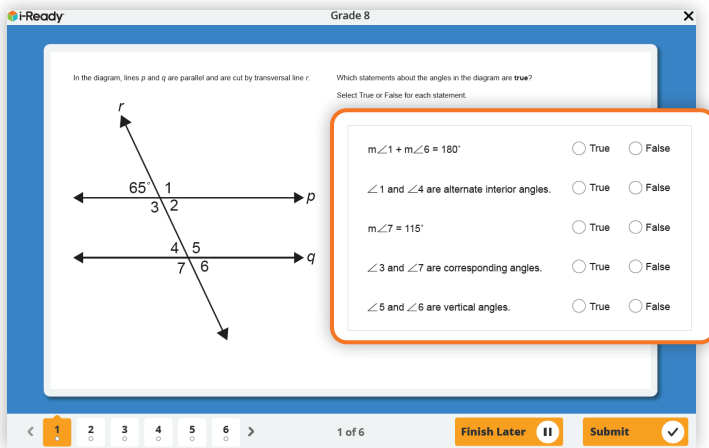


i-Ready Standards Mastery Item Types

Questions in *i-Ready Standards Mastery* are constructed to be different from those in the Diagnostic. These questions are specifically created to target misconceptions. There are many different item types on the Standards Mastery assessments, including multiple-choice and technology-enhanced items. Technology-enhanced items rely on technology to target critical-thinking or process skills that can be difficult to assess with multiple-choice items. Technology-enhanced items can often address higher cognitive levels, which allow a more in-depth picture of student learning. These items are generally more like the experiences students have in the classroom and can therefore be more engaging and reflective of day-to-day classwork.

Let's take a closer look at the types of items in *i-Ready Standards Mastery* assessments.

Mathematics

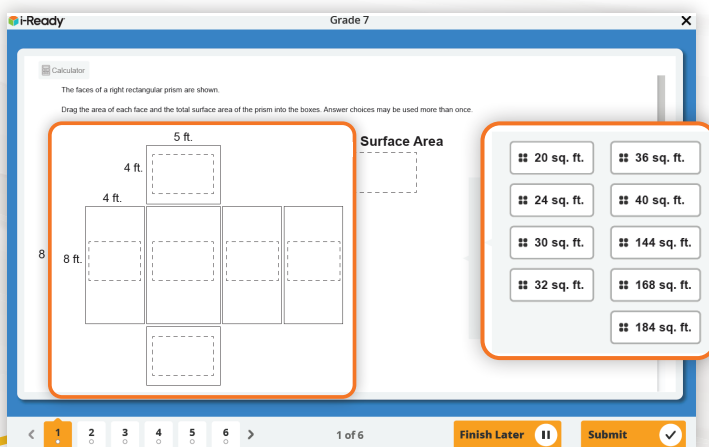


In the diagram, lines p and q are parallel and are cut by transversal line r . Which statements about the angles in the diagram are true? Select True or False for each statement.

- $m\angle 1 + m\angle 6 = 180^\circ$ True False
- $\angle 1$ and $\angle 4$ are alternate interior angles. True False
- $m\angle 7 = 115^\circ$ True False
- $\angle 3$ and $\angle 7$ are corresponding angles. True False
- $\angle 5$ and $\angle 6$ are vertical angles. True False

Selected Response (Multiple Choice, Multiple Response, Checklist)

These question types can be very effective and efficient methods for measuring students' knowledge and reasoning. The student selects the correct response or responses from a provided set.



The faces of a right rectangular prism are shown. Drag the area of each face and the total surface area of the prism into the boxes. Answer choices may be used more than once.

Surface Area

- 20 sq. ft.
- 24 sq. ft.
- 30 sq. ft.
- 32 sq. ft.
- 36 sq. ft.
- 40 sq. ft.
- 144 sq. ft.
- 168 sq. ft.
- 184 sq. ft.

Drag-and-Drop (Classification, Image Association, Ordered List)

These items generally include a list of elements that students are asked to associate with a second set of elements by dragging and dropping one element at a time. These items tend to assess concepts such as association, sequencing, and prioritizing.

Mathematics (Cont'd.)

A farmer plants 132 tomato plants in each row of his field. He plants 65 rows of tomatoes. How many tomato plants are there in all?

Part B

The farmer plants a total of tomato plants. The total number of corn plants that the farmer plants can be represented by the expression $100 + 30 + 2$. Which is equal to corn plants.

Therefore, he plants a greater number of plants.

Therefore, he plants a greater number of plants.

Short Constructed Response

These item types require learners to produce an answer to a question or problem, often using a different type of thinking than selected response items.

Dropdown Menus (Cloze, Image Dropdown)

This item type requires students to choose among several options to respond to an item. Generally, there is more than one dropdown menu in an item to require students to place information correctly within the prompt.

Graphing (Graph on Coordinate Grid, Data Graphs)

Students use technology to answer graphing questions. They can create a graph in an experience that is much closer to the task they are required to do in a classroom.

Rochelle starts to model a rectangle on a grid as shown. The rectangle Rochelle wants to make has an area of 24 square inches and a perimeter of 22 inches. Each square on the grid represents 1 square inch.

Finish shading the model to show the rectangle Rochelle wants to make. Click on the parts of the model to shade it.

Number Line (Number Line Plot, Number Line)

In items that require a number line, students often have to interpret numerical information and place it in context, requiring them to apply information to the problem.

Deena is thinking of a number. When the number is rounded to the nearest thousand, it is 35,000. When it is rounded to the nearest hundred, it is 35,200.

Drag the label to a location on the number line that could be Deena's number.

35,000 35,500 36,000

Deena's Number

Hotspot (Shading)

Hotspot items are generally based on an image. The item requires students to click on a particular feature or area of the image.

This rectangle is divided into equal parts.

Shade the rectangle to show $\frac{2}{5}$ shaded. Click on the model to shade it.

Reading

i-Ready Grade 5

Read the passage. Then, answer the questions that follow.

The Thing about Rocks

1 "It's a beautiful day to go to the creek," Liza's mom said.

2 Liza, who was lying on the couch reading a book, shook her head miserably. She didn't want to go to the creek ever again. Going to the creek was something special that she did with her best friend, Devin. The girls had gone together every Tuesday afternoon for three years. They loved to take off their shoes and dip their toes in the chilly water and to look for frogs, turtles, fish, and bugs. Their favorite thing to do, though, was to collect interesting rocks.

3 "Come on!" Liza's mom urged. "I know you miss Devin, but you can't give up on your favorite activity because she moved away."

4 Liza sighed. She just didn't see how she could possibly have fun without Devin, the only other person she'd ever met who got as excited about rocks as Liza did.

5 "Let's try it, just this once and see if you can have any fun," Liza's mom urged.

6 Liza agreed and walked alongside her mom to the creek, but the whole way she hung her head and tried hard not to let tears fall from her eyes.

7 "Have you written Devin a letter yet?" Liza's mom asked.

8 "I tried," Liza answered, "but I couldn't think of anything to say except 'I miss you,' and that would make a really boring letter."

9 When they got to the creek, Liza's mom sat down on a rock as she always did. Liza took off her shoes and dipped her toes in the water. A frog hopped along beside her, and a school of tiny fish swam by. Still, Liza felt sad.

10 Then suddenly, she saw something gleaming in the dirt and picked it up. It was the most beautiful rock Liza had ever seen. It was mostly gray with sparkly silver bits in it, and it was shaped like a heart.

11 "Then suddenly, she saw something gleaming in the dirt and picked it up. It was the most beautiful rock Liza had ever seen. It was mostly gray with sparkly silver bits in it, and it was shaped like a heart."

11 As Liza slipped the rock into her pocket, an idea popped into her head. She ran over to her mother and said, "I am so glad we came here! I am going to find lots of rocks, and then I am going to write a letter to Devin telling her all about what I found!"

Part A

Which sentence **best** expresses a theme of the story?

