

Getting Ready for Learning

 **i-Ready**[®] a POWERFUL Progress Monitoring Tool

Interventions
Predictive Instructional
ExcellenceForALL
Strategic
ProgressMonitoring
Intentionality Aligned
Purposeful Focused
Impact
Data
Responsive
Growth
Standards

Partners from Curriculum Associates

Account Management Account Set-up



Dina Neyman
Account Manager

Educational Consulting

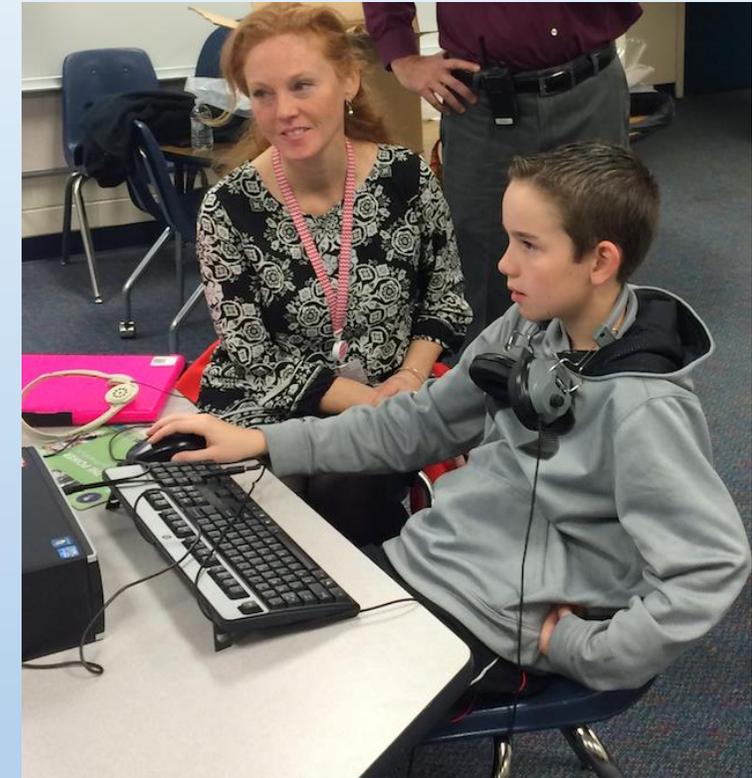
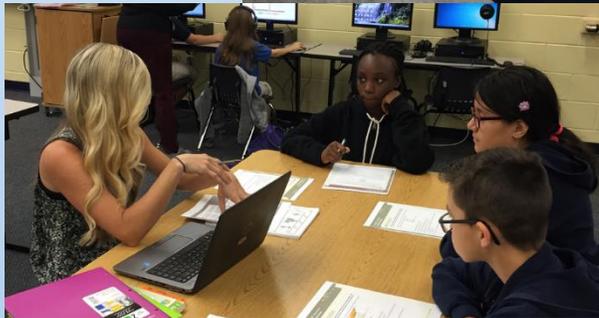


