A Family's Guide to i-Ready

Family Engagement Matters…

- The word ***parent*** is used to refer to the adult(s) committed to work together with the school to support student growth and academic achievement.

- A child's education is a responsibility shared by both schools and families.

- When schools and families work together to support learning, children are more motivated to succeed-not just in school but throughout life. Family engagement does make a difference in a child's life.

In this presentation, let's explore…

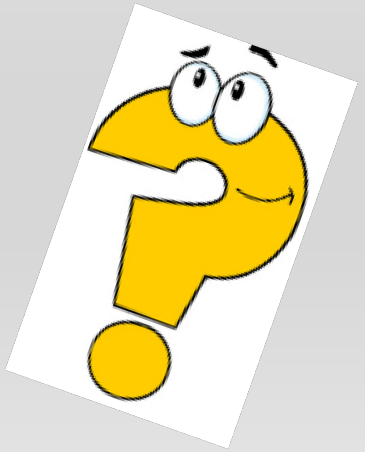
- i-Ready's adaptive Diagnostic Assessments
- i-Ready Parent Report
- i-Ready at home

HOME & SCHOOL connection

Parent Overview: i-Ready Diagnostic & Instruction

What *IS* an adaptive diagnostic assessment?

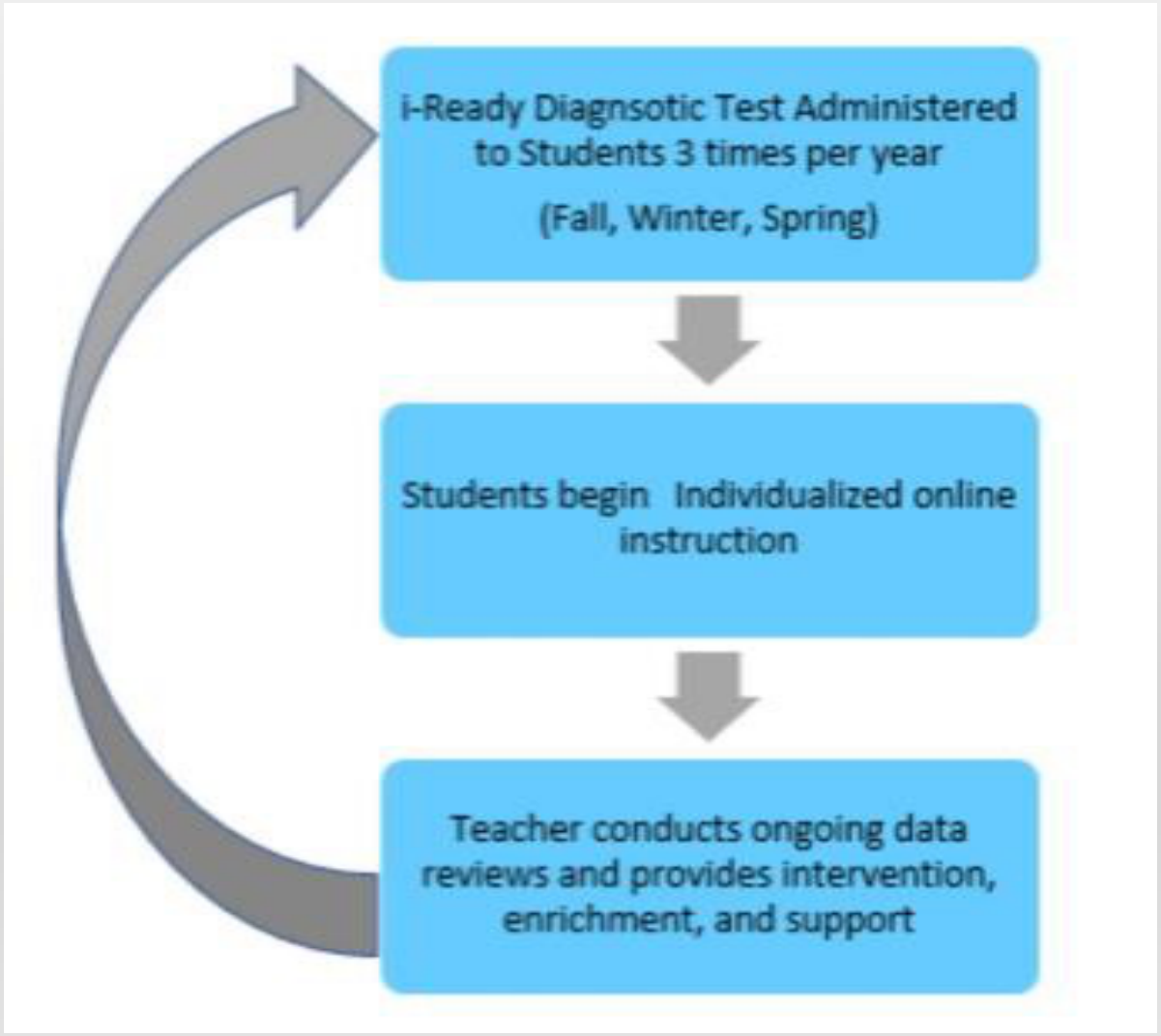
- Students are <u>NOT EXPECTED</u> to know every answer.
- It is different for every student.
- It is given 3 times each year: Fall, Winter, and Spring.
- It is taken on the computer.
- It is <u>NOT A GRADE</u> on the report card.



