



Handbook

A teacher's guide for using i-Ready

Diagnostic Test

1. **During** the Diagnostic Test Window:
 - A. Students have **21 days** to complete the test.
 - B. After 21 days if they do **not** complete the test, i-Ready will **start the test over** and **reassign** it to the student.
2. **After** the Diagnostic Test Window **closes**:
 - A. Students **who have started** the test **can finish**.
 - B. However, if they do **not** complete test in the **21 days** after they start it, i-Ready will **not** reassign the test because it is after the window closed.

***You need to manually add a Diagnostic test.**

Assigning Diagnostic Test in i-Ready

1. Click on "Assignments Tab."
2. Choose "Class Management."



3. Choose "Add Diagnostic Test."

Select	Activity
<input type="checkbox"/>	Enable Instruction
<input type="checkbox"/>	Disable Instruction
<input checked="" type="checkbox"/>	Add Diagnostic Test
<input type="checkbox"/>	Remove Diagnostic Test
<input type="checkbox"/>	Add Progress Monitoring
<input type="checkbox"/>	Remove Progress Monitoring
<input type="checkbox"/>	Add Extra Lessons
<input type="checkbox"/>	Clear Extra Lessons
<input type="checkbox"/>	Turn Domains On
<input type="checkbox"/>	Turn Domains Off

4. Choose "All Students" or an individual student
5. Click "Go"

Select	Student(s)	Go
<input checked="" type="checkbox"/>	All Students	
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

Add Diagnostic Test Confirmation

You are choosing to add a Diagnostic test to one or more students. A new Diagnostic test will only be assigned to students who are not presently assigned a Diagnostic test or in the middle of taking a Diagnostic test. To prevent test fatigue, any students who are presently assigned a Progress Monitoring test or in the middle of taking a Progress Monitoring test will have their Progress Monitoring tests canceled. Are you sure you want to add a Diagnostic test to all eligible students?

6. Click "Yes" to confirm the test.

After Students Complete Diagnostic Assessment:

Run Class Profile Report

1. Click on "Reports" tab
2. Choose "Class Profile"
3. Choose parameters for test results you are trying to view (Make sure to choose "**Standard View**")
4. Choose "Create Report" and check for the following:

- A. Any student getting a red hand (answered each question in an average of **10** seconds).

Action – Use Page 1 directions to reassign Diagnostic Test (unless you **don't think the student will perform any better).*

- B. Any student getting a yellow hand (answered each question in an average of **30** seconds).

Action – **Don't need to reassign Diagnostic Test (unless you think the student can **significantly** perform better).*

- C. Overall Score for Diagnostic Test

Action – You can reassign the Diagnostic Test for any student you think can **significantly perform better*

or

Action – You can **keep student overall score and instead **relevel** their lesson plan to give them "**just right**" lessons. (See Page 3)*

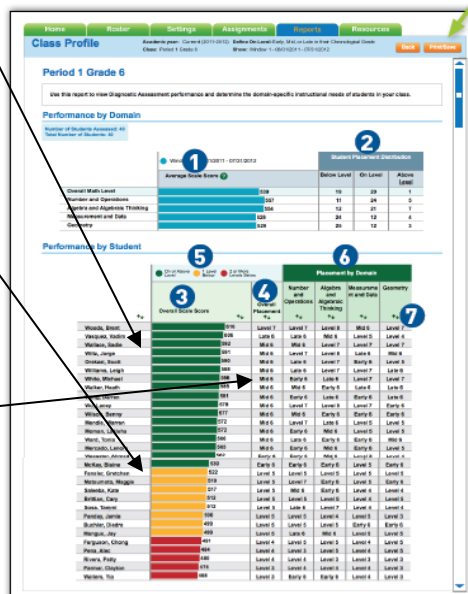
Class Profile Report [Math]

What this report tells you: This report tells you what instructional needs your class has in Math, by overall class, by student and by domain, based on the Diagnostic Assessment. Use it to plan instruction or instructional groupings by looking at domain-specific placements for your students.

Intended use(s): Planning Instruction/Progress Monitoring

When to use it: When first planning instruction after an administration of the Diagnostic Assessment

Click the "Print/Save" button to print or save a PDF version of any report.



