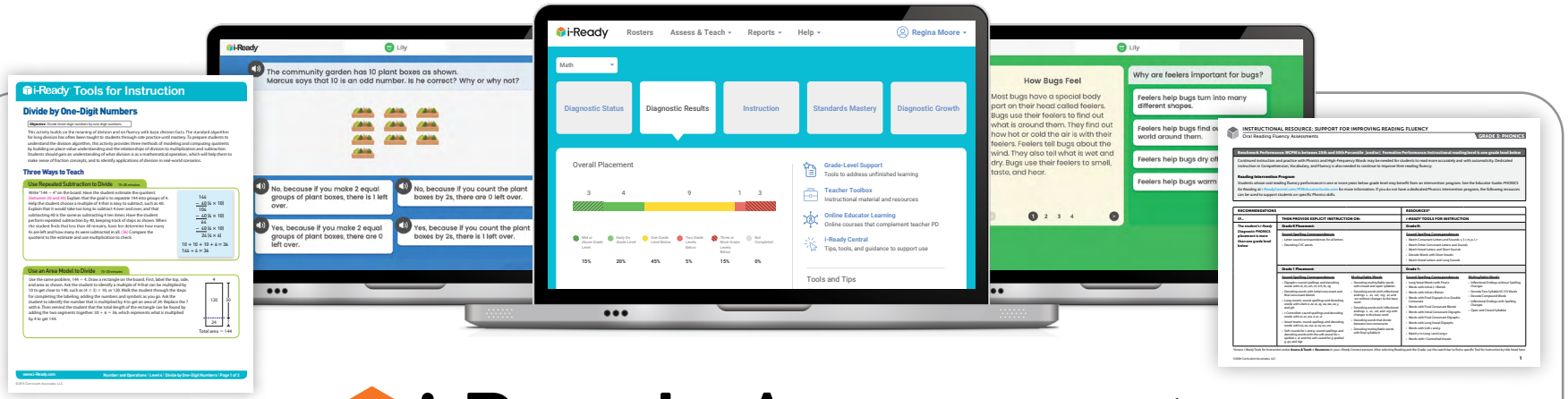
Texas Edition

i-Ready

One Proven Program

Assessment for the Purpose of Instruction



i-Ready® Assessment

Designed to give a full picture of student performance and growth in Reading and Mathematics by giving deep insights into student needs to connect instructional resources to classroom action

- ✓ Diagnostic for Mathematics in Spanish (K–12)
- ✓ Assessment of Spanish Reading (K–6)

✓ Adaptive Diagnostic (K–12)

- Tools for Instruction (K–8)
- Tools for Scaffolding Comprehension (Reading, 3–8)

✓ Grade-Level TEKS Mastery (2–8)

- Differentiated Instructional Support Resources (2–8)

- ✓ Growth Monitoring (K–8)
- ✓ Literacy Assessments (K–6)
- ✓ *i-Ready* Dyslexia Screener (K–3)

i-Ready® Learning

Motivating, personalized Reading and Mathematics instruction that addresses unfinished learning and provides engaging, rigorous resources for grade-level learning

- ✓ Personalized Instruction (K–8)
- ✓ Learning Games (Mathematics, K–8)
- ✓ Teacher Toolbox (K–8)
- ✓ Tools for Scaffolding Comprehension (Reading, 3–8)
- ✓ Tools for Instruction (K–8)
- ✓ *ThinkUp!* (1–8)
- ✓ *Magnetic Reading Foundations* (K–2)
- ✓ *PHONICS for Reading* (3–12)

Reading Diagnostic Results for a Class

Diagnostic Results

Subject: Reading

Class/Report Group: Grade 5, Section 1

Diagnostic: Diagnostic 1

08/31/22–09/30/22

Gives a comprehensive picture of class instructional needs, including criterion-referenced grade-level placements, national norms, and growth measures, based on data from each Diagnostic

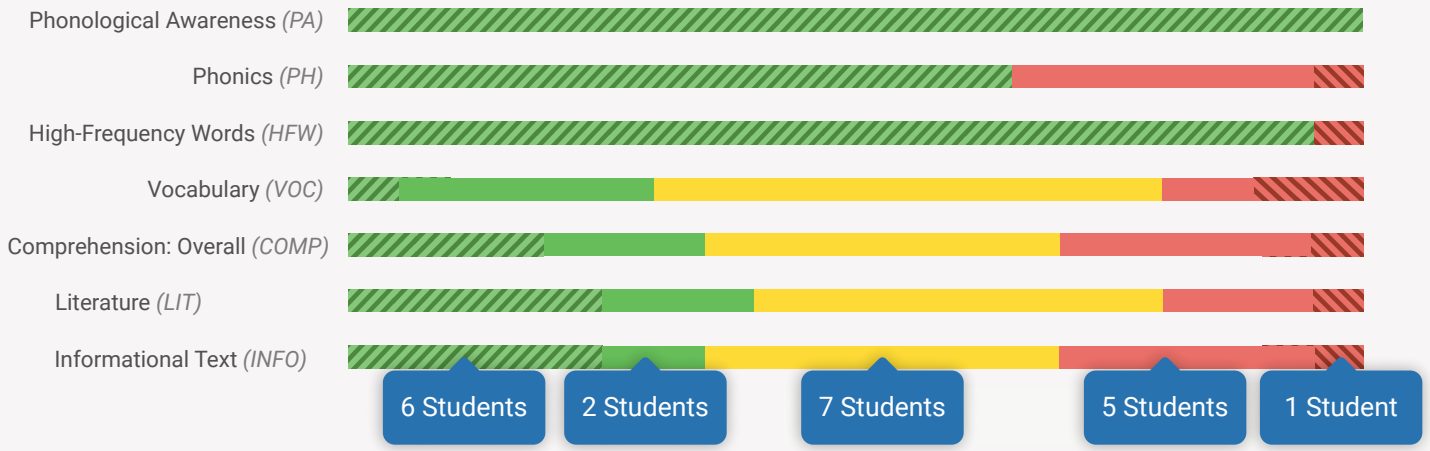
3-Level Placement | 5-Level Placement (Enhanced)

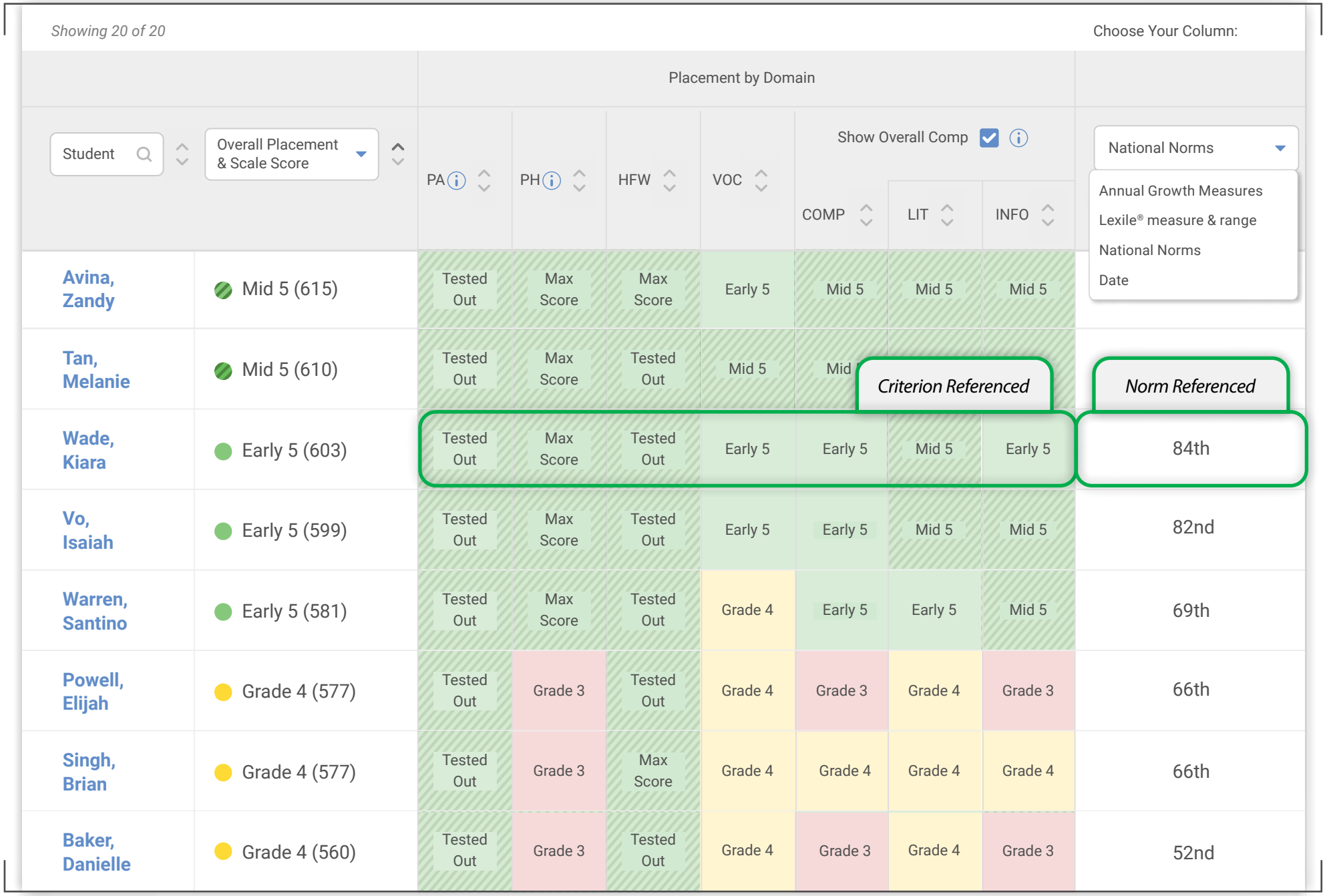
Overall Placement

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Not Completed
19%	19%	43%	5%	10%	5%

The Mapping between 5-Level and 3-Level Placements

Placement by Domain*





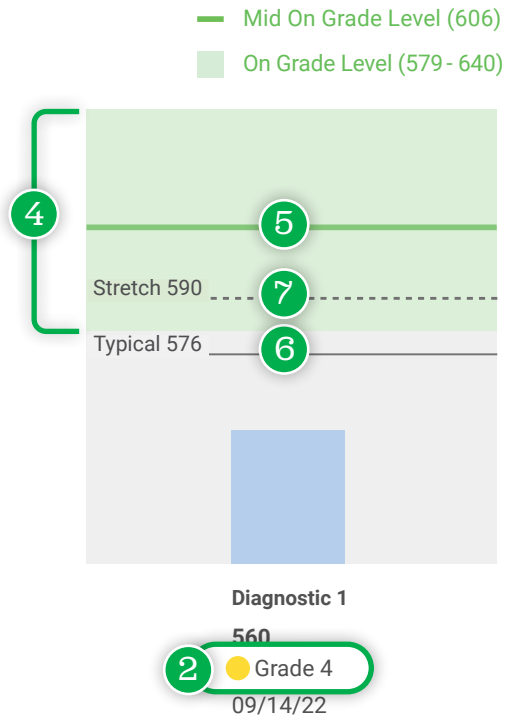
Reading Diagnostic Results for a Student

Diagnostic Results ▾ **Danielle Baker** ▾ **Grade 5** (1)

Subject: Reading ▾ | Diagnostic: Diagnostic 1 (09/14/22) ▾ | Key

Uses criterion-referenced grade-level placements to give teachers insight into the instructional strengths, areas of need, and annual growth expectations for each student

1. *Student's Grade*
2. *Current Grade-Level Placement*
3. *Current Normative Percentile*
4. *Grade-Level Performance Range*
5. *Grade-Level Proficiency*
6. *Typical: Average Growth for Students at the Same Starting Point*
7. *Stretch: Ambitious Growth for Students That Puts Students on a Path toward Proficiency*



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

Overall — Grade 4 (560)
Standard Error +/- 12

Domain	Placement	Can Dos & Next Steps
Phonological Awareness*	Tested Out	
Phonics*	Grade 3	
High-Frequency Words*	Tested Out	
Vocabulary	Grade 4	
Comprehension: Literature	Grade 4	
Comprehension: Informational Text	Grade 3	

Show Comprehension: Overall ☐ | *Foundational Domains

National Norm Performance and Lexile® Framework for Reading Measure

3 **National Norm**
52nd Percentile

Lexile® Reading Measure:
830L

Lexile Range:
730L–880L

Understanding Lexile Reading Measures

The Lexile® Find a Book tool enables you to search for books by grade, interest, and Lexile measure. You can view a book's most challenging words and build a customized reading list. Search for books and see additional Lexile tools now at Hub.Lexile.com.

How to Use the Lexile Find a Book Tool

Placement by Domain

Results in Phonics indicate that Danielle has difficulty decoding words accurately. Vocabulary is another cause for concern. This score indicates that Danielle has gaps in grade-level word knowledge. Targeting Phonics and Vocabulary instruction is the best way to support this student's growth as a reader. Taken together, this information places Danielle in Instructional Grouping Profile 1.

Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Comprehension: Literature	Comprehension: Informational Text
Tested Out	Grade 3 514	Tested Out	Grade 4 561	Grade 4 547	Grade 3 519

Developmental Analysis

This domain addresses Danielle's understanding of informational text. Results indicate that Danielle would likely benefit from instruction in Grade 3 informational skills and strategies such as analyzing cause-and-effect relationships and determining main idea. Teach a variety of informational genres, including biographies, autobiographies, and newspaper or magazine articles.

Can Do

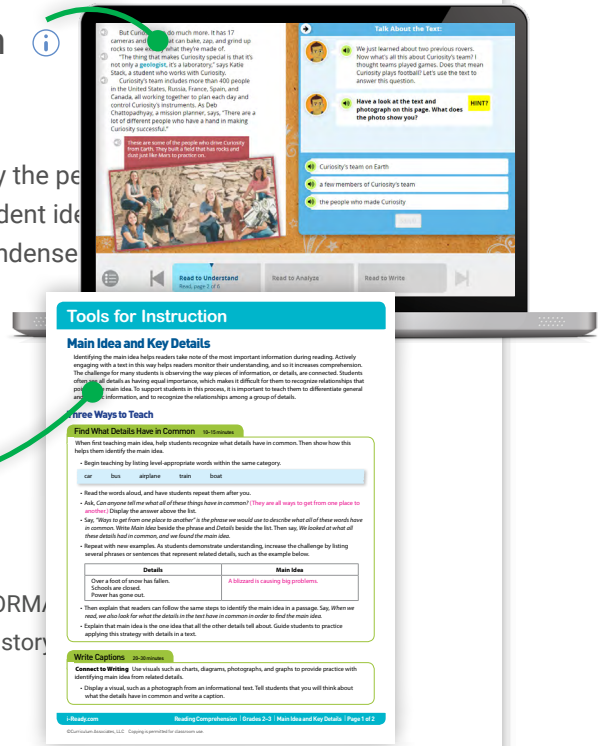
Danielle is developing proficiency with below-level informational text in skills such as:

- demonstrating understanding of key ideas and details
- using text features to locate information
- identifying reasons that support an author's point
- retelling the most important ideas
- comparing and contrasting information between two texts

Next Steps & Resources for Instruction

+ Build understanding of main idea.

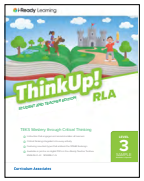
Have Danielle read an informational paragraph and identify the pe
or thing that paragraph is mostly about. Then have the student ide
most important information about this subject. Help to condense
main-idea statement of ten words or fewer.



Tools for Instruction

Main Idea and Key Details

Additional Resources



ThinkUp! RLA™

- **Grade 3**

  Unit 2 - *Achoo!* The Cold That Is Common (INFORMA
  Unit 19 - Junko Tabei: Climbing Her Way into History
  Informational Text)

Instructional Groupings

Subject: Reading | Class/Report Group: Grade 5, Section 1 | Diagnostic: Diagnostic Window 1 (08/31/22–09/30/22) | Grade: Grade 5

Groups students with similar instructional needs and, for each group, provides the teacher with detailed instructional priorities and classroom resources to support differentiated instruction

View All Groupings

Grouping 1 — *7 Students*

Grouping 2 — *0 Students*

Grouping 3 — *7 Students*

Grouping — *0 Students*

6 Students

Students

Showing 7 of 7

Student	Scale Score	Overall Placement	PA	PH	HFW	VOC	LIT	INFO
Baker, Danielle	560	Grade 4	Tested Out	Grade 3	Tested Out	Grade 4	Grade 4	Grade 3
Choi, Isabelle	568	Grade 4	Tested Out	Grade 3	Tested Out	Grade 4	Grade 4	Grade 4
Malone, Carla	522	Grade 3	Tested Out	Grade 3	Grade 2	Grade 3	Grade 3	Grade 3
Singh, Brian	577	Grade 4	Tested Out	Grade 3	Max Score	Grade 4	Grade 4	Grade 4

– Hide Grouping Description

Students in this Grouping are below grade level in Phonics and have a limited vocabulary.

Instructional Priorities

Phonics

Students in this grouping are experiencing difficulty reading words accurately. In order to read for meaning, these students will need to become efficient decoders, and explicit Phonics instruction should be the immediate priority for their small group work. Also provide instruction and practice to build automatic word recognition in connected texts. Keep in mind that the end goal of reading is comprehension, and continue to work on comprehension as you target Phonics.

Vocabulary

These students are likely to have difficulty not only with word meanings, but also with the background knowledge required by grade-level texts. Thus, another focus for small group instruction should be meanings of individual words, as well as word relationships, word parts, and other word-learning strategies. Also integrate instruction of Vocabulary in comprehension activities that focus on drawing meaning from texts.

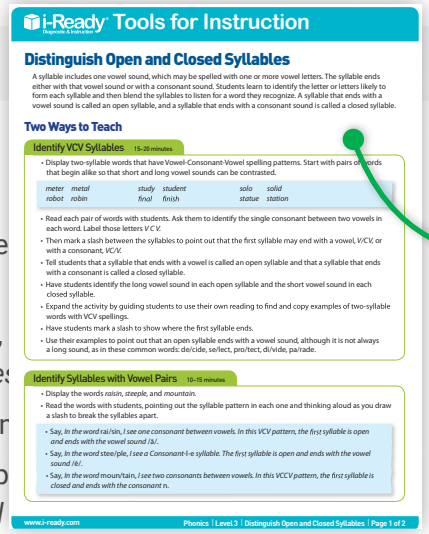
Recommendations for Teacher-Led Instruction

Phonics

Focus on decoding longer words.

Students in this profile are likely to be challenged by the multisyllabic words in intermediate-level texts.

- Teach or review the meaning of common prefixes (*in-*, and common suffixes (*-y*, *-ly*, *-ily*, *-er*, *-est*, *-ness*, *-ful*, *-les*
- Teach or review decoding multisyllabic words with cor
- Provide scaffolded support to help students develop p more complex spelling patterns: words with schwa + l difficult vowel + /r/; and irregular vowel pairs, such as *ie* in *relief* and *science*.



i-Ready Tools for Instruction

Distinguish Open and Closed Syllables

A syllable includes one vowel sound, which may be spelled with one or more vowel letters. The syllable ends either with that vowel sound or with a consonant sound. Students learn to identify the letter or letters likely to form each syllable and then blend the syllables to listen for a word they recognize. A syllable that ends with a vowel sound is called an open syllable, and a syllable that ends with a consonant sound is called a closed syllable.

Two Ways to Teach

Identify VCV Syllables 15–20 minutes

- Display two-syllable words that have Vowel-Consonant-Vowel spelling patterns. Start with pairs of words that begin alike so that short and long vowel sounds can be contrasted.

meter	*metal*	*study*	*student*	*solo*	*solid*
robot	*robin*	*final*	*finish*	*statue*	*station*

- Read each pair of words with students. Ask them to identify the single consonant between two vowels in each word. Label those letters *V C V*.
- Then mark a slash between the syllables to point out that the first syllable may end with a vowel, *V/CV*, or with a consonant, *VC/V*.
- Tell students that a syllable that ends with a vowel is called an open syllable and that a syllable that ends with a consonant is called a closed syllable.
- Have students identify the long vowel sound in each open syllable and the short vowel sound in each closed syllable.
- Expand the activity by guiding students to use their own reading to find and copy examples of two-syllable words with VCV spellings.
- Have students mark a slash to show where the first syllable ends.
- Use their examples to point out that an open syllable ends with a vowel sound, although it is not always a long sound, as in these common words: de/cide, se/lect, pro/tect, di/vide, pa/rade.

Identify Syllables with Vowel Pairs 10–15 minutes

- Display the words *raisin*, *steeple*, and *mountain*.
- Read the words with students, pointing out the syllable pattern in each one and thinking aloud as you draw a slash to break the syllables apart.
- Say, *In the word rai/sin, I see one consonant between vowels. In this VCV pattern, the first syllable is open and ends with the vowel sound /ā/.*
- Say, *In the word stee/ple, I see a Consonant-l-e syllable. The first syllable is open and ends with the vowel sound /ē/.*
- Say, *In the word moun/tain, I see two consonants between vowels. In this VCCV pattern, the first syllable is closed and ends with the consonant n.*

www.i-ready.com Phonics | Level 3 | Distinguish Open and Closed Syllables | Page 1 of 2

Resources

Tools for Instruction

Phonics

- Distinguish Open and Closed Syllables
- Multisyllabic Words with Prefixes and Suffixes
- Words with Two Vowels Sounded Separately
- Multisyllabic Words: Three and Four Syllables
- Multisyllabic Words: Three to Five Syllables

Vocabulary

Use read alouds.

Using read alouds, even with intermediate students, is a highly effective approach to increasing students' vocabulary. Use a variety of approaches to teach the meanings of words during reading, including thinking aloud about how you can deduce the meaning of an unfamiliar word. Target words from the read aloud to use in other contexts throughout the day.

Teach high-utility academic language.

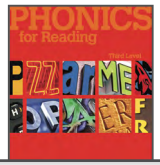
Focus on critical-thinking words used across a range of academic contexts.

Additional Resources

PHONICS for Reading

Second Level

All the lessons in this book



Third Level

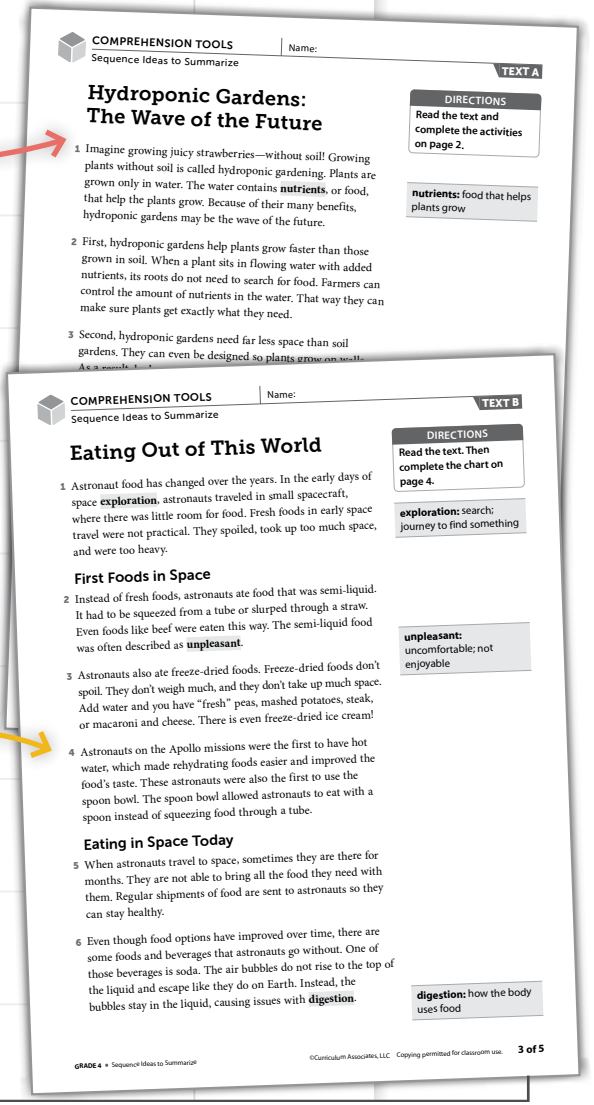
All the lessons in this book

Diagnostic Results

Provide All Students a Pathway to Grade-Level Instruction

Tools for Scaffolding Comprehension (TSCs) support acceleration to grade-level instruction by targeting the most important concepts and skills and teaching them efficiently.

Student	PA	PH	HFW	VOC	LIT	INFO	Percentile Rank	Date
Simmons, Tristan	Tested Out	Grade 2	Tested Out	Grade 1	Grade 2	Grade 2	9th	
Cochran, Damon	Tested Out	Max Score	Tested Out	Grade 2	Grade 3	Grade 3	12th	
Malone, Carla	Tested Out	Grade 3	Grade 2	Grade 3	Grade 3	Grade 3	27th	
Baker, Danielle	Tested Out	Grade 3	Tested Out	Grade 4	Grade 4	Grade 3	52nd	
Powell, Elijah	Tested Out	Grade 3	Tested Out	Grade 4	Grade 4	Grade 3	66th	
Hess, Michael	Tested Out	Grade 3	Tested Out	Grade 3	Grade 3	Grade 3	55th	
Lowe, Noah	Tested Out	Max Score	Tested Out	Grade 4	Grade 4	Grade 4	45th	
Ramirez, Gabriella	Tested Out	Max Score	Tested Out	Grade 4	Grade 4	Grade 4	38th	
Bowers, Tara	Tested Out	Max Score	Tested Out	Grade 4	Grade 4	Grade 4	42nd	
Greene, Nora	Tested Out	Max Score	Tested Out	Grade 4	Grade 4	Grade 4	52nd	



COMPREHENSION TOOLS
Sequence Ideas to Summarize
Name:
TEXT A

Hydroponic Gardens: The Wave of the Future

DIRECTIONS
Read the text and complete the activities on page 2.