What *IS* an adaptive diagnostic assessment?

- The questions get harder or easier based on how the student answers. It does this until it finds the "just right" level.
- Once the "just right" learning level is determined, the students are given a series of lessons that are just right for them in reading and math!

Teachers make the difference!



Domains for Math

1. **Number and Operations**: In Grades K–8 refers to the mathematics skills often thought of as arithmetic, from reading and writing numbers to adding, subtracting, multiplying, and dividing different types of numbers. This includes whole numbers, decimals, fractions, integers, and irrational numbers.
2. **Algebra and Algebraic Thinking:** In Grades K–8 refers to mathematics skills related to seeing number patterns, understanding the meaning of addition, subtraction, multiplication, and division, and using symbols to write and solve equations including those used to solve word problems.
3. **Measurement and Data:** In Grades K–8 is a wide range of mathematics skills related to collecting, organizing, and interpreting numerical information, from telling time or using a ruler to measure the length of an object to using formulas to find volume or surface area. It also includes understanding tables and graphs, and in later grades, statistics and probability.
4. **Geometry:** In Grades K–8 refers to a variety of skills related to analyzing two- and three-dimensional shapes. These include naming and classifying shapes using characteristics such as symmetry, number of sides, and angle measures, and in later grades, using congruence and similarity.

Domains for ELA

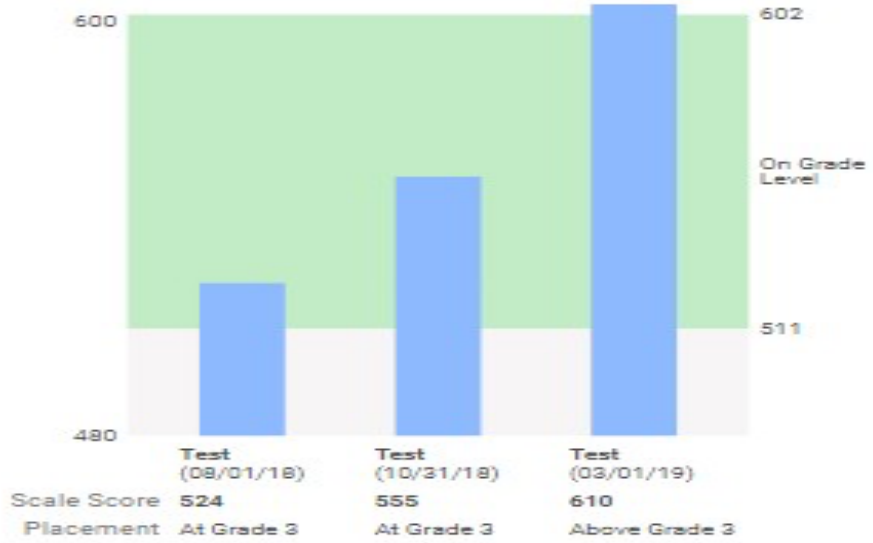
1. **Phonological Awareness** is the understanding that a spoken word is made up of different parts and that each of these parts makes a sound. For example, the word bat includes the sounds /b/, /a/, and /t/, and the word batter can be broken into two syllables that make the sounds /bat/ and /ter/. Phonological Awareness is an important building block for Phonics. Readers need to be able to distinguish, or make out, the individual sounds in spoken words before they can fully master matching sounds to letter.
2. **Phonics** instruction teaches children how to connect the sounds they hear in spoken words to the letters they see in written words. For example, a student who can connect sounds to letters knows to read “th” in then as a single sound /th/, rather than the sound /t/ and the sound /h/. Students have to learn many different connections between sounds and spelling patterns. In fact, there are so many connections that learning Phonics can feel like learning the rules to understand a hidden code. But this skill is mastered by taking one step at a time, learning one rule and then another, and so on. Once students can make these connections quickly and easily, they can really start to read for meaning.
3. **High-Frequency Words** are the words that appear most often in what children read. Words such as the, and, and it are high frequency words. Because these words appear so often, readers must learn to recognize them automatically. Also, these words are often spelled in ways that can be confusing. Words such as could and there do not follow the rules that connect sounds to letters in most words. Learning to recognize these words automatically helps students read more quickly and easily, which gives them a better opportunity to understand what they are reading.

