i-Ready®

K–12 Diagnostic & K–8 Instruction
Reading and Mathematics

We answer "why?" and deliver "what's next?"

Proven to Predict. Proven to Get Results.

See Research on page 12

i-Ready® Diagnostic & Instruction

An adaptive diagnostic and online instruction built for the Common Core

Built for the Common Core, i-Ready® Diagnostic & Instruction combines a valid and reliable student growth measure and personalized instruction in a single online product that saves teachers time at a fraction of the cost of similar products.

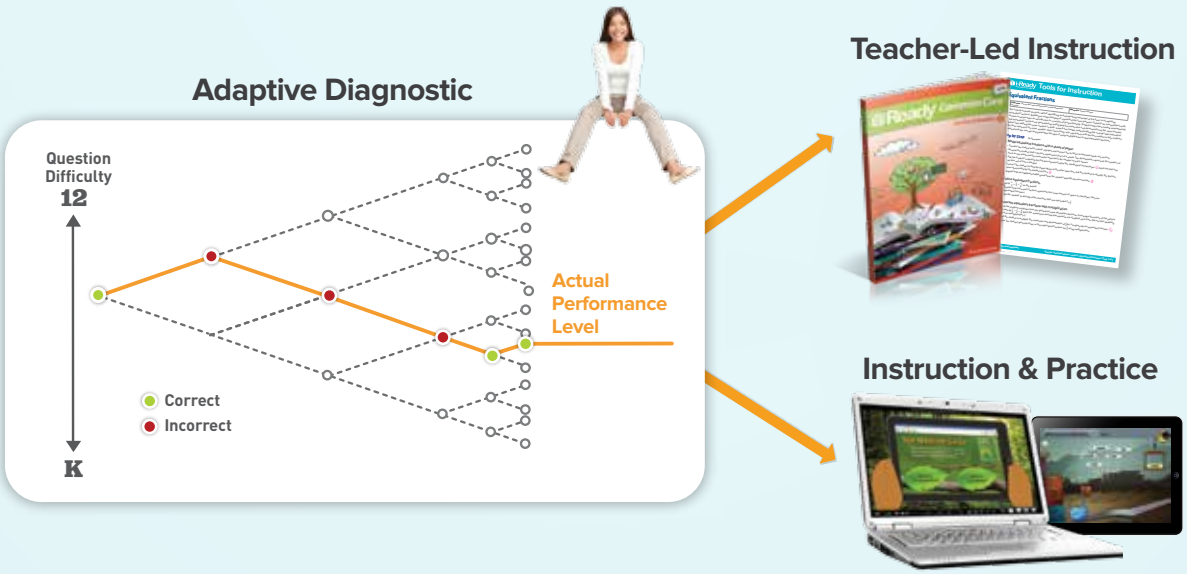
Adaptive Diagnostic
pinpoints student needs down to the sub-skill level and provides a single growth measure across K–12

Teacher-Led Instruction
supports blended learning with embedded downloadable lessons and easy-to-use print resources

Online Instruction
provides explicit differentiated instruction targeted to students' unique areas of need

Mobile Apps
provide targeted skill instruction to boost student achievement and address key Common Core standards

Progress Monitoring
at the class, grade, school, and district levels helps students learn more and learn faster