Judy McKay
Sales Representative

Professional Development

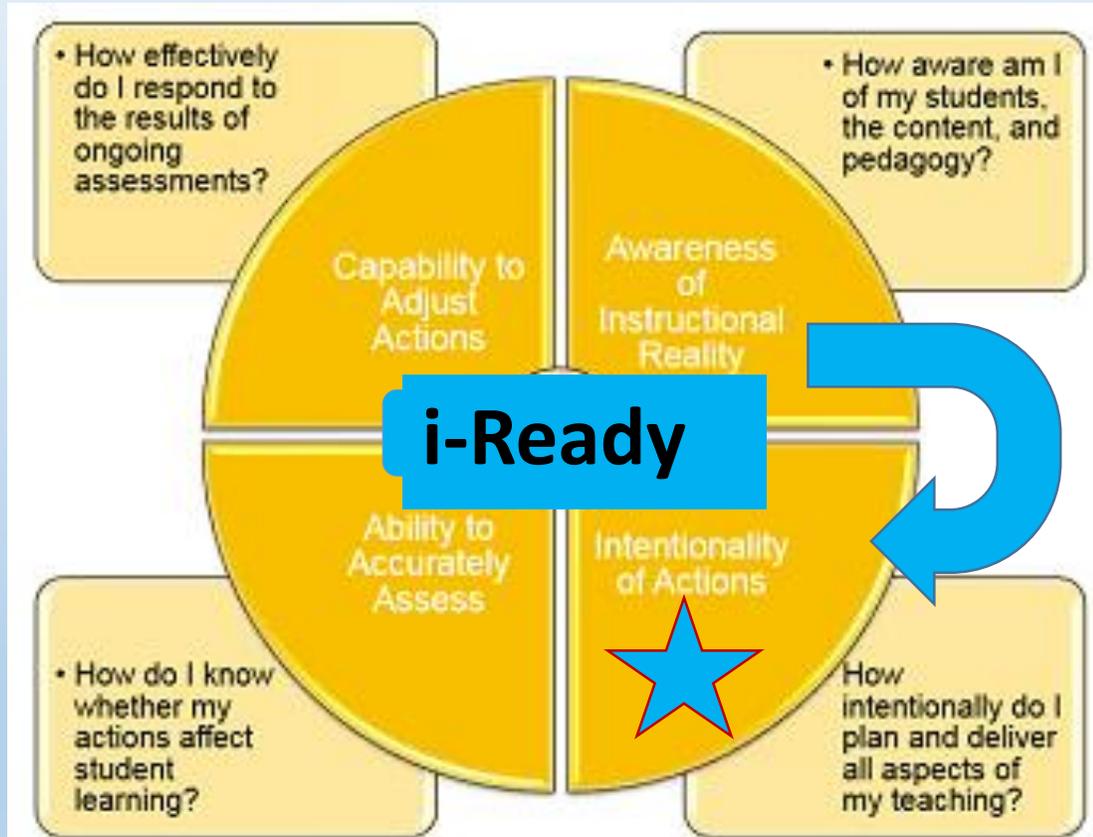


Danielle Sullivan
Professional Development
Specialist



How can we use this tool to extend and ensure excellence to ALL students?"

Implementation Process



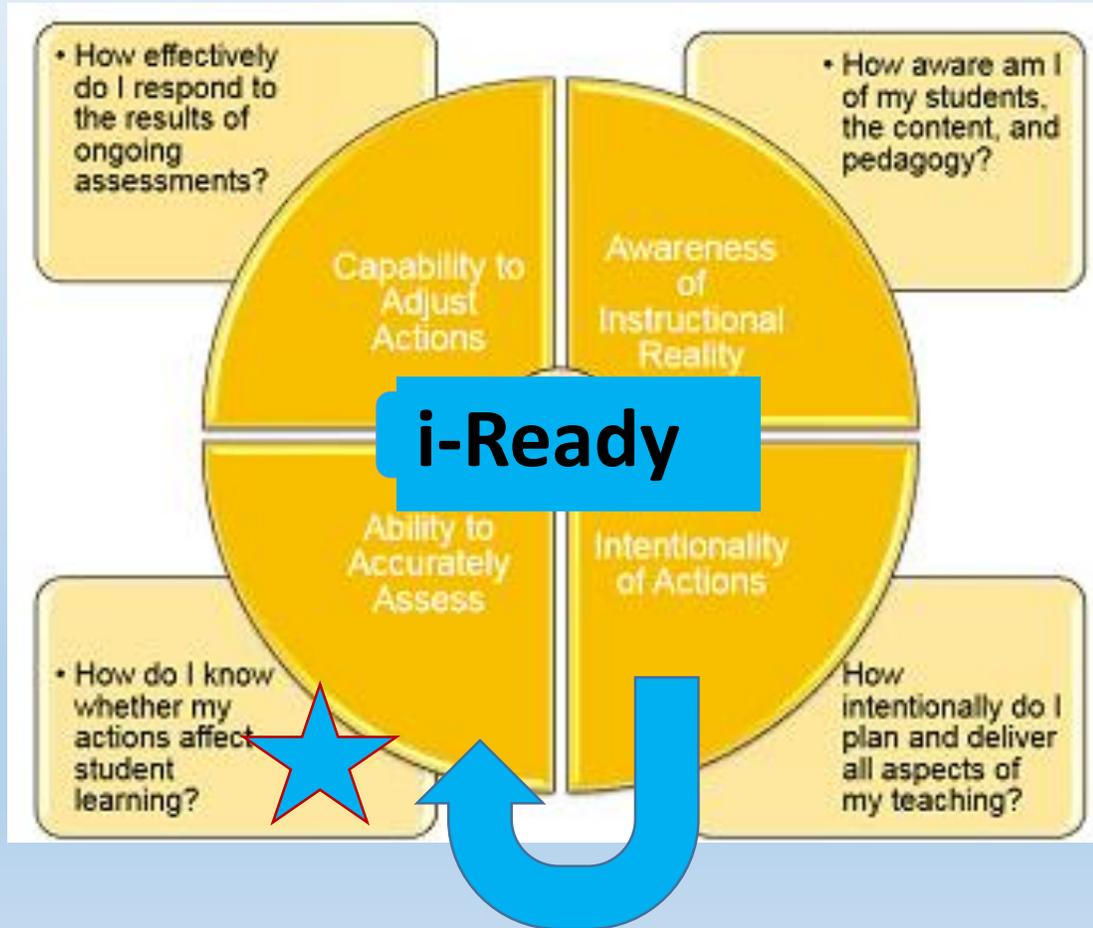
Year 1 Goal: to build an awareness of the instructional tool as a foundation for success