Domains for ELA

1. **Vocabulary** is the name for the words a student knows. The more words a student knows, the easier it is to understand what the student reads. Good readers know the meanings of many words. Students grow their vocabularies by hearing and reading new words, talking about words, and being taught specific words.
2. **Literature Comprehension:** Literature describes a student's ability to understand types of writing that are usually made up, or fictional. Stories are the literary texts that students read most often, but plays and poems are also examples of literary texts. A student who understands literature might identify the sequence of events in a story, discuss the meaning of a poem, or explain the lines a character speaks in a play. As a student develops as a reader, the student is able to understand stories, plays, and poems that are increasingly complicated.
3. **Informational Text Comprehension:** Informational Text describes a student's ability to understand types of writing that are usually true. Books about science or history are examples of informational text, as are newspaper articles or magazine articles. This kind of writing is often structured differently than literary texts. Informational text often does not tell a story, and it is usually organized into sections with headings. Additionally, it might contain charts, diagrams, and graphs that are important to understanding. A student who understands informational text might identify the main idea and supporting details, describe the way the writing is organized, or draw information out of a photograph or diagram.

What *IS* the i-Ready Parent Report?

Abby's Overall Reading Performance



Domain	Test (08/01/18)	Test (03/01/19)
Overall	At Grade 3	Above Grade 3
Phonological Awareness*	At Grade 3	Above Grade 3
Phonics*	At Grade 3	Above Grade 3
High-Frequency Words*	At Grade 3	Above Grade 3
Vocabulary	At Grade 3	Above Grade 3
Comprehension: Literature	At Grade 3	Above Grade 3
Comprehension: Informational Text	At Grade 3	Above Grade 3

*Foundational Domains

Understanding Key Terms

Scale Scores provide a single, consistent way to measure growth across grade levels and domains. You can use a scale score to compare a student's growth on different administrations of *i-Ready Diagnostic and Instruction*.

Placement Levels are used to guide instruction in the classroom. Placement levels are based on Abby's level of performance overall and on each subtest, and they describe the optimum instruction level. The four possible placement levels are:

- Above Grade Level
- At Grade Level
- Approaching Grade Level

Foundational Domains are not assessed for all grade levels. These subtests are given depending on your child's scores in other domains. "Tested Out" means that your child did not need to take a particular subtest. "Max Score" means that your child took the subtest and achieved a high score.

What IS the i-Ready Parent Report?

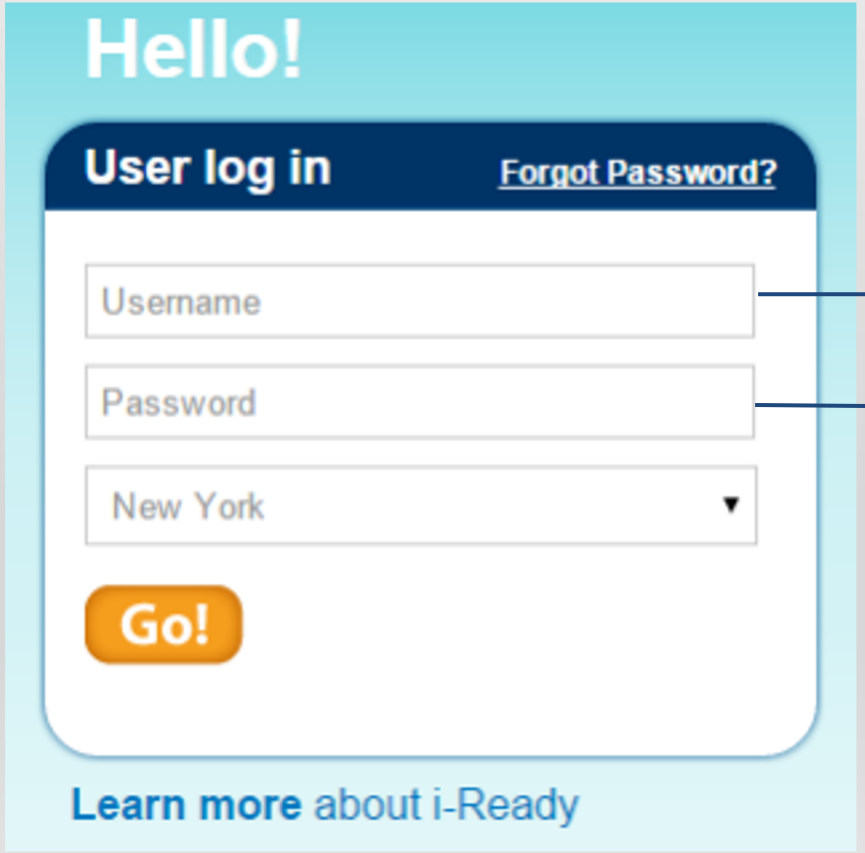
- This report tells you the score your child received on the diagnostic test. It also tells you if the score is approaching grade level, on grade level, or above grade level.
- It also describes each "domain," or area of learning, that the student was tested in, along with the placement level in each domain.
- After each diagnostic test, the Parent Report is updated. You can compare the scores from test to test.
- If you have any questions about the Parent Report, please contact your child's teacher.

i-Ready Growth Model

i-Ready Growth Model

How do you log-on to I-Ready?

- Go to I-Ready.com
- Press the I-Ready User Log-In Button



Username

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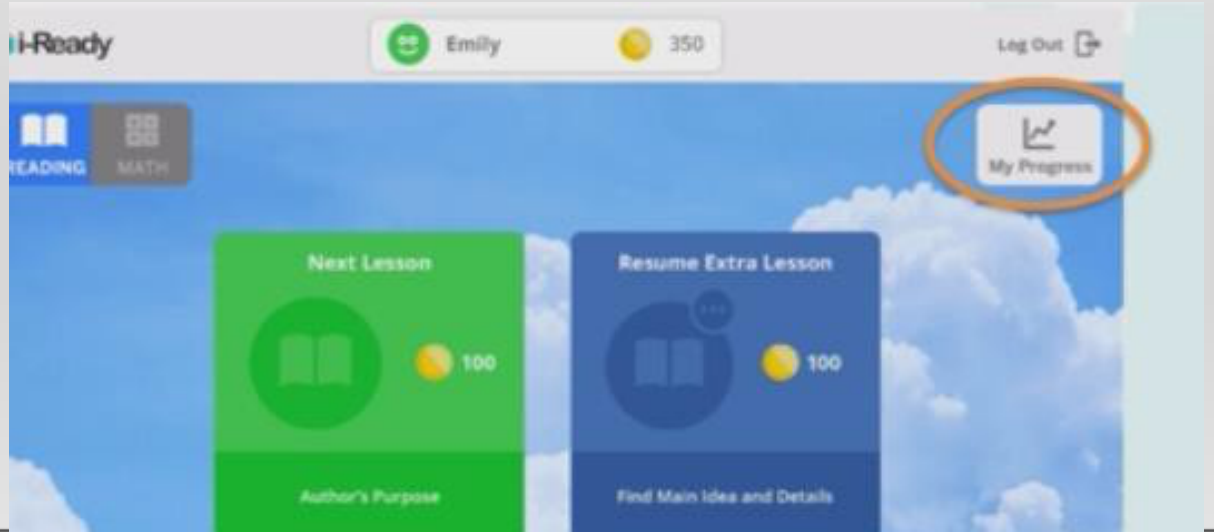
Using i-Ready at Home!