- 1 **Average Scale Score:** Your students' average level of performance based on the selected Diagnostic Assessment. For more info on scale scores, see "Understanding Test Scoring" earlier in Chapter 3.
- 2 **Student Placement Distributions:** How many of each of your students are below, on, or above level.
- 3 **Overall Scale Score:** Scale score on the selected Diagnostic Assessment for all Math domains.
- 4 **Overall Placement:** Grade-level placement based on selected Diagnostic Assessment.
- 5 **Overall Placement Key:** Colors in bar graph correspond to general placement level information. Green = On or above level, Yellow = 1 level below, and Red = 2 or more levels below.
- 6 **Placement by Domain:** Grade-level student was placed at for each subject domain.
- 7 **Use the ↕ symbol to sort scores by overall or domain placement level.**

Tips:

- Use the Student Profile Report if you'd like to get a closer look at individual student's performance.
- Use the color-coded bar graph to give you an idea of which students have the greatest need. You can sort by overall score to gather big picture information, or by domain score to target more specific needs.
- You can also use the Instructional Grouping Profile to get a more tailored look at some possible differentiated instructional groupings.

Checking Student Lesson Plans

1. Click "Assignments" tab.
2. Choose "Lesson Plans."
3. Choose parameters for the results you are trying to view.
4. This will show you the levels for the **4 Math** domains or **6 Reading** domains:

5. i-Ready creates a lesson plan based on each student's Diagnostic Test results using a combination of:
 - the **lowest level** domain getting the **most** lessons
 - the domains **order of importance** from left to right (Number and Operations, Algebra, etc.)
6. The **next 20 lessons** the student will receive in i-Ready instruction will be listed:

Order	Domain	Lesson Name	Level	Est. Time
1	Number and Operations	Counting On	Mid K	19 mins
2	Number and Operations	One More	Mid K	16 mins
3	Number and Operations	One Less	Mid K	16 mins
4	Number and Operations	Counting by 10s	Mid K	17 mins
5	Number and Operations	Comparing Sets	Mid K	12 mins
6	Algebra and Algebraic Thinking	Composing and Decomposing with 5 As a Benchmark	Mid K	13 mins
7	Algebra and Algebraic Thinking	Composing and Decomposing with 10 As a Benchmark	Mid K	12 mins
8	Algebra and Algebraic Thinking	Complements of 10	Mid K	14 mins
9	Number and Operations	Using a Number Line to Add and Subtract	Late K	17 mins
10	Algebra and Algebraic Thinking	Joining Sets to Add	Late K	15 mins
11	Algebra and Algebraic Thinking	Taking Away to Subtract	Late K	22 mins
12	Algebra and Algebraic Thinking	Acting Out Addition and Subtraction	Late K	18 mins
13	Measurement and Data	Sorting and Counting	Late K	13 mins
14	Measurement and Data	Comparing Length	Late K	2 mins
15	Geometry	Identifying Two-Dimensional Shapes	Mid K	12 mins
16	Geometry	Comparing Two-Dimensional Shapes	Mid K	16 mins
17	Geometry	Identifying Three-Dimensional Shapes	Late K	25 mins
18	Geometry	Spatial Relationships	Late K	11 mins
19	Number and Operations	Counting and Ordering to 20	Early 1	12 mins
20	Number and Operations	Counting and Ordering to 30	Early 1	13 mins

* This is approximately the number of lessons that students will receive **before** the next Diagnostic test.

7. Please check for the following:

- A. The level for each domain that the student tested at is the correct level.

* Action: If a student's lesson plan needs **adjusted** please click on the domain

Then click on the arrow in the progression for the adjusted level you want them to start.

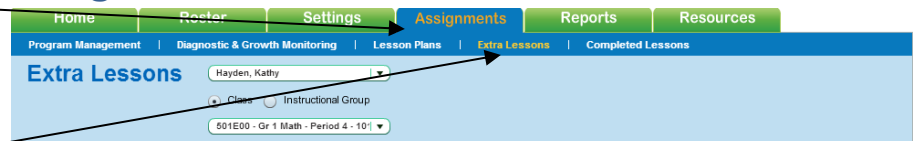
Students' levels can be adjusted **higher or lower** depending on which level they tested.

B. Students are receiving lessons in a variety of **below grade level** domains (because students will be tested on all domains in the next i-Ready Diagnostic test, students should be receiving instructional lessons in any domain that is **below** level).