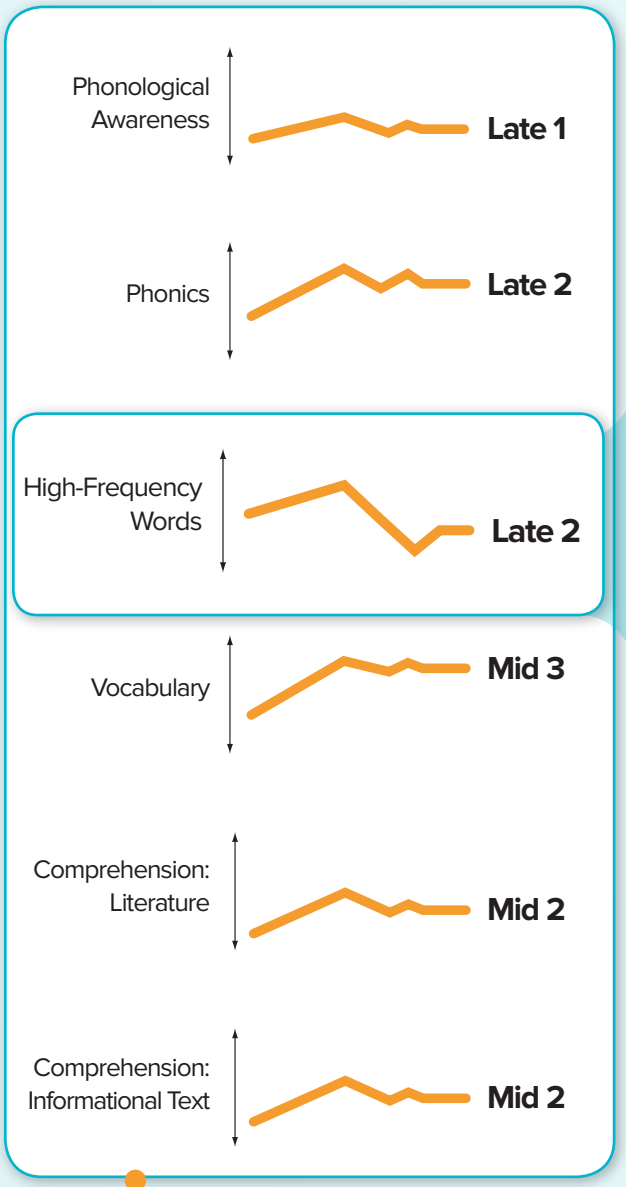
Diagnose

Answer the question "why?"

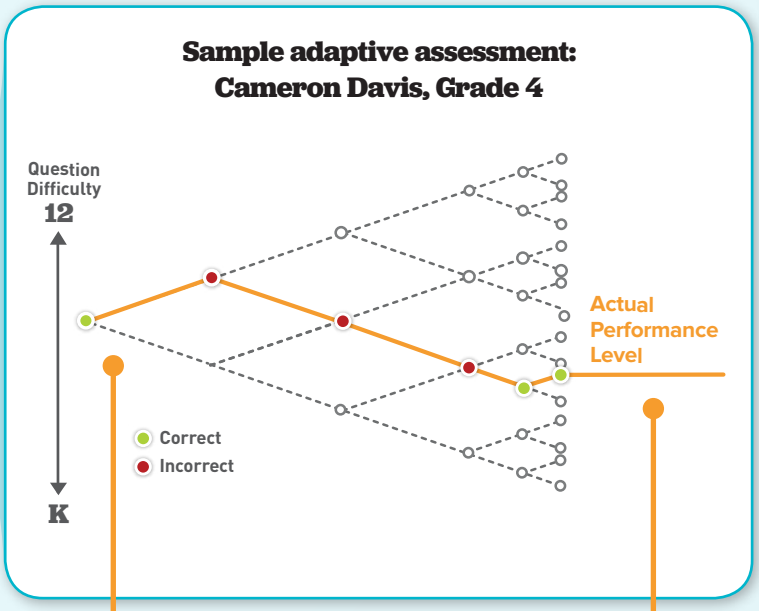
To build an instructional plan, i-Ready® diagnoses student performance by domain across multiple grade levels. It provides a valid and reliable measure of student growth for your whole district and detailed diagnostic results that pinpoint students' abilities and needs to the sub-skill level.

Proven to Predict Common Core-based Assessment Performance!

See page 12



A student's instructional path is determined by domain-level performance.



Questions get harder or easier based on a student's answers to previous questions.

i-Ready pinpoints the actual level of performance in order to target instruction.

Teacher-Led Instruction

Get blended learning resources at your fingertips

Instantly available reports from i-Ready® Diagnostic detail each student's abilities and areas of need. The reports provide teachers with an action plan for individual and group instruction, and the tools to deliver that instruction in any style learning environment.

Overview | Number and Operations | Algebra and Algebraic Thinking | Measurement and Data | Geometry | Quantile® Performance

Tