Using Data to Address Unfinished Learning

Diagnostic data generates the Prerequisites report, which helps you identify students' prerequisite learning needs and provides guidance on how to best integrate prerequisite instruction into your grade-level scope and sequence for the year.

Use the Prerequisites Report to:	When:
 Understand the level of prerequisite support students need in preparation for upcoming grade-level content. Access resources to use with groups of students who need additional support or in-depth review of prerequisite skills for the upcoming lessons. 	In advance of a unit and/or group of lessons

There is one Prerequisites report for this unit which supports multiple prerequisite skills. The Essential Skill for this unit is:

Lessons Essential Skill

	1–6	Plot points and solve problems in the coordinate plane
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How to Use the Prerequisites Report

- 1 Read the **Unit Overview** that describes the learning within that group of lessons.
- Review the list of prerequisite skills, considering how each one connects to the grade level lessons ahead. If time is limited, give extra focus to the Essential Skill.
- 3 Watch the Unit Flow & Progression Video, making note of how the Essential Skill and other prerequisites connect to the math concepts presented.
- Look at the data, starting with the row showing class performance on the Essential Skill.
- S Consider placement and performance of all students, noting both strengths to build upon and any other areas of need.

Refer to the **Recommended Guidance and Resources** on i-Ready Classroom Central to support all students in accessing and advancing their understanding of the grade-level content.

Subject Math	Class/Report Group	Grade 8			
wath	Air Math Students				
Unit Ove	erview Major Themes of Uni	t (j)			
Unit 1: Ge	eometric Figures: Rigid Transfo	rmations and Congrue	ence		1
In this unit	t, students are introduced to rigid t	ransformations (translat	tions, reflections, and)-=)
rotations). transforma	I hey apply their understanding of ations and series of transformation	the coordinate plane to is in the coordinate plan	e. They learn that a	Unit Flow & Learn	ing
figure that	is the result of rigid transformation	ns is congruent to the o	riginal figure, so rigid	rogression Video Progre	ssion
Show Mor	re				
Whole C	Class				7
After fami	iliarizing yourself with the needs	of the students based	on the data below,	(PDF) (PD	F
you may d	Jecide to address these prerequis	site skills during whole	e class instruction.	Jnit and Lesson Yearly P Support for Prerec	acing juisites
Prerequ	iisite Groups		Unit Group A	Unit Group B	Unit Group C
			4 Students	5 Students	6 Students
Prerequisi	ites		Recommendations	Recommendations	Recommendations
Essential Plot point	f Skill Its and solve problems in the			Additional Support	In-depth Review
coordinat	te plane)			
			Madera, Isabella	Foster, Claire	Chen, Nadia
			Marcus, Joseph	Lopez, Madeline	Flores, Shandra
			Nguyen, Eric	Nasuti, Kevin	
			Nguyen, Eric Rodriguez, Jeremy	Nasuti, Kevin O'Connor, Liam	Martin, Holly
			Nguyen, Eric Rodriguez, Jeremy	Nasuti, Kevin O'Connor, Liam Petrov, Mariana	Martin, Holly Medeiros, Nick Nelson, Sean
			Nguyen, Eric Rodriguez, Jeremy	Nasuti, Kevin O'Connor, Liam Petrov, Mariana	Martin, Holly Medeiros, Nick Nelson, Sean
			Nguyen, Eric Rodriguez, Jeremy	Nasuti, Kevin O'Connor, Liam Petrov, Mariana	Martin, Holly Medeiros, Nick Nelson, Sean
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			Nguyen, Eric Rodriguez, Jeremy	Nasuti, Kevin O'Connor, Liam Petrov, Mariana	Martin, Holly Medeiros, Nick Nelson, Sean
			Nguyen, Eric Rodriguez, Jeremy	Nasuti, Kevin O'Connor, Liam Petrov, Mariana	Martin, Holly Medeiros, Nick Nelson, Sean

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Understanding the Resources in the Prerequisites Report