Action – If students are not receiving lessons in a domain that they should be, you can add “Extra Lessons**” to the student lesson plan.*

Adding “Extra” Lessons

1. Click “Assignments” Tab



2. Choose “Extra Lessons”

3. Choose “Add Lessons”

Add Lessons

4. Choose the “Domain”

Add Lesson Cancel Next ✕

Select Domain

Select	Domain
<input type="checkbox"/>	Number and Operations
<input type="checkbox"/>	Algebra and Algebraic Thinking
<input type="checkbox"/>	Measurement and Data
<input type="checkbox"/>	Geometry

5. Choose the lesson(s) you want to add and choose “Add.”

It is important to pick lessons that are on the **level of which the student **tested**.*

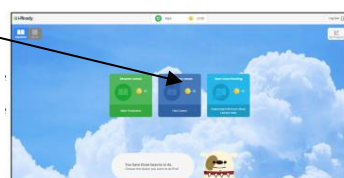
Add Lesson **Number and Operations** Cancel Add ✕

Add	Order	Lesson	Level	Est. Time	Status
<input type="checkbox"/>	7	One More	Mid K	16 mins	
<input type="checkbox"/>	8	One Less	Mid K	16 mins	
<input checked="" type="checkbox"/>	9	Ordinal Numbers	Mid K	15 mins	
<input type="checkbox"/>	10	Comparing Sets	Mid K	12 mins	

6. If you add more than one “Extra Lesson” than you can adjust the **order**.

Order	Remove	Domain	Lesson Name	Level	Est. Time	
1	✖	Number and Operations	Ordinal Numbers	Mid K	15 mins	Up reorder lessons Down
2	✖	Number and Operations	Comparing Sets	Mid K	12 mins	
3	✖	Algebra and Algebraic Thinking	Composing and Decomposing with 5 As a Benchmark	Mid K	13 mins	
4	✖	Algebra and Algebraic Thinking	Composing and Decomposing with 10 As a Benchmark	Mid K	12 mins	
5	✖	Algebra and Algebraic Thinking	Joining Sets to Add	Late K	15 mins	

7. When students login to complete their lessons, the teacher needs to remind students to complete the “Blue Extra Lessons.”





Teacher Record of Diagnostic Test Actions

* Students should **not** start instructional lessons until you have taken the proper actions for each student.

Reading:

Action 1: Reassign Diagnostic Test (Student got a red 🛑 or yellow 🟡 hand and can **significantly** improve)

Student: _____ Test Overall Score 1: _____ Test Overall Score 2: _____

Student: _____ Test Overall Score 1: _____ Test Overall Score 2: _____

Student: _____ Test Overall Score 1: _____ Test Overall Score 2: _____

Student: _____ Test Overall Score 1: _____ Test Overall Score 2: _____

Student: _____ Test Overall Score 1: _____ Test Overall Score 2: _____

Action 2: Adjust Student Lesson Plan (Student tested **significantly** higher or lower than their classroom level)

Student: _____ Domain: Phonemic Awareness, Phonics,
High Frequency Words, Adjusted Level: _____
Vocabulary, Comprehension ↑
↓

Student: _____ Domain: Phonemic Awareness, Phonics,
High Frequency Words, Adjusted Level: _____
Vocabulary, Comprehension ↑
↓

Student: _____ Domain: Phonemic Awareness, Phonics,
High Frequency Words, Adjusted Level: _____
Vocabulary, Comprehension ↑
↓

Student: _____ Domain: Phonemic Awareness, Phonics,
High Frequency Words, Adjusted Level: _____
Vocabulary, Comprehension ↑
↓

Student: _____ Domain: Phonemic Awareness, Phonics,
High Frequency Words, Adjusted Level: _____
Vocabulary, Comprehension ↑
↓

Student: _____ Domain: Phonemic Awareness, Phonics,
High Frequency Words, Adjusted Level: _____
Vocabulary, Comprehension ↑
↓

Action 3: Add “Extra Lessons” (Student does not have a variety of below grade level lessons in their Lesson Plan)

Student: _____	Lesson Title: _____	Domain:	Phonemic Awareness, Phonics, High Frequency Words, Vocabulary, Comprehension
Student: _____	Lesson Title: _____	Domain:	Phonemic Awareness, Phonics, High Frequency Words, Vocabulary, Comprehension
Student: _____	Lesson Title: _____	Domain:	Phonemic Awareness, Phonics, High Frequency Words, Vocabulary, Comprehension
Student: _____	Lesson Title: _____	Domain:	Phonemic Awareness, Phonics, High Frequency Words, Vocabulary, Comprehension
Student: _____	Lesson Title: _____	Domain:	Phonemic Awareness, Phonics, High Frequency Words, Vocabulary, Comprehension
Student: _____	Lesson Title: _____	Domain:	Phonemic Awareness, Phonics, High Frequency Words, Vocabulary, Comprehension
Student: _____	Lesson Title: _____	Domain:	Phonemic Awareness, Phonics, High Frequency Words, Vocabulary, Comprehension
Student: _____	Lesson Title: _____	Domain:	Phonemic Awareness, Phonics, High Frequency Words, Vocabulary, Comprehension
Student: _____	Lesson Title: _____	Domain:	Phonemic Awareness, Phonics, High Frequency Words, Vocabulary, Comprehension