Year 2 Goal: to work with greater intentionality in addressing student needs

Gocio Elementary School



Moving Forward



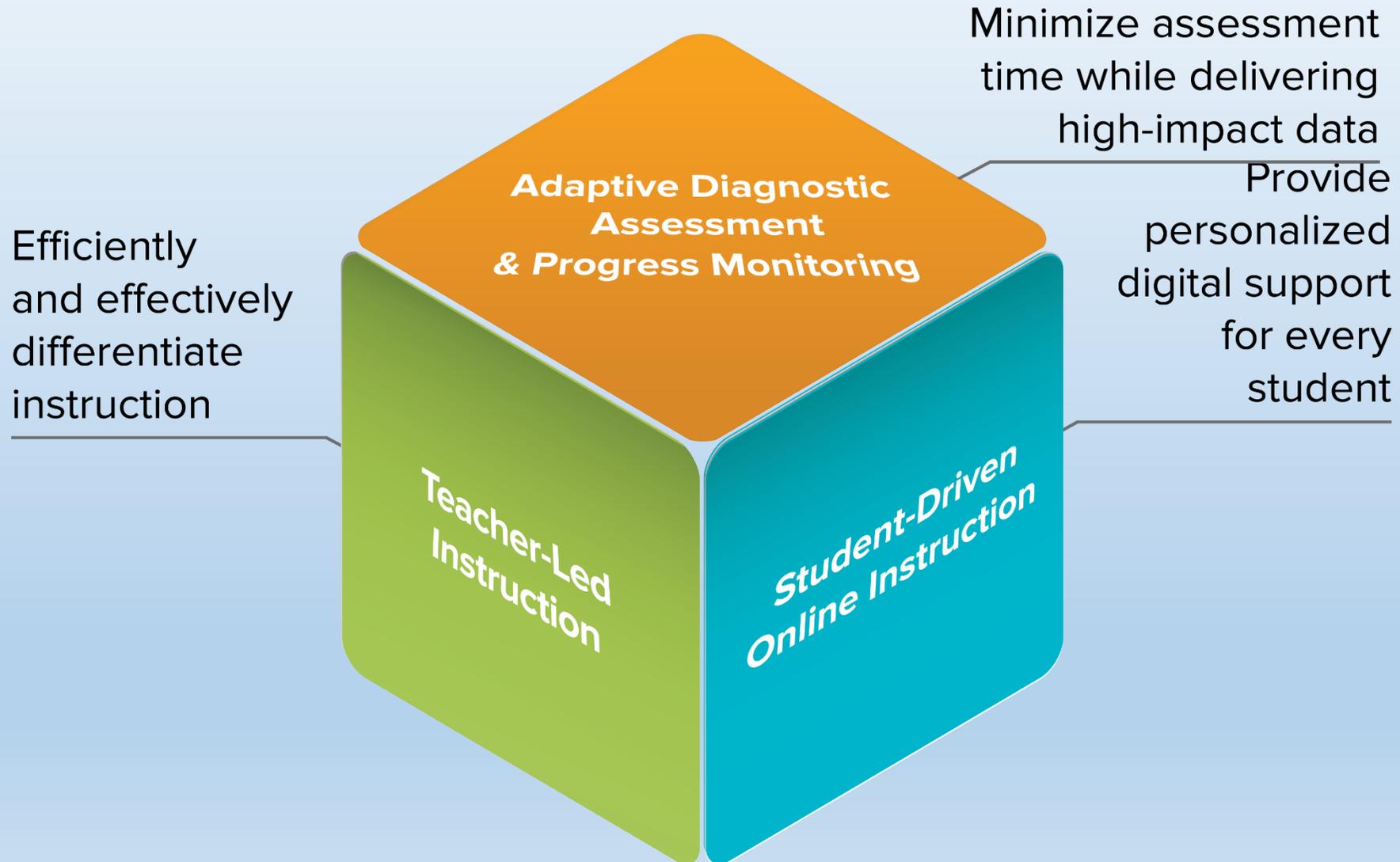
Year 3 Goal: to know the impact our actions had on student learning and respond to the results effectively.