- A letter to a friend can make a visit unimportant.
- Time spent in nature can replace a good friend.
- Good friends can share special things from afar.
- A day at the creek can help a person who is sad.

1 of 6 Finish Later Submit

Selected Response (Multiple Choice, Multiple Response, Checklist)

In Reading, selected response items are an efficient way to determine if a student has understood the key elements of a passage. The student selects the correct response or responses from a provided set.

Highlight Text

These items ask students to select parts of a passage or excerpt as a response to an item. Students must be able to determine the important and relevant information.

i-Ready Grade 4

A student wrote these sentences, which contain spelling mistakes. Click the **two** words that are spelled incorrectly.

Yesterday the weather was warm, so they had a picnic **luch** and toured the village. **There** luck changed quickly, though. Today it rained from morning to night, and they had to stay in the hotel.

1 of 6 Finish Later Submit

i-Ready Grade 2

Read the passage. Then, answer the question that follows.

Fall Fun
by Nancy E. Walker-Guyot

1 Max was unhappy. "Fall is no fun!" he said. "I wanted to pick some flowers for Mrs. Mole, but I can't find any."

2 "But look at these pretty red leaves," said Felix.

3 "And here are some yellow ones," said Harriet. "You could give her some pretty fall leaves."

4 "Good idea," said Max.

5 The three friends worked together to pick leaves for Mrs. Mole.

6 After they finished, they went to Mrs. Mole's house and rang her doorbell. When she opened the door, Max said, "Hi, Mrs. Mole. This is for you."

7 Mrs. Mole said, "What a beautiful fall gift. Thank you so much."

8 Just then, a strong wind blew. Harriet shivered and said, "My fingers are cold."

9 "My ears are cold," said Felix.

10 "My feet are cold," said Max. "Fall is no fun."

11 "I just made a fire in the fireplace," said Mrs. Mole. "Would you like to come inside?"

12 "Yes, please," said the three friends.

13 While they drank big mugs of hot cocoa, Mrs. Mole read them a funny story. Then Max said, "I've changed my mind. Fall can be lots of fun!"

How Max Feels **How Felix and Harriet Feel**

Fall is pretty. Fall is cold. Fall is boring.

1 of 6 Finish Later Submit

Drag-and-Drop (Classification)

This item type requires students to sort answer items into categories.

Reading (Cont'd.)

i-Ready Grade 5

Drag the phrase to the box that signals a contrast between the two sentences.

About halfway through the run, my legs became numb, and I felt exhausted. _____, I finished the course in under six minutes—my best time yet!

Even so As a result In addition

1 of 6 Finish Later Submit

Cloze (Fill-in-the-Blank)

Students use context to drag words, phrases, and sentences into the blank parts of the items.

Ordered List and Choice Matrix

Ordering a list, or sequencing, can be an important part of reading comprehension. This item type allows students to demonstrate their ability to order events in a passage.

i-Ready Grade 3

Read the poem. Then, answer the question that follows.

Surprise Garden

A bunch of seeds, small and brown,
Hard to believe they will spring from the ground.
But they will grow more than just flowers.
Our little seeds have super powers!

5 Just wait, just wait, and you will see
This garden will be as great as can be!
We'll add seeds for flowers of many sizes,
And hope we get a few surprises.
Colors will dance before your eyes—

10 Beauty, and a special prize:
But first we work to help it along
To make our garden a living song.
We plant the seeds out in the sun.
We water them, but we're not done.

15 We have to wait and wait some more.
We water and wait and soon they soar.
They grow up toward the big blue sky,
And soon, they catch a butterfly's eye.
She lands on one, some rest to get,

20 But shhhh... we know her little secret.
Again we wait, and wait some more.
While taking care, as before.

Read lines 13–24 of the poem. These three stanzas each add something new to the poem. Drag each event below to the order in which it happens.

A butterfly visits the garden.
A caterpillar goes to sleep.
The gardeners plant seeds.
The gardeners see a caterpillar.

1 of 6 Finish Later Submit