Action 4: Add “Extra Lessons” for Whole Class (Students complete a lesson to assess concept they learned in class)

Lesson Title: _____	Domain:	Phonemic Awareness, Phonics, High Frequency Words, Vocabulary, Comprehension
Lesson Title: _____	Domain:	Phonemic Awareness, Phonics, High Frequency Words, Vocabulary, Comprehension
Lesson Title: _____	Domain:	Phonemic Awareness, Phonics, High Frequency Words, Vocabulary, Comprehension



Instructional Lessons

Integrating i-Ready weekly

Method 1: All the designated amount of time in one session (either in class or computer lab)

*Positive – students usually complete lesson more since they have a longer period of time

*Negative – finding that amount of “uninterrupted” time throughout a lesson / block.

Method 2: Split the designated amount of time into two sessions (Class and Computer Lab)

*Positive – finding smaller amounts of “uninterrupted” time throughout a lesson / block.

*Negative – students usually don’t complete lessons as often

- if they don’t pick up the next day, then lessons are segmented too much for students to retain information for the quiz

Lesson Sequence:

1. Each lesson in i-Ready follows a similar sequence:

- | | | |
|--|---|---|
| A. Instruction = Learn | } | If needed, students may receive assistance during this |
| B. Practice = Apply | | |
| C. Quiz = Assess – students should not receive assistance during this time. | | |

2. Student scores on the **quiz** determine whether or not the lesson is **passed**.

If students do **not pass the quiz, they will need to complete the whole lesson **again**.*

Starting Lessons:

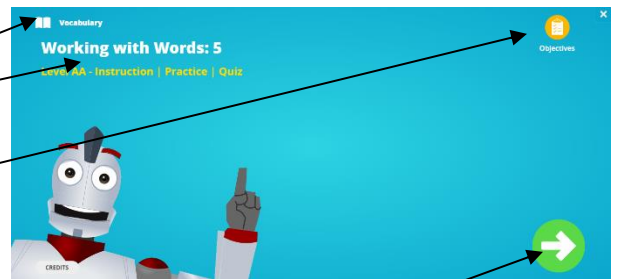
1. At the Home Screen students can then choose between “**Green**” Regular lessons or “**Blue**” Extra lessons if they have been assigned.



*Close Reading Lessons are **only** for students who had a high enough Diagnostic test score to be ready to this domain.

- The lesson title screen will appear for students to see the _____ of the lesson:

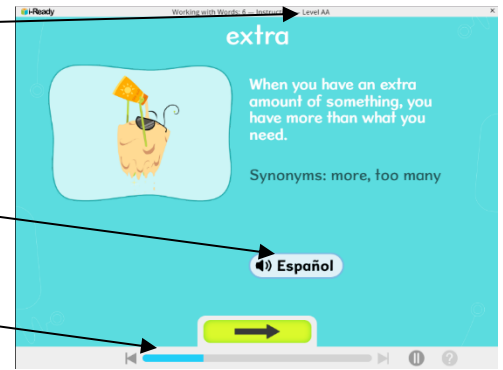
- Title
- Domain
- Objectives



*If students are starting the lesson from the beginning, clicking on the green arrow will take them to the Instruction part of the lesson.

*During the Instruction part of the lesson, student can click on the “**Espanol**” button to hear words in Spanish when available.

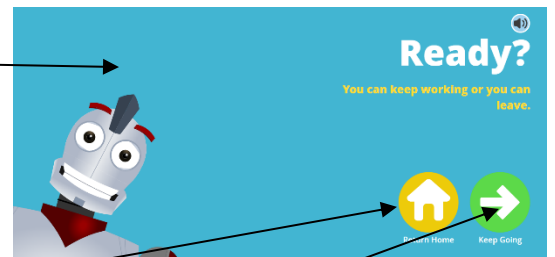
*The progress bar at the bottom show students how far along they are in the specific part of the lesson.



- When students complete either the Instruction or Practice section of a lesson, they will get the following screen.

Students have two options:

- Return Home
- Keep Going



*Students should be advised to “**Return Home**” if their time is almost over in their classroom / computer lab session.

*Students should be advised to “**Keep Going**” if there is enough time still in their classroom / computer lab session.

*Being aware of this will help students avoid repeating some parts of lesson over at times.