1 Imagine growing juicy strawberries—without soil! Growing plants without soil is called hydroponic gardening. Plants are grown only in water. The water contains **nutrients**, or food, that help the plants grow. Because of their many benefits, hydroponic gardens may be the wave of the future.

nutrients: food that helps plants grow

2 First, hydroponic gardens help plants grow faster than those grown in soil. When a plant sits in flowing water with added nutrients, its roots do not need to search for food. Farmers can control the amount of nutrients in the water. That way they can make sure plants get exactly what they need.

3 Second, hydroponic gardens need far less space than soil gardens. They can even be designed so plants grow on walls.

COMPREHENSION TOOLS
Sequence Ideas to Summarize
Name:
TEXT B

Eating Out of This World

DIRECTIONS
Read the text. Then complete the chart on page 4.

1 Astronaut food has changed over the years. In the early days of space **exploration**, astronauts traveled in small spacecraft, where there was little room for food. Fresh foods in early space travel were not practical. They spoiled, took up too much space, and were too heavy.

exploration: search; journey to find something

First Foods in Space

2 Instead of fresh foods, astronauts ate food that was semi-liquid. It had to be squeezed from a tube or slurped through a straw. Even foods like beef were eaten this way. The semi-liquid food was often described as **unpleasant**.

unpleasant: uncomfortable; not enjoyable

3 Astronauts also ate freeze-dried foods. Freeze-dried foods don't spoil. They don't weigh much, and they don't take up much space. Add water and you have "fresh" peas, mashed potatoes, steak, or macaroni and cheese. There is even freeze-dried ice cream!

4 Astronauts on the Apollo missions were the first to have hot water, which made rehydrating foods easier and improved the food's taste. These astronauts were also the first to use the spoon bowl. The spoon bowl allowed astronauts to eat with a spoon instead of squeezing food through a tube.

Eating in Space Today

5 When astronauts travel to space, sometimes they are there for months. They are not able to bring all the food they need with them. Regular shipments of food are sent to astronauts so they can stay healthy.

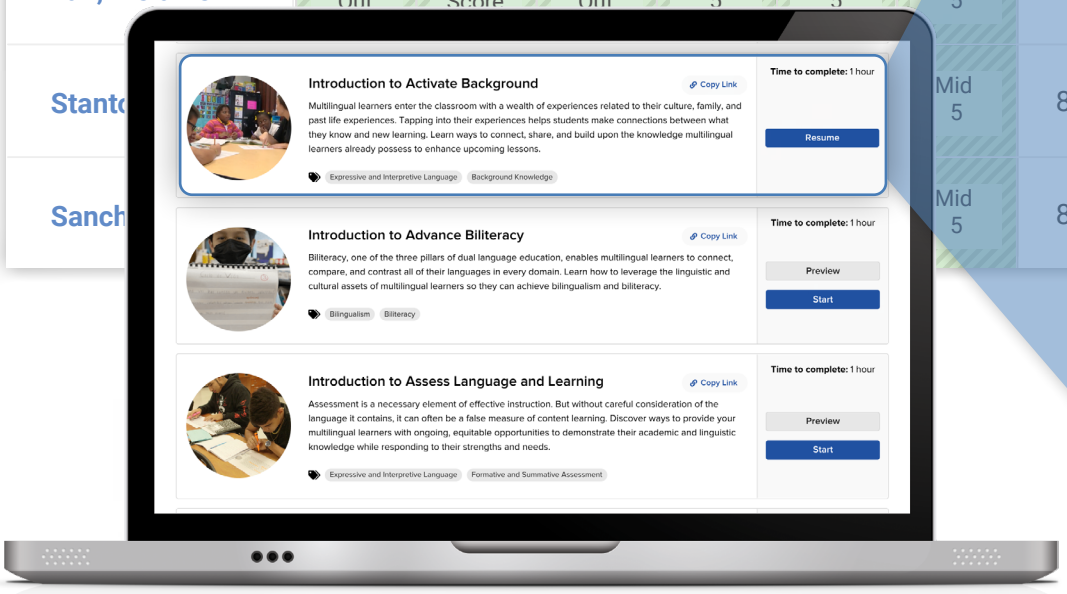
6 Even though food options have improved over time, there are some foods and beverages that astronauts go without. One of those beverages is soda. The air bubbles do not rise to the top of the liquid and escape like they do on Earth. Instead, the bubbles stay in the liquid, causing issues with **digestion**.

digestion: how the body uses food

GRADE 4 • Sequence Ideas to Summarize

3 of 5

Ruiz, Justin	Tested Out	Max Score	Tested Out	Grade 4	Early 5	Grade 4	61st	09/14/22
Choi, Isabelle	Tested Out	Grade 3	Tested Out	Grade 4	Grade 4	Grade 4	59th	09/14/22
Singh, Brian	Tested Out	Grade 3	Max Score	Grade 4	Grade 4	Grade 4	66th	
McDonald, Kal	Tested Out	Max Score	Tested Out	Early 5	Early 5	Early 5	75th	
Wade, Kiara	Tested Out	Max Score	Tested Out	Early 5	Mid 5	Early 5	83rd	
Warren, Santino	Tested Out	Max Score	Tested Out	Grade 4	Early 5	Mid 5	69th	
Vo, Isaiah	Tested Out	Max Score	Tested Out	Early 5	Mid 5	Mid 5	81st	
Tan, Melanie	Tested Out	Max Score	Tested Out	Mid 5	Late 5	Mid 5	87th	
Stant						Mid 5	88th	
Sanch						Mid 5	89th	



ELLEVATION

Teach with an Activity

You've completed the Learn portion of this module.
Now it's time to select an instructional activity and plan how you'll use it with your students.

1. Explore each of the three activities while considering your multilingual learners' current instructional needs.
2. Choose one activity that you'll try out in an upcoming lesson.
3. Share some lesson planning ideas using your selected activity.

Virtual Field Trip

Activate Background > Demonstrations and Experiences

Students will:

- Participate in a virtual experience
- Write questions to ask or a script to role play during the field trip
- Summarize their experience through writing and/or discussion

View This Activity →

Brainstorm Walk

Activate Background > Student Collaboration

Students will:

- Move in groups to chart paper in different locations of the room labeled with subtopics
- Discuss prior knowledge about subtopic with peers
- Write related words, facts, and questions on chart paper

View This Activity →

Learn More!

Ellevation PD modules equip you to serve the needs of your emergent bilinguals and deepen instructional practice.

Grade-Level Scaffolding

Identifies recommended reading pairs, groups students by learning needs around grade-level skills, and pinpoints resources to help prepare students for grade-level instruction

Subject: Reading | Class/Report Group: Reading Class A | Grade of Content: 5

When you're teaching a skill. . .

Select a skill to see readiness data, groupings, and instructional recommendations.

Summarize Literature (Lit)

Students Grouped/Total: **20/21** (No Diagnostic: **1**)

Ready to Go | Additional Support | In-Depth Support | Needs Support Decoding | No Diagnostic

When your class is reading a text. . .

Select all Reading Buddies to see research-based, mixed-level pairings that will provide just the right level of support when reading a text.

Paired Reading	Teacher Support
17 Students	3 Students

All Reading Buddies

Students Grouped/Total: **21/21** (No Diagnostic: **0**)

Ready to Go
7 Students

Students are ready to summarize a story.

✓ Ready to Go

Additional Support
5 Students

Students may need support recalling events in a sequence.

Tools for Scaffolding Comprehension: Summarize Literature

- Teacher - Use Scaffold B
- Student - Use Scaffold B

In-Depth Support
5 Students

Students may need support with narrative text structures.

Tools for Scaffolding Comprehension: Summarize Literature

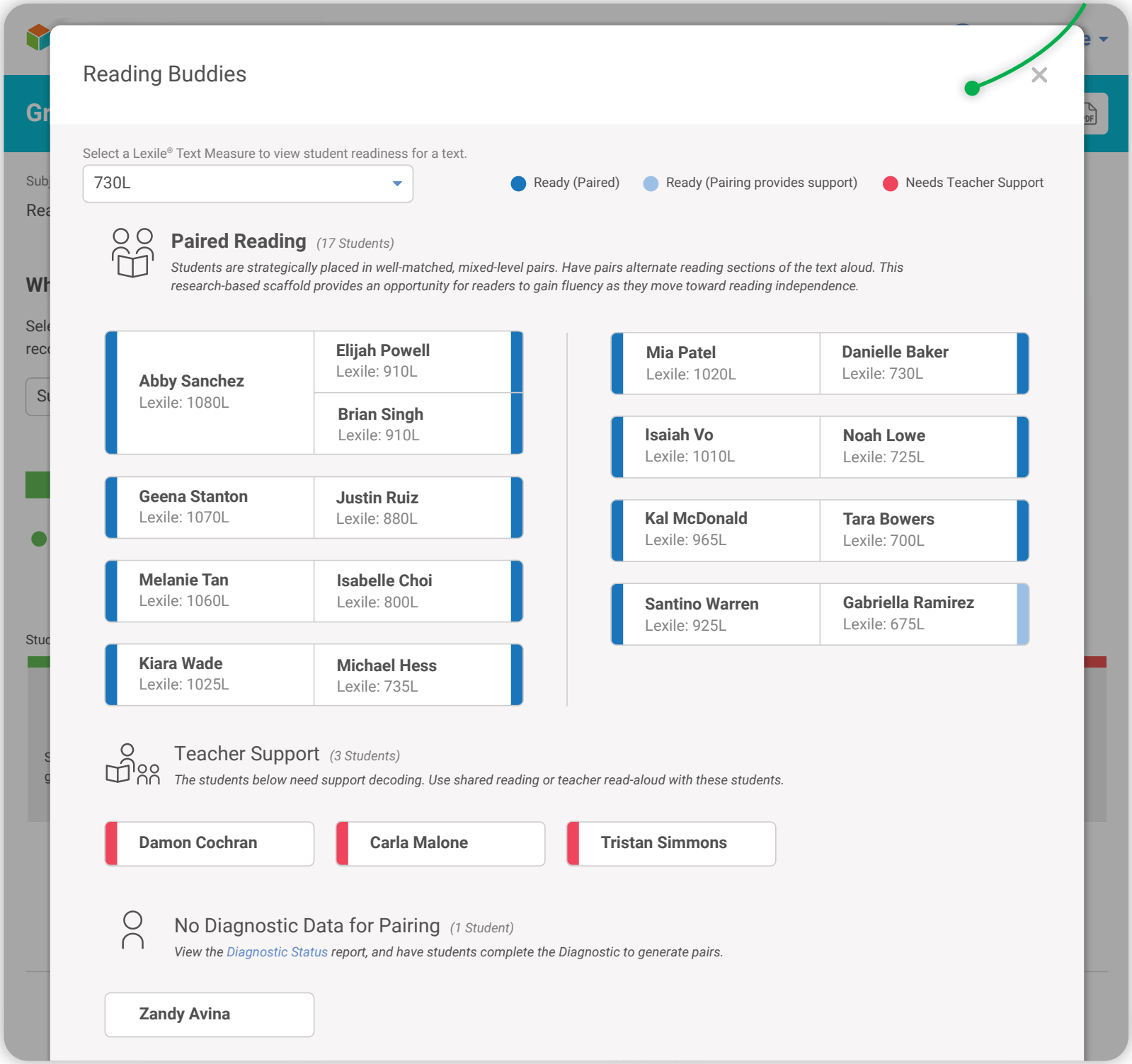
- Teacher - Use Scaffold A
- Student - Use Scaffold A

Needs Support Decoding
3 Students

Students need explicit instruction on decoding in addition to their comprehension instruction.

- Words with r-controlled Vowels

Consider using a phonics intervention program such as *PHONICS for Reading*



Reading Personalized Instruction Summary for a Student

Personalized Instruction Summary ▾ Danielle Baker ▾ Grade 5

PDF CSV

Subject: Reading ▾

Date Range: All Activity ▾

Shows a student's progress through i-Ready *lessons in real time and highlights where that student is succeeding and where teachers should intervene to help students who need support*

Current & Past Lessons | Upcoming Lessons

Monitor Domain Progress

Domains	Grade K ⓘ			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8		
	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L
Phonological Awareness (PA) View *Tested Out*																											
Phonics (PH) View										●	●																
High-Frequency Words (HFW) View *Tested Out*																											
⚠ **Vocabulary (VOC)** View													●		●												
Comprehension (COMP) View										●		●			●												
Comprehension: Close Reading (CR) View																											

On Grade Level

Activity Overview

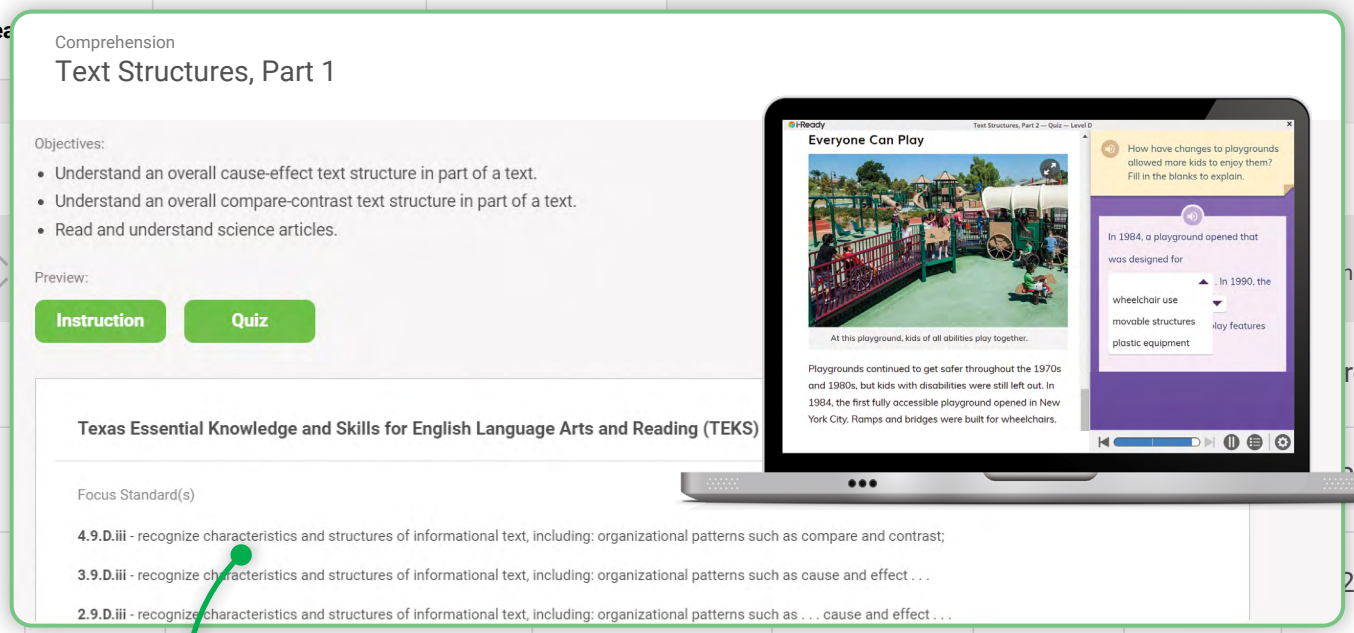
Lessons Passed (YTD) **51/60** | **85%**

Total Lesson Time-on-Task (YTD) **20h 17m**

Domains	Passed/Completed	% Lessons Passed
Phonological Awareness (PA)	—	—
Phonics (PH)	3/3	100%
High-Frequency Words (HFW)	—	—
⚠ **Vocabulary (VOC)**	25/34	74%
Comprehension (COMP)	23/23	100%
Comprehension: Close Rea		

Lesson Time-on-Task: Year to Date
20h 17m

Last Week	Current Week
35m	44m



Showing 14 of 60

Alerts	Domains							
	COMP							rogress
	COMP							23
	COMP							28/23
	COMP	Late 4	Text Structures, Part 2	English	Passed 90%	29m	02/22/23	02/22/23
	COMP	Late 4	Text Structures, Part 1	English	Passed 90%	7m	02/22/23	02/22/23

Reading Literacy Tasks for a Student

Literacy Tasks ▾ Danielle Baker ▾ Grade 5

PDF | CSV (2) ▾

Task Type: Passage Reading Flue. . . ▾

Language: English ▾

Provides insight into student progress toward reaching grade-level expectations for reading by providing tools to support the assessment of literacy skills through one-on-one administered tasks

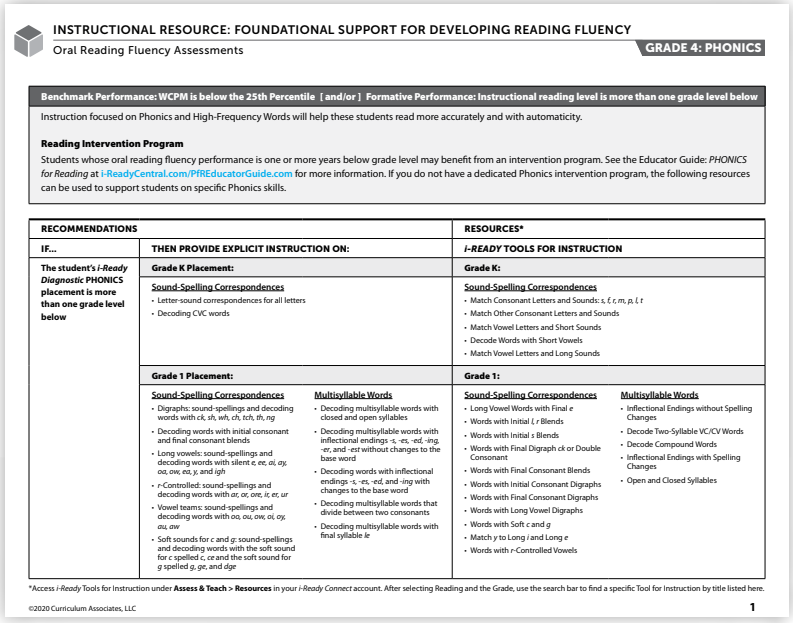
Benchmark Assessments

Passage Reading Fluency

PDF Recommended Task Progressions

Showing 2 of 2

	Form	Time of Year	Content Grade	Mean Words Correct per Minute (WCPM)	Result	Percentile	Date
+	Benchmark 1	Fall	Grade 5	89	Below	25–49th	09/28/22
+	Benchmark 2	Winter	Grade 5	115	Below	25–49th	12/14/22



INSTRUCTIONAL RESOURCE: FOUNDATIONAL SUPPORT FOR DEVELOPING READING FLUENCY

Oral Reading Fluency Assessments — GRADE 4: PHONICS

Benchmark Performance: WCPM is below the 25th Percentile [and/or] Formative Performance: Instructional reading level is more than one grade level below

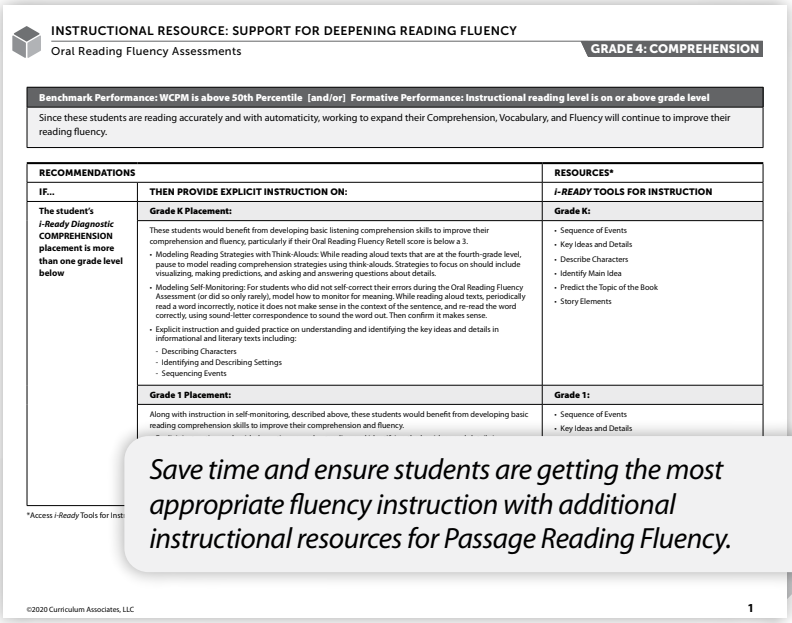
Instruction focused on Phonics and High-Frequency Words will help these students read more accurately and with automaticity.

Reading Intervention Program

Students whose oral reading fluency performance is one or more years below grade level may benefit from an intervention program. See the Educator Guide: *PHONICS for Reading* at i-ReadyCentral.com/PfREducatorGuide.com for more information. If you do not have a dedicated Phonics intervention program, the following resources can be used to support students on specific Phonics skills.

RECOMMENDATIONS		RESOURCES*
IF...	THEN PROVIDE EXPLICIT INSTRUCTION ON:	*i-READY* TOOLS FOR INSTRUCTION
The student's *i-Ready Diagnostic* PHONICS placement is more than one grade level below	**Grade K Placement:**	**Grade K:**
	Sound-Spelling Correspondences • Letter-sound correspondences for all letters • Decoding CVC words	**Sound-Spelling Correspondences** • Match Consonant Letters and Sounds: *s, f, r, m, p, l, t* • Match Other Consonant Letters and Sounds • Match Vowel Letters and Short Sounds • Decode Words with Short Vowels • Match Vowel Letters and Long Sounds
	Grade 1 Placement:	**Grade 1:**
	Sound-Spelling Correspondences • Digraphs: sound-spellings and decoding words with *ck, sh, wh, ch, tch, th, ng* • Decoding words with initial consonant and final consonant blends • Long vowels: sound-spellings and decoding words with silent *e, ee, ai, ay, oa, ow, ea, y,* and *igh* • *r*-Controlled: sound-spellings and decoding words with *ar, or, ore, ir, er, ur* • Vowel teams: sound-spellings and decoding words with *oo, ou, ow, oi, oy, au, aw* • Soft sounds for *c* and *g*: sound-spellings and decoding words with the soft sound for *c* spelled *c, ce* and the soft sound for *g* spelled *g, ge,* and *dge* **Multisyllable Words** • Decoding multisyllable words with closed and open syllables • Decoding multisyllable words with inflectional endings *-s, -es, -ed,* and *-ing* with *-er,* and *-est* without changes to the base word • Decoding words with inflectional endings *-s, -es, -ed,* and *-ing* with changes to the base word • Decoding multisyllable words that divide between two consonants • Decoding multisyllable words with final syllable *le*	**Sound-Spelling Correspondences** • Long Vowel Words with Final *e* • Words with Initial *l, r* Blends • Words with Initial *s* Blends • Words with Final Digraph *ck* or Double Consonant • Words with Final Consonant Blends • Words with Initial Consonant Digraphs • Words with Final Consonant Digraphs • Words with Long Vowel Digraphs • Words with Soft *c* and *g* • Match *y* to Long *i* and Long *e* • Words with *r*-Controlled Vowels **Multisyllable Words** • Inflectional Endings without Spelling Changes • Decode Two-Syllable VC/CV Words • Decode Compound Words • Inflectional Endings with Spelling Changes • Open and Closed Syllables

*Access *i-Ready* Tools for Instruction under **Assess & Teach** > **Resources** in your *i-Ready Connect* account. After selecting Reading and the Grade, use the search bar to find a specific Tool for Instruction by title listed here.



INSTRUCTIONAL RESOURCE: SUPPORT FOR DEEPENING READING FLUENCY

Oral Reading Fluency Assessments — GRADE 4: COMPREHENSION

Benchmark Performance: WCPM is above 50th Percentile [and/or] Formative Performance: Instructional reading level is on or above grade level

Since these students are reading accurately and with automaticity, working to expand their Comprehension, Vocabulary, and Fluency will continue to improve their reading fluency.

RECOMMENDATIONS		RESOURCES*
IF...	THEN PROVIDE EXPLICIT INSTRUCTION ON:	*i-READY* TOOLS FOR INSTRUCTION
The student's *i-Ready Diagnostic* COMPREHENSION placement is more than one grade level below	**Grade K Placement:** These students would benefit from developing basic listening comprehension skills to improve their comprehension and fluency, particularly if their Oral Reading Fluency Retell score is below a 3. • Modeling Reading Strategies with Think-Alouds: While reading aloud texts that are at the fourth-grade level, pause to model reading comprehension strategies using think-alouds. Strategies to focus on should include visualizing, making predictions, and asking and answering questions about details. • Modeling Self-Monitoring: For students who did not self-correct their errors during the Oral Reading Fluency Assessment (or did so only rarely), model how to monitor for meaning. While reading aloud texts, periodically read a word incorrectly, notice it does not make sense in the context of the sentence, and re-read the word correctly, using sound-letter correspondence to sound the word out. Then confirm it makes sense. • Explicit instruction and guided practice on understanding and identifying the key ideas and details in informational and literary texts including: - Describing Characters - Identifying and Describing Settings - Sequencing Events	**Grade K:** • Sequence of Events • Key Ideas and Details • Describe Characters • Identify Main Idea • Predict the Topic of the Book • Story Elements
	Grade 1 Placement: Along with instruction in self-monitoring, described above, these students would benefit from developing basic reading comprehension skills to improve their comprehension and fluency.	**Grade 1:** • Sequence of Events • Key Ideas and Details

*Access *i-Ready* Tools for Inst

Save time and ensure students are getting the most appropriate fluency instruction with additional instructional resources for Passage Reading Fluency.

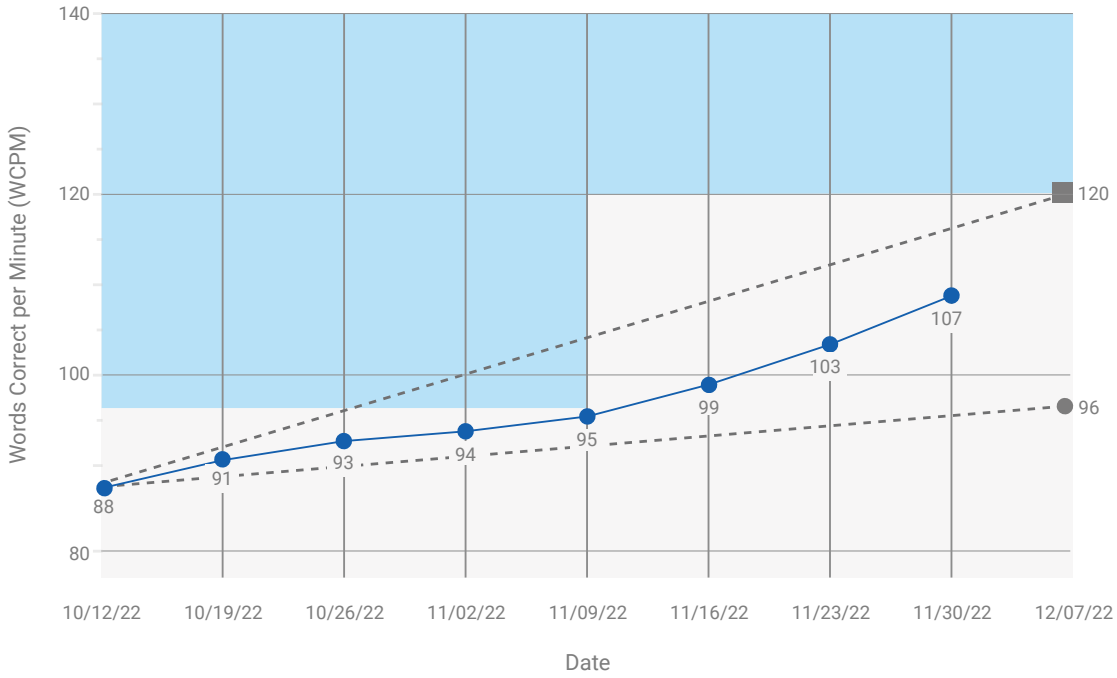
Progress Monitoring

Passage Reading Fluency

Progress Monitoring Period Start Date: 10/12/22

Content Grade Level: Grade 4

Progress Monitoring Frequency: Weekly



Grade 4 50th Percentile and Above

Grade 4 Performance Goal Aim Line

Grade 4 Goal WCPM	Grade 4 Goal Average ROI
120	**4.00**

Typical Rate of Improvement (ROI) Aim Line

Typical ROI WCPM	Typical ROI
96	**1.00**

Actual WCPM Line

Most Recent WCPM	Average ROI to Date
107	**2.71**

Showing 8 of 8

	Form	Date	Words Correct per Minute (WCPM)
+	**Treasures at the Beach**	10/12/22 (Baseline)	88
+	**Time for It All**	10/19/22	91
+	**The Decision**	10/26/22	93

Reading Diagnostic Growth for a Student

Diagnostic Growth ▾ **Danielle Baker** ▾ **Grade 5**

Subject

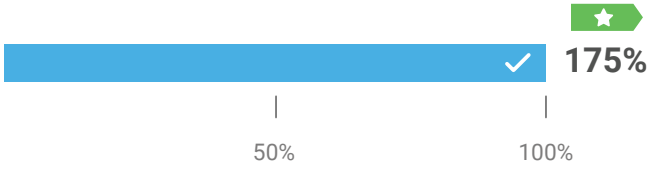
Reading ▾

Gives a clear view of progress toward proficiency and annual growth expectations for each student

Year-to-Date Growth

Progress to Annual Typical Growth

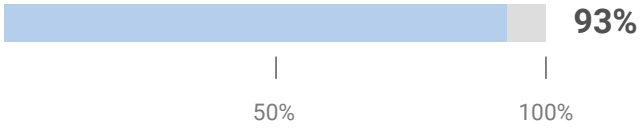
Scale Points: 28/16



This student has made 175% progress toward Annual Typical Growth. Typical Growth is the average annual growth for a student at this grade and placement level on their baseline Diagnostic.

Progress to Annual Stretch Growth®

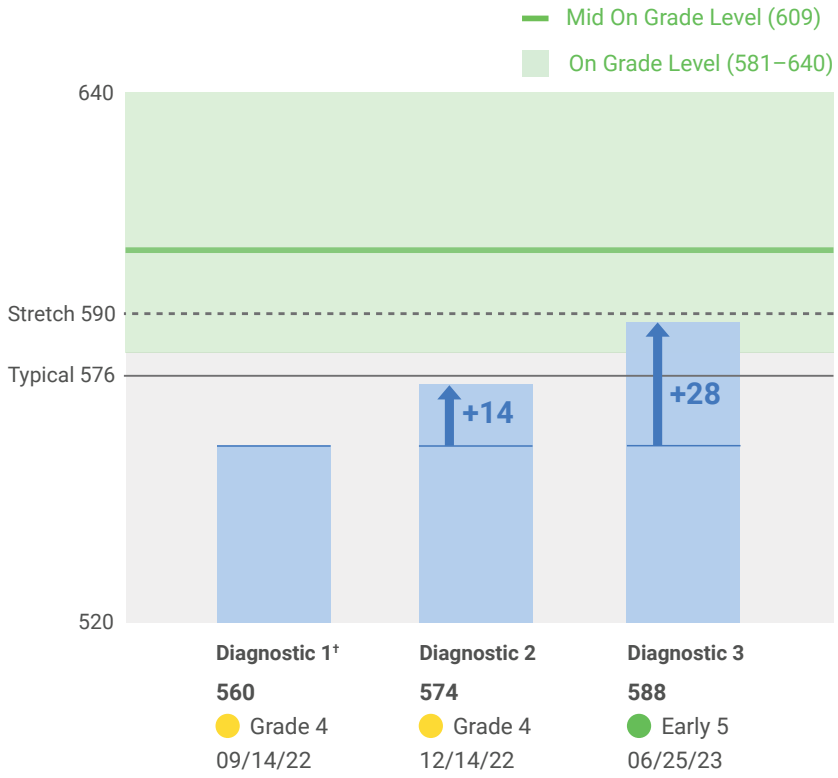
Scale Points: 28/30



This student has made 93% 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 two years 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 609.

Overall Diagnostic Growth



†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**	**Grade 4**	**Early 5**
Phonological Awareness*	Tested Out	Tested Out	Tested Out
Phonics* ↑	Grade 3	Max Score	Tested Out
High-Frequency Words*	Tested Out	Tested Out	Tested Out
Vocabulary ↑	Grade 4	Early 5	Mid 5
Comprehension: Literature ↑	Grade 4	Grade 4	Early 5
Comprehension: Informational Text ↑	Grade 3	Grade 3	Grade 4

Show Overall Comprehension

↑ Placement Improved from Baseline

*Foundational Domains

Reading Diagnostic Growth for a Class

Diagnostic Growth

Subject: Reading

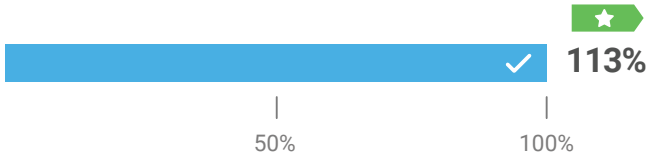
Class/Report Group: Grade 5, Section 1

Comparison Diagnostic: Diagnostic Window 3

05/01/23–06/01/23

Gives a clear view of progress toward proficiency and annual growth expectations across a class and for each student

Progress to Annual Typical Growth (Median)



The median percent progress toward Typical Growth for this group is 113%. Typical Growth is the average annual growth for a student in their grade and baseline placement level.

Learn More about Growth

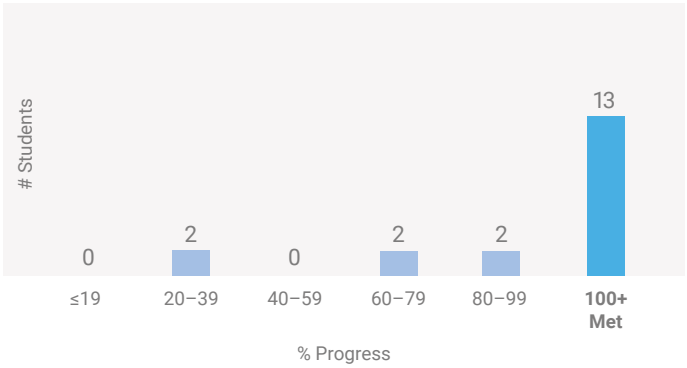
Current Placement Distribution

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
25% (From 15%)	**43%** (From 20%)	**22%** (From 50%)	**5%** (From 5%)	**5%** (From 10%)

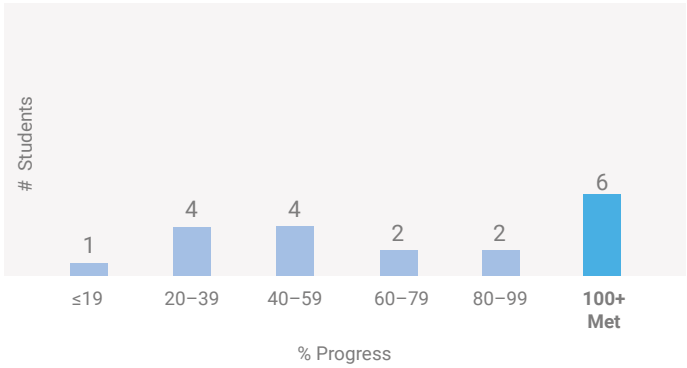
The Mapping between 5-Level and 3-Level Placements

– Progress Distributions

Distribution of Progress to Annual
Typical Growth



Distribution of Progress to Annual
Stretch Growth®



Showing 20 of 20

Student	Annual Typical Growth		Annual Stretch Growth®		Baseline Placement & Scale Score	Current Placement & Scale Score
	Percent Progress	Scale Score Progress	Percent Progress	Scale Score Progress		
Baker, Danielle	✓ 175%	28/16	93%	28/30	Grade 4 (560)	Early 5 (588)
Bowers, Tara	69%	11/16	37%	11/30	Grade 4 (547)	Grade 4 (558)
Choi, Isabelle	✓ 188%	30/16	✓ 100%	30/30	Grade 4 (568)	Early 5 (598)
Cochran, Damon	✓ 112%	29/26	48%	29/61	Grade 2 (490)	Grade 3 (519)
Lowe, Noah	✓ 113%	18/16	60%	18/30	Grade 4 (550)	Grade 4 (568)
Malone, Carla	✓ 245%	49/20	✓ 104%	49/47	Grade 3 (522)	Grade 4 (571)
McDonald, Kal	38%	5/13	20%	5/25	Early 5 (589)	Early 5 (594)
Patel, Mia	✓ 200%	32/16	✓ 107%	32/30	Grade 4 (560)	Early 5 (592)
Powell, Elijah	✓ 175%	28/16	93%	28/30	Grade 4 (577)	Early 5 (605)
Ramirez, Gabriella	✓ 138%	22/16	73%	22/30	Grade 4 (542)	Grade 4 (564)
Ruiz, Justin	75%	12/16	40%	12/30	Grade 4 (571)	Early 5 (583)
Sanchez, Abby	✓ 271%	19/7	✓ 106%	19/18	Mid 5 (615)	Late 5 (634)
Simmons, Tristan	31%	8/26	13%	8/61	Grade 2 (479)	Grade 2 (487)

Diagnostic Growth

PDF CSV

Subject: Reading

School: Cedar Elementary

Gives a clear view of progress toward proficiency and annual growth expectations across a school, grade, or class

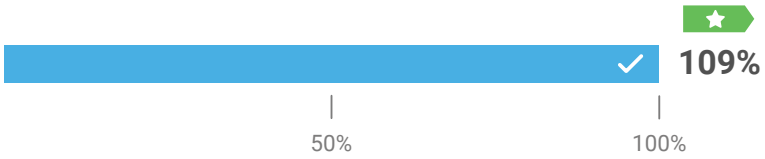
Academic Year: Current Year

Comparison Diagnostic: Diagnostic 3

05/01/23–06/01/23

Students Assessed/Total: **359/362**

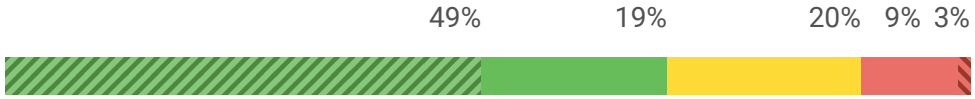
Progress to Annual Typical Growth (Median)



The median percent progress toward Typical Growth for this school is 109%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More about Growth

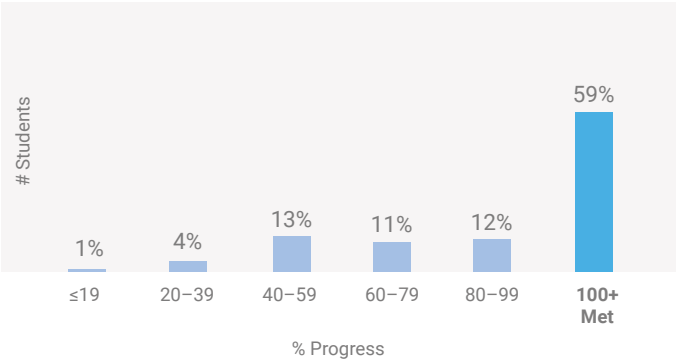
Current Placement Distribution



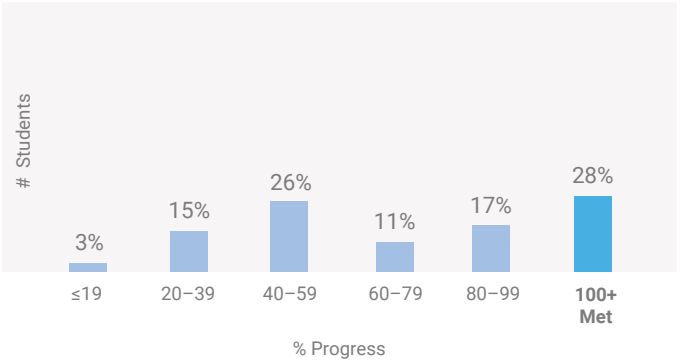
Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
(From 25%)	**(From 15%)**	**(From 39%)**	**(From 16%)**	**(From 5%)**

The Mapping between 5-Level and 3-Level Placements

Distribution of Progress to Annual
Typical Growth



Distribution of Progress to Annual
Stretch Growth®



Show Results By

Grade

Showing 9 of 9

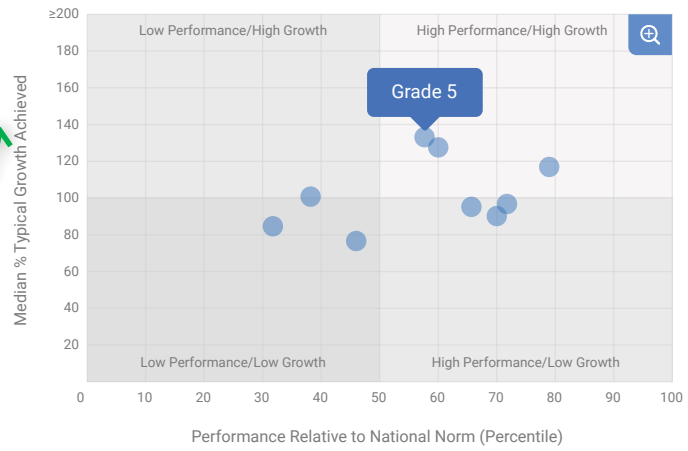
Grade	Annual Typical Growth Progress (Median)	Annual Typical Growth % Met	Annual Stretch Growth® Progress (Median)	Annual Stretch Growth® % Met	% Students with Improved Placement	Students Assessed/Total
Grade K	114%	58%	84%	30%	73%	60/60
Grade 1	100%	52%	82%	23%	89%	61/61
Grade 2						
Grade 3						
Grade 4						
Grade 5						

Diagnostic Status | Diagnostic Results | Instruction | Standards Mastery | Diagnostic Growth

Student Growth in Reading Shown by Grade

Across the District from Fall to Spring (March 2 to End of Y . . .

03/02/23–06/30/23



View Diagnostic Growth Report | Download CSV

Grade-Level Support
Tools to address unfinished learning

Online Educator Learning
Online courses that complement teacher PD

i-Ready Central
Tips, tools, and guidance to support use

Tools and Tips

Video: Using Diagnostic Results Reports

Kit for Using Data to Plan Instruction

*Shows how schools and grades across the district are growing and performing in a single view to inform planning and resource allocation.**

*Access for school administrators and Diagnostic Window selection coming in the 2022–2023 school year

Reading Diagnostic Results for a District

Comparison View

Diagnostic Results

Subject: Reading

School: All Schools

Academic Year: Current Year

Diagnostic: Diagnostic 2 — 12/01/22–12/31/22

Prior Diagnostic: Diagnostic 1 — 08/31/22–09/30/22

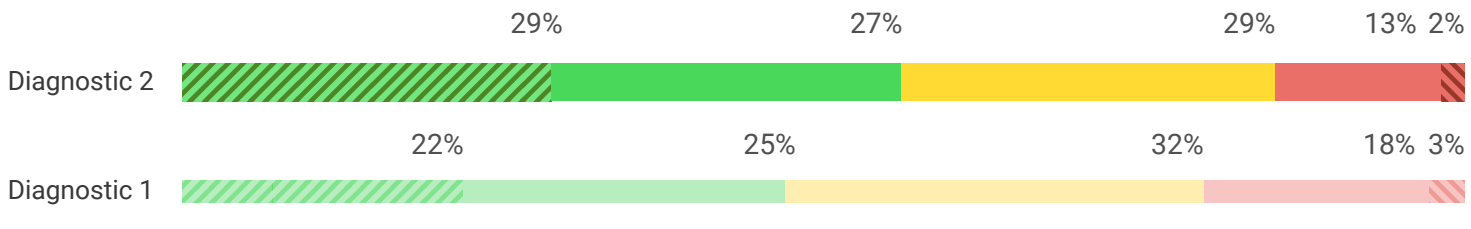
Provides a comprehensive picture of student performance by school, grade, class, and key demographics, allowing administrators to set intervention strategies and make resource allocation decisions

Criterion Referenced

3-Level Placement | 5-Level Placement (Enhanced)

Overall Placement

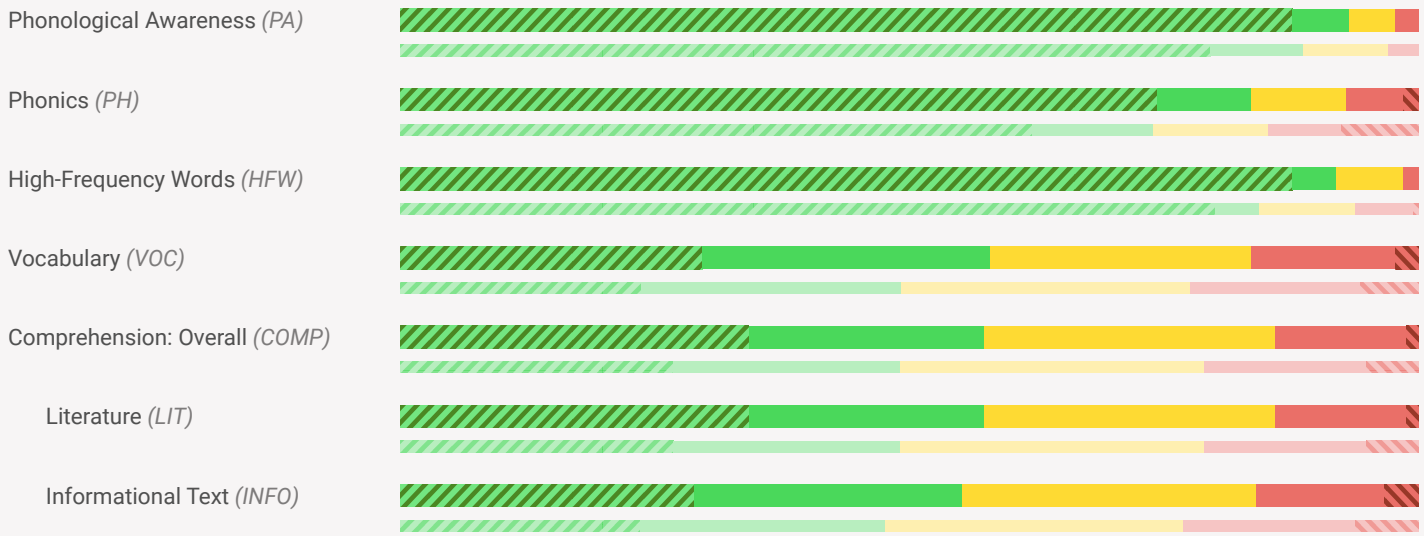
Students Assessed/Total: **5,370/5,430**



Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
1,580 Students (From 1,180 Students)	**1,470 Students** (From 1,320 Students)	**1,550 Students** (From 1,700 Students)	**690 Students** (From 940 Students)	**80 Students** (From 230 Students)

The Mapping between 5-Level and 3-Level Placements

Placement By Domain



All School Groups > All Schools

Switch Table View

Placement Summary

*Filter your data by two attributes for a more granular analysis within demographic groups.**

Choose to Show Results By

Sex

Secondary Demographic to Show Results By

Emergent Bilingual

Remove

Showing 3 of 3

All	Emergent Bilingual	Overall Grade-Level Placement						Students Assessed/Total
Female	English Learner (EB)	Diagnostic Window 2	20%	29%	33%	17%	1%	827/836
		Diagnostic Window 1	14%	23%	37%	20%	5%	

*Coming in the 2022-2023 school year

Reading Standards Performance for a Class

TEKS Performance

Subject: Reading | Class/Report Group: K. Park - Grade 5, Section 1 | Grade: 5 | Diagnostic: Diagnostic Window 1 (07/20/21 - 08/20/21)

Shows how students are performing against state standards, based on the results of each Diagnostic

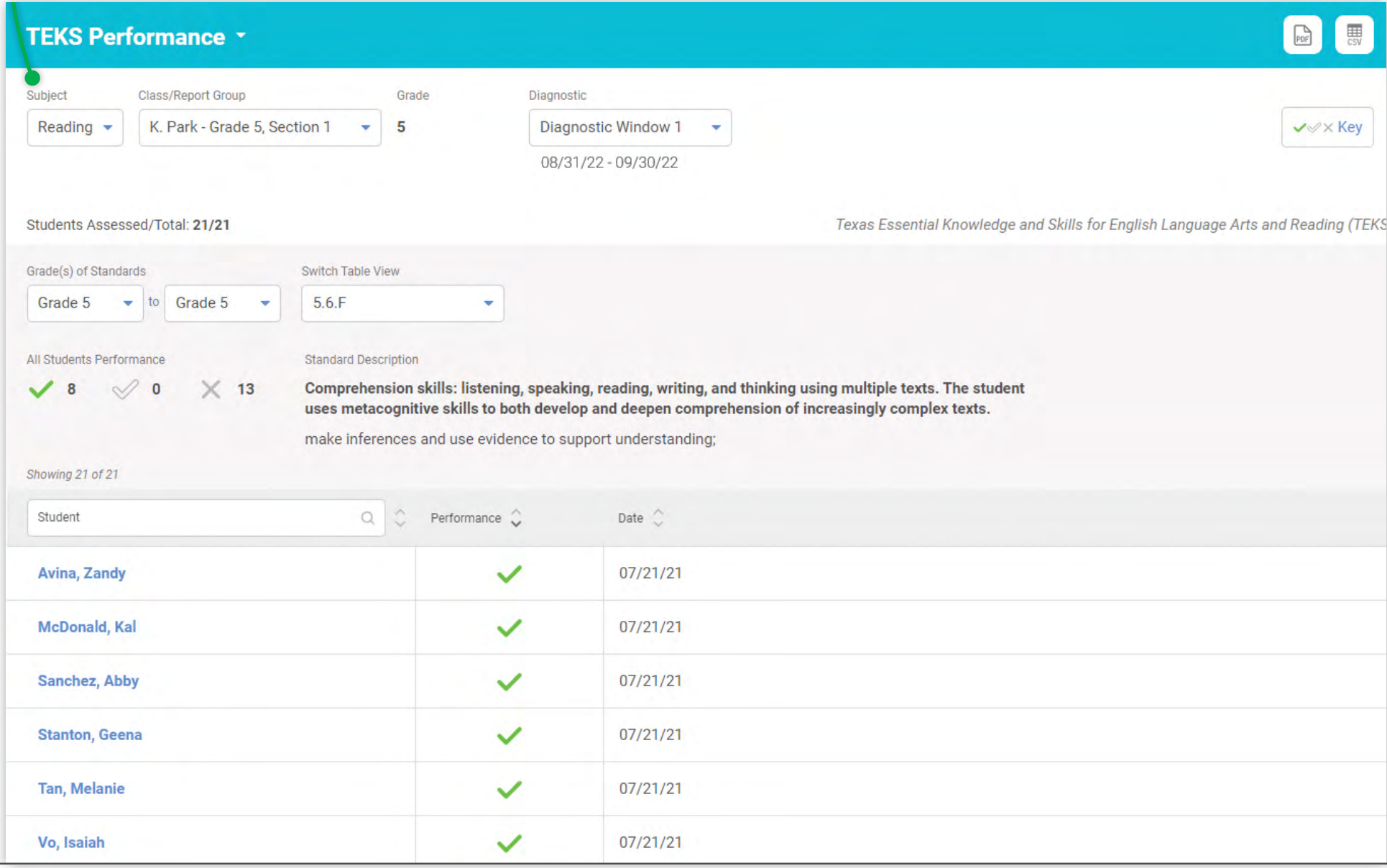
Students Assessed/Total: **21/21**

Texas Essential Knowledge and Skills for English Language Arts and Reading (TEKS)

Grade(s) of Standards: Grade 5 to Grade 5 | Switch Table View: Skill Summary

Showing 25 of 25

Standard Code	Standard Description	✓	✓✓	✗
5.3.B	use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;	–	7	14
5.3.B	use context within and beyond a sentence to determine the relevant meaning of unfamiliar words . . .	7	0	14
5.3.C	identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; and	4	0	17
5.3.D	identify, use, and explain the meaning of adages and puns.	–	7	14
5.6.F	make inferences and use evidence to support understanding;	8	0	13
5.6.G	evaluate details read to determine key ideas;	8	1	12
5.6.H	synthesize information to create new understanding; and	7	0	14
5.7.C	use text evidence to support an appropriate response;	8	0	13
5.7.D	retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;	7	2	12



Reading Standards Mastery Results by Test for a Class Item Analysis View

Standards Mastery Results by Test

Subject: Reading

Class/Report Group: Grade 5, Section 1

Assessment: Author's Purpose: Grade 5 Form A

Shows student performance on recently taught standards to inform reteaching, down to the question level

Students Completed/Assigned: **19/19**

Students Unassigned: **2**

Skill Summary

1 Skill Assigned

Standards	Skill	Performance Distribution	Avg. Score	Resources
5.10.A-2	Author's Purpose: Grade 5		44%	

Assessment Summary

44% Average Assessment Score

8 Proficient

1 Progressing

10 Beginning

5.10.A-2 — Use dropdown to view Skill Summary

View Assessment

Key

Showing 20 of 20

Student	Assessment Score	Skill Score	1	2	3	4	5	6

Class Summary	44%	44%	32%	37%	58%	37%	26%	16%
Cochran, Damon	92%	92%						
Jones, Anna	92%	92%						
Malone, Carla	83%	83%						
Singh, Brian	83%	83%						
Lowe, Noah	75%	75%						
Stanton, Geena	75%	75%						
Baker, Danielle	67%	67%						
Powell, Elijah	67%	67%						

i-Ready Standards Mastery: Differentiated Instructional Support

i-Ready

Poetic Devices

Standards

5.9.B explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms;

Prerequisite Standards

4.9.B explain figurative language such as simile, metaphor, and personification that the poet uses to create images;

Overview of Tested Skills

On this assessment form, students identify and interpret metaphor and other figurative language. Students will identify sound devices and explain their purpose. They will examine an author's use of rhyming words to connect thoughts. Students will identify when the poet and speaker are the same person and when they differ.

Common Misconceptions and Errors

Errors may result from misunderstandings or if students:

- cannot recognize metaphors.
- cannot recognize sound devices.
- misinterpret the author's use of sound devices.
- cannot identify rhyming words or rhyme schemes.
- cannot distinguish between various types of sound devices and figurative language.
- think the poet and speaker must always be the same person.

ThinkUp! RLA & i-Ready Instructional Resources

Consider using the following as additional instructional resources for students who have placed on or above level in Comprehension: Literature. See additional recommendations on page 2 for students performing below grade level.

Beginning

Focus: Developing Underlying Concepts

Help students understand how writers use figurative language to express their ideas. Provide students with a poem. Have them underline every use of figurative language. Then have pairs or small groups discuss what idea the writer is expressing.

Teacher-led Small Group

Teacher Toolbox: ThinkUp! RLA Instruction
Grade 5, Unit 6
- Sliding into the Future and Midnight Hide and Seek

i-Ready: Tools for Instruction
Grade 5
- Interpret Figurative Language: Metaphor and Simile

Teacher Toolbox: Interactive Tutorial
Grade 5, Lesson 15
- Figurative Language
- Determine the Meaning of Figurative Language

Progressing

Focus: Practicing and Building Confidence

Have students practice sound patterns. Provide students with a poem and have them look for instances of alliteration, rhyme, or repeated words. Have students explain whether the words connected by a sound pattern are related to one another.

Teacher-led Small Group

Teacher Toolbox: ThinkUp! RLA Instruction *Grade 5, Unit 6*
- Sliding into the Future and Midnight Hide and Seek

i-Ready: Personalized Instruction
Grade 5
- Figurative Language
- Determine the Meaning of Figurative Language

Proficient

Independent

Focus: Deepening Understanding

Have students discuss why a poet might write a poem in which they are the speaker or why they might choose to make another character the speaker. Provide students with a copy of two poems: one in which the poet is the speaker and one in which he or she is not. Have students discuss any differences they can identify.

i-Ready: Personalized Instruction
Grade 5
- Close Reading: Finding the Theme of a Poem
- Close Reading: Language and Meaning

New!

i-Ready Standards Mastery **assessments are now available for Spanish Reading TEKS in Grades 2–5! Grades 6–8 coming in early 2023.**

Standards Mastery Results

Offers detailed, student-level item analysis and suggested resources for addressing gaps and reteaching grade-level standards at the district, school, and class level

School	CEDAR ELEMENTARY
Subject	Reading
Student	Baker, Danielle
Student ID	013189
Student Grade	5
Assessment	Grade 5 Reading: Compare Text Structures
Score	50%
Completion Date	11/10/22

Use this report to review a student's results on a Standards Mastery assessment. Review the student's responses and common misconceptions for each wrong answer.

Read the passages. Then answer the questions that follow.

Saving the Bald Eagle

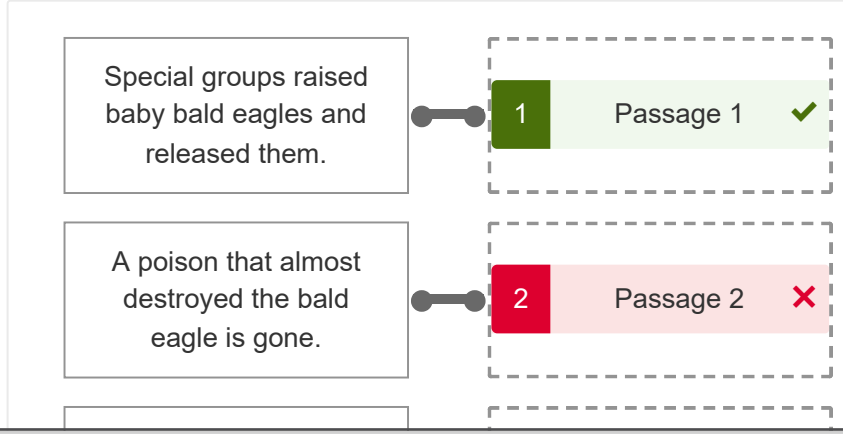
A Bird in Need

1 The bald eagle is an important bird in the United States because it is the nation's symbol for freedom. However, this beautiful creature was almost destroyed in the very nation that honors it. The bald eagle was dying out slowly over hundreds of years due to a few major problems.

2 One problem was that people were taking over the eagle's habitat and destroying its home. People cut down trees where the birds nested and ate the eagle's food sources. As people moved into areas where the birds lived, they even killed eagles!

0.25/1 point

Parts of both passages use a similar structure. The problem of the disappearance of the bald eagle is described in both passages. The sentences below describe solutions for that problem. Decide whether each solution on the left below is found in Passage 1, Passage 2, or both passages. Drag your answers to the boxes on the right.



3 Another problem was that people were using a pesticide[1] called DDT on plants. Fish ate the plants, and eagles, in turn, ate the fish. DDT made the eagles very sick, and their eggs could no longer hatch. Over time, there were very few bald eagles left in the United States.

Working Together

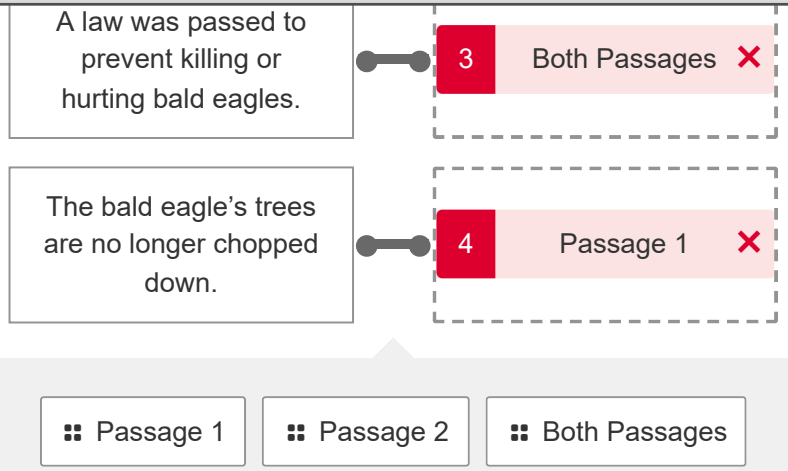
4 The government developed ways to solve the problems we had created. It did not want to lose its national symbol, so it listed the bald eagle as an "endangered species." This meant that the bird was in danger of dying out completely. It became against the law to kill or hurt bald eagles. Another law was passed against the use of DDT, and this poison was no longer allowed to be used anywhere in the country.

5 The government and other groups also worked hard to protect the bald eagle's habitat. Special groups raised baby bald eagles and then released the eagles into the wild. They also watched over nesting trees to make sure the eggs and babies were safe from harm.

6 All of these efforts greatly helped to solve many problems that the bald eagle faced. The number of bald eagles in the United States slowly increased until finally the bird was no longer an endangered species. Today, the government is still watching over the bald eagle even though it is out of danger. We do not want the nation's bird to ever be threatened again!

Facts about the Bald Eagle

- Before settlers arrived, there were as many as 500,000 bald eagles in the United States.
- By 1963, there were fewer than 500 nesting pairs of bald eagles in the United States.
- Today, there are more than 9,500 nesting pairs of bald eagles in the United States.



Correct answers:

2	Both Passages	3	Passage 1	4	Passage 2

Students may have an incorrect response because they do not understand how to compare and contrast the overall structure of information in two texts. They may not understand that while both passages offer solutions to the same problem, some of the stated solutions are shared, and some are unique, to the specific passage. Both passages mention elimination of poison, but only Passage 1 talks about laws passed to eliminate DDT and to prevent killing or harming bald eagles. Both passages make reference to protecting the eagle's habitat, but only Passage 2 describes specific actions regarding saving trees. Both passages talk about the efforts of people to prevent the disappearance of bald eagles, but only Passage 1 tells about special groups raising and releasing the birds.

Mathematics Diagnostic Results for a Class

Diagnostic Results

Subject: Math

Class/Report Group: Grade 5, Section 1

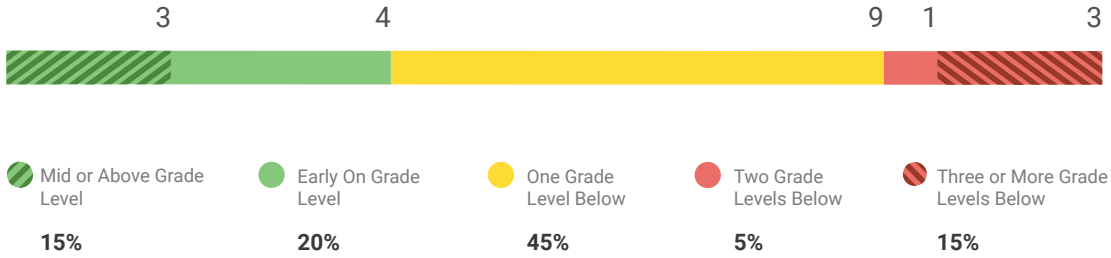
Diagnostic: Diagnostic 1

08/31/22–09/30/22

Gives a comprehensive picture of class instructional needs, including criterion-referenced grade-level placements, national norms, and growth measures, based on data from each Diagnostic

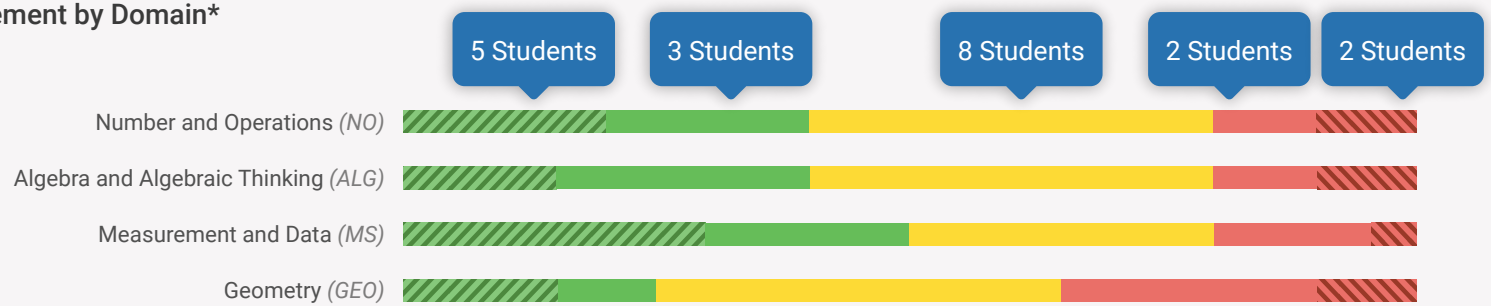
3-Level Placement | Enhanced 5-Level Placement

Overall Placement



The Mapping between 5-Level and 3-Level Placements

Placement by Domain*



*Students not completed are not included.

Showing 20 of 20

Choose Your Column:

Student	Overall Placement & Scale Score	Placement by Domain				National Norms
		NO	ALG	MS	GEO	
Tan, Melanie	Mid 5 (517)	Late 5	Early 5	Late 5	Mid 5	
Sanchez, Abby	Mid 5 (516)	Late 5	Mid 5	Mid		
Stanton, Geena	Mid 5 (512)	Mid 5	Mid 5	Late 5	Mid 5	94th
Warren, Santino	Early 5 (491)	Mid 5	Grade 4	Mid 5	Mid 5	79th
Bowers, Tara	Grade 4 (472)	Early 5	Grade 4	Grade 4	Grade 4	52nd
Jones, Anna	Grade 4 (472)	Grade 4	Mid 5	Grade 4	Grade 4	52nd
Powell, Elijah	Grade 4 (470)	Grade 4	Grade 4	Grade 4	Grade 3	50th
Lowe, Noah	Grade 4 (470)	Grade 4	Grade 4	Early 5	Grade 4	50th
Baker, Danielle	Grade 4 (459)	Grade 4	Grade 4	Grade 4	Grade 3	35th
Ruiz, Justin	Grade 4 (450)	Grade 4	Grade 4	Grade 3	Grade 3	25th
Malone, Carla	Grade 3 (440)	Grade 3	Grade 3	Grade 3	Grade 3	17th

National Norms

- Annual Growth Measures
- Quantile® measure & range
- National Norms
- Date
- Diagnostic Language

Criterion Referenced

Norm Referenced

Mathematics Diagnostic Results for a Student

Diagnostic Results ▾ **Elijah Powell** ▾ **Grade 5**

Uses criterion-referenced grade-level placements to give teachers insight into the instructional strengths, areas of need, and annual growth expectations for each student

Subject: Math

Diagnostic: Diagnostic 1 (09/14/22)

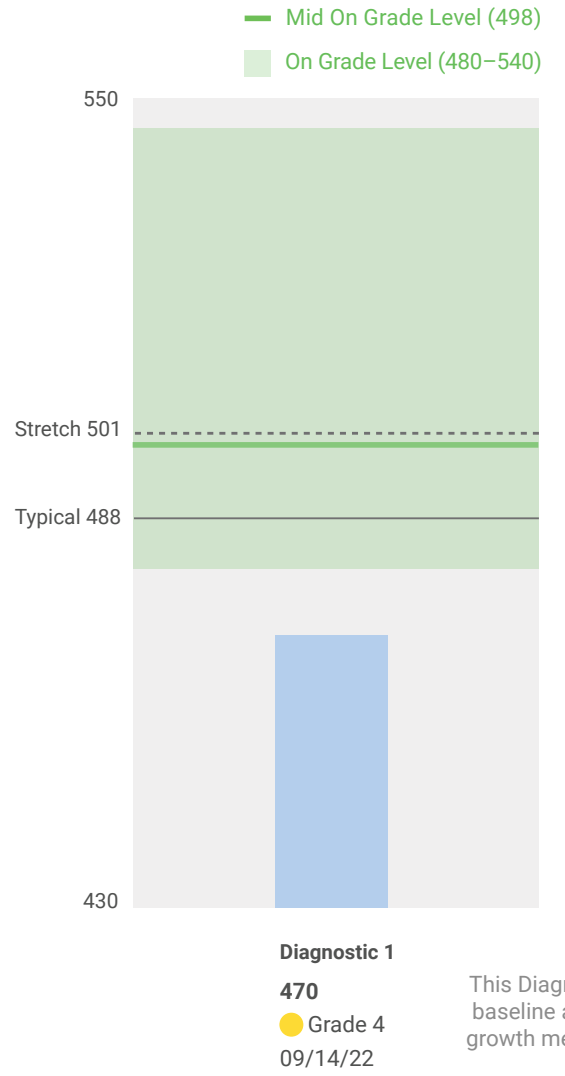
Diagnostic 1

Typical Growth

Typical Growth: The average annual growth for a student at this grade and placement level on their baseline Diagnostic.

Stretch Growth®

Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are not yet proficient (Mid On Grade Level or above) on a path toward proficiency and helps students who are already on track for proficiency to achieve or maintain advanced proficiency levels.



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

Overall

Grade 4 (470)

Standard Error +/- 7

Domain	Placement	Can Dos & Next Steps
Number and Operations	Grade 4	↓
Algebra and Algebraic Thinking	Grade 4	↓
Measurement and Data	Grade 4	↓
Geometry	Grade 3	↓

National Norm Performance and Quantile® Framework for Mathematics Measure

National Norm
50th Percentile

Quantile® Measure:
685Q

Quantile Range:
635Q–735Q

Understanding Quantile Measures

The Lexile® & Quantile® Hub provides educators, parents, and students with easy access to math tools. Discover new and enhanced Quantile tools that support student learning and growth at Hub.Lexile.com.

How to Use Quantile Tools on the Hub

Placement by Domain

Test results suggest that Elijah would benefit from intervention focused on skills and concepts related to quantitative reasoning and representation. Instruction that connects understanding of number relationships with computation and problem-solving skills will strengthen Elijah's mathematics abilities across domains. This priority places Elijah in Instructional Grouping 2.

Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
Grade 4 449	Grade 4 457	Grade 4 466	Grade 3 436

Developmental Analysis

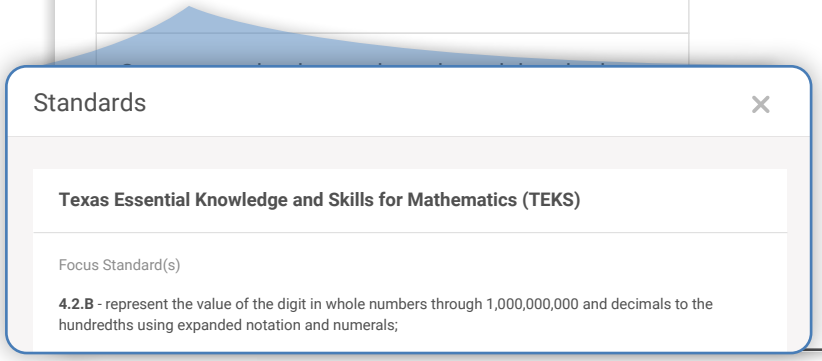
At placement levels 3–5, this domain addresses four operations with whole numbers with an emphasis on multiplication and division, as well as understanding of and computation with decimals and fractions. Test results indicate that Elijah could benefit from practicing multi-digit whole number operations and fraction concepts.

Can Do

Base Ten

Read and write whole numbers through hundred millions in expanded form and standard form and identify the value of the digits.

Standards



Next Steps & Resources for Instruction

Base Ten

Subtract multi-digit numbers.

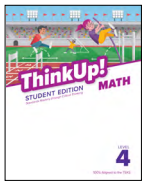
Subtract multi-digit numbers.

Tools for Instruction

Subtract Multi-Digit Numbers

Restar números enteros de varios digitos

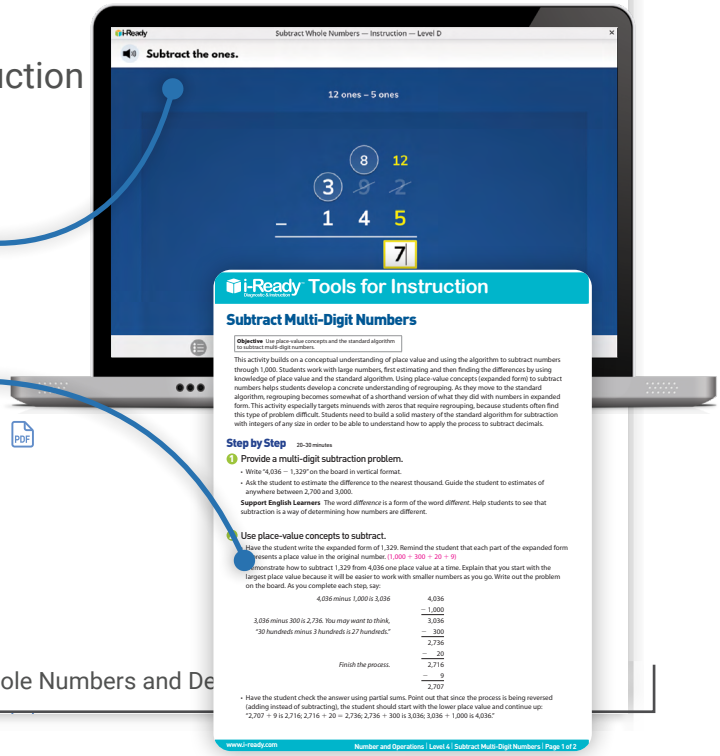
Additional Resources



ThinkUp! Math™

Learn More

- **Grade 4**
  Unit 15 - Add and Subtract Whole Numbers and De



Mathematics Instructional Groupings

Instructional Groupings

Subject: Math | Class/Report Group: Grade 5, Section 1 | Diagnostic: Diagnostic Window 1 | Grade: Grade 5

08/31/22–09/30/22

Groups students with similar instructional needs and, for each group, provides the teacher with detailed instructional priorities and classroom resources to support differentiated instruction

View All Groupings | Grouping 1 (4 Students) | **Grouping 2 (10 Students)** | Grouping 3 (0 Students) | Grouping 4 (2 Students) | Grouping 5 (4 Students)

Students

Showing 10 of 10

Student	Diagnostic Language	Scale Score	Overall Placement	NO	ALG	MS	GEO
Baker, Danielle		459	Grade 4	Grade 4	Grade 4	Grade 4	Grade 3
Bowers, Tara		472	Grade 4	Early 5	Grade 4	Grade 4	Grade 4
Choi, Isabelle		470	Grade 4	Grade 4	Grade 4	Grade 4	Grade 4
Jones, Anna	*Spanish*	472	Grade 4	Grade 4	Mid 5	Grade 4	Grade 4
Lowe, Noah		470	Grade 4	Grade 4	Grade 4	Early 5	Grade 3
Powell, Elijah		470	Grade 4	Grade 4	Grade 4	Grade 4	Grade 4

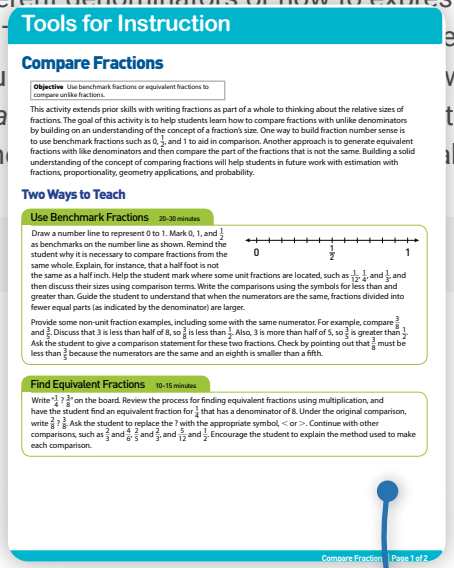
– Hide Grouping Description

Students in this Grouping are One Grade Level Below in Number and Operations or Algebra and Algebraic Thinking.

Instructional Priorities

Students in this grouping are having difficulty with skills and concepts related to quantitative reasoning. They may struggle with skills and concepts related to fractions and whole number operations, or they may struggle with algebraic concepts related to factors and multiples, or both.

Those students with a low score in Number and Operations are probably most challenged by fractions. They will need to focus on foundational fraction concepts in order to understand that a fraction is one number that represents a quantity, not just "one number over another number." They will need practice with how to compare fractions with different denominators or how to express fractions as equivalent fractions or decimals. Those students with a low score in Algebra and Algebraic T erstanding of the relationship between factors and multiples and may be held back by lack of fluency with mu will particularly benefit from instruction on the concepts and skills described below in the section *Algebra* tice to develop fluency with basic multiplication and division facts, all students in this profile are also likely to n bulary.


Tools for Instruction

Compare Fractions

Objective Use benchmark fractions or equivalent fractions to compare unlike fractions.

This activity extends prior skills with writing fractions as part of a whole to thinking about the relative sizes of fractions. The goal of this activity is to help students learn how to compare fractions with unlike denominators by building on an understanding of the concept of a fraction's size. One way to build fraction number sense is to use benchmark fractions such as 0, $\frac{1}{2}$, and 1 to aid in comparison. Another approach is to generate equivalent fractions with like denominators and then compare the part of the fractions that is not the same. Building a solid understanding of the concept of comparing fractions will help students in future work with estimation with fractions, proportionality, geometry applications, and probability.

Two Ways to Teach

Use Benchmark Fractions 20–30 minutes

Draw a number line to represent 0 to 1. Mark 0, 1, and $\frac{1}{2}$ as benchmarks on the number line as shown. Remind the student why it is necessary to compare fractions from the same whole. Explain, for instance, that a half foot is not the same as a half inch. Help the student mark where some unit fractions are located, such as $\frac{1}{12}$, $\frac{1}{4}$, and $\frac{1}{3}$, and then discuss their sizes using comparison terms. Write the comparisons using the symbols for less than and greater than. Guide the student to understand that when the numerators are the same, fractions divided into fewer equal parts (as indicated by the denominator) are larger.

Provide some non-unit fraction examples, including some with the same numerator. For example, compare $\frac{3}{8}$ and $\frac{3}{5}$. Discuss that 3 is less than half of 8, so $\frac{3}{8}$ is less than $\frac{1}{2}$. Also, 3 is more than half of 5, so $\frac{3}{5}$ is greater than $\frac{1}{2}$. Ask the student to give a comparison statement for these two fractions. Check by pointing out that $\frac{3}{8}$ must be less than $\frac{3}{5}$ because the numerators are the same and an eighth is smaller than a fifth.

Find Equivalent Fractions 10–15 minutes

Write $\frac{1}{3}$? $\frac{2}{3}$ on the board. Review the process for finding equivalent fractions using multiplication, and have the student find an equivalent fraction for $\frac{1}{3}$ that has a denominator of 8. Under the original comparison, write $\frac{2}{3}$? $\frac{2}{8}$. Ask the student to replace the ? with the appropriate symbol, <, or >. Continue with other comparisons, such as $\frac{2}{3}$ and $\frac{4}{6}$, $\frac{2}{3}$ and $\frac{2}{5}$, and $\frac{5}{12}$ and $\frac{1}{2}$. Encourage the student to explain the method used to make each comparison.

Compare Fractions | Page 1 of 2

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 students may benefit from working with concrete or visual models, or alternative algorithms, in order to focus on the place value concepts behind the process. Once students understand why the process works, they can be guided to see the relationship between the models and algorithms, and eventually use a more efficient algorithm alone.

Number–Fractions

- Decompose a fraction into a sum of fractions with like denominators.
- Compare fractions with unlike denominators.
- Write equivalent fractions, including fractions in simplest terms.
- Write fractions with denominators of 10 or 100 as decimals.

Resources

Tools for Instruction **Available in both English and Spanish!**

English (21) Spanish (21)

Number and Operations

- Add Multi-Digit Numbers
- Subtract Multi-Digit Numbers
- Multiply by One-Digit Numbers
- Divide Three-Digit by One-Digit Numbers
- Compare Fractions
- Equivalent Fractions
- Write Fractions as Decimals
- Compare Decimals to Hundredths

Mathematics Prerequisites

Prerequisites

Helps teachers strategically and efficiently prepare students for upcoming topics in grade-level Mathematics instruction and recommends resources teachers can use to address prerequisites with small groups

Subject	Class/Report Group	Grade	Topic
Math	Grade 5, Section 1	Grade 5	Fraction Operations...

i-Ready Topic Overview

Fraction Operations, Part 1

Students build on their knowledge of adding and subtracting fractions with like denominators and of equivalent fractions to learn to add and subtract fractions and mixed numbers with unlike denominators. They go on to solve word problems involving adding and subtracting fractions and mixed numbers with unlike denominators. Next students connect their understanding of division and of fractions to explore the idea of a fraction as the division of the numerator by the denominator. They use area models to represent fraction multiplication and compare to multiplying using equations to see that the products are the same.

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.

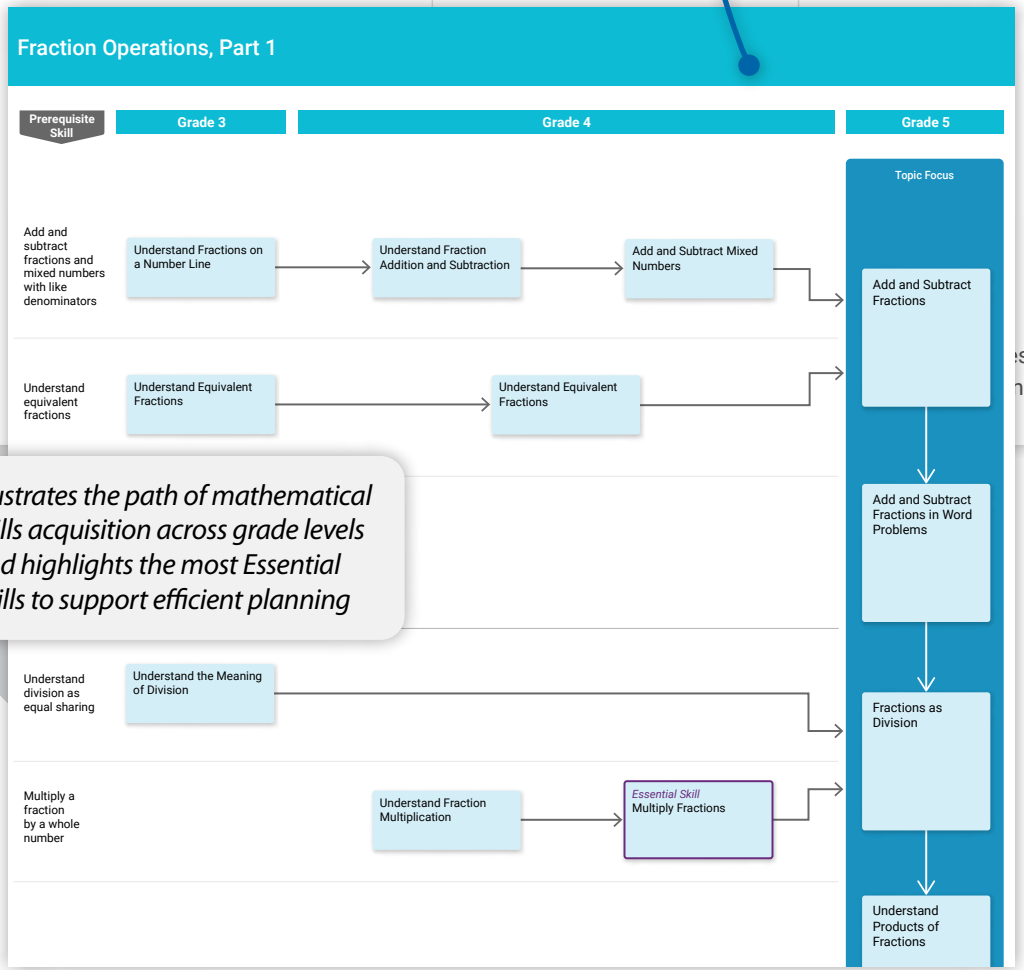
PDF

Topic Support

Prerequisite Groups

Prerequisites	Topic Group A 2 Students Recommendations	Topic Group B 4 Students Recommendations	Topic Group C 10 Students Recommendations	Topic Group D 4 Students Recommendations
Add and subtract fractions and mixed numbers with like denominators	✓	Additional Support	In-Depth Review	In-Depth Review
Understand equivalent fractions	✓	Additional Support	In-Depth Review	In-Depth Review

Understand division as equal sharing	✓	✓	Additional Support	In-Depth Review
Essential Skill Multiply a fraction by a whole number	✓	Additional Support	In-Depth Review	In-Depth Review
	Sanchez, Abby **Stanton, Geena**	**McDonald, Kal** **Patel, Mia** **Tan, Melanie** **Wade, Kiara**	**Baker, Danielle** **Bowers, Tara** **Choi, Isabelle** **Lowe, Noah** **Powell, Elijah**	**Cochran, Damon** **Hess, Michael** **Malone, Carla** **Simmons, Tristan**



Illustrates the path of mathematical skills acquisition across grade levels and highlights the most Essential Skills to support efficient planning

Recommendations: Group C i-Ready

Grade Grade 5

Recommended Resources

Students can access Learning Games through their dashboard.

Educators can find the Tools for Instruction under the Assess & Teach area of their experience.

Add and Subtract Fractions

Add and Subtract Fractions in Word Problems

Add and subtract fractions and mixed numbers with like denominators – In-depth Review

Skill: Understand Fractions on a Number Line (Grade 3)

Teacher-led Small Groups
- Tools for Instruction: Fractions on a Number Line

Independent Reinforcement
- Learning Games: Bounce

Skill: Understand Fraction Addition and Subt

Teacher-led Small Groups
- Tools for Instruction: Understand Fraction Additio

Skill: Add and Subtract Mixed Numbers (Gra

Teacher-led Small Groups
- Tools for Instruction: Add and Subtract Mixed Numbers

Independent Reinforcement
- Learning Games: Cloud Machine

Curriculum Associates

Page: 2/4

Recommended resources for small group instruction give teachers the flexibility to strategically pace instructional supports and choose materials that best suit students' needs.

Mathematics Personalized Instruction Summary for a Student

Personalized Instruction Summary ▾ **Elijah Powell** ▾ **Grade 5**

PDF CSV

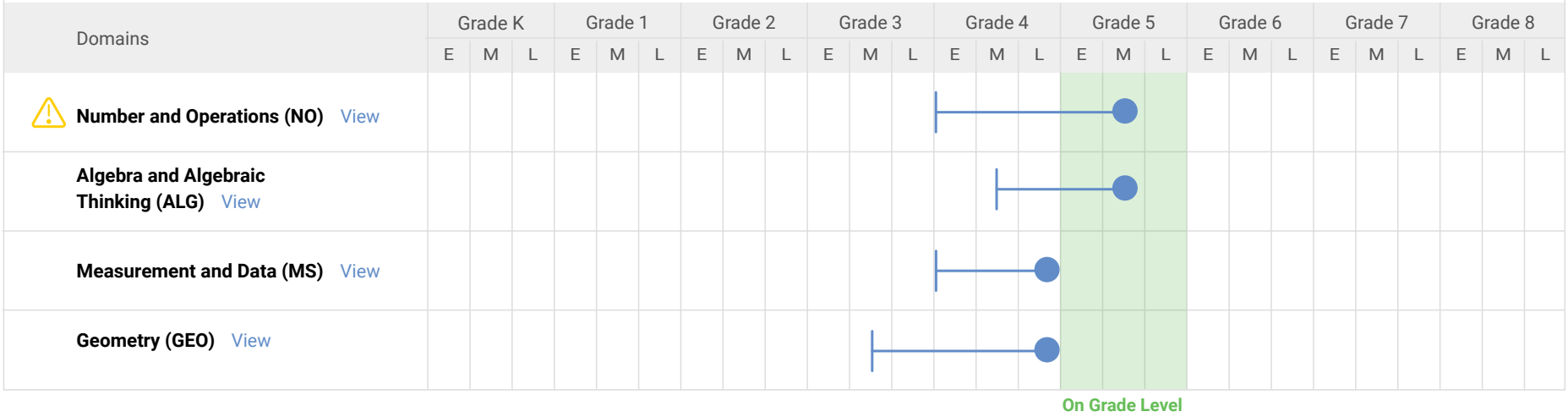
Subject: Math ▾

Date Range: All Activity ▾

Shows a student's progress through i-Ready *lessons in real time and highlights where that student is succeeding and where teachers should intervene to help students who need support*

Current & Past Lessons | Upcoming Lessons

Monitor Domain Progress



Activity Overview

Lessons Passed (YTD): **55/65** | **85%**

Total Lesson Time-on-Task (YTD): **23h 26m**

Domains	Passed/Completed	% Lessons Passed
Number and Operations (NO)	22/28	79%
Algebra and Algebraic Thinking (ALG)	22/25	88%
Measurement and Data (MS)	6/7	86%
Geometry (GEO)	5/5	100%

Lesson Time-on-Task: Year to Date
23h 26m

Last Week	Current Week

Number and Operations

Add and Subtract Decimals

Objectives:
- Add decimals to hundredths.
- Subtract decimals to hundredths.
- Use models to show how to add and subtract decimals to hundredths.

Preview

Estimated

Instruction **Quiz**

Texas Essential Knowledge and Skills for Mathematics (TEKS)

Focus Standard(s)

4.4.A - Add [and] subtract . . . decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition

Showing 9 of 60

Alerts	Domains						
	Number and Operations						
	Number and Operations						01/23
	Number and Operations						22/23
⚠	**Number and Operations**	Mid 5	Add and Subtract Decimals	Not Passed 60%	28m	02/13/23	02/14/23
	Number and Operations	Mid 5	Add and Subtract Decimals	Not Passed 50%	34m	02/07/23	02/07/23
	Number and Operations	Mid 5	Understand Place Value	Passed 100%	29m	02/06/23	02/06/23

Mathematics Diagnostic Growth for a Student

Diagnostic Growth ▾ **Elijah Powell** ▾ **Grade 5**

Subject

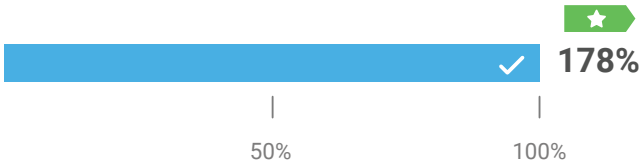
Math ▾

Gives a clear view of progress toward proficiency and annual growth expectations for each student

Year-to-Date Growth

Progress to Annual Typical Growth

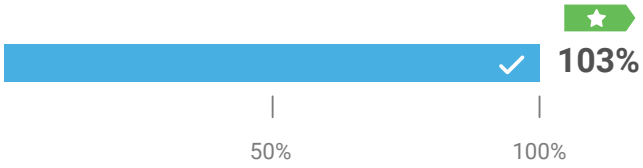
Scale Points: 32/18



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®

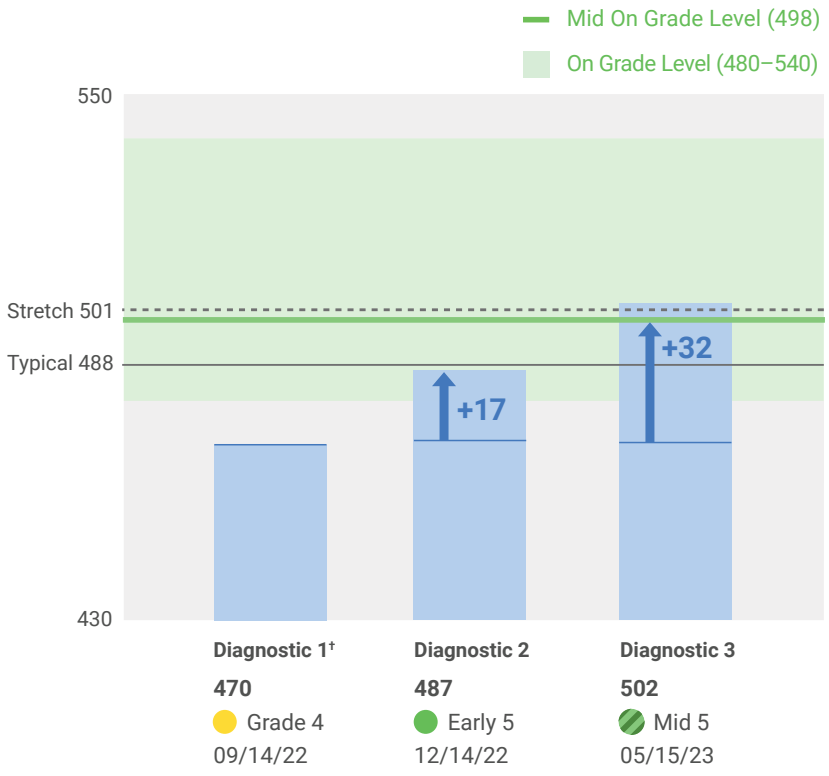
Scale Points: 32/31



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.

Overall Diagnostic Growth



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

Learn More about Growth

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
Geometry ↑	Grade 3	Grade 4	Early 5

↑ Placement Improved from Baseline

Mathematics Diagnostic Growth for a Class

Diagnostic Growth

Subject: Math

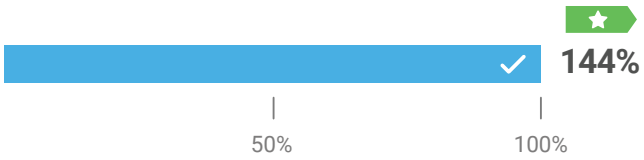
Class/Report Group: Grade 5, Section 1

Comparison Diagnostic: Diagnostic Window 3

05/01/23–06/01/23

Gives a clear view of progress toward proficiency and annual growth expectations across a class and for each student

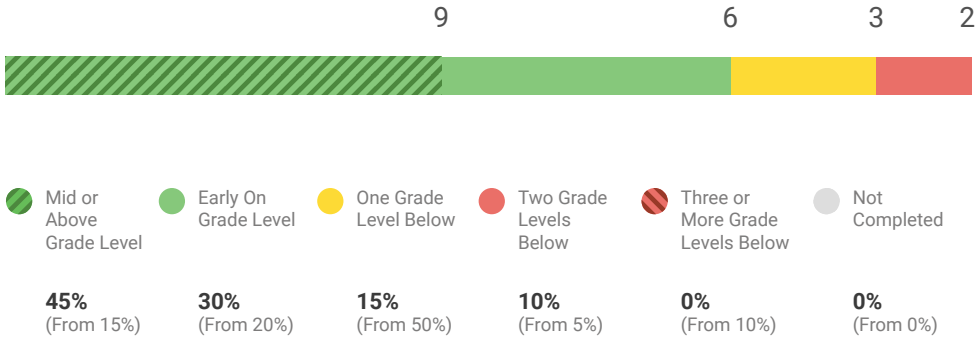
Progress to Annual Typical Growth (Median)



The median percent progress toward Typical Growth for this class is 144%. Typical Growth is the average annual growth for a student at their grade and placement level.

Learn More about Growth

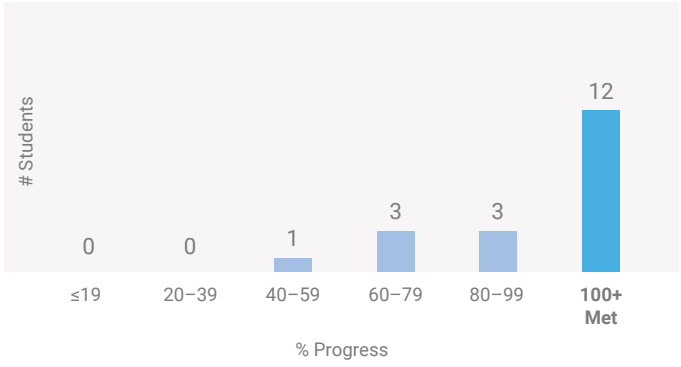
Current Placement Distribution



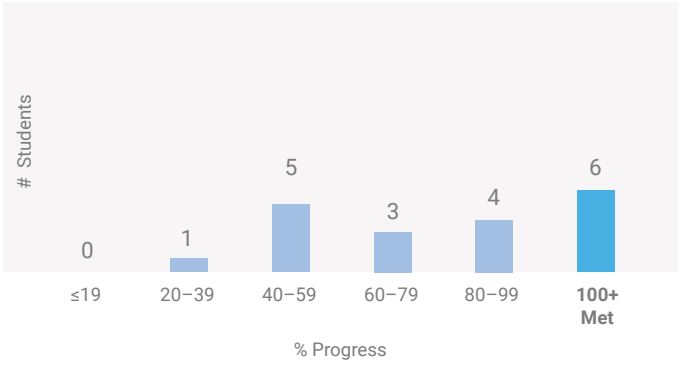
The Mapping between 5-Level and 3-Level Placements

Progress Distributions

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Showing 20 of 20

Student	Annual Typical Growth		Annual Stretch Growth		Baseline Placement & Scale Score	Current Placement & Scale Score
	Percent Progress	Scale Score Progress	Percent Progress	Scale Score Progress		
Baker, Danielle	161%	29/18	94%	29/31	Grade 4 (459)	Early 5 (488)
Bowers, Tara	78%	14/18	45%	14/31	Grade 4 (472)	Early 5 (486)
Choi, Isabelle	172%	31/18	100%	31/31	Grade 4 (459)	Early 5 (490)
Cochran, Damon	85%	17/20	41%	17/41	Grade 2 (429)	Grade 3 (446)
Hess, Michael	39%	7/18	23%	7/31	Grade 4 (453)	Grade 4 (460)
Lowe, Noah	94%	17/18	55%	17/31	Grade 4 (470)	Early 5 (487)
Malone, Carla	166%	30/18	86%	30/35	Grade 3 (440)	Grade 4 (470)
McDonald, Kal	161%	29/18	100%	29/29	Early 5 (489)	Mid 5 (518)
Patel, Mia	172%	31/18	100%	31/31	Grade 4 (473)	Mid 5 (504)
Powell, Elijah	178%	32/18	103%	32/31	Grade 4 (470)	Mid 5 (502)
Ramirez, Gabriella	111%	20/18	65%	20/31	Grade 4 (472)	Early 5 (492)
Ruiz, Justin	178%	32/18	103%	32/31	Grade 4 (450)	Grade 4 (472)
Sanchez, Abby	193%	27/14	135%	27/20	Mid 5 (516)	Grade 6 (543)

Mathematics Diagnostic Growth for a School

Diagnostic Growth

Subject: Math

School: Cedar Elementary

Academic Year: Current Year

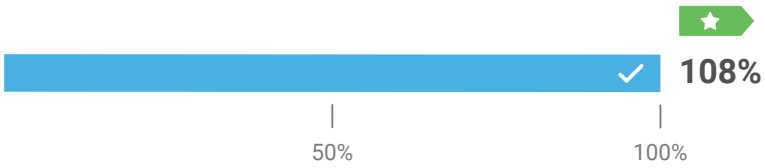
Comparison Diagnostic: Diagnostic 3

05/01/23–06/01/23

Gives a clear view of progress toward proficiency and annual growth expectations across a school, grade, or class

Students Assessed/Total: **555/569**

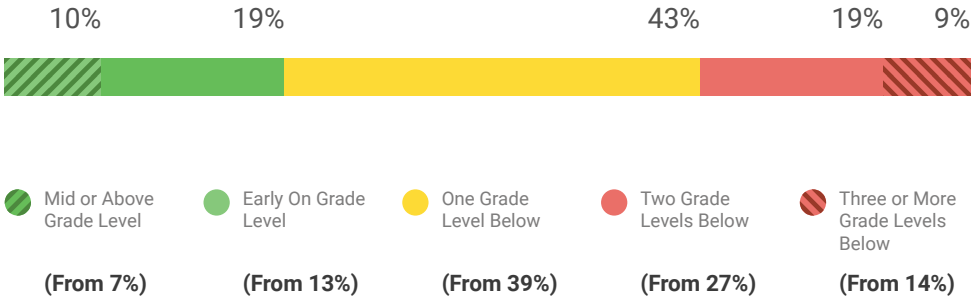
Progress to Annual Typical Growth (Median)



The median percent progress toward Typical Growth for this school is 108%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

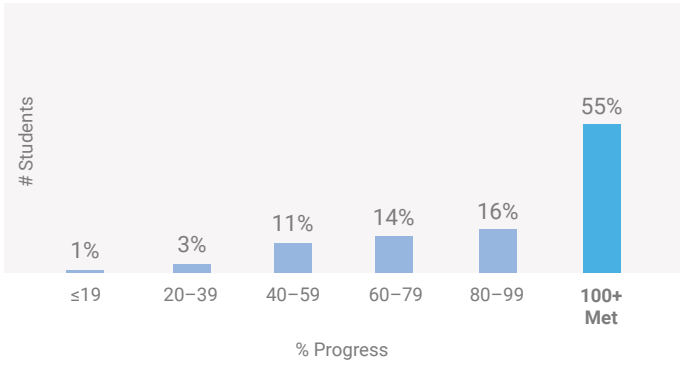
Learn More about Growth

Current Placement Distribution

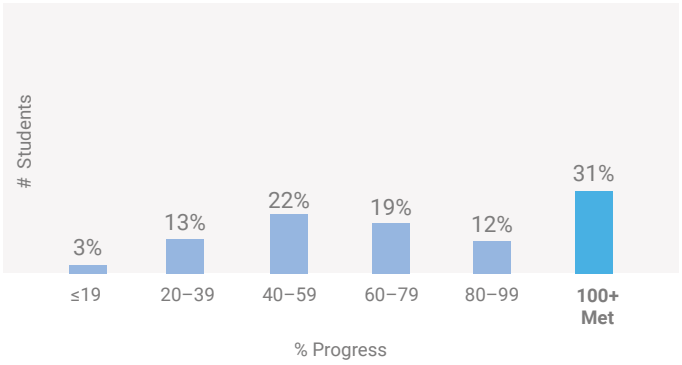


The Mapping between 5-Level and 3-Level Placements

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Show Results By

Grade

Showing 9 of 9

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	114%	65%	79%	35%	65%	60/60
Grade 1	107%	67%	84%	33%	30%	63/63
Grade 2	106					
Grade 3	110					
Grade 4	111					
Grade 5	108					
Grade 6	114					
Grade 7	108					
Gra	109					

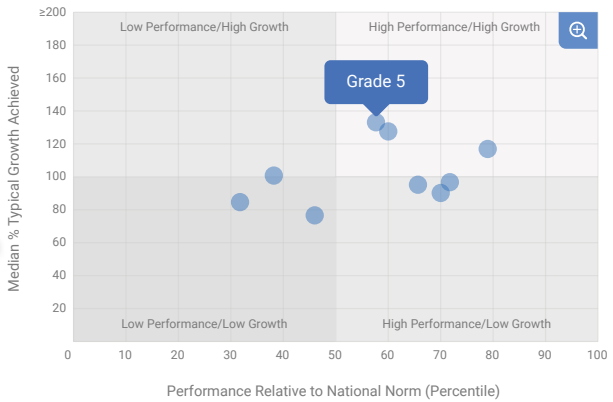
*Shows how schools and grades across the district are growing and performing in a single view to inform planning and resource allocation.**

Diagnostic Status | Diagnostic Results | Instruction | Standards Mastery | Diagnostic Growth

Student Growth in Math Shown by Grade

Across the District from Fall to Spring (March 2 to End of Y . . .

03/02/23–06/30/23



View Diagnostic Growth Report | Download CSV

Grade-Level Support
Tools to address unfinished learning

Online Educator Learning
Online courses that complement teacher PD

i-Ready Central
Tips, tools, and guidance to support use

Tools and Tips

Video: Using Diagnostic Results Reports

Kit for Using Data to Plan Instruction

*Access for school administrators and Diagnostic Window selection coming in the 2022–2023 school year

Mathematics Diagnostic Results for a District

Comparison View

Diagnostic Results

Subject: Math

School: All Schools

Academic Year: Current Year

Diagnostic: Diagnostic 2 — 12/01/22–12/31/22

Prior Diagnostic: Diagnostic 1 — 08/31/22–09/30/22

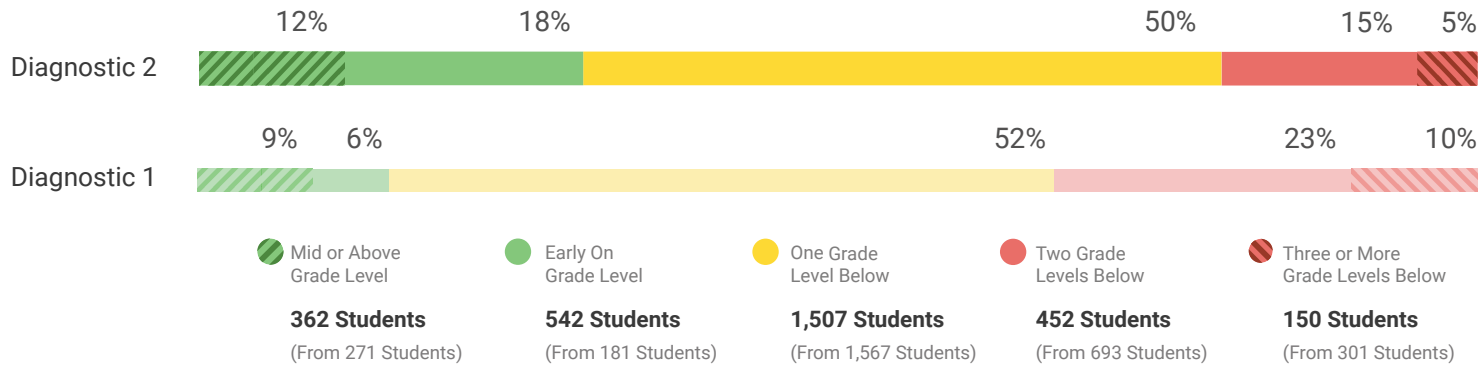
Provides a comprehensive picture of student performance by school, grade, class, and district demographics, allowing administrators to set intervention strategies and make resource allocation decisions

Criterion Referenced

3-Level Placement | 5-Level Placement (Enhanced)

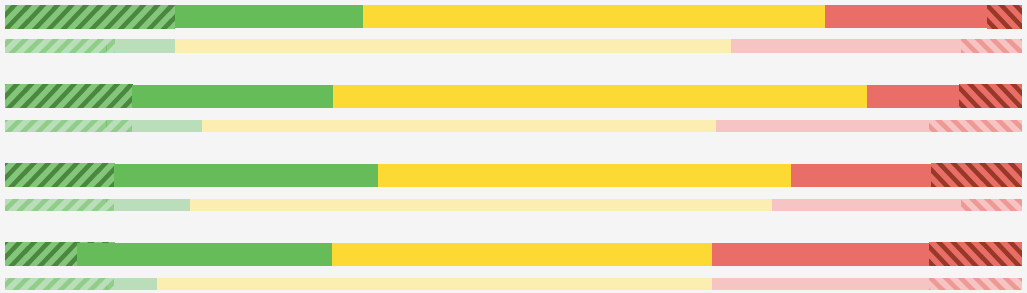
Overall Placement

Students Assessed/Total: **3,013/3,013**



The Mapping between 5-Level and 3-Level Placements

Placement by Domain



All School Groups > All Schools

Switch Table View

Placement Summary

*Filter your data by two attributes for a more granular analysis within demographic groups.**

Choose to Show Results By

Sex

Secondary Demographic to Show Results By

Emergent Bilingual | Remove

Showing 3 of 3

All	Emergent Bilingual	Overall Grade-Level Placement						Students Assessed/Total
Female	English Learner (EB)	Diagnostic Window 2	21%	30%	32%	16%	1%	827/836
		Diagnostic Window 1	13%	22%	38%	21%	6%	
	Dual Language One Way (EB1)	Diagnostic Window 2	11%	18%	43%	22%	7%	443/448
		Diagnostic Window 1	3%	6%	49%	30%	12%	

*Coming in the 2022-2023 school year

Mathematics Standards Performance for a Class

TEKS Performance

Subject: Math | Class/Report Group: C. Aguilar - Grade 5, Section 1 | Grade: 5 | Diagnostic: Diagnostic Window 1 (07/20/21 - 08/20/21)

Shows how students are performing against state standards, based on the results of each Diagnostic

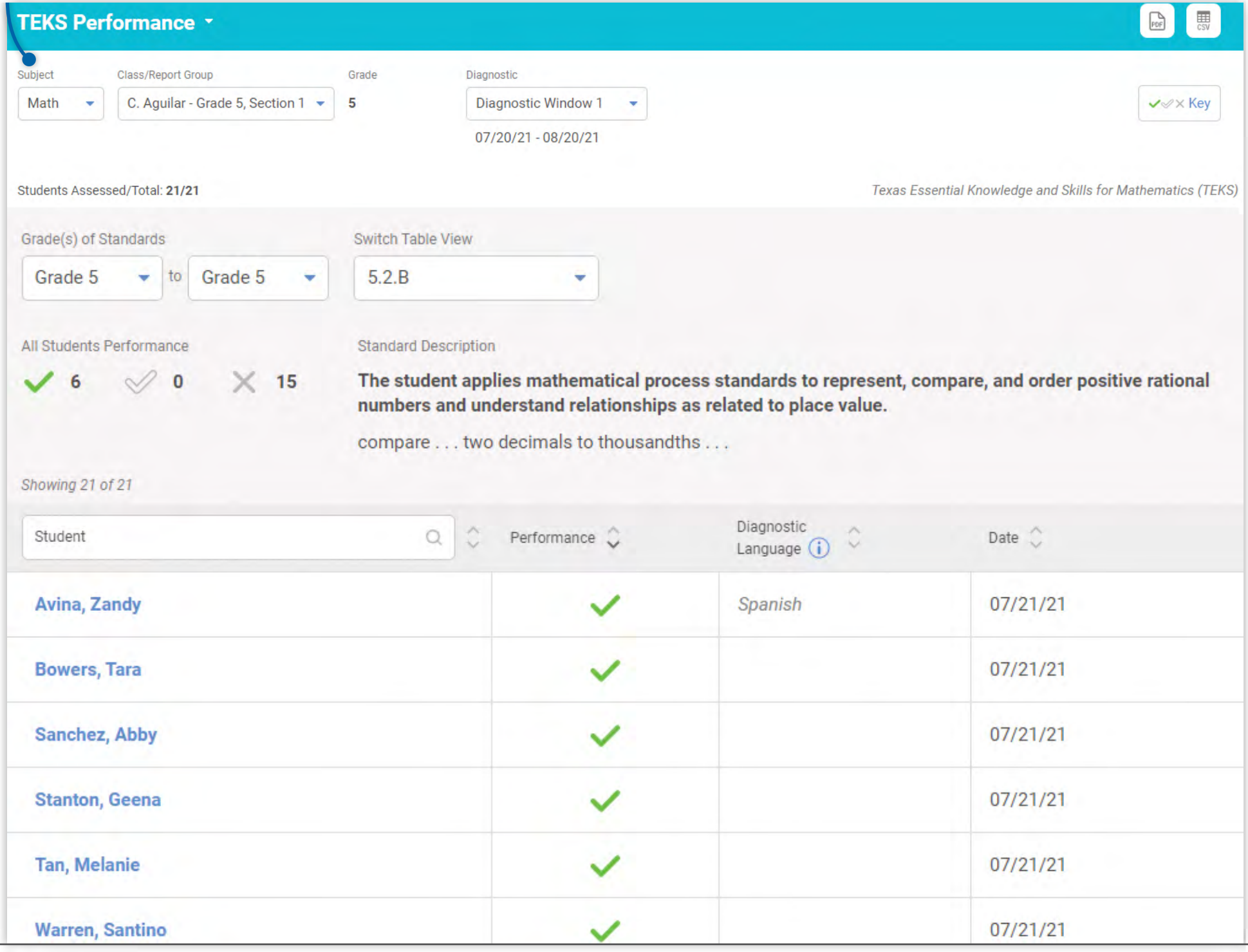
Students Assessed/Total: **21/21**

Texas Essential Knowledge and Skills for Mathematics (TEK

Grade(s) of Standards: Grade 5 to Grade 5 | Switch Table View: Skill Summary

Showing 28 of 28

Standard Code	Standard Description	✓	✓✓	✗
5.2.A	represent the value of the digit in decimals through the thousandths using expanded notation and numerals;	3	0	18
5.2.B	compare and order two decimals to thousandths and represent comparisons using the symbols >, <, or =; and	–	11	10
5.2.B	compare . . . two decimals to thousandths . . .	6	0	15
5.2.C	round decimals to tenths or hundredths.	–	3	18
5.3.A	estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division;	–	16	5
5.3.B	multiply with fluency a three-digit number by a two-digit number using the standard algorithm;	–	9	12



Mathematics Standards Mastery Results by Test for a Class Item Analysis View

Standards Mastery Results by Test

Subject: Math

Class/Report Group: Grade 5, Section 1

Assessment: Compare Decimals to Thousandths Form A

Shows student performance on recently taught standards to inform reteaching, down to the question level

Students Completed/Assigned: **20/20**

Students Unassigned: **1**

Skills Summary

1 Skill Assigned

Standards	Skill	Performance Distribution	Avg. Score	Resources
5.2.B	Compare decimals to Thousandths		51%	

Assessment Summary

51% Average Assessment Score

6	12	2
Proficient	Progressing	Beginning

5.2.B

Use dropdown to view Skill Summary

View Assessment

Key

Showing 20 of 20

Student	Assessment Score	Skill Score	1	2	3	4A	4B	5
Class Summary	51%	51%	75%	70%	70%	40%	20%	30%
Singh, Brian	100%	100%	●	●	●	●	●	●
Baker, Danielle	83%	83%	○					
Cochran, Damon	83%	83%	●					
Malone, Carla	83%	83%	●					
Jones, Anna	67%	67%	●					
Powell, Elijah	67%	67%	●					
Choi, Isabelle	50%	50%	○					
Hess, Michael	50%	50%	●					
Stanton, Geena	50%	50%	●					
Tan, Melanie	50%	50%	●					
Vo, Isaiah	50%	50%	●	●	●	○	○	○
Wade, Kiara	50%	50%	●	●	●	○	○	○
Warren, Santino	50%	50%	○	●	●	○	○	●

i-Ready Standards Mastery: Differentiated Instructional Support

i-Ready

Compare Decimals to Thousandths

Standard

5.2.B Compare and order two decimals to thousandths and represent comparisons using the symbols >, <, or =.

Prerequisite Standards

3.3.H Compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models.

4.2.F Compare and order decimals using concrete and visual models to the hundredths.

Overview of Tested Skills

Problems on this assessment form require students to be able to compare and order decimals to the thousandths place using a variety of strategies and write inequality statements to compare two decimals using >, =, or <. Students will also need to be familiar with locating decimals to the thousandths place on number lines.

Common Misconceptions and Errors

Misconceptions and errors may result if students don't understand that the place of a digit in a number determines its value and that place value can be used to compare and order numbers.

Errors may also result if students:

- compare digits starting in the least place-value position.
- think that the number with the most digits is always the greater number.
- confuse the meanings of the symbols < and > or the words *greater* and *less*.
- think that any two numbers with the same digits are equal.

ThinkUp! Math & i-Ready Instructional Resources

Consider using the following resources and the Learning Games as additional instructional resources for students who have placed on or above level in Number and Operations. See additional recommendations on page 2 for students performing below grade level. Resources marked with ES include a Spanish version.*

Beginning

Focus: Developing Underlying Concepts

Help students use their decimal place-value understandings to compare decimals through thousandths. Show students how they can use the relationship between thousandths and hundredths to compare two decimals. Then help students compare decimals by converting them to fractions with denominators of 10, 100, or 1,000.

Teacher-led Small Group

Teacher Toolbox: ThinkUp! Math Instruction *Grade 5, Unit 2*
- Compare Two Decimals to Thousandths ES

i-Ready: Tools for Instruction *Grade 5*
- Compare Decimals to Thousandths ES

Teacher Toolbox: Interactive Tutorial *Grade 5, Lesson 2*
- Compare Decimals
- Round Decimals

Student-led Small Group

Teacher Toolbox: Center Activities *Grade 5, Lesson 2*
- 5.12 ★Compare Decimal Numbers ES
- 5.13 ★Round Decimal Numbers ES

Progressing

Focus: Practice and Building Confidence

Help students build confidence with independent practice with using place-value strategies to compare decimals to thousandths.

Student-led Small Group

Teacher Toolbox: Center Activities *Grade 5, Lesson 2*
- 5.12 ★★Compare Decimal Numbers ES
- 5.13 ★★Round Decimal Numbers ES

Independent

Teacher Toolbox: Fluency and Skills Practice *Grade 5, Lesson 2*
- Rounding Decimals ES
- Comparing Decimals ES

i-Ready: Personalized Instruction
- Compare Decimals
- Round Decimals

Proficient

Focus: Deepening Understanding

Encourage students to deepen their understanding of comparing decimals to thousandths.

Student-led Small Group

Teacher Toolbox: Center Activities *Grade 5, Lesson 2*
- 5.12 ★★★Compare Decimal Numbers ES
- 5.13 ★★★Round Decimal Numbers ES

Independent

Teacher Toolbox: Enrichment Activities *Grade 5, Lesson 2*
- Compare and Round Decimals, Mystery Number ES

* *Learning Games are included with i-Ready Instruction.*

Standards Mastery Results

Offers detailed, student-level item analysis and suggested resources for addressing gaps and reteaching grade-level standards at the district, school, and class level

School	CEDAR ELEMENTARY
Subject	Mathematics
Student	Powell, Elijah
Student ID	013189
Student Grade	5
Assessment	Grade 5 Mathematics: Add and Subtract Fractions With Unlike Denominators
Score	36%
Completion Date	11/10/22

Use this report to review a student's results on a Standards Mastery assessment. Review the student's responses and common misconceptions for each wrong answer.

Item 1

0/1 point

Max has $3\frac{5}{6}$ pounds of potting soil. She uses $2\frac{3}{8}$ pounds to fill a pot. How many pounds of potting soil does Max have left?

- $1\frac{2}{24}$ pounds ✗
- $1\frac{1}{3}$ pounds
- $1\frac{11}{24}$ pounds ✓
- $1\frac{1}{2}$ pounds

Incorrect: Students may have chosen this response because they found a common denominator for the two fractions but they subtracted the original numerators.

Item 2

1/1 point

Heidi has $2\frac{5}{6}$ cups of frozen blueberries and $1\frac{1}{3}$ cups of fresh blueberries. Does she have enough blueberries to make a recipe that uses 4 cups of blueberries?

Use the drop-down menus to explain your answer.

Heidi [1] has ✓ enough blueberries. She has [2] four and one-sixth ✓ cups of blueberries, which is [3] more than ✓ she needs for the recipe.

Mathematics Growth Monitoring Results for a Student

Growth Monitoring Results ▾ **Elijah Powell** ▾ **Grade 5**

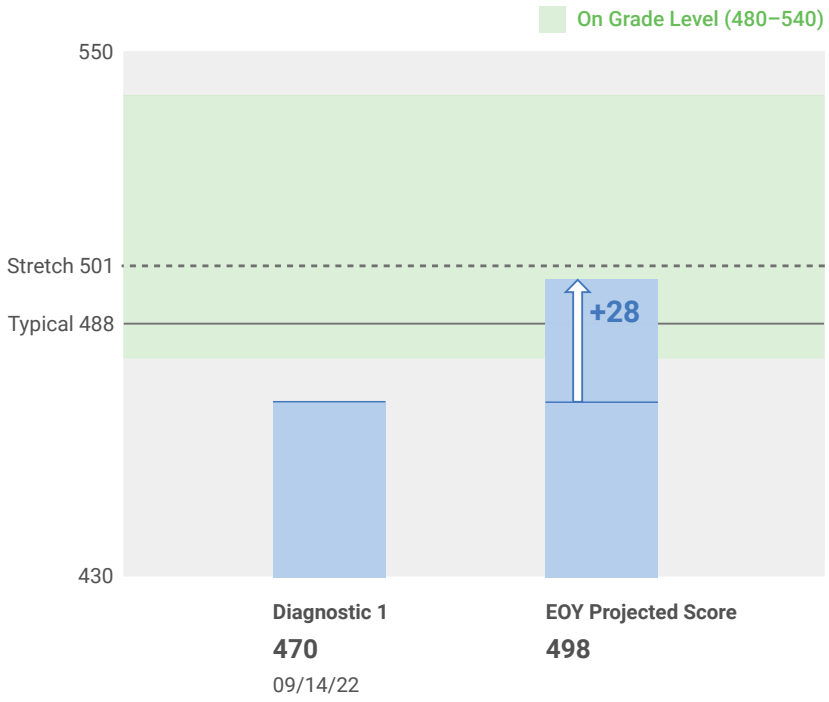
Subject

Math ▾

Projects student's likelihood of meeting growth and proficiency targets by the end of the year with data from the Diagnostic and Growth Monitoring assessments.

Also available for Reading

Student Growth Monitoring Report



Initial Scale Score: **470** EOY Projected Growth: **+28**

	Likelihood of Meeting 100% Growth by EOY	Projected Growth/ Growth Measure
Typical Growth	Somewhat Likely 50–70% Probable	+28/18
Stretch Growth®	Somewhat Unlikely <50% Probable	+28/31
Mid On Grade or Above	Somewhat Unlikely <50% Probable	+28/28

Supporting Data

Test Date	Test Type	Scale Score	Standard Error
09/14/22	Diagnostic*	470	+/- 12
10/12/22	Growth Monitoring	473	+/- 18
11/05/22	Growth Monitoring	476	+/- 18

*This Diagnostic was designated as the baseline Diagnostic for this student and was used to establish Typical Growth and Stretch Growth measures.

Learn More about Growth Monitoring

For Families

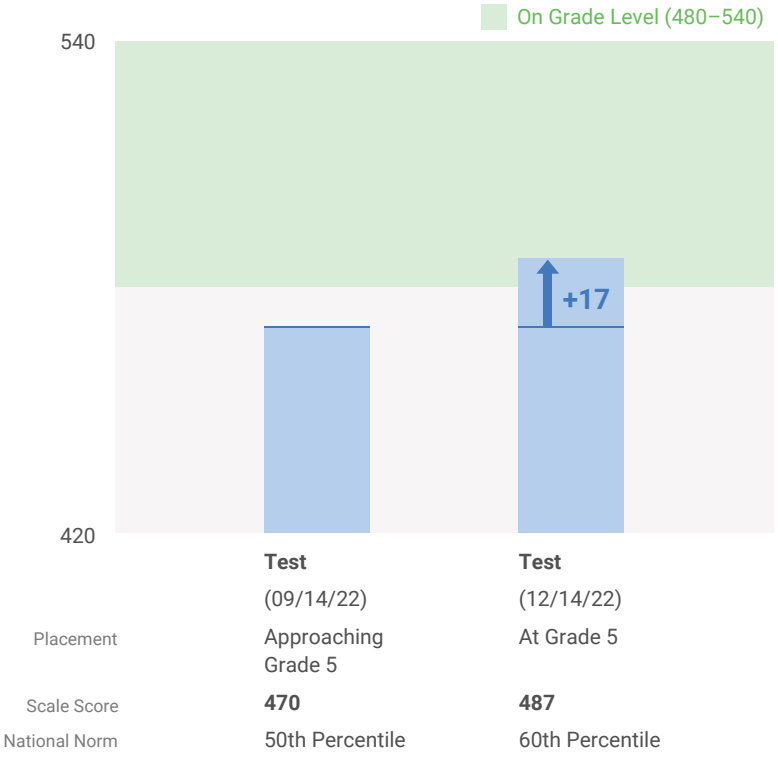
School	Cyprus Elementary
Subject	Math
Student	Elijah Powell
Student ID	ElPowell4896
Student Grade	5

Uses accessible terminology and helpful context to share student progress and celebrate growth with families—available in English and Spanish

Also available for Reading

What is i-Ready? i-Ready is an online learning program focused on reading and math. Elijah has recently taken an i-Ready assessment at school. This report gives you a snapshot of your child's performance. For more information about i-Ready, visit i-Ready.com/FamilyCenter.

Elijah's Overall Math Performance



Domain	Test (09/14/22)	Test (12/14/22)
Overall	**Approaching Grade 5**	**At Grade 5**
Number and Operations	Approaching Grade 5	At Grade 5
Algebra and Algebraic Thinking	Approaching Grade 5	At Grade 5
Measurement and Data	Approaching Grade 5	At Grade 5
Geometry	Needs Improvement	Approaching Grade 5

Additional Suggestions

Discuss these results with your child

Celebrate their strengths and progress and collaborate with them on planning how they will reach their goals.

Reach out to the teacher

Ask your student's teacher for additional insight into Elijah's progress and to get ideas and resources to support your student's learning at home.

Understanding Key Terms

Placement Levels are used to guide instruction in the classroom. Placement Levels are based on Elijah's level of performance overall and on each subtest, and they describe the

The four possible placement levels ar

- Above Grade Level
- At Grade Level
- Approaching Grade Level
- Needs Improvement

Scale Scores provide a single, consistent way to measure growth across grade levels and domains. You can use a scale score to compare a

Curriculum Associates

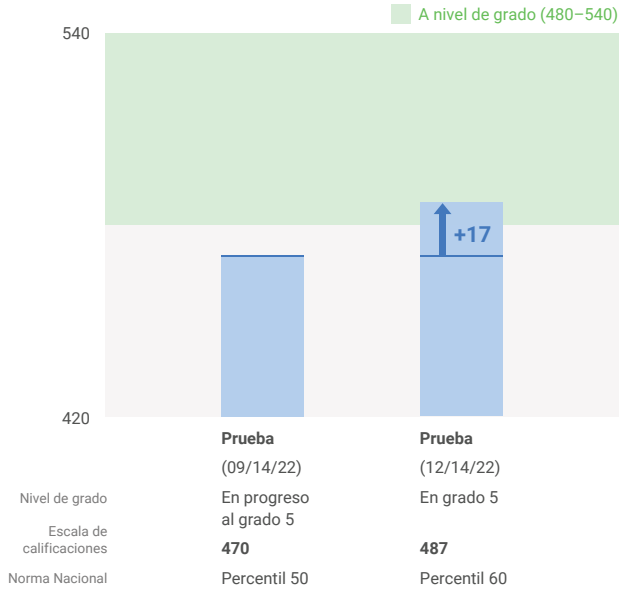
Informe Para La Familia

i-Ready

Escuela	Cyprus Elementary
Materia	Matemáticas
Estudiante	Elijah Powell
Identificación del estudiante	ElPowell4896
Estudiante grado	5

¿Qué es i-Ready? i-Ready es un programa de aprendizaje en línea que se enfoca en lectura y matemáticas. Recientemente Elijah tomó una evaluación de i-Ready en su escuela. Dicha evaluación fue presentada en inglés. Este informe le ofrece un panorama general del desempeño de su hijo o hija. Para más información sobre i-Ready, visite i-Ready.com/FamilyCenter-es.

Desempeño general de Elijah en matemáticas



Dominio	Prueba (09/14/22)	Prueba (12/14/22)
Desempeño general	**En progreso al grado 5**	**En grado 5**
Números y operaciones	En progreso al grado 5	En grado 5
Álgebra y pensamiento algebraico	En progreso al grado 5	En grado 5
Medición y datos	En progreso al grado 5	En grado 5
Geometría	Necesita mejorar	En progresso al grado 5

Mathematics Historical Results for a Student

Historical Results ▾ **Elijah Powell** ▾ **Grade 5**

PDF | CSV (2) ▾

Subject

Math ▾

Key

Grade 2
2019–2020

Grade 3
2020–2021

Grade 4
2021–2022

Provides an overview of Diagnostic scores and placements, growth progress, and lesson data for up to three of the most recent academic years

Also available in Reading

2021–2022 Diagnostic Performance Summary (Grade 4)

	Diagnostic 1 *09/14/21*	Diagnostic 2 *01/21/22*	Diagnostic 3 *05/22/22*
Diagnostic Growth			
Progress to Typical Growth ⓘ	–	17/23 (74%)	31/23 (135%)
Progress to Stretch Growth® ⓘ	–	17/34 (50%)	31/34 (91%)
Overall Placement			
Placement & Scale Score ↑	Grade 3 (447) Standard Error +/- 6	Grade 3 (464) Standard Error +/- 6	Early 4 (478) Standard Error +/- 6

Placement by Domain

Number and Operations ↑	Grade 3	Grade 3	Mid 4
Algebra and Algebraic Thinking ↑	Grade 3	Early 4	Early 4
Measurement and Data ↑	Grade 3		
Geometry ↑	Grade 2		

2021–2022 Personalized Instruction Activity Summ

Lessons Passed/Completed: **37/49** % Lessons Passed: **76%**

Domain	Lessons Passed/Comp
Number and Operations	24/32
Algebra and Algebraic Thinking	6/8
Measurement and Data	5/6
Geometry	2/3

Historical data is also available at the class-level.

Historical Results 2021–2022

Subject: Math | Class/Report Group: Grade 5, Section 1

Progress to Annual Typical Growth (Median)

20 Students Assessed

105%

50% 100%

The median percent progress toward Typical Growth for this class is 105%. Typical Growth is the average annual growth for a student in their grade and baseline Diagnostic placement level.

Final Overall Placement

4 5 7 2 2

4 Students 20% (From 15%) Mid or Above Grade Level
5 Students 25% (From 20%) Early On Grade Level
7 Students 35% (From 50%) One Grade Level Below
2 Students 10% (From 5%) Two Grade Levels Below
2 Students 10% (From 10%) Three or More Grade Levels Below

Learn More about 5-Level Placements

% Lessons Passed

12 Students 70–100% Passed
5 Students 50–69% Passed
3 Students 0–49% Passed

Personalized Instructi ... *Choose your table view.*

Showing 20 of 20

Student	Overall Lesson Summary: Total Lesson Time-on-Task	Overall Lesson Summary: Lessons Passed/ Completed		Domain Lessons Passed/Completed: NO	ALG	MS	GEO
Bowers, Tara	22h 37m	44/64	69%	25/32	11/20	4/6	4/6
Powell, Elijah	23h 21m	45/61	74%	29/35	11/15	3/6	2/5
Ruiz, Justin	26h 56m	21/43	49%	15/29	4/12	1/1	1/1

i-Ready Assessment

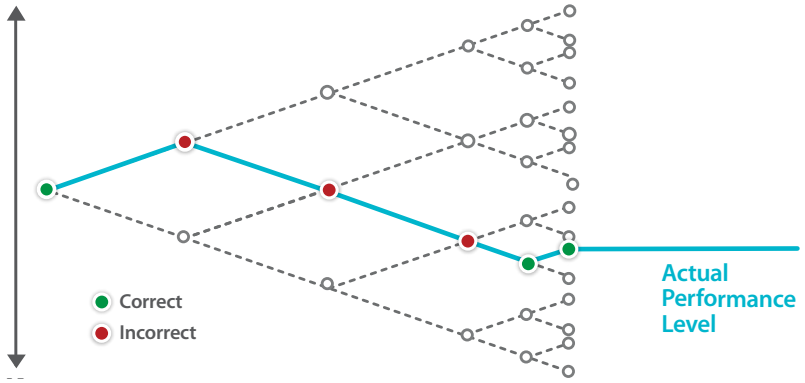
Assess with Purpose

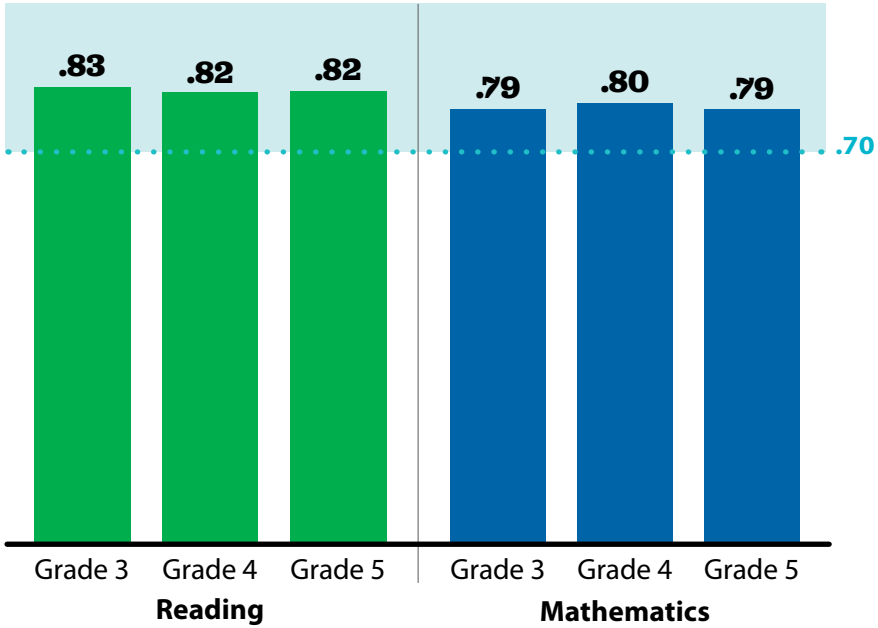
i-Ready Assessment is designed to illuminate student learning with a full suite of thoughtful, research-backed measures of student performance, including an adaptive Diagnostic, monthly growth monitoring, flexible Standards Mastery assessments, and Literacy Tasks. For each assessment, intuitive reports offer accurate, actionable data to help teachers make more informed decisions about whole class, small group, and individual instruction.

One Measure to Know More: *i-Ready Diagnostic*

Adaptive Is Better

By adapting to student responses and assessing a broad range of skills—including skills above and below a student's chronological grade—the *i-Ready Diagnostic* pinpoints a student's proficiency level and identifies the specific skills students need to learn to accelerate their growth.





Highly Correlated with State Tests

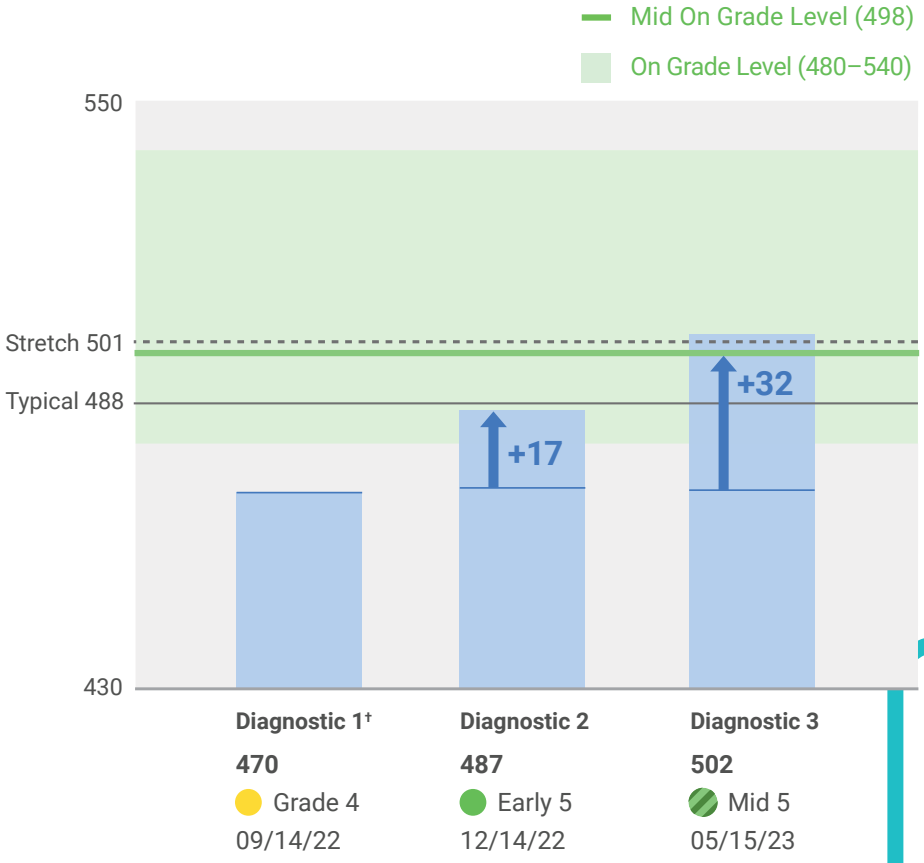
Recent research shows *i-Ready Diagnostic* to be highly correlated with many state assessments, including the STAAR assessment.

Read the full linking study at CurriculumAssociates.com/Research-and-Efficacy.

Goals to Get to Grade Level

i-Ready's criterion-referenced placements help educators understand student performance relative to grade level, which helps achieve the goal of getting students to grade-level proficiency. The *i-Ready* growth model helps educators set ambitious yet attainable goals to put students on a path toward proficiency. *i-Ready*'s reports show student performance through:

- **Clear Grade-Level Expectations:** Reaching grade-level proficiency means getting above the Mid On Grade Level line.
- **Typical Growth:** The average annual growth for a student at this grade and starting placement level
- **Stretch Growth:** An ambitious but attainable level of annual growth that puts students who are not yet proficient on a path toward proficiency and helps students who are already on track for proficiency to achieve or maintain advanced proficiency levels



i-Ready Assessment

Quality Results Start with Quality Items

i-Ready Assessment items are built by design to measure college- and career-readiness standards. Students using *i-Ready* can effectively demonstrate skills and their proficiency with state content standards while building comfort and familiarity with item types like the ones seen on state tests.

Examples of Tech-Enhanced Item Types Include:

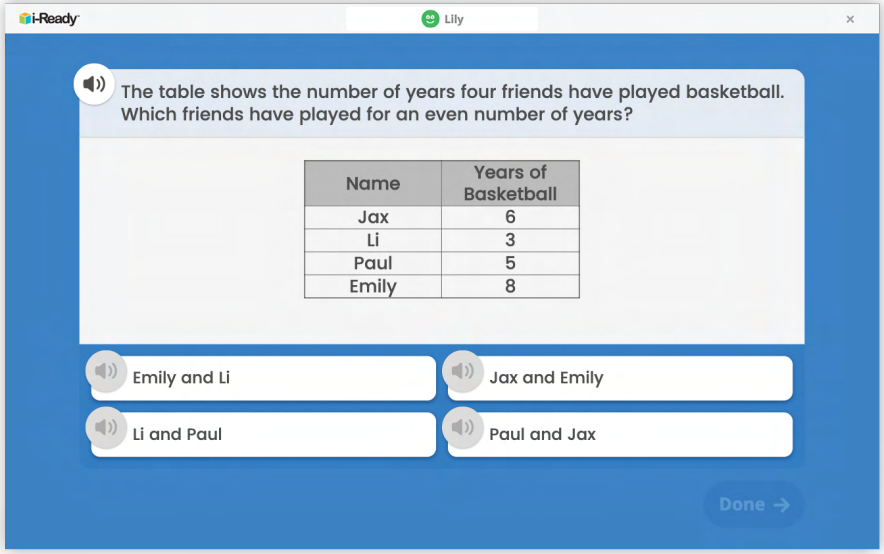
Innovative Items: Drag-and-drop; dropdown; multi-select; text highlighting

Traditional Multiple Choice with Virtual Tools: Ruler; protractor; number pad; ten-frame counter; unit square and cubes; base-ten blocks

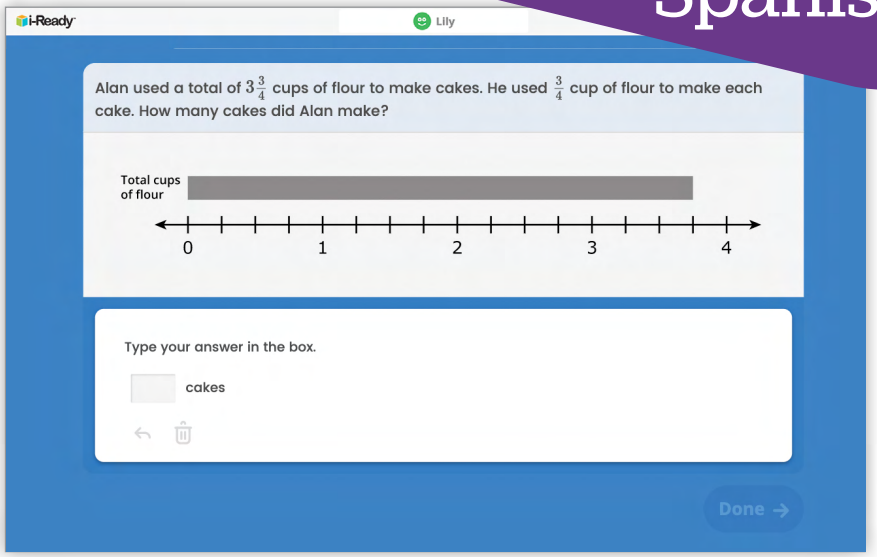
Constructed Response: Short, open-ended response; graphing using tools; modeling using tools; equation builders; plotting on number lines

Mathematics

Diagnostic for Mathematics available in **Spanish**



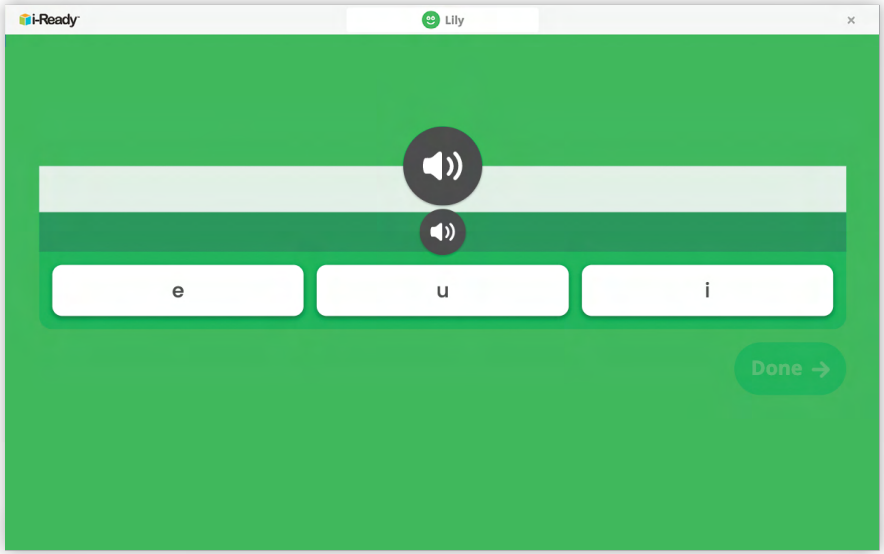
Grade 2—Algebra and Algebraic Thinking



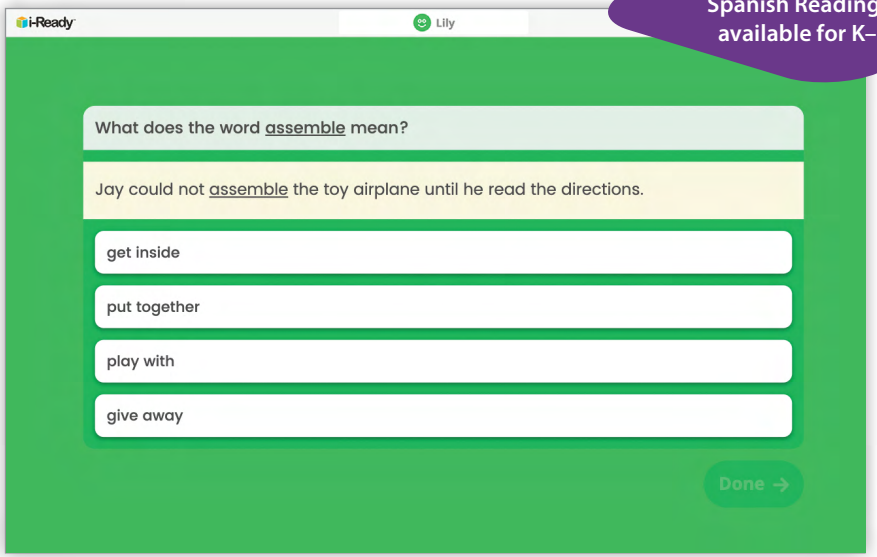
Grade 6—Number and Operations

Reading

Assessment of Spanish Reading is available for K–6



Grade K—Phonics



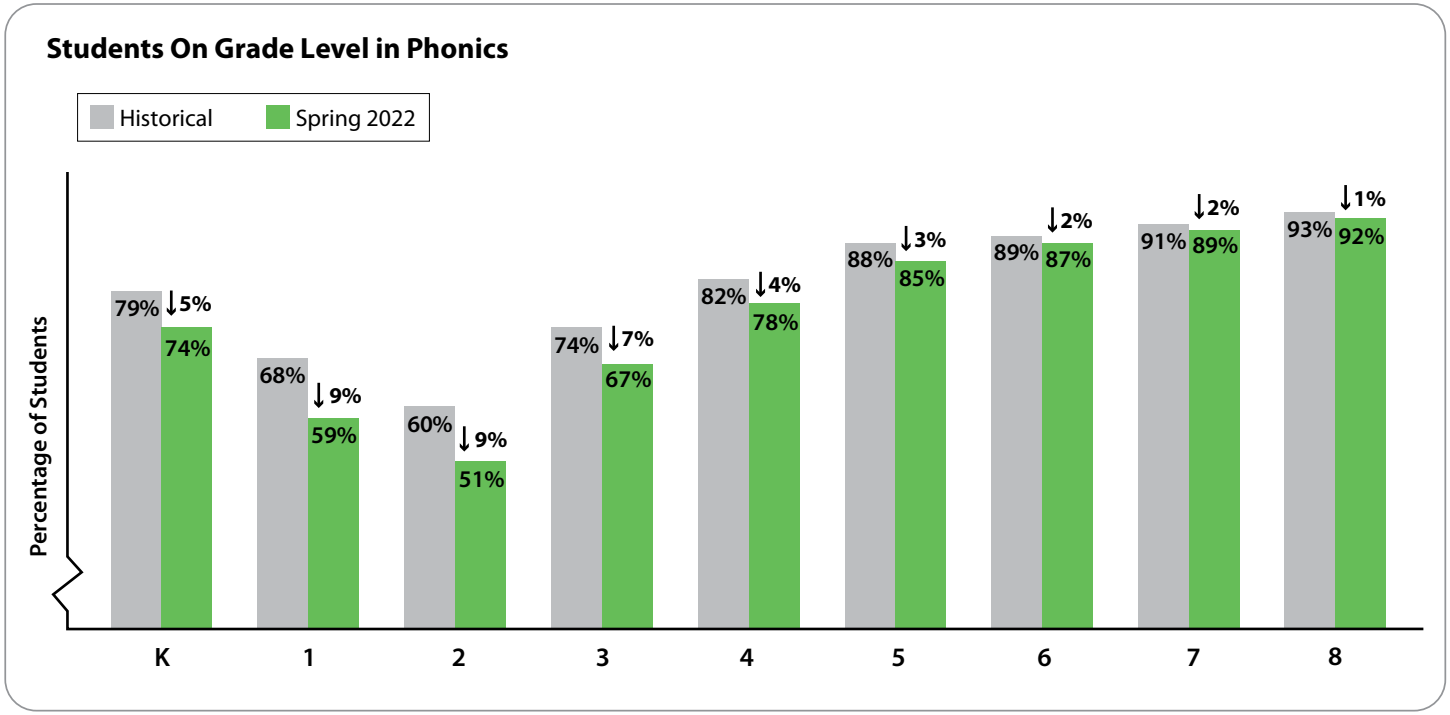
Grade 4—Vocabulary

i-Ready Assessment

Committed to the Science of Reading

Rooted in the belief that all children can become skilled readers and that the best way to get them there is evidence-based, systematic, and explicit literacy instruction, *i-Ready Assessment* and Personalized Instruction work together to lead every child to reading success.

% of Students Who Are On Grade Level in Phonics



Now More Than Ever, Students Need Support in the Foundational Skills

Results from spring 2022 showed that fewer students are on grade level in foundational reading skills, particularly in Grades K–3.

Literacy Tasks for All Five Components of Reading

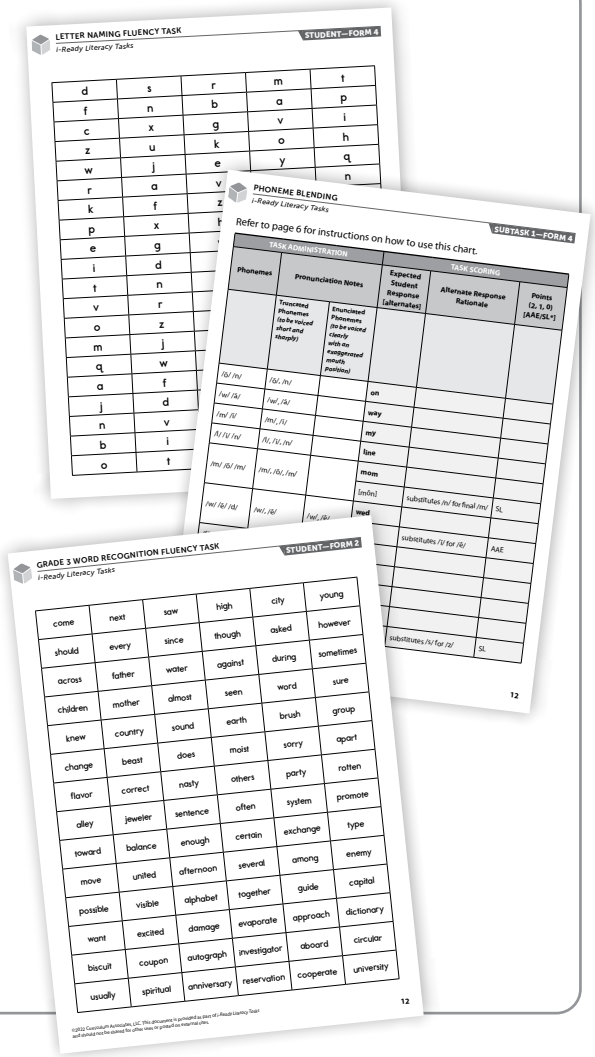
Components are also available in **Spanish**

i-Ready helps students strengthen the skills they need to become fluent readers through explicit, systematic instruction that is grounded in the Science of Reading. The *i-Ready Literacy Tasks* allow for an even more targeted understanding of the reading skills of students who may need further evaluation.

Used to complement the *i-Ready Diagnostic* for Reading, these tasks offer developmentally appropriate reading tasks in foundational and other critical reading skills, including:

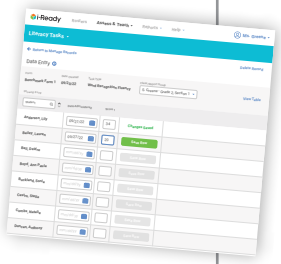
- Rapid Automatized Naming (RAN)
- Phonological Awareness
- Letter Naming Fluency
- Letter Sound Fluency
- Word Recognition Fluency (i.e., word reading fluency)
- Pseudoword Decoding Fluency (i.e., nonsense word fluency)
- Passage Reading Fluency (i.e., oral reading fluency)
- Spelling and Encoding Skills

i-Ready Literacy Tasks provide educators with both Benchmark and Progress Monitoring sets of tasks to help inform instruction.



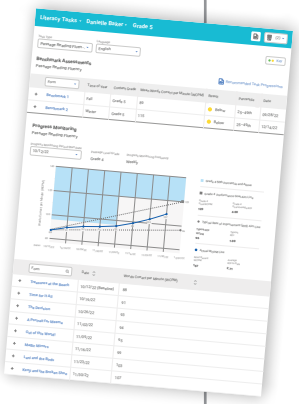
Integrated Data Entry

Record scores from offline tasks in *i-Ready Connect*™ with easy-to-use data entry forms.



Intuitive Reporting

View data in *i-Ready Connect* to determine the targeted reading instruction your students need. Some reports and exports will be available later in the 2022–2023 school year.



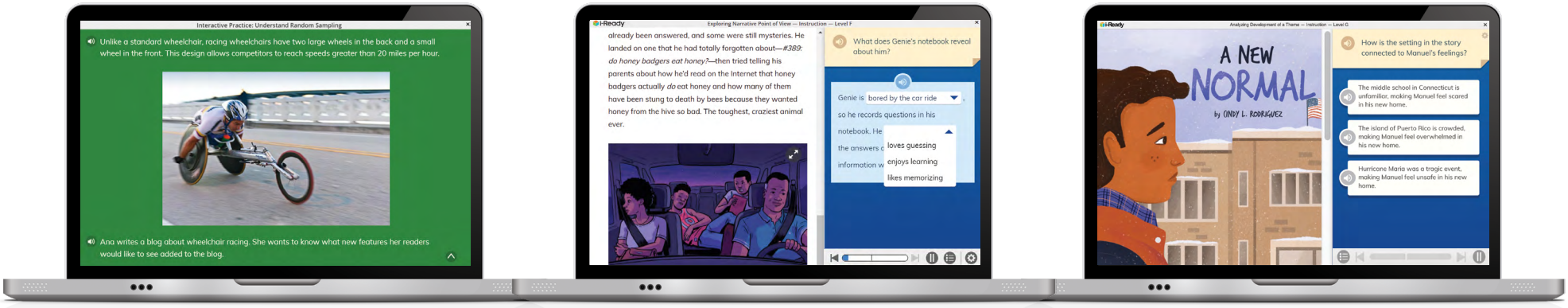
i-Ready Learning

Every Student Can Reach a Higher Bar with the Right Instruction

i-Ready Personalized Instruction delivers powerful online lessons that motivate students on their path to proficiency and growth. Driven by insights from the *i-Ready Diagnostic*, *i-Ready*'s lessons for Grades K–8 provide tailored instruction that meets students where they are in their learning journey and encourages them as they develop new skills.

Personalized Instruction

Each lesson is developed using research-based principles to provide engaging instruction and practice that supports each student as they dive into challenging material carefully selected to encourage productive struggle and ignite growth.



Built based on cutting-edge research into effective online learning practices, *i-Ready*'s online lessons adapt to each student's needs through responsive instruction and engage students across a range of ages.

Students are encouraged to do, not listen passively, while making real-world connections and understanding the "why" behind the "how."

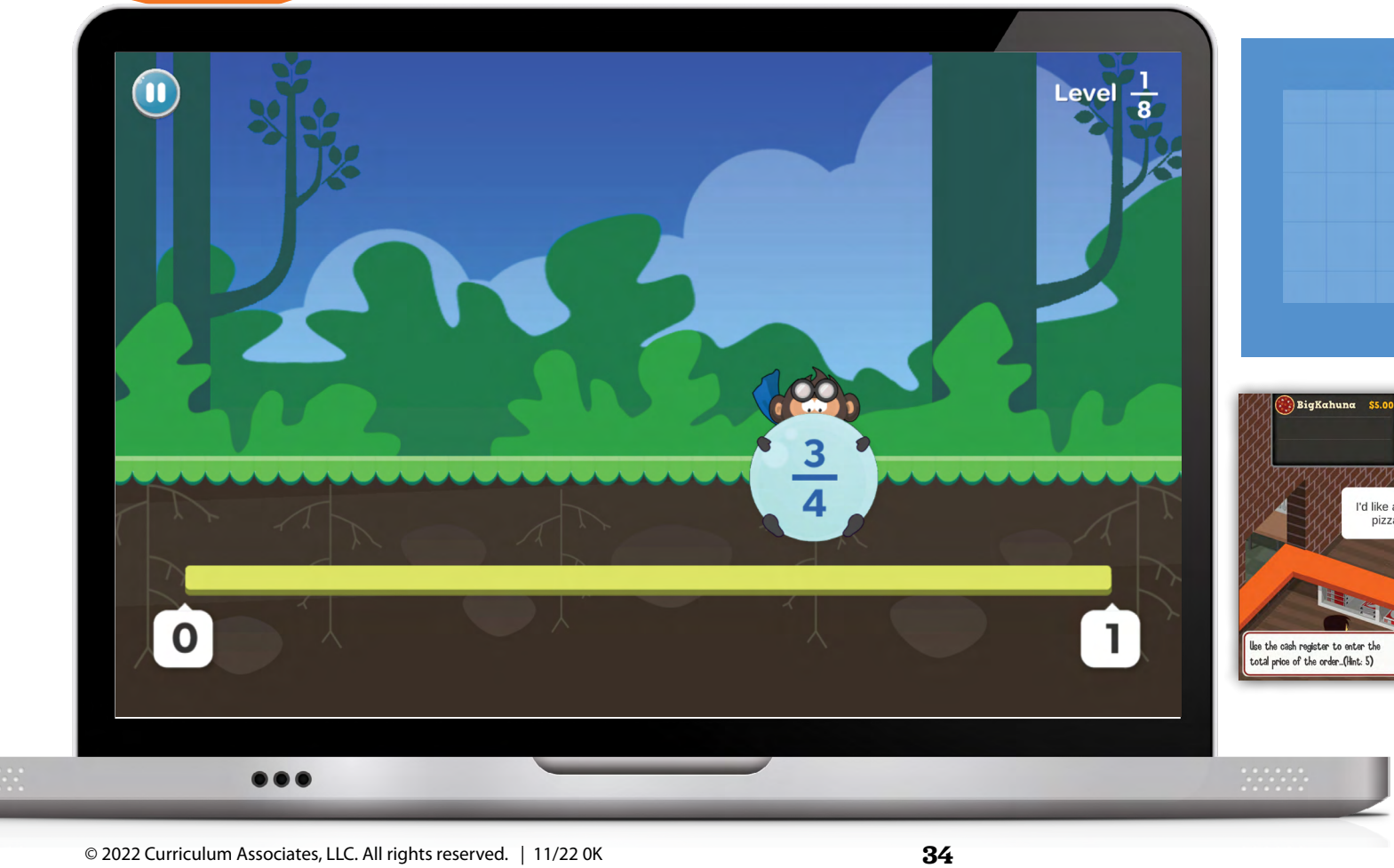
Lessons feature culturally relevant, rigorous texts and embedded strategic scaffolds, like supportive feedback that motivates students to persist in both text and task and offers particular benefits to English Learners.

Learning Games (Grades K–8, Mathematics)

Fun and Engaging Math Practice Personalized for Your Students

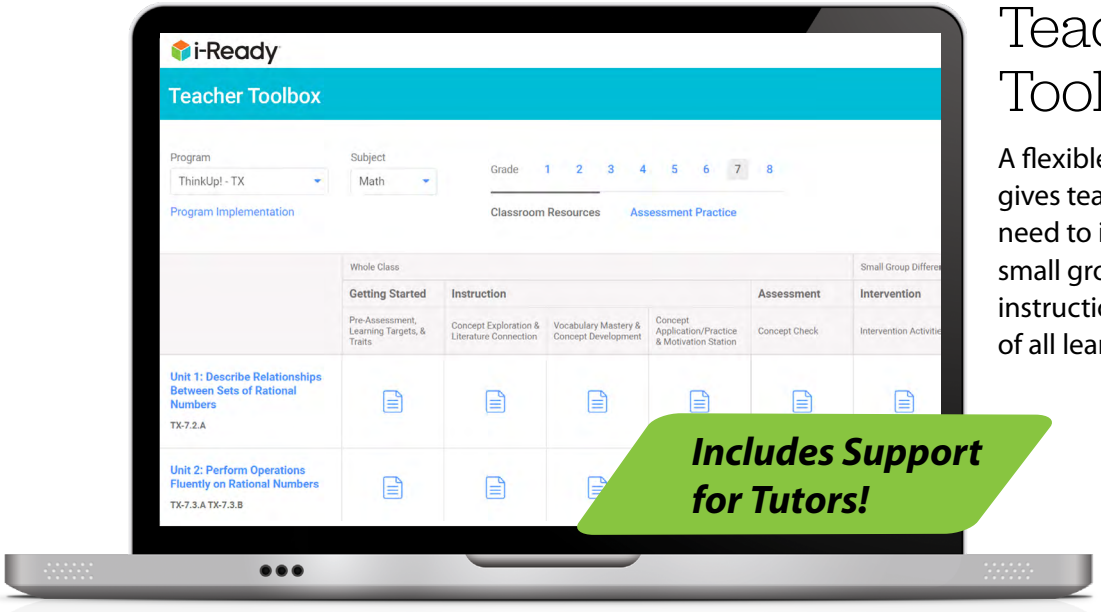
i-Ready's interactive Learning Games provide engaging mathematics practice that strengthens understanding of mathematical concepts and fosters a positive relationship to challenging elementary standards. Teachers are provided real-time snapshots of student performance, including skills progress and growth mindset.

Also available in Spanish



i-Ready Learning

Instruction Driven by Teachers, Tailored for Students

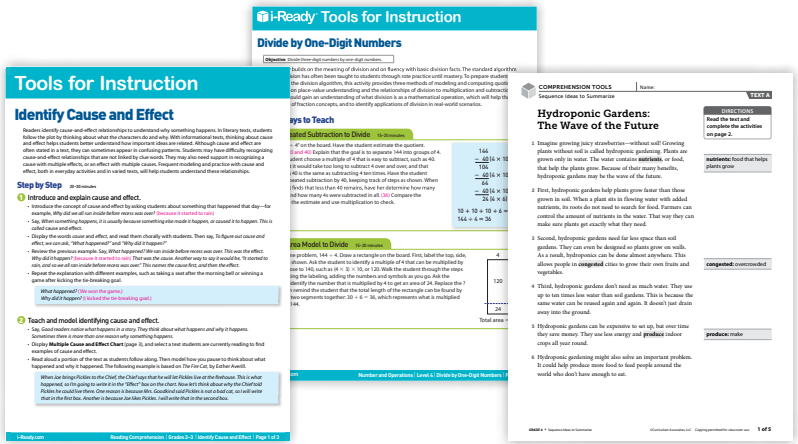


Teacher Toolbox

A flexible digital collection that gives teachers the tools they need to implement whole class, small group, and individualized instruction that meets the needs of all learners

Tools for Instruction and Tools for Scaffolding Comprehension

Targeted, actionable instruction based on student needs identified by the *i-Ready Diagnostic*



Proven Teacher-Led Programs

i-Ready works seamlessly with our proven supplemental and core instructional programs, providing recommendations for differentiated instruction and effective teaching of grade-level materials.

Deliver engaging instruction with TEKS-Aligned Curriculum built upon a foundation of critical thinking.

ThinkUp! is designed to equip students with the critical-thinking skills they need to master the TEKS. New item types support them in reaching the level of thinking needed for STAAR® Redesign. Access all levels of English and Spanish ThinkUp! content from Teacher Toolbox for Texas.

ThinkUp! Math

LEVELS 1–8 / 1–5 (SPANISH)

ThinkUp! Math is your winning solution for bridging the gap years. As a supplemental or core curriculum, ThinkUp! Math provides instructional strategies for planning content-driven lessons and creating thinking-centered classrooms.

ThinkUp! Science

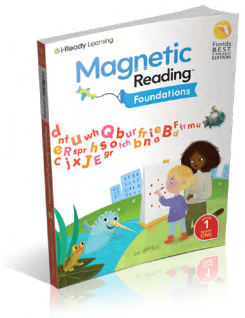
LEVELS 3–8 / 3–5 (SPANISH)

ThinkUp! Science equips students with the critical thinking skills to make real-world science connections. New item types in every unit support, strengthen, and elevate thinking to help students achieve TEKS mastery.

ThinkUp! RLA

LEVELS 1–8 / 1–5 (SPANISH)

ThinkUp! RLA delivers instruction for 100% of the ELAR TEKS. ThinkUp! RLA supports a full instructional integration of all strands of the TEKS with an emphasis on reading, writing, speaking, listening, thinking, and research.



Foundational Reading Instruction

Magnetic Reading Foundations is a comprehensive foundational skills program 100% aligned to the Phonics TEKS. The program includes everything educators need to deliver explicit, systematic foundational skills instruction for students to become confident and skilled readers.

New Edition Coming in 2024!

Phonics Intervention for Striving Readers

Authored by reading expert Dr. Anita Archer, *PHONICS for Reading* is a systematic, research-based intervention program that helps students in Grades 3–12 rapidly build the skills they need to become fluent, independent readers.

i-Ready en Español: Bringing the Power of *i-Ready* to Dual-Language and Bilingual Classrooms

Our Spanish-language components are designed to support students from a broad spectrum of learning backgrounds, experiences, and communities, recognizing the linguistic and cultural assets they bring to the classroom. Our assessments and instruction can help all learners striving for biliteracy in Spanish and English achieve their academic goals.

Mathematics

Diagnostic for Mathematics (Grades K–12)

Personalized Instruction (Grades K–8)

Tools for Instruction (Grades K–8)

Learning Games (Grades K–8)

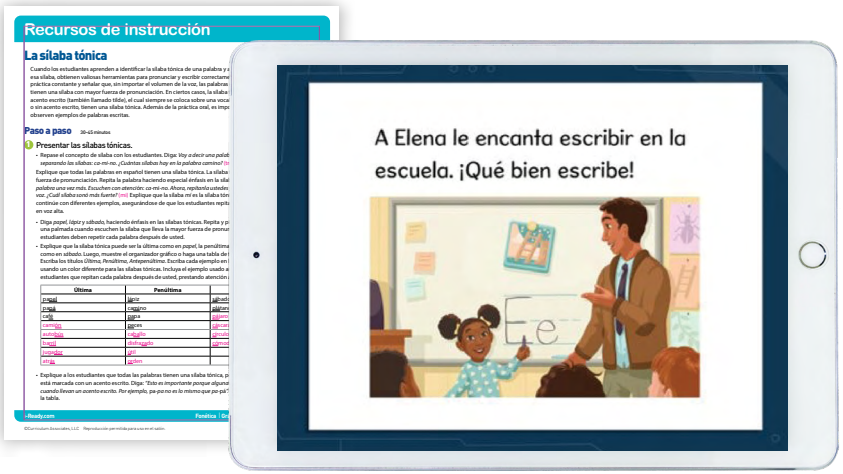
Reading

Assessment of Spanish Reading (Grades K–6)

Personalized Instruction (Grades K–5)

Tools for Instruction (Grades K–6)

Literacy Tasks (Grades K–6)



ELLEVATION

Dedicated Dual Language and Sociocultural Competence PD modules for all educators.

Assessment of Spanish Reading

Did you know . . .

Shows student reading proficiency in Spanish against grade-level standards

Subject: **Reading**

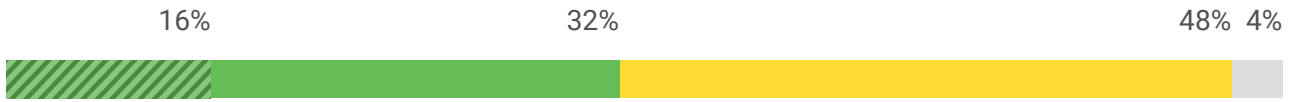
Class/Report Group: All Reading Students

Assessment Grade: 1

Window: Beginning of Year

Overall Spanish Placement

Students Assessed/Total: **25/30**



Mid/Late Grade Level	Early Grade Level	Below Grade Level	Not Completed
4 Students	**8 Students**	**12 Students**	**1 Student**

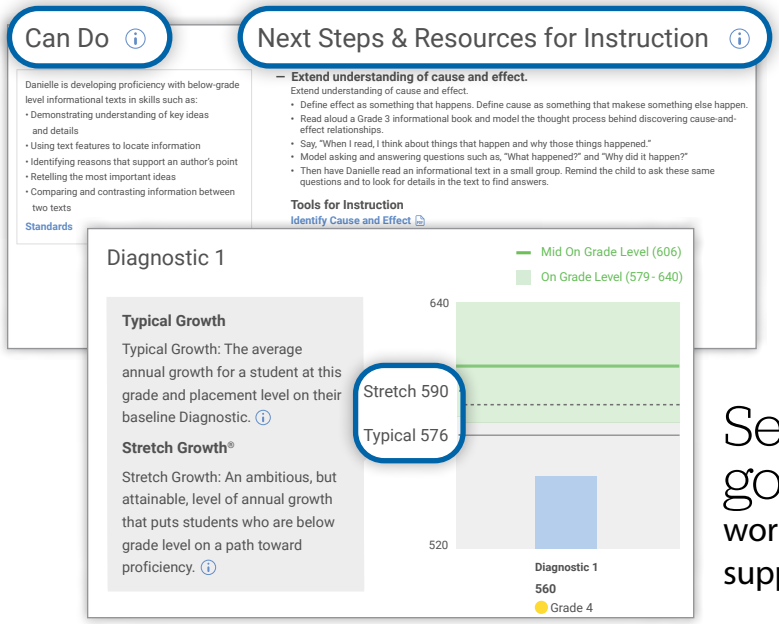
See Tools for Instruction for More Resources

Showing 30 of 30

Completed: 24 | In Progress: 1 | Not Started: 0 | Unassigned: 5

Student Name	Status	Overall Spanish Placement	% Correct by Domain: Phonological Awareness	Phonics	Comprehension: Literature	Comprehension: Informational Text	Vocabulary
Alvarez, Gabriel	Completed 08/31/22	Below	57%	71%	13%	14%	17%
Amato, Florentina	Completed 09/02/22	Below	57%	43%	0%	14%	33%

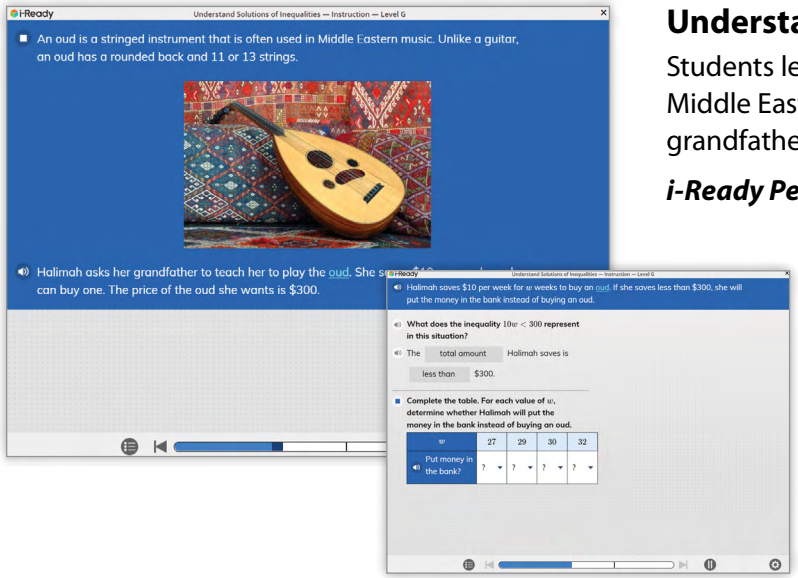
Advancing Equity for All Students



Gain asset-based insight into what each student can do and where they need to go next.

Set ambitious, attainable goals that help students orient to grade-level work, and provide them with the instructional supports to get there.

Engage every learner through culturally responsive content that helps students feel seen and valued.



Understand Solutions of Inequalities

Students learn about inequalities in a word problem about a Middle Eastern stringed instrument that a character wants her grandfather to teach her how to play.

i-Ready Personalized Instruction, Mathematics, Grade 7

"Punks Don't Get Nervous" from *The First Rule of Punk* by Celia C. Pérez

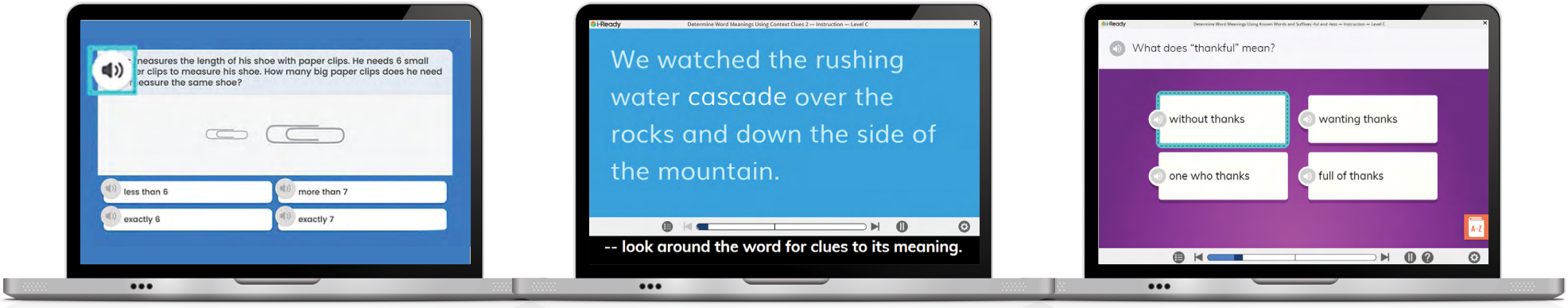
Mexican American 12-year-old Malú, who loves punk rock, works on a 'zine to express her reluctance to move with her mother to Chicago and far from her father for two years.

i-Ready Personalized Instruction, Reading, Grade 5

Dedicated to Creating Accessible Experiences

Our materials use an evolving system of supports that maximize usability for students with disabilities. We strive to ensure that accessibility and accommodation support considerations are incorporated into our product development process from the very beginning, and we've developed a continuous improvement approach to accessibility that ensures we're always improving and learning.

Our accessibility features include:



Universal Audio Support

Students can click on an audio button to hear the text of a question and/or answer read aloud. This feature can be used to support read-aloud accommodations.

Closed Captioning

Closed captioning displays text on a screen that aligns to the audio playing in a lesson.

Keyboard Navigation

Students can interact with content by using the keyboard. When using keyboard navigation, a focus indicator appears around each element as the user tabs through the page.

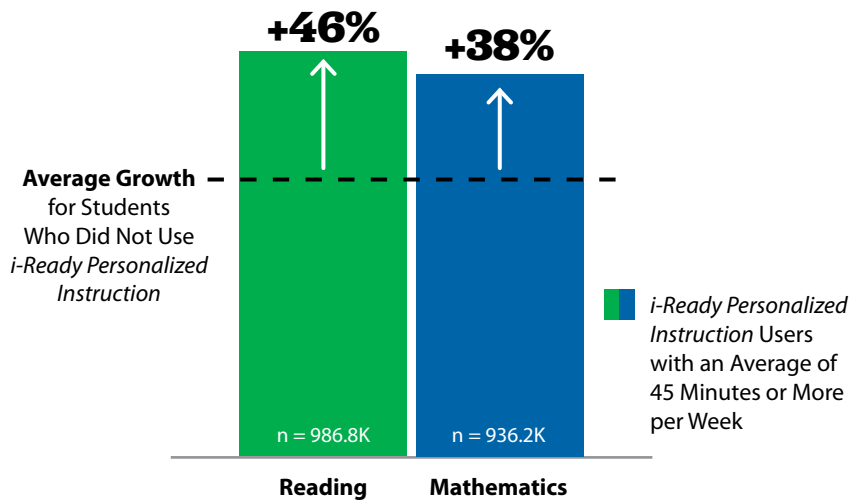
i-Ready Learning

Efficacy ESSA Evidence

Students Using *i-Ready Personalized Instruction* Experience Remarkable Gains

The Curriculum Associates Research team analyzed data from more than one million students who took the *i-Ready Diagnostic*. This large-scale study provides additional support that *i-Ready* is a well-researched program that meets the criteria for "evidence based" as outlined by the Every Student Succeeds Act (ESSA).

Score Gains for Students Using *i-Ready* Relative to Students Not Using *i-Ready*, Grades K–8

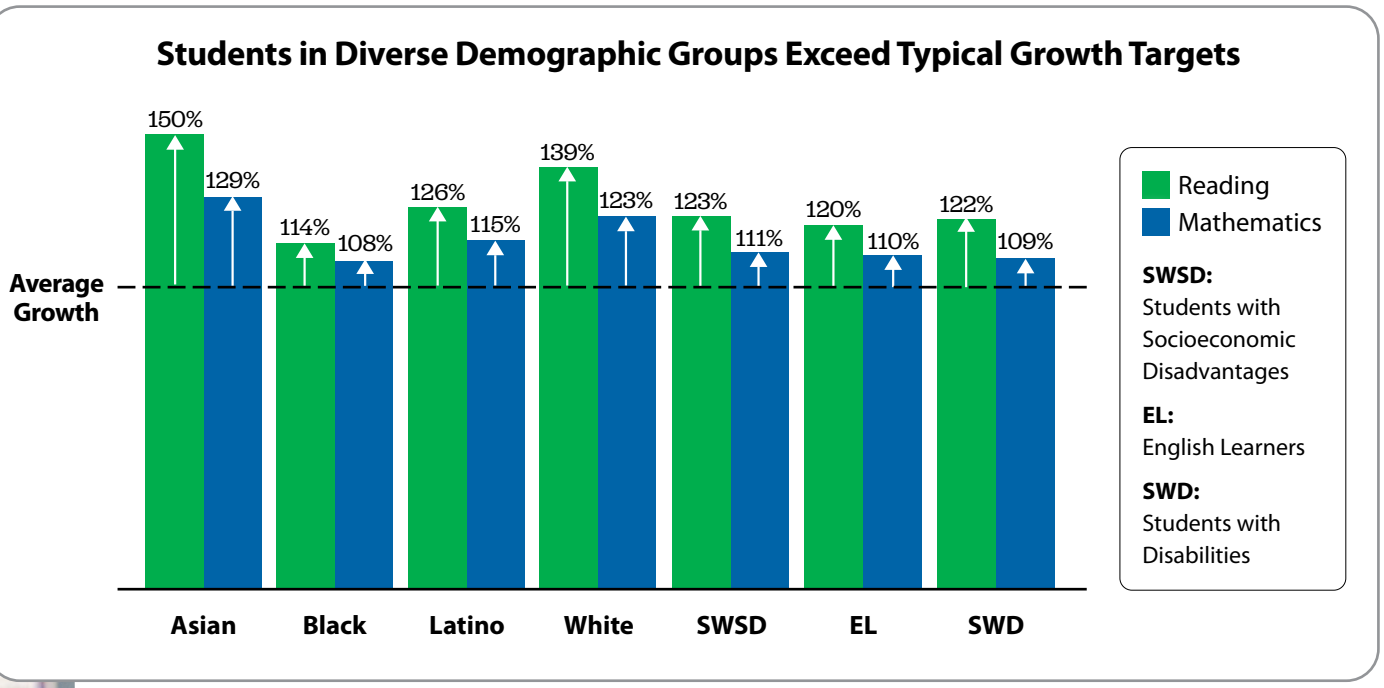


Students Achieve Greater Growth with *i-Ready*

Students using *i-Ready Personalized Instruction* for an average of 45 minutes or more per subject per week for at least 18 weeks showed statistically significantly greater growth than the average student who did not use *i-Ready Personalized Instruction*.

i-Ready Accelerates Growth for Student Groups

An additional study of students in Grades K–5 who used *i-Ready Personalized Instruction* during the 2020–2021 school year meeting ESSA Level 3 evidence found that students in various demographic groups who used *i-Ready* instruction as recommended exceeded their Typical Growth targets.



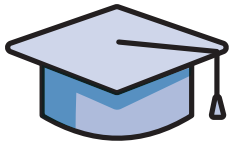
For more of the research behind *i-Ready*, including research meeting ESSA evidence criteria, please visit CurriculumAssociates.com/Research.

i-Ready Partners

Each *i-Ready* partner has a different role to play in a successful implementation, working alongside you every step of the way to help you drive the greatest impact with *i-Ready*.

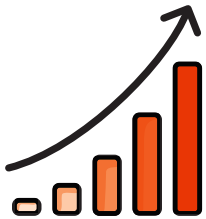
Partner Success Manager

Dedicated partners working with you to integrate *i-Ready* data into classrooms and achieve your district goals



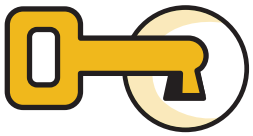
Professional Development

Experienced educators focused on best teaching practices to drive student achievement



Achievement Analytics

Periodic placement and progress analyses with ongoing analytic support



Educational Consultants

Program design and pedagogy experts providing strategic guidance

Technical Support

Responsive technical support and proactive issue identification

Flexible Professional Development That Grows with Your Implementation

Our professional development helps educators learn and enact carefully developed practices built around the most important actions that drive student growth.

Product Knowledge ●·····➤ **Practice Change**

New Users
Connecting data to instruction

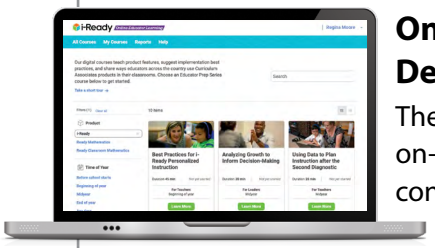
Practicing Users
Embedding data in daily instruction

Advanced Users
Expanding use of data for broader impact

What We Offer

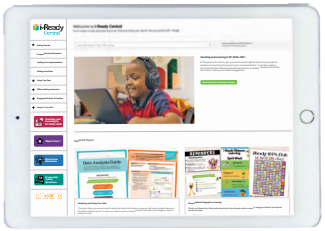
Expert-Facilitated Sessions That Provide the Foundation of a Data Culture

Led by expert former educators, our live professional development sessions use active, hands-on learning and engagement with data to build practical knowledge and pedagogical change.



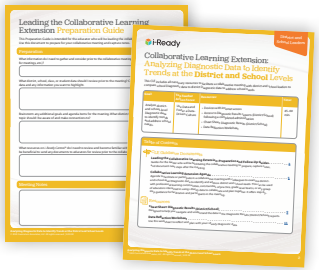
Online Educator Learning: Supporting Development, 24/7

The Online Educator Learning platform provides on-demand, interactive courses that enhance concepts introduced in facilitated professional development sessions.



Tools to Build a Collaborative Community of Learning

Designed to help you explore key steps and strategies in professional learning communities, grade-level team meetings, or other collaborative settings



Resources to Help Educators Make the Most of *i-Ready*

Comprehensive and easy to access, *i-Ready Central*® is filled with a wealth of resources for teachers, coaches, and leaders.

i-Ready

BUROS CENTER FOR TESTING

Received a positive review in *The Twentieth Mental Measurements Yearbook* (published by the Buros Center for Testing)

NCII NATIONAL CENTER ON INTENSIVE INTERVENTION at American Institutes for Research

Received high ratings from the National Center on Intensive Intervention.

2020 NEW PRODUCT AWARD THE JOURNAL

//CODiE//
2022 SIIA CODiE FINALIST

TECH & LEARNING BEST of SHOW ISTE20 LIVE Winner

Want to find out more?

i-Ready.com/Empower

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