coming Back-to-School 2021*

# i-Ready Reading Difficulty Indicator –Shoreline School District

**K-2 Reading Difficulty Indicator Fall: 86 students**
**K-2 Reading Difficulty Indicator Winter: 115 students**

| | Dyslexia Screener Export | | | |
| --- | --- | --- | --- | --- |
| | Diagnostic Without Task Admin Indicate Risk Factors | | Diagnostic Indicates Offline Task Admin Recommended | |
| **Student Grade** | **Fall 2020** | **Winter 2021** | **Fall 2020** | **Winter 2021** |
| Grade 1 | 0 | 4 | 10 | 24 |
| Grade 2 | 12 | 5 | 64 | 82 |

# Math Performance Review

**Curriculum Associates**

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# Who Is Included in the Analysis?
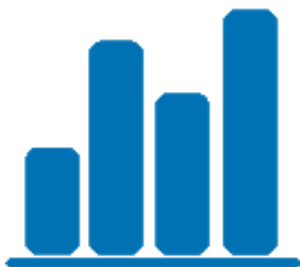
**Fall Performance** 4,276 students

**Winter Performance** 5,097 students

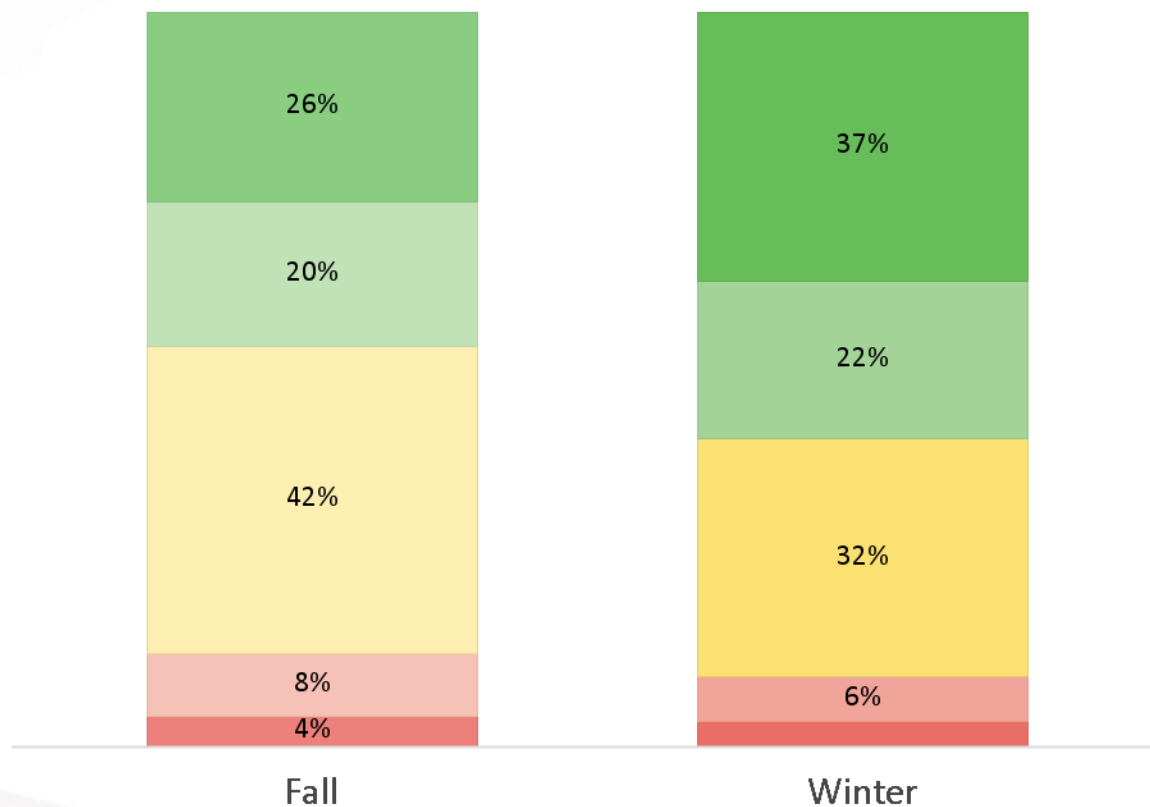**Students Included in Fall and Winter Comparisons** 4,007 students

**Personalized Instruction** 0 students

# How Have Relative Placements Changed From Fall to Winter?

Placement Distribution, Fall 20-21 to Winter 20-21



**Fall**
- 26%
- 20%
- 42%
- 8%
- 4%

**Winter**
- 37%
- 22%
- 32%
- 6%

N = 4,007

■ **Mid On-Grade or Above**
Students who have met the minimum requirements for the expectations of college- and career-ready standards in their grade level.

■ **Early On-Grade**
Students who have only partially met these grade-level expectations.

■ **1 Grade Below**
Students placed one year below grade level.