- Once your child is logged in at home, they can complete lessons on their “just right” level. It is best if the students complete the lessons on their own so that the teacher knows if they really understood the lesson.
- You can see the results from the last few lessons your child has completed by clicking on “My Progress.”

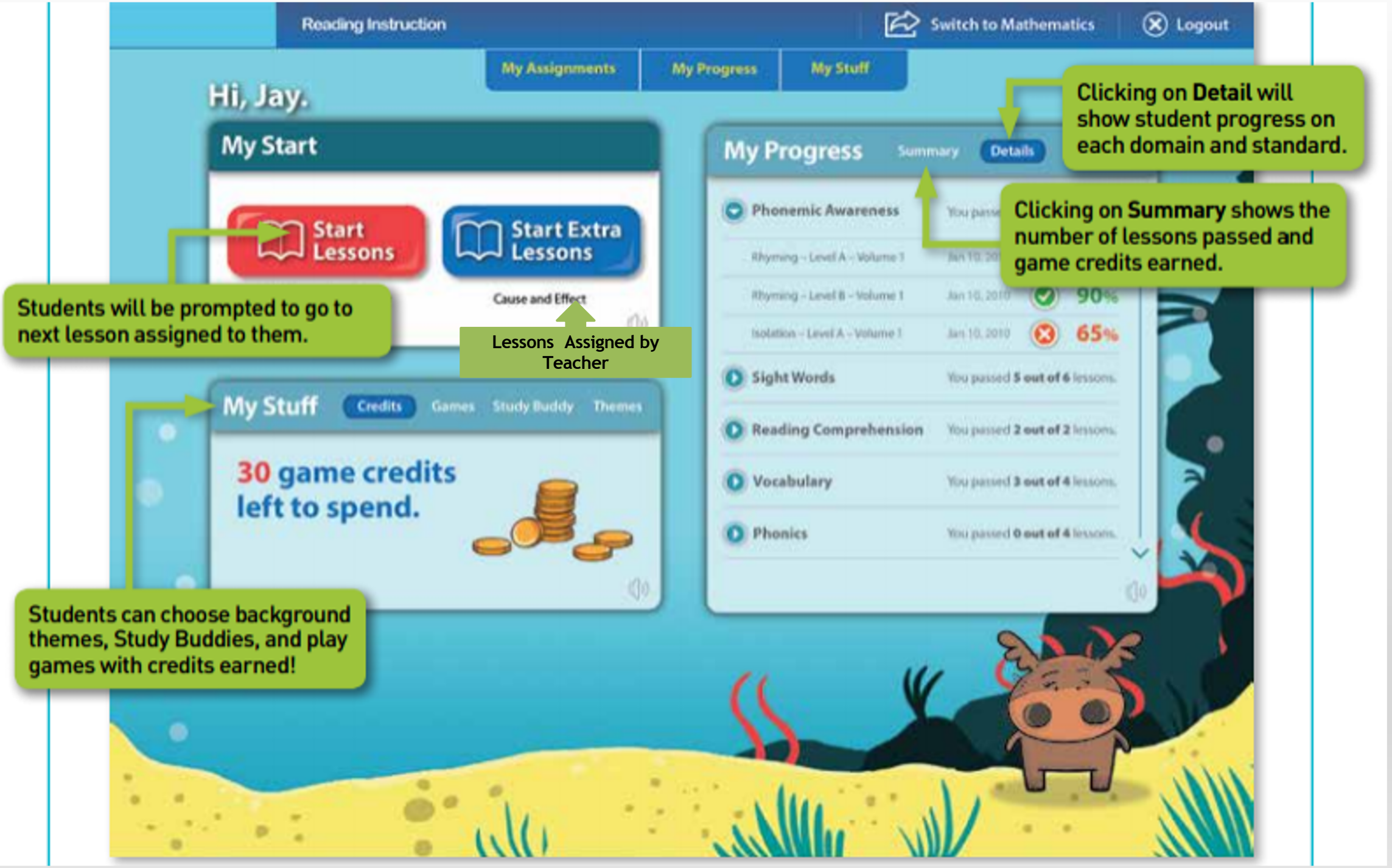


5. Select either **Reading** or **Math**. Your teacher will tell you which one to start with.

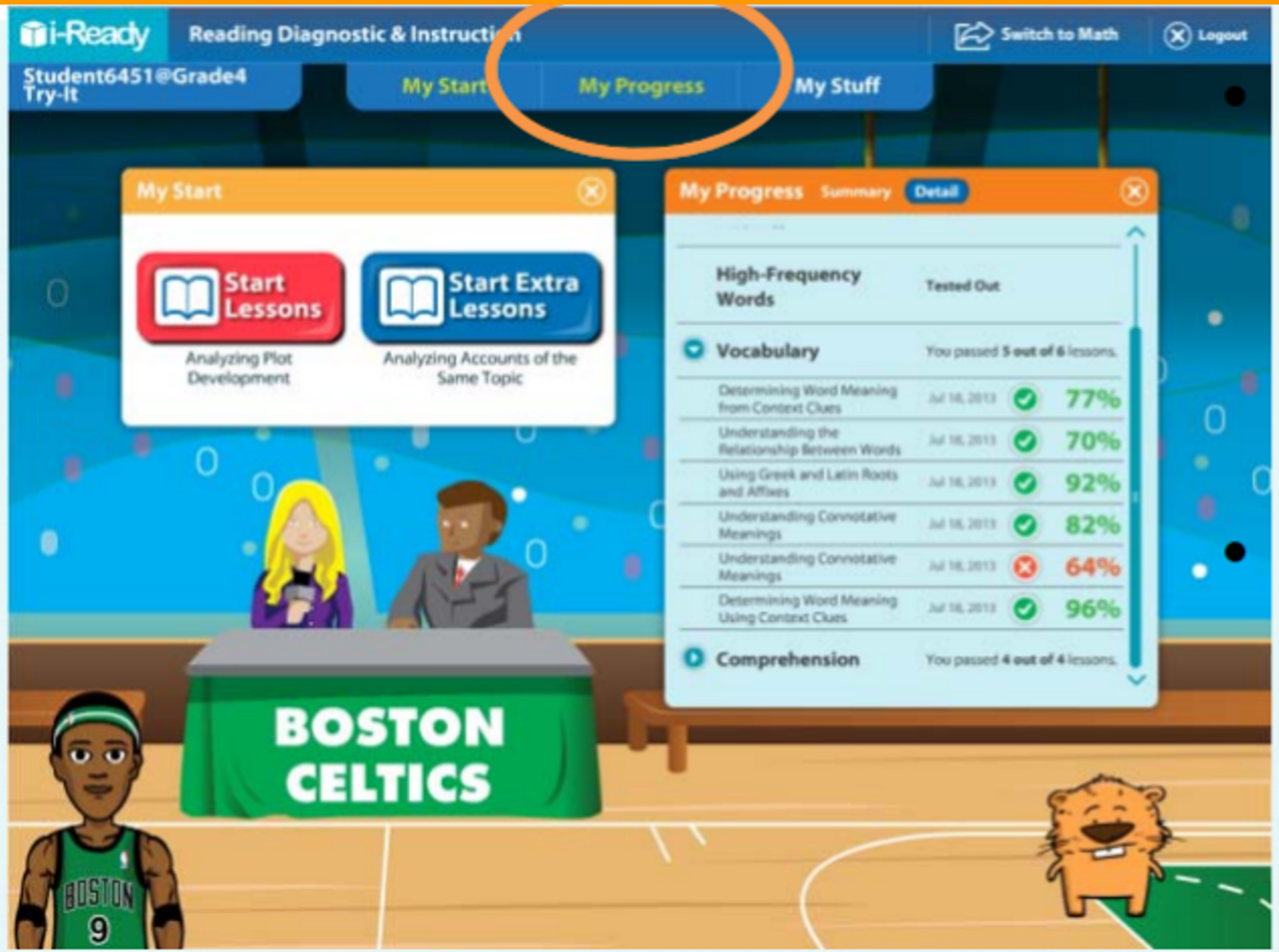
6. Keep track of your progress using the tabs in the "My Progress" box.

7. Click on **Start Lessons** to begin next assigned lesson.

8. Earn credits to play games with every lesson you complete! Keep track of credits, select games, change Study Buddies, and change themes in the "My Stuff" box.


Reading Instruction
Switch to Mathematics
Logout
My Assignments
My Progress
My Stuff
Hi, Jay.
My Start
Start Lessons
Start Extra Lessons
Cause and Effect
Clicking on Detail will show student progress on each domain and standard.
Clicking on Summary shows the number of lessons passed and game credits earned.
My Progress
Summary
Details
Phonemic Awareness
Rhyming – Level A – Volume 1
Rhyming – Level B – Volume 1
90%
Isolation – Level A – Volume 1
65%
Sight Words
You passed 5 out of 6 lessons.
Reading Comprehension
You passed 2 out of 2 lessons.
Vocabulary
You passed 3 out of 4 lessons.
Phonics
You passed 0 out of 4 lessons.
Students will be prompted to go to next lesson assigned to them.
Lessons Assigned by Teacher
My Stuff
Credits
Games
Study Buddy
Themes
30 game credits left to spend.
Students can choose background themes, Study Buddies, and play games with credits earned!

How do I check my child's progress?



Use the "My Progress" box to track the progress of your child.

This information can be accessed through your child's i-Ready account.

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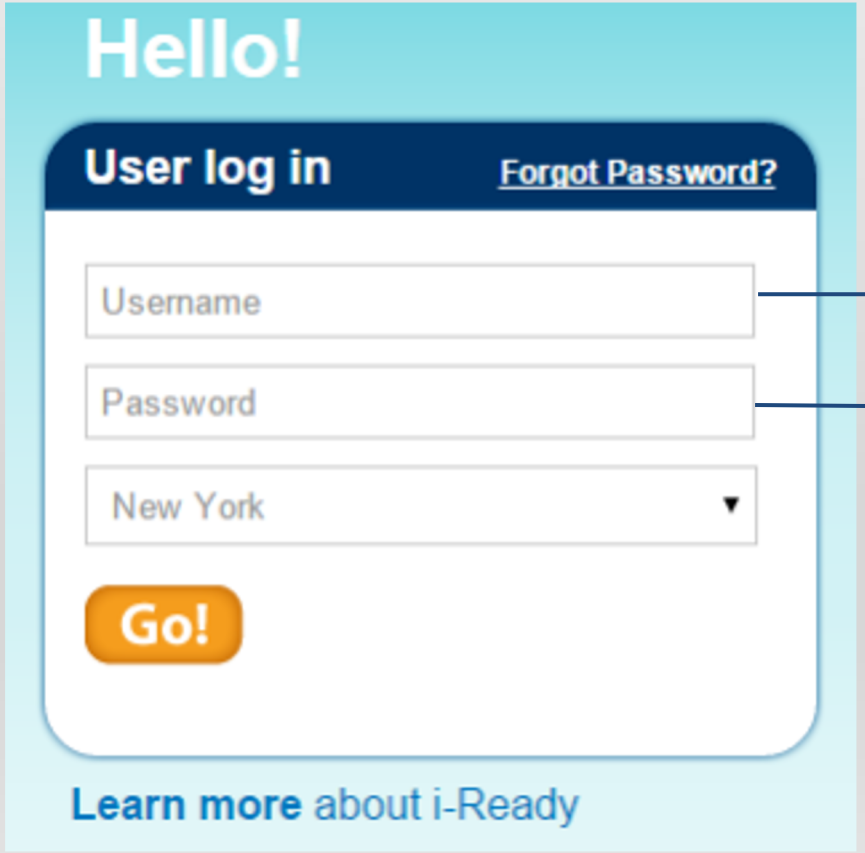

Username

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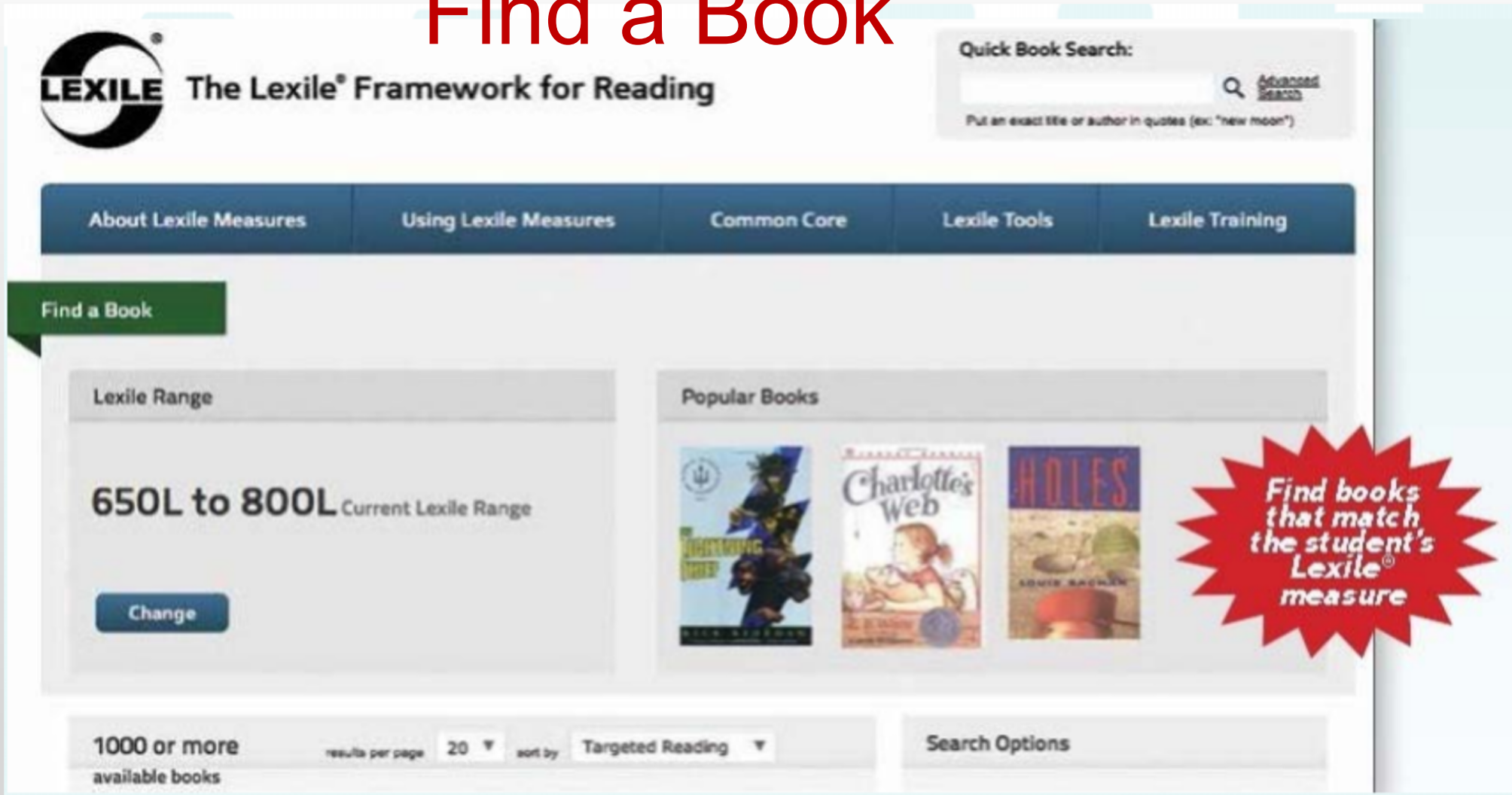
“Find a Book”

i-Ready makes it easy for parents to find books online appropriate for their child’s reading level and interests.

- After the diagnostic assessment, teachers will get a Lexile measure for each child.
- Knowing your child’s Lexile measures will help you select the right level of books.

Find a Book



With the Lexile measures you can go to www.Lexile.com/fab/i-ready and find appropriate books for your child.

Using i-Ready at Home!

For Students & Parents:

- Gets students engaged
- Provides customized Instruction
- Uses high quality instructional approach
- Fills Common Core gaps

After each Diagnostic Focus on

- Areas I can celebrate and areas my student can improve on are:
- At home, I can do the following to support my student's learning

FAMILY ENGAGEMENT MATTERS!

WE APPRECIATE YOUR SUPPORT!!!

Learning More About i-Ready…

- To learn even MORE about the i-Ready program, there are several resources that can provide you with more information. Visit these websites.

1. Go to www.i-ready.com/familycenter This site was designed by i-Ready to answer your frequently asked questions.
2. Go to www.i-ready.com/tour to learn more about the entire program.