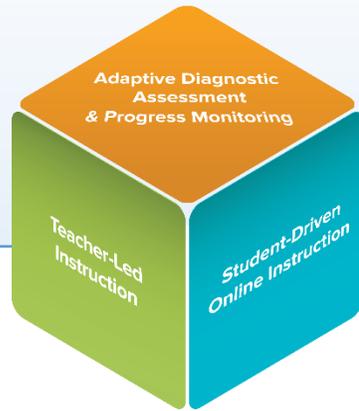
Curriculum Associates®

i-Ready® | Ready®

i-Ready, Ready, and Teacher Toolbox

What Is *i-Ready*?





What Is *i-Ready*?



Diagnostic

Pinpoints each student's needs down to the sub-skill level



Instruction

Delivers automated differentiated instruction for every student

Informs whole class, small group, and individual instruction



Progress Monitoring

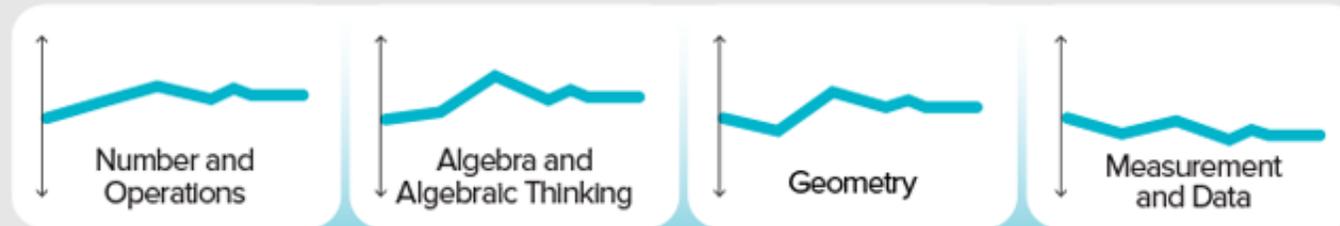
Provides instantaneous, easily accessible reporting of student progress