■ **2 Grades Below**
Students placed two years below grade level.
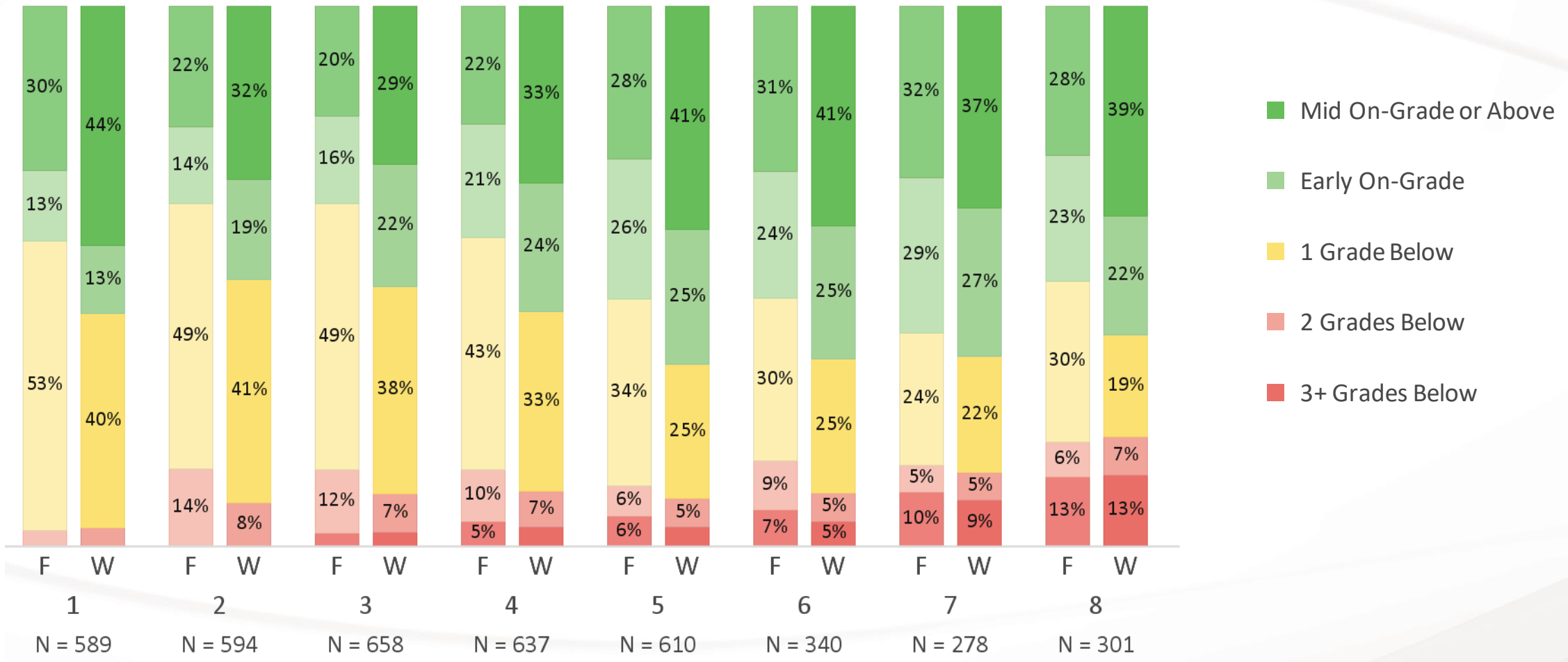
■ **3+ Grades Below**
Students placed three or more years below grade level.

i-Ready's placements are an indication of what students are expected to know at each grade level. The mid on-grade placement refers to students who may be considered proficient for their grade.

*This is a longitudinal analysis.*

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# How Have Relative Placements Changed From Fall to Winter?

Placement Distribution, Fall 20-21 to Winter 20-21



Legend:
- Mid On-Grade or Above (dark green)
- Early On-Grade (light green)
- 1 Grade Below (yellow)
- 2 Grades Below (pink)
- 3+ Grades Below (red)

| | F1 | W1 | F2 | W2 | F3 | W3 | F4 | W4 | F5 | W5 | F6 | W6 | F7 | W7 | F8 | W8 |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Mid On-Grade or Above | 30% | 44% | 22% | 32% | 20% | 29% | 22% | 33% | 28% | 41% | 31% | 41% | 32% | 37% | 28% | 39% |
| Early On-Grade | 13% | 13% | 14% | 19% | 16% | 22% | 21% | 24% | 26% | 25% | 24% | 25% | 29% | 27% | 23% | 22% |
| 1 Grade Below | 53% | 40% | 49% | 41% | 49% | 38% | 43% | 33% | 34% | 25% | 30% | 25% | 24% | 22% | 30% | 19% |
| 2 Grades Below | | | 14% | 8% | 12% | 7% | 10% | 7% | 6% | 5% | 9% | 5% | 5% | 5% | 6% | 7% |
| 3+ Grades Below | | | | | | | 5% | | 6% | | 7% | 5% | 10% | 9% | 13% | 13% |

Grade groups:
- 1: N = 589
- 2: N = 594
- 3: N = 658
- 4: N = 637
- 5: N = 610
- 6: N = 340
- 7: N = 278
- 8: N = 301

i-Ready's placements are an indication of what students are expected to know at each grade level. The mid on-grade placement refers to students who may be considered proficient for their grade.

# How Have Relative Placements Changed From Winter to Winter?

Placement Distribution, Winter 18-19 to Winter 20-21



**Legend:**
- Mid On-Grade or Above (dark green)
- Early On-Grade (light green)
- 1 Grade Below (yellow)
- 2 Grades Below (pink)
- 3+ Grades Below (red)
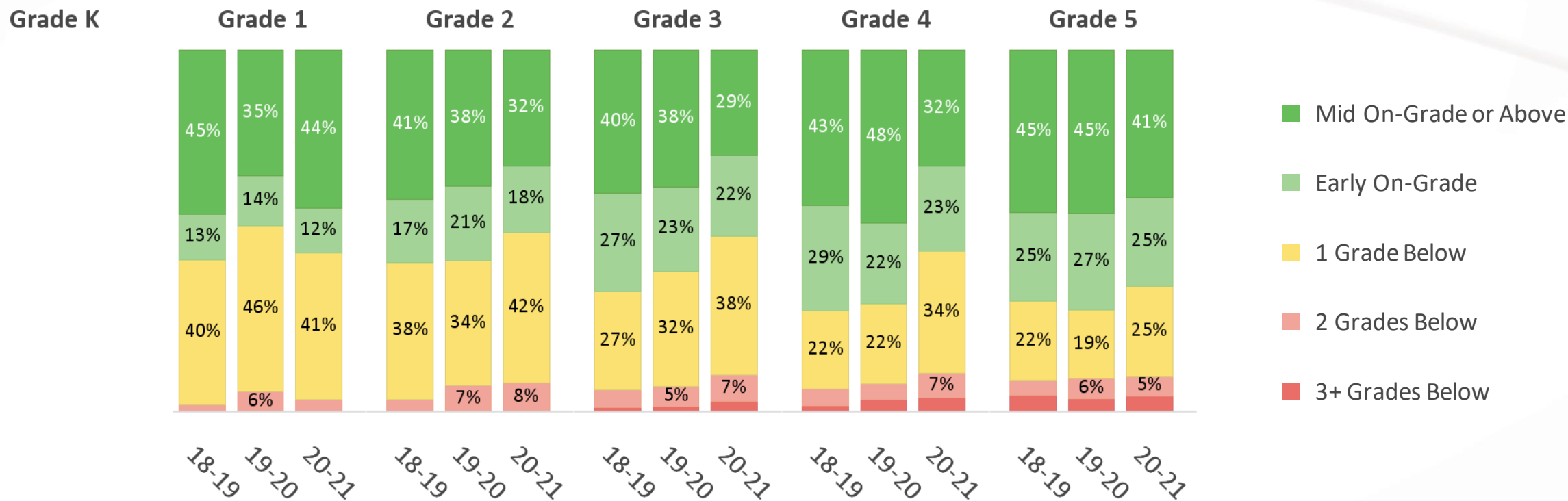
|  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Winter 18-19 | 702 | 706 | 683 | 662 | 713 |
| Winter 19-20 | 657 | 732 | 712 | 689 | 742 |
| Winter 20-21 | 626 | 606 | 668 | 653 | 623 |

*This is a cross-sectional analysis.*

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# How Have Relative Placements Changed From Winter to Winter?

Placement Distribution, Winter 18-19 to Winter 20-21
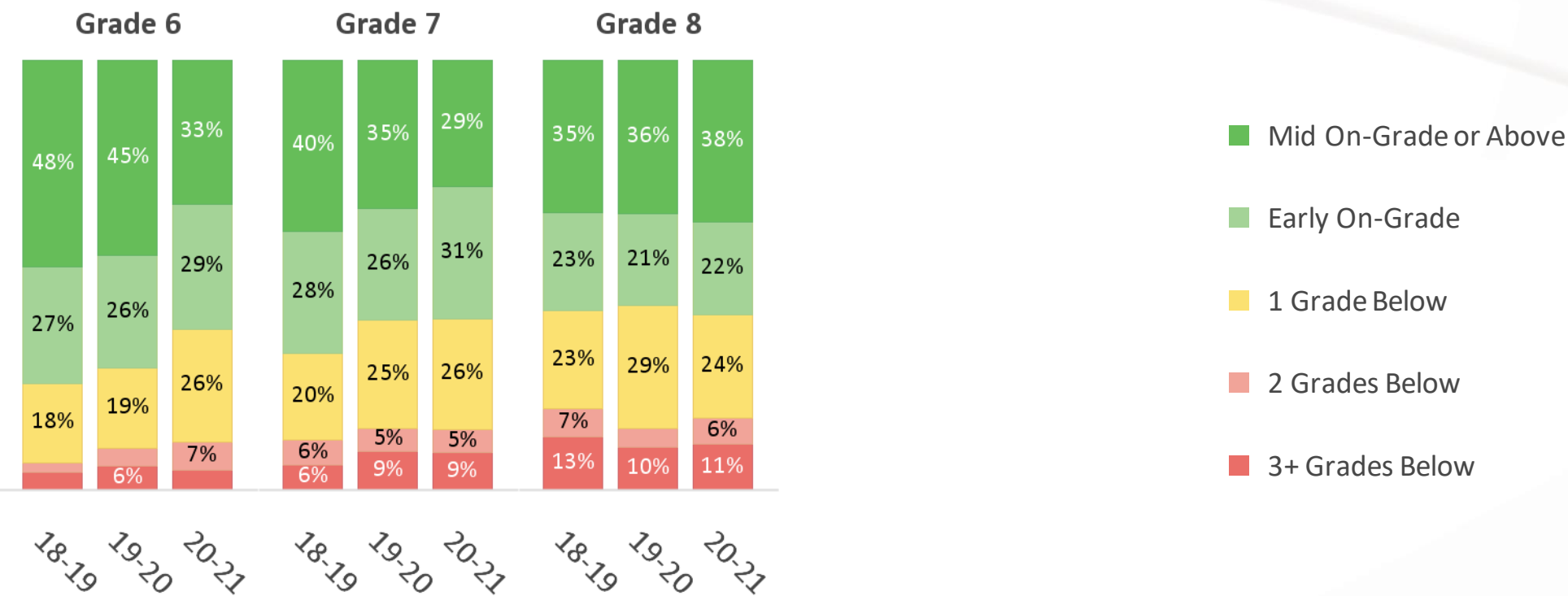


| | 6 | 7 | 8 |
|---|---|---|---|
| Winter 18-19 | 702 | 632 | 600 |
| Winter 19-20 | 731 | 706 | 610 |
| Winter 20-21 | 664 | 642 | 613 |

*This is a cross-sectional analysis.*

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# Who is Included in the National Benchmark Data?

### Historical National Norms Winter 18-19

The i-Ready national norms are based on nationally representative samples that reflect the makeup of the US student population along key demographic characteristics.