Subject	Class/Report Group	Grade Unit			
Math	All Math Students -	Grade 8 🔻 Un	iit 1 (Lessons 1−6) 🔹		
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Unit 1: Co	emotric Eiguros: Bigid Transforme	U	1		_
In this unit, rotations). transforma figure that	, students are introduced to rigid tran They apply their understanding of the tions and series of transformations in is the result of rigid transformations i	nsformations (translations e coordinate plane to per n the coordinate plane. Th is congruent to the origin	, reflections, and form single rey learn that a al figure, so rigid	Unit Flow & rogression Video	-(=) ng sion
Show Mor	e				
Whole C	lass		3		
After famil you may d	liarizing yourself with the needs of ecide to address these prerequisite	the students based on t e skills during whole clas	he data below, ss instruction.	Unit and Lesson Support	ncing
Prerequi	isite Groups		Unit Group A 4 Students	Unit Group B 5 Students	5 Unit Group C 6 Students
Prerequisi	tes		Recommendations	Recommendations	Recommendations
Essential Plot point coordinat	<i>Skill</i> is and solve problems in the e plane		 	Additional Support	In-depth Review
			Madera, Isabella Marcus, Joseph Nguyen, Eric	Foster, Claire López, Madeline Nasuti, Kevin	Chen, Nadia Dorsey, Justin Flores, Shandra
			Rodriguez, Jeremy	O'Connor, Liam Petrov. Mariana	Martin, Holly Medeiros. Nick
					Nelson, Sean
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commente e Grac Unit	dations: Unit Group C de 8 1 (Lessons 1–3) etric Figures: Bigid Transformation	€ infra-	Ready Grade	mendations: Unit Group C Grade 8 Unit 1 (Lessons 1–3)	i-Read
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commenue le Grac Unit t 1: Geom sup Descrip t points and s te coordinate ential Skill	dations: Unit Group C de 8 1 (Lessons 1–3) etric Figures: Rigid Transformatio ntion solve problems e plane In-depth Review	Vour students' most recer Diagnostic results indicat those in this group may be from review of the precequ- those in this group may be from review of the precequ- dills for Lessons 1–3, ba a placement of below Gra- the GEO domain. In-depth review may be re to full more significant gap likely existed on the testin as indicated in the chart.	Reacty It It It It It It It It It It	mendations: Unit Group C Grade 8 Unit 1 (Lessons 1–3) ieometric Figures: Rigid Transforr escription as and solve problems drinate plane Indepth Revie	The second
commenue le Grac Unit t 1: Geom nup Descrip Points and he coordinate ential Skill	dations: Unit Group C de 8 :1 (Lessons 1–3) etric Figures: Rigid Transformatio solve problems plane Indepth Review	Your students' most recer Diagnostic results indicate from review may be re to EEO domain. In depth review may be re to EEO domain. In depth review may be re to fill more significant gap likely existed on the testin as indicated in the chart.	Recommendation of the constraints of the constraint	mendations: Unit Group C Grade 8 Unit 1 (Lessons 1–3) Geometric Figures: Rigid Transford escription and solve problems rdinate plane In-depth Revie	To find the second sec
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- 1 The Unit Flow and Progression Video provides background about the content covered in the unit and shows the flow of ideas that students will learn and build upon.
- 2 The Learning Progression illustrates the instructional path of skills across grades. It ties previous content to the lessons students are about to encounter.
- 3 The Unit and Lesson Support provides access to on-the-spot teaching tips. If your students require additional support with unfinished learning, you can use these tips while you teach grade-level lessons.
 - **♦ ON-THE-SPOT TEACHING TIPS FOR GRADE 8**
 - Use simpler figures. Students may struggle to see that a figure and its image produced by a rigid transformation in the coordinate plane are congruent. Encourage students to perform a rigid transformation on a vertical or horizontal line segment in the coordinate plane. Students can prove that the original segment and its image are congruent by finding their lengths. They can extend this reasoning to shapes formed by a series of connected line segments.

The Yearly Pacing for Prerequisites guidance helps you to identify when it is best to incorporate prerequisite lessons and where to consolidate other grade-level lessons. If most students in your class require in-depth review, you can use the pacing guidance in conjunction with the Unit and Lesson Support.

- Each prerequisite group has a set of Recommendations. If a small number of students need in-depth review, you can use the recommendations to address students' learning needs during small-group instruction. The recommendations include:
 - a An overview of the skills that are directly tied to each lesson.
 - A list of print and digital resources, including Tools for Instruction, Center Activities, Fluency and Skills Practice, and Learning Games, that can help address prerequisite skills.

Go to i-Ready Classroom Central to learn more about the Prerequisites report.