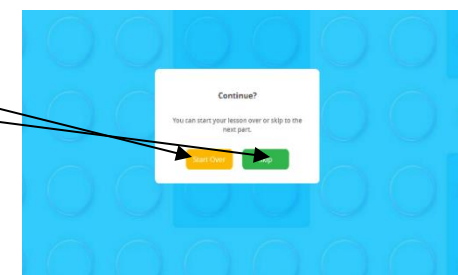
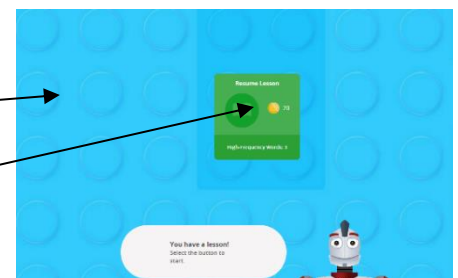
Resuming Lessons:

- If students log back into i-Ready and are in the middle of a lesson, they will get the following screen.

*Students should click on “**Resume Lesson.**”

- If students logged out in the middle of the “Instruction” or “Practice,” they may get the option to “**Start Over**” or “**Skip**” to the next part.

*Even though students most likely don’t want to start over, they should choose “**Start Over**” so they don’t skip parts of the lesson.



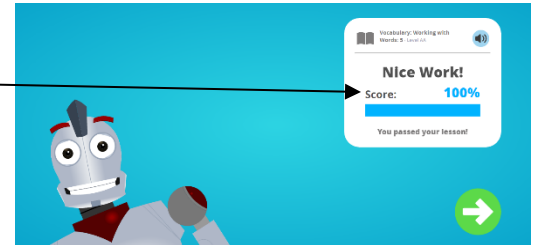
*If students don’t complete all parts, they may not be prepared to pass the quiz at the end.

Completing Lessons:

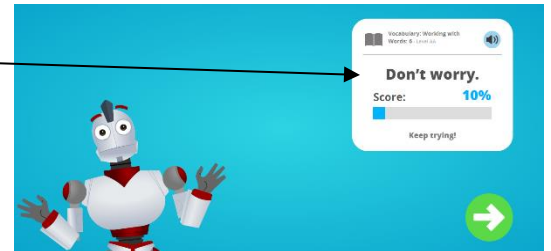
1. When students complete both the “Instruction” and “Practice” part of the lesson, they then will be given a “Quiz.”

*The score on the “Quiz” is what i-Ready will use to determine if the students passed the lesson.

- A. Students **passed** the “Quiz,” and can move on to the next lesson.



- B. Students did **not** pass their “Quiz,” they and need to **redo** the lesson.



* **If time permits**, students should complete the lesson again **immediately**.

2. If students do **not** pass the “Quiz” the **second** time, they will **not** get that lesson again until the teacher takes action by **reassigning** it if necessary.

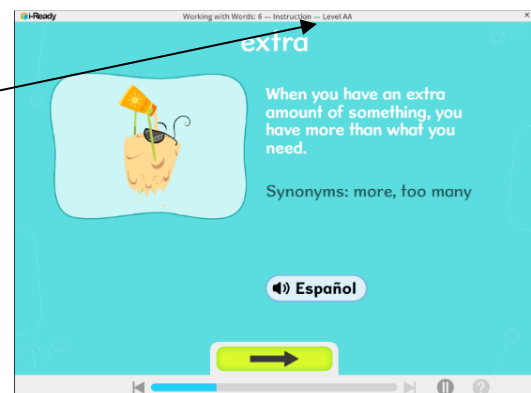
* Students will continue then with the **next** assigned lesson.

Logging Out:

1. Students **may** logout of i-Ready in the middle of “**Tutorial**” or “**Practice**” as indicated in the lesson title.

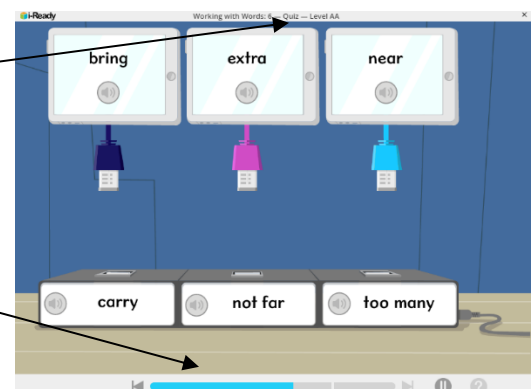
*Most of the time the lesson returns back **exactly** where the student left off.

*As indicated before, they **may** also be prompted to “**Start Over**” parts of the lesson.



2. If necessary, students should not logout in the middle of a “**Quiz**” as indicated in the lesson title.

*If students don’t complete the “**Quiz**,” they will just start in the **middle** of it **next** time they login.



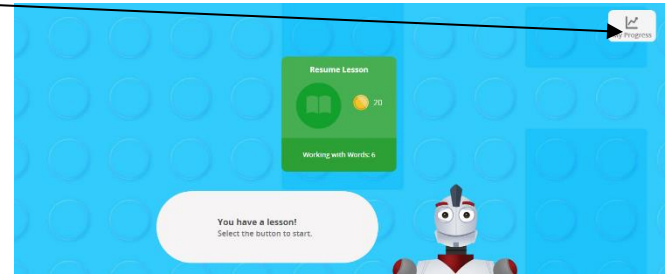
However, they most likely will **not** pass if they completed the “Introduction” and “Practice” parts days prior.

Students Checking Their Own Progress:

1. Back at the Home Screen, students can check to see how many lessons they have completed by clicking on "**My Progress.**"

*A statement will show them how many **total** lessons they have **passed**.

*Students can also see how many lesson they passed in **each domain**.



*Students can click on the arrow to the **exact lessons** they **did** or **did not** pass in the domain.

Phonological Awareness		You passed 0 out of 0 lessons
> Phonics		You passed 9 out of 10 lessons
High-Frequency Words		You passed 0 out of 0 lessons
Vocabulary		You passed 4 out of 8 lessons
Working with Words: 6		Mar 01, 2017 ✗ 10%
Working with Words: 5		Mar 01, 2017 ✓ 100%
Working with Words: 5		Feb 27, 2017 ✗ 47%
Working with Words: 4		Feb 22, 2017 ✗ 50%
Working with Words: 4		Feb 17, 2017 ✗ 48%

2. As students **pass** lessons, they also earn **credits** that they can use to play games.

* **The teacher should establish a procedure for when students can play games with their credits.**

i-Ready Student Poster

1. Click here for **Green**
"Regular"
Lessons

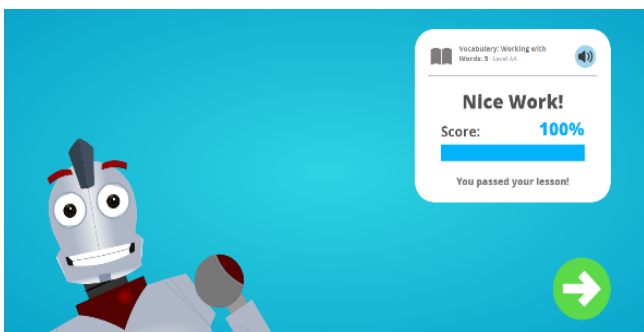
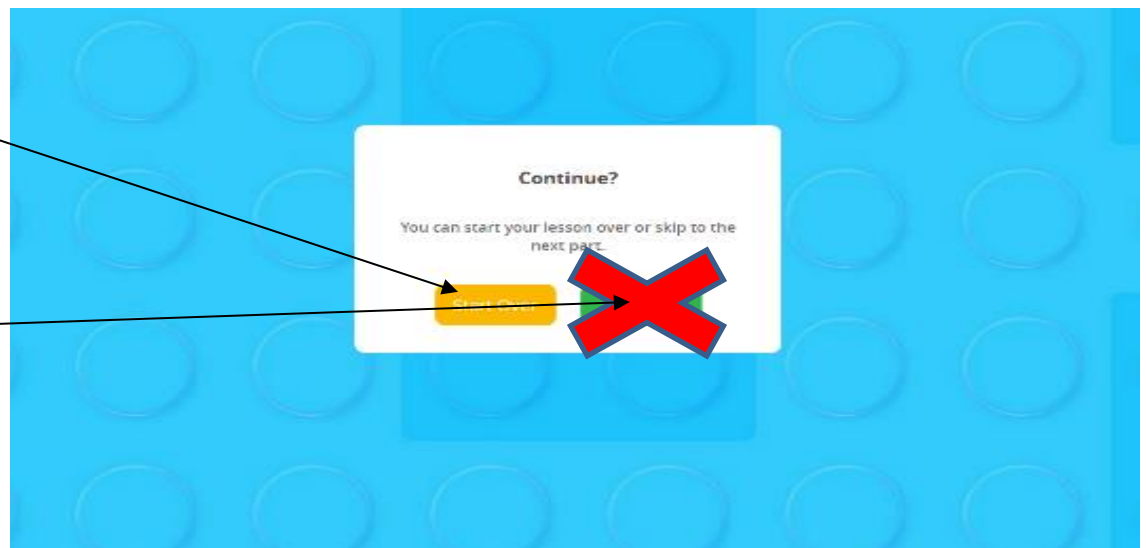
and

- here for **Blue**
"Extra"
Lessons

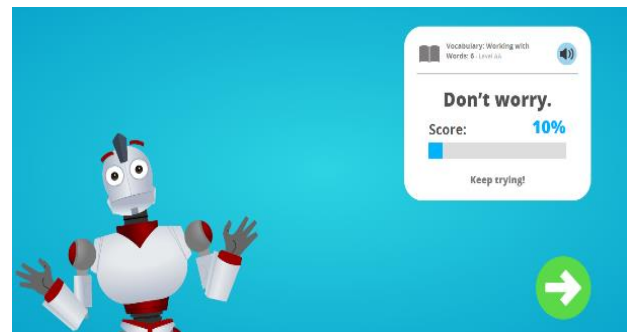


2. Click here to **"Start Over"**
lesson

***Don't** click
on **"Skip"**



***You passed** the lesson!"



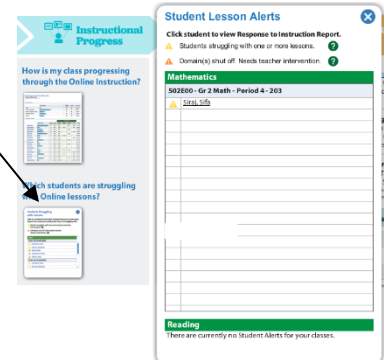
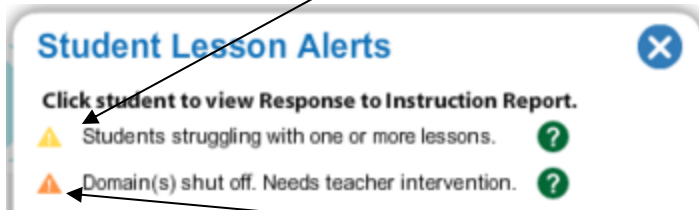
***You need to do the lesson again.**

Good Try!

Checking Students Failing Lessons

1. Click on the “**Which Students are Struggling with Online Lessons?**” report on the home tab.
2. Look to see if any students have failed **one lesson twice**.

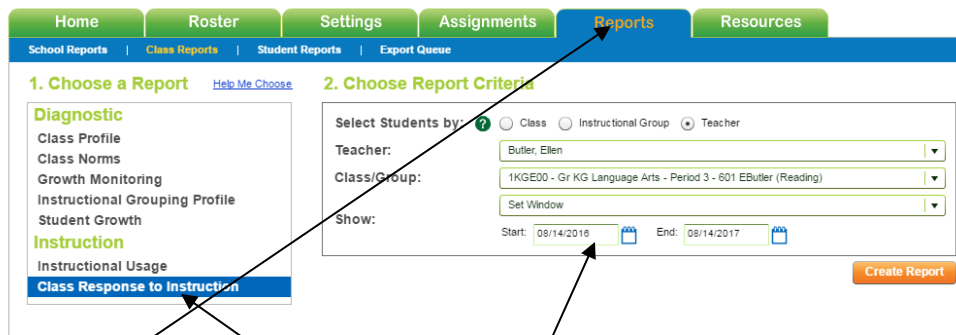
** Action – If the student is close to passing, the teacher can reassign the lesson again as an “extra” lesson.*



3. Look to see if any students have failed **two or more** lessons **twice** in the same domain.

** Action – The domain needs to be turned back on and lesson plan adjusted to student level.*

Checking Student Lesson Progress



1. Click on “Reports” tab
2. Click on “Class Response to Instruction”
3. Choose window for dates you are trying to view.

Student Detail

				Domain Pass Rate						Time on Task Updated Nightly
Lessons Completed	Lessons Passed	Overall Pass Rate	Lessons In Progress	Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Comprehension	Comprehension: Close Reading	
3	3	100%	1		100%	100%				48m
3	1	33%	1		33%					53m
			1							13m
1	1	100%	1		100%					41m
3	2	67%			67%					48m
1	1	100%	1		100%					
4	4	100%			100%					43m

4. Please check the following:

- A. Students is completing **4-8 lessons every month**.
- B. Student is passing **70%** of their lessons every month.

Action - If the student is failing numerous lessons, the lesson plan can be **adjusted or the lesson the student failed can be added again as an “**extra**” lesson.*



Teacher Record of Lesson Actions

* At least **once** a month, teachers should be checking student progress with their lessons to determine if:

- A. Any students are failing a lesson **twice** that may need to be reassigned as an “extra” lesson.
- B. Any students have failed **two different** lessons **twice each** in the **same domain** (Algebra, Geometry, etc). that may need the domain turned back on and their lesson plan adjusted.
- C. Any student is **not** passing at least **1-2** lessons a week (Total: 4-8 lessons in a month)
- D. Any student **not** passing **70%** of their lessons in a specific time period.

Action 1: Student has failed a lesson **twice**.

- A. The only way the students receive the lesson **again** is for the teacher to reassign it as an “Extra” lesson
- B. If the lesson is **not significant** or the student has passed **many** other lessons in the same domain, the teacher may choose to **not** reassign the lesson.
- C. If a lesson is reassigned it is important for the teacher both **remind** the student to complete it in the “**Extra**” lessons section and check to see if the student **passed** the lesson the **third** time.

Student: _____ Domain: _____ Lesson: _____

Reassigned Lesson: Yes / No Passed Third Time: Yes / No If not, Readjusted Lesson Plan: Yes / No

Student: _____ Domain: _____ Lesson: _____

Reassigned Lesson: Yes / No Passed Third Time: Yes / No If not, Readjusted Lesson Plan: Yes / No

Student: _____ Domain: _____ Lesson: _____

Reassigned Lesson: Yes / No Passed Third Time: Yes / No If not, Readjusted Lesson Plan: Yes / No

Student: _____ Domain: _____ Lesson: _____

Reassigned Lesson: Yes / No Passed Third Time: Yes / No If not, Readjusted Lesson Plan: Yes / No

Student: _____ Domain: _____ Lesson: _____

Reassigned Lesson: Yes / No Passed Third Time: Yes / No If not, Readjusted Lesson Plan: Yes / No

Action 2: Student has failed two different lessons twice each in the same domain (Phonics, Vocabulary, etc.)

*If so, the domain the student failed both lessons in will be turned off until the teacher turns it back on.

- A. The teacher may choose to turn the domain back on and readjust the student's lesson plan.
- B. The teacher may choose to turn the domain back on and add the lessons the student failed to the "Extra" lessons section.
- C. The teacher may choose to leave the domain turned off because this domain is too difficult for the student at this moment.

Student: _____ Domain: _____ Turned Back On: Yes /No

Readjusted Lesson Plan: Yes / No Reassigned Lesson(s): Yes / No

Lesson: _____ Passed Third Time: Yes / No

Lesson: _____ Passed Third Time: Yes / No

Student: _____ Domain: _____ Turned Back On: Yes /No

Readjusted Lesson Plan: Yes / No Reassigned Lesson(s): Yes / No

Lesson: _____ Passed Third Time: Yes / No

Lesson: _____ Passed Third Time: Yes / No

Student: _____ Domain: _____ Turned Back On: Yes /No

Readjusted Lesson Plan: Yes / No Reassigned Lesson(s): Yes / No

Lesson: _____ Passed Third Time: Yes / No

Lesson: _____ Passed Third Time: Yes / No

Student: _____ Domain: _____ Turned Back On: Yes /No

Readjusted Lesson Plan: Yes / No Reassigned Lesson(s): Yes / No

Lesson: _____ Passed Third Time: Yes / No

Lesson: _____ Passed Third Time: Yes / No

Action 3: Student is not completing at least 1-2 lessons a week (4-8 lessons a month).

Student: _____ Number of lessons completed: _____

Possible Reason: _____ Next Steps: _____

Student: _____ Number of lessons completed: _____

Possible Reason: _____ Next Steps: _____

Student: _____ Number of lessons completed: _____

Possible Reason: _____ Next Steps: _____

Student: _____ Number of lessons completed: _____

Possible Reason: _____ Next Steps: _____

Action 4: Student is not passing 70% of lesson in designated time period.

Student: _____ Total % Lessons Passed: _____ Lowest Domain % Lesson Passed: _____

Readjusted Lesson Plan: Yes / No Reassigned Lesson(s): Yes / No

Lesson: _____ Passed Third Time: Yes / No

Lesson: _____ Passed Third Time: Yes / No

Student: _____ Total % Lessons Passed: _____ Lowest Domain % Lesson Passed: _____

Readjusted Lesson Plan: Yes / No Reassigned Lesson(s): Yes / No

Lesson: _____ Passed Third Time: Yes / No

Lesson: _____ Passed Third Time: Yes / No

Student: _____ Total % Lessons Passed: _____ Lowest Domain % Lesson Passed: _____

Readjusted Lesson Plan: Yes / No Reassigned Lesson(s): Yes / No

Lesson: _____ Passed Third Time: Yes / No

Lesson: _____ Passed Third Time: Yes / No