### National In-School Population to Date Winter 20-21

This population includes all students who completed an in-school i-Ready Diagnostic in Winter 20-21 across the nation. This information is not representative of the national population but reflects the performance of all students who completed an i-Ready Diagnostic from November 16 to February 13 and indicated that their Diagnostic was taken in school.
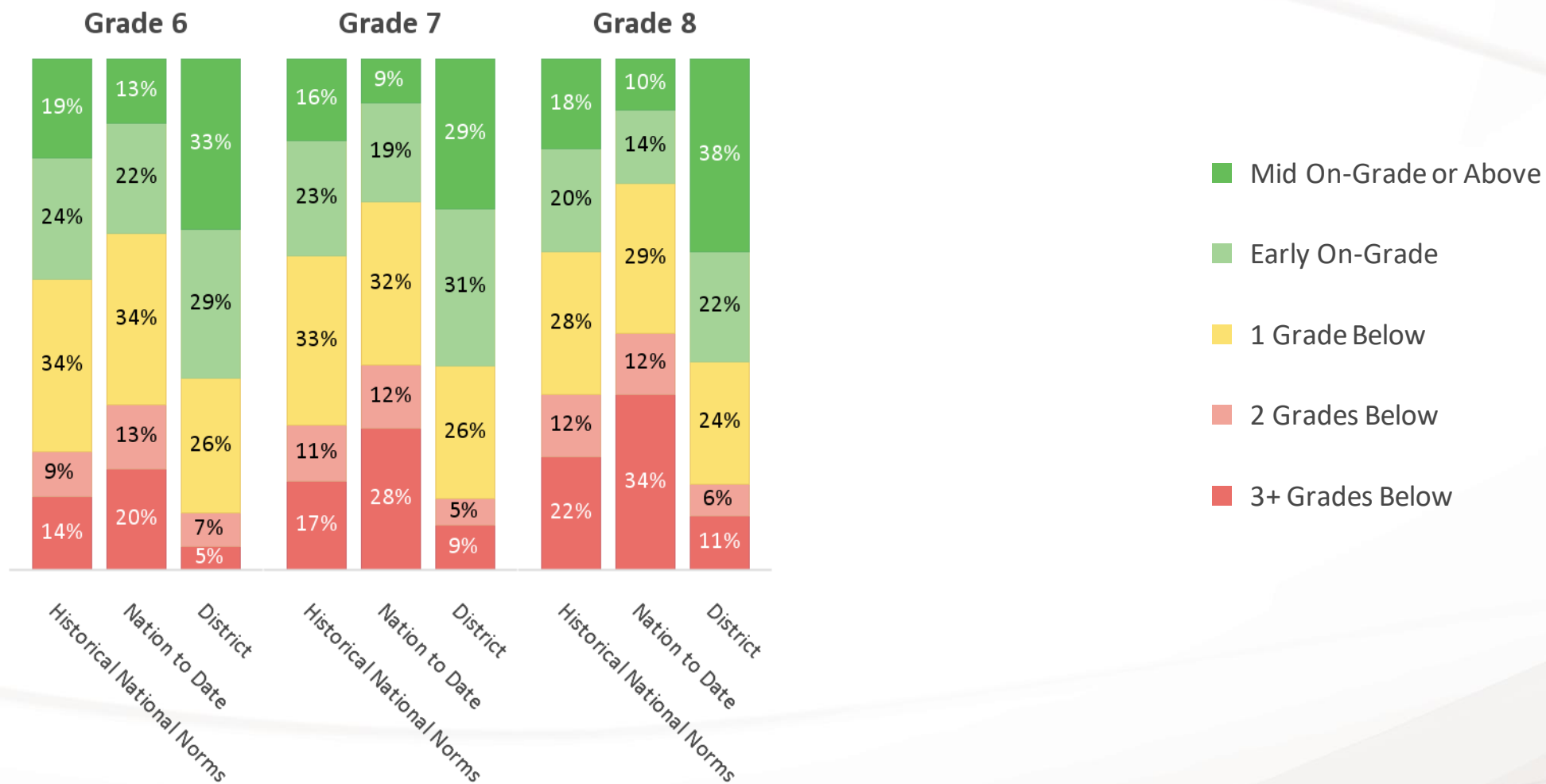
# How Do the District's Placements Compare to the Benchmarks?

Winter Placement Distribution for District and Benchmarks



**Mid On-Grade or Above**
Students who have met the minimum requirements for the expectations of college- and career-ready standards in their grade level.

**Early On-Grade**
Students who have only partially met these grade-level expectations.

**1 Grade Below**
Students placed one year below grade level.

**2 Grades Below**
Students placed two years below grade level.

**3+ Grades Below**
Students placed three or more years below grade level.

Historical National Norms Winter 18-19: 21%, 21%, 41%, 8%, 8%

National In-School Population to Date Winter 20-21: 14%, 18%, 47%, 11%, 10%

District N = 5,095: 35%, 23%, 32%, 6%, 4%

The National Tested Population represents all Diagnostics taken in school across the nation from 11/16/2020 - 02/13/2021. This includes data from 2,811,681 Diagnostics.

i-Ready's placements are an indication of what students are expected to know at each grade level. The mid on-grade placement refers to students who may be considered proficient for their grade.

How Do the District's Placements Compare to the Benchmarks?

Winter Placement Distribution for District and Benchmarks

# How Do the District's Placements Compare to the Benchmarks?

Winter Placement Distribution for District and Benchmarks



**Legend:**
- Mid On-Grade or Above (green)
- Early On-Grade (light green)
- 1 Grade Below (yellow)
- 2 Grades Below (pink)
- 3+ Grades Below (red)

**Grade 6**

| | Historical National Norms | Nation to Date | District |
|---|---|---|---|
| Mid On-Grade or Above | 19% | 13% | 33% |
| Early On-Grade | 24% | 22% | 29% |
| 1 Grade Below | 34% | 34% | 26% |
| 2 Grades Below | 9% | 13% | 7% |
| 3+ Grades Below | 14% | 20% | 5% |

**Grade 7**

| | Historical National Norms | Nation to Date | District |
|---|---|---|---|
| Mid On-Grade or Above | 16% | 9% | 29% |
| Early On-Grade | 23% | 19% | 31% |
| 1 Grade Below | 33% | 32% | 26% |
| 2 Grades Below | 11% | 12% | 5% |
| 3+ Grades Below | 17% | 28% | 9% |