Adaptive Diagnostic Assessment

Question
Difficulty

Grade 12

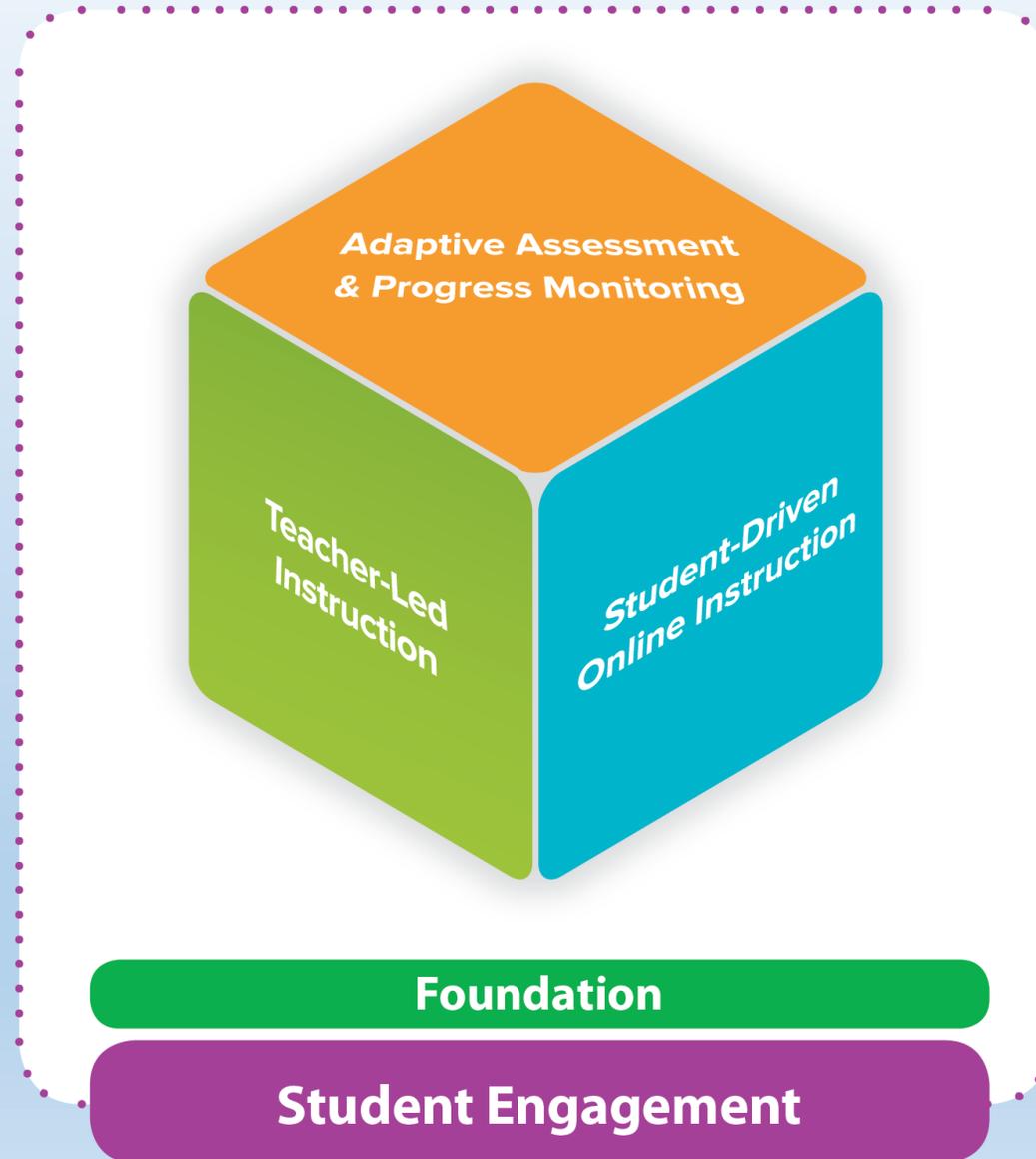
Mathematics



Individualized instruction plan
based on student skill level

↓
Grade K

Using *i-Ready* Successfully



How *i-Ready* Supports Teachers

Mr. Brow

Performance by Student

● On or Above Level ● <1 Level Below ● >1 Level Below

Placement by Domain

What Ty Can Do

Results indicate that Ty can likely do the skills shown below.

Base Ten

state Model three-digit numbers.

state Compare and order three-digit numbers.

state Know multiplication facts through 9×9 .

Fractions

state Identify fractions ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$) as parts of a whole using pictures.

state Identify fractions that name part of a whole (denominators of 2, 3, 4, 5, 6, 8, 10, 12).

Next Steps for Instruction

Results indicate that Ty will benefit from instruction and practice in the skills shown below.

Base Ten

Add multi-digit numbers.
Subtract multi-digit numbers.
Multiply 10 or a multiple of 10 by a one-digit number.
Multiply three-digit numbers by one-digit numbers.
Know division facts through $81 \div 9$.
Divide up to three-digit numbers by one-digit numbers.

Fractions

Identify fractions shown on a number line.
Use models to find equivalent fractions.
Write equivalent fractions, including fractions in simplest form.
Express fractions with denominators of 10 or 100 as decimals.
Decompose a fraction into a sum of fractions with like denominators.
Add and subtract fractions with like denominators.

Hahn, Derrick		449	Level 3	Early 5	Mid 5	Level 3	Level 2	23%
Donovan, Lacey		447	Level 2	Level 3	Level 3	Level 4	Level 2	20%
Gowdy, Neil		445	Level 3	Mid 5	Early 5	Level 4	Level 2	33%

Questions