**Grade 8**

| | Historical National Norms | Nation to Date | District |
|---|---|---|---|
| Mid On-Grade or Above | 18% | 10% | 38% |
| Early On-Grade | 20% | 14% | 22% |
| 1 Grade Below | 28% | 29% | 24% |
| 2 Grades Below | 12% | 12% | 6% |
| 3+ Grades Below | 22% | 34% | 11% |
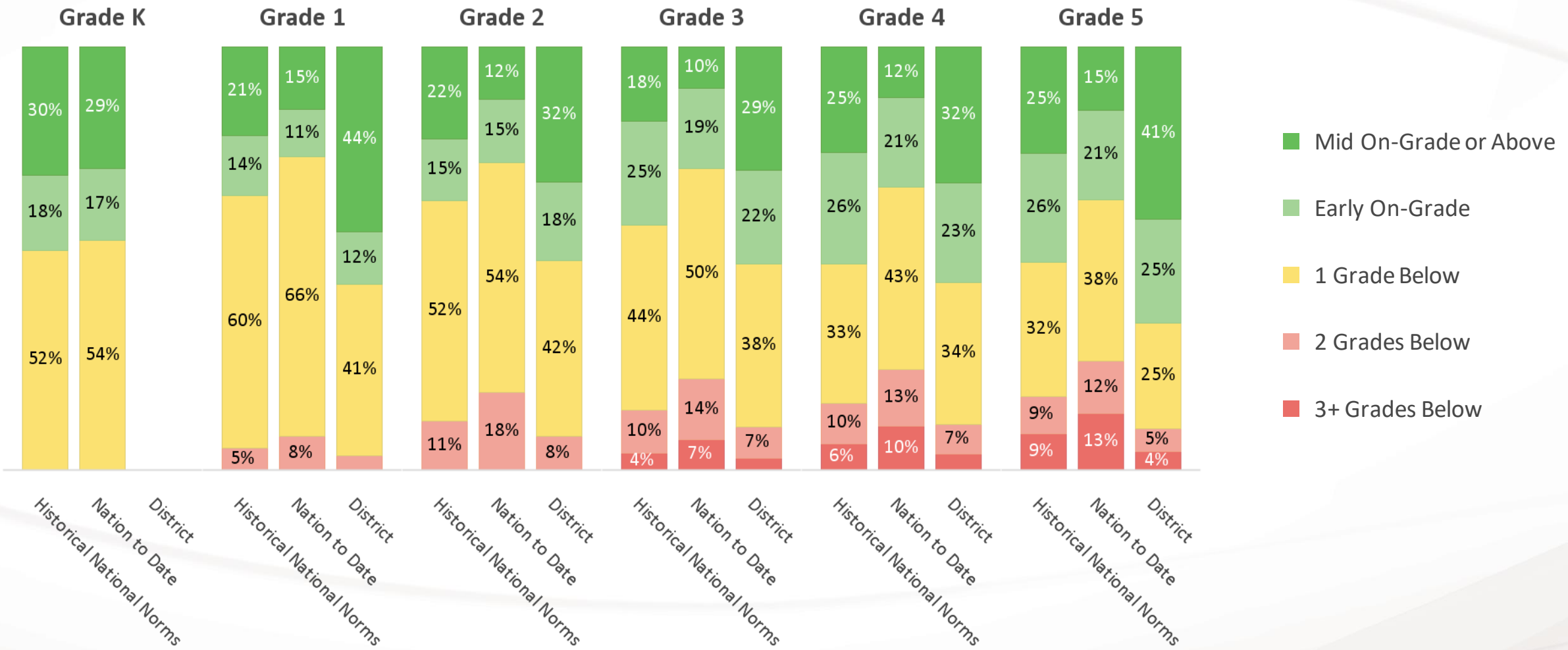
# How Does Winter Domain-Level Performance Compare to Last Year?

Percent of Students Placing Mid On-Grade or Above and Historical National Norms, Winter 19-20 to Winter 20-21

| Grade | Year | Count | Numbers & Operations | | Algebra & Algebraic Thinking | | Measurement & Data | | Geometry | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | District | National | District | National | District | National | District | National |
| K | 19-20 | - | - | 22% | - | 20% | - | 41% | - | 49% |
| | 20-21 | - | - | | - | | - | | - | |
| 1 | 19-20 | 657 | 32% | 23% | 53% | 42% | 39% | 26% | 42% | 31% |
| | 20-21 | 626 | 44% | | 60% | | 46% | | 51% | |
| 2 | 19-20 | 732 | 33% | 25% | 39% | 25% | 45% | 29% | 54% | 32% |
| | 20-21 | 606 | 31% | | 36% | | 39% | | 48% | |
| 3 | 19-20 | 712 | 45% | 21% | 48% | 35% | 52% | 37% | 43% | 19% |
| | 20-21 | 668 | 36% | | 41% | | 44% | | 34% | |
| 4 | 19-20 | 689 | 62% | 32% | 56% | 40% | 59% | 40% | 38% | 22% |
| | 20-21 | 653 | 47% | | 44% | | 41% | | 22% | |
| 5 | 19-20 | 742 | 53% | 35% | 45% | 22% | 61% | 43% | 38% | 25% |
| | 20-21 | 623 | 51% | | 41% | | 56% | | 34% | |
| 6 | 19-20 | 731 | 51% | 31% | 52% | 20% | 56% | 34% | 39% | 20% |
| | 20-21 | 664 | 44% | | 37% | | 52% | | 29% | |
| 7 | 19-20 | 706 | 45% | 27% | 41% | 17% | 46% | 26% | 31% | 15% |
| | 20-21 | 642 | 38% | | 33% | | 48% | | 26% | |
| 8 | 19-20 | 610 | 44% | 26% | 40% | 20% | 48% | 27% | 33% | 18% |
| | 20-21 | 613 | 45% | | 39% | | 48% | | 35% | |

**Curriculum Associates**

i-Ready

# Prerequisites Report for Mathematics



Supports unfinished learning and helps teachers make every minute of instruction count

- See which **prerequisite skills** to focus on when preparing students for upcoming topics in core instruction.

- Identify **important concepts** within those skills.

- Get **on-the-spot teaching tips** for the whole class.

- Use **Recommended Resources** with small groups to help students with similar learning needs get ready for grade-level work.

# Standards Mastery
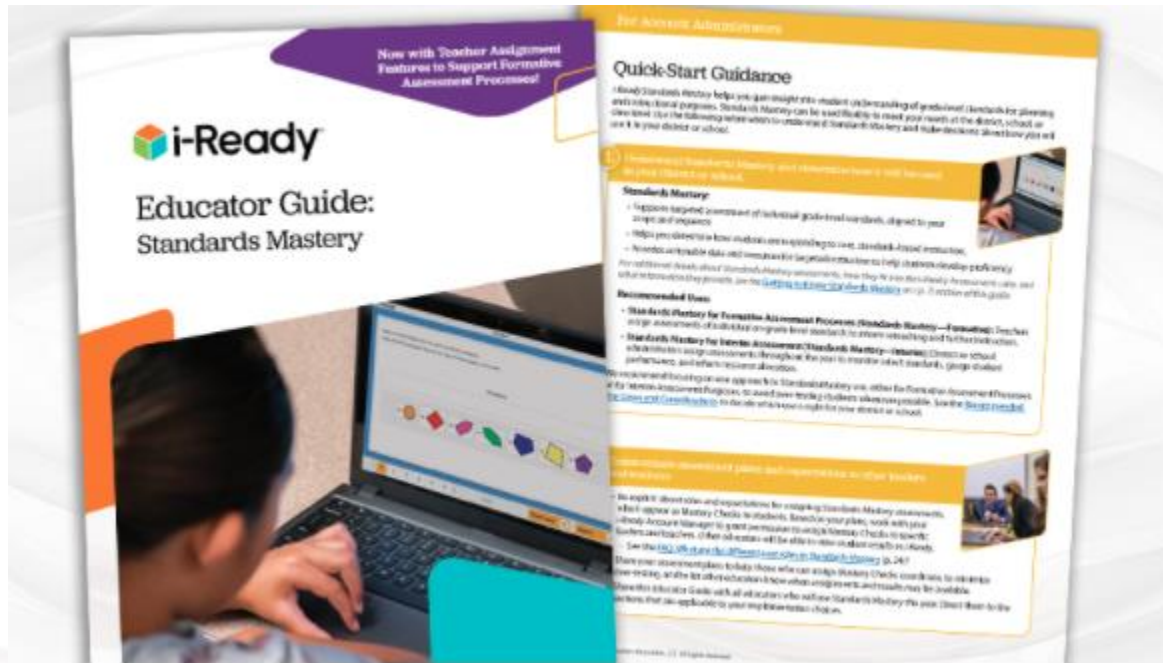
Grades 2-8
Reading and Math

# i-Ready Standards Mastery

- Assess individual grade-level standards to monitor students' understanding and help them develop proficiency

- Allows you to align assessment to your curricular scope and sequence

- Short, targeted (~15 min/standard)

- Offers insight into students' strengths and instructional needs and connects you directly to differentiated instructional resources

| If my question is: | Use this report: | Report contains: |
|---|---|---|
| • How did my class perform on a recently taught standard, and what are their instructional needs? <br><br> • Which items are my students performing well on or struggling with? Why? | Standards Mastery Results by Test (Class) | • Average assessment score for the class <br> • Number of students who are Proficient, Progressing, Beginning <br> • Individual student assessment scores <br> • Student scores on each item as correct, partially correct, or incorrect <br> • Link to view the assessment <br> • Recommendations and resources to support instruction |
| • What are the strengths and areas of need for an individual student? <br><br> • What misconceptions might the student have based on their answer choices? | Standards Mastery Results by Test (Student) | • Student's assessment score <br> • Student's score on each question <br> • Complete assessment, including student's correct, partially correct, and incorrect answer choices <br> • Explanation of misconceptions that may be associated with the student's responses |

# Standards Mastery Assessments



- Two assessments per standard
- 6-10 items per assessment
- Item types are similar to those students will see on SBA
- Can be assigned individually or in groups

i-Ready

# Use Cases: Standards Mastery
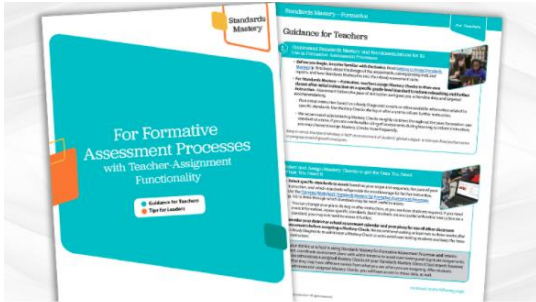


- Formative Assessment processes
  - Teacher assign assessments of individual on-grade level standards to inform reteaching and further instruction
  - Pre-built, non-customizable
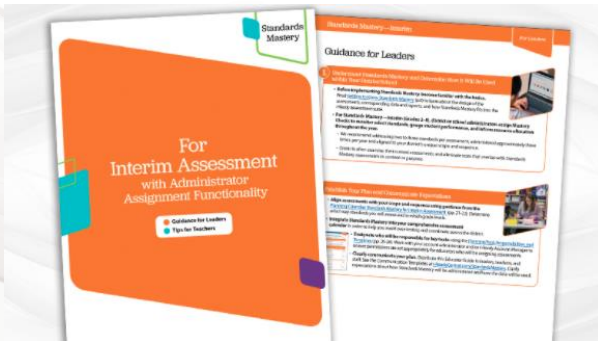


- Interim Assessment
  - District or school administrators assign assessments throughout the year to monitor select standards, gauge student performance, and inform resource allocation
  - Customizable

# Advancing Equity for All Students





✓ Identify Assets and Needs

◎ Create a Custom Path to Proficiency

👥 Set Ambitious, Attainable Goals

🖥 Provide Instruction That Engages Every Learner

Equity in Learning

# *Our Commitment to Equity*

## *We strive to ensure that our products enable every student to:*

- **Access and engage** with our curriculum and assessment materials
- See their personal and cultural experiences **reflected** in our content
- **Engage** with grade-level content and rigorous standards
- **Believe** in themselves and see themselves as learners
- **Learn** in classrooms guided by an unshakable belief in every student and by anti-racist, culturally responsive teaching strategies

i-Ready
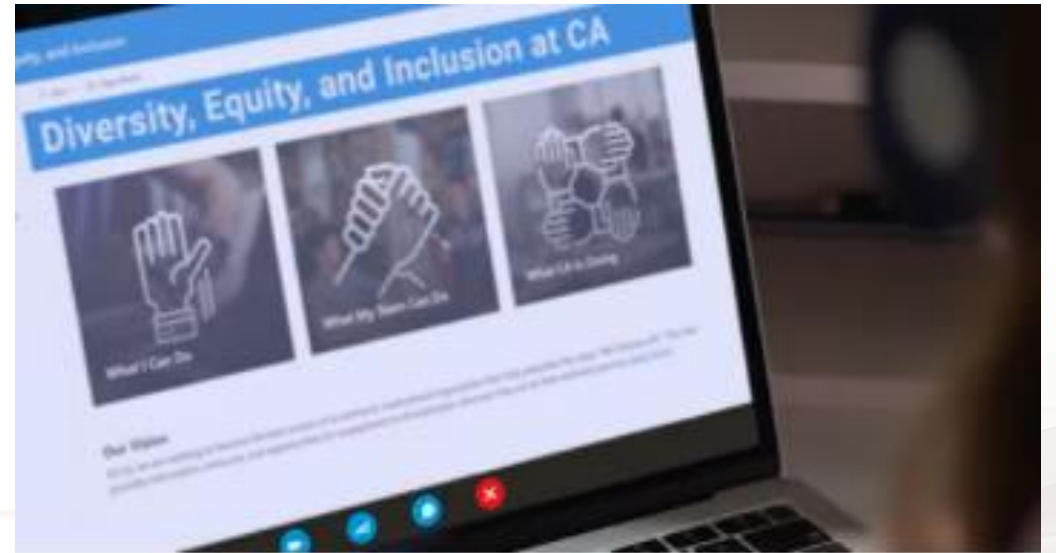
# Your Professional Development Options!
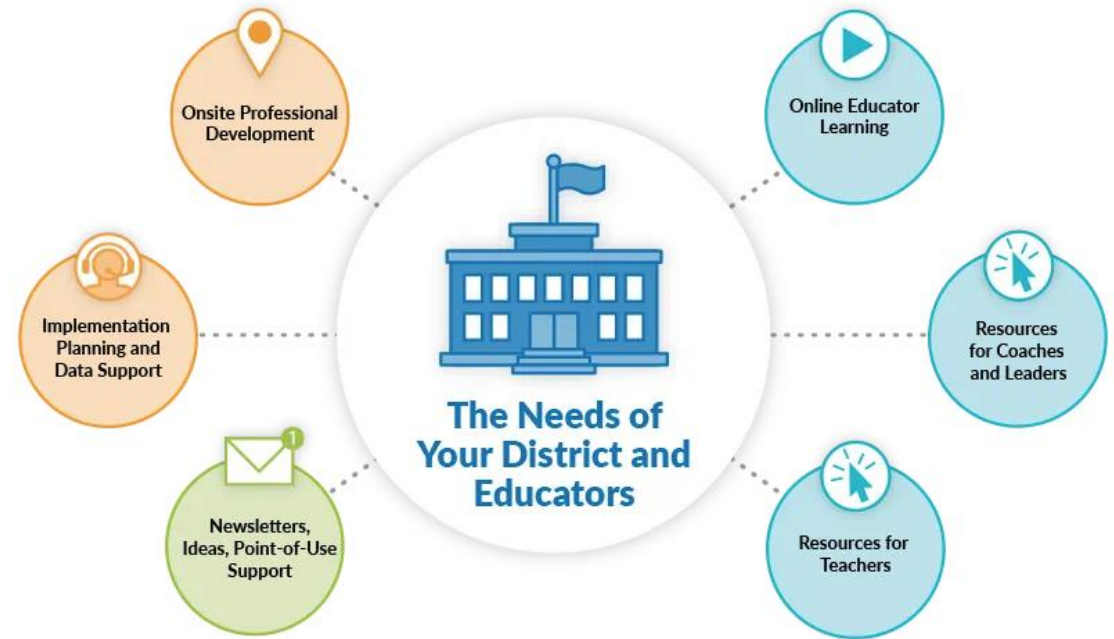
# Collaborating with Instructional Coaches for teacher PD

## Scheduling Tailored Support

Tailored Support sessions last up to six hours and are designed in cooperation with leaders and coaches based on implementation goals and educator needs.

### Scenario 1

**The Need:** All teachers at a site need support reviewing their midyear data after the second Diagnostic.

**The Solution:** Rotate grade-level teams through Professional Learning Communities (PLCs).

| | |
|---|---|
| 1 hr | PLC to review midyear data with Grade K |
| 1 hr | PLC to review midyear data with Grade 1 |
| 1 hr | PLC to review midyear data with Grade 2 |
| | Break |
| 1 hr | PLC to review midyear data with Grade 3 |
| 1 hr | PLC to review midyear data with Grade 4 |
| 1 hr | PLC to review midyear data with Grade 5 |

### Scenario 2

**The Need:** Advanced *i-Ready* users need to work on data-driven collaboration strategies specific to their roles.

**The Solution:** Rotate role-alike teams through advanced learning modules.

| | |
|---|---|
| 2 hrs | *Collaborative Planning* module for instructional coaches |
| 2 hrs | *Guiding Student Goal Setting* module for all general education teachers |
| | Break |
| 2 hrs | *Guiding Student Goal Setting* module with RTI/MTSS focus for intervention specialists |

# Prerequisites Report for Math

**i-Ready**

Rosters    Assess & Teach ⌄    Reports ⌄    Help ⌄

(Ⓐ) **Gabriella Mendoza** ⌄

## Prerequisites ⌄

☆ The Prerequisites report now covers additional topics and skills. Use this report to help your class participate in upcoming grade-level instruction by strategically preparing students for essential prerequisite learning.

Hide ⌃

| Subject | Class/Report Group | Grade | Topic |
|---|---|---|---|
| **Math** | B. Graves - Grade 3, Section 1 ⌄ | **3** | Understand Fractions a… ⌄ |

### i-Ready Topic Overview

**Understand Fractions and Equivalent Fractions, and Compare Fractions, Part 1**

Students are introduced to fractions. They use their prior understanding that shapes can be broken into equal parts (halves, thirds, and fourths) to recognize that a fraction is a whole divided into some number of equal parts. They develop an understanding of fractions as numbers whic…

**Show More**

**Learning Progression**

### Whole Class

After familiarizing yourself with the needs of the students based on the data below, you may decide to address these prerequisite skills during whole class instruction.

**PDF**

**Topic Support**

| Prerequisite Groups | Topic Group A<br>*10 Students* | Topic Group B<br>*8 Students* | Topic Group C<br>*2 Students* |
|---|---|---|---|
| Prerequisites | Recommendations 📄 | Recommendations 📄 | Recommendations 📄 |
| *Essential Skill*<br>Draw and describe halves, thirds, and fourths in shapes | ✓ | Additional Support | In-depth Review |
| | Do, Brian | Farrell, Alvaro | Combs, Natalie |
| | Lal, Mia | Finch, Carla | Noel, Asher |
| | Lopez, Jessie | Harvey, Ivan | |
| | Melton, Abby | Holland, Tarak | |
| | Moreno, Nicolas | Jenkins, Deven | |
| | Romero, Isaiah | Kramer, Maya | |

# Tools for Scaffolding Comprehension in Reading



**i-Ready**

Rosters | Assess & Teach ▾ | Reports ▾ | Help ▾

⊙ **Gabriella Mendoza** ▾

## Tools For Scaffolding Comprehension ▾

☆ We added more Tools for Scaffolding Comprehension to cover additional topics and skills. Use these resources to prepare all students to participate in upcoming grade-level Reading instruction. Available for students in grades 3–8.   Hide ⌃

**Subject**
Reading

**Grade**
3 ▾

**Comprehension Progression** 📄
Determine which skills best support students as they work toward grade-level comprehension outcomes. Each skill has corresponding Tools for Scaffolding Comprehension resources, all available on this page.

**Guide for Scaffolding Comprehension** 📄
Get recommendations for addressing unfinished learning. Learn how to use data to plan scaffolded comprehension instruction and differentiate with Tools for Scaffolding Comprehension.

*Showing 17 of 17*

| Standard | Grade Level Outcome | Title | Teacher | Student |
|---|---|---|---|---|
| RI.3.1 | *Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.* | Ask and Answer Questions in Informational Texts | 📄 | 📄 |
| RI.3.2 | *Determine the main idea of a text; recount the key details and explain how they support the main idea.* | Identify Main Idea | 📄 | 📄 |
| | | Identify Key Details | 📄 | 📄 |
| | | Recount Key Details | 📄 | 📄 |
| RI.3.3 | *Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.* | Understand How a Text is Organized | 📄 | 📄 |
| | | Recognize Cause and Effect | 📄 | 📄 |
| RI.3.5 | *Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.* | Use Text Features | 📄 | 📄 |
| RI.3.6 | *Distinguish their own point of view from that of the author of a text.* | Understand Point of View in Informational Texts | 📄 | 📄 |
| RL.3.1 | *Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.* | Ask and Answer Questions in Literature | 📄 | 📄 |

Self-paced courses available any time in i-Ready Connect

# Top Leader Actions Shown to Drive Student Growth with *i-Ready*

## Engage Stakeholders
- Communicate the why, fostering buy-in for *i-Ready*.
- Set and communicate metrics and goals.
- Maintain ongoing, transparent communication that encourages excitement and momentum.

## Establish Structures and Schedules
- Ensure technology can support program goals.
- Establish schoolwide schedules and testing calendars that reflect all instructional priorities.
- Designate and empower co-champions for your implementation.

## Get Good Data
- Motivate and prepare students and teachers before each Diagnostic.
- Oversee Diagnostic administrations and provide targeted support.
- Monitor Diagnostic completion and rushing.

## Use Data and Foster a Data-Driven Culture
- Use your data regularly to make data-informed decisions.
- Discuss shared data during interactions with your school community.
- Share and celebrate progress toward goals.

## Support Teachers
- Provide, promote, and participate in ongoing teacher learning and development.
- Observe and identify areas for celebration and support.
- Use *i-Ready* and other available data to focus your support.

## Actively Monitor and Adjust
- Regularly review Personalized Instruction and assessment data.
- Adjust programming, scheduling, and support as needed.

## Learnings from This Unique School Year

- It is critical to **partner with families**.
- **Students need to be kept engaged**, motivated, and owning their learning.
- Make it a priority to **closely monitor** and learn from student progress on online lessons.
- Support teachers as they **deliver teacher-led instruction remotely**.

You're there for them,
we're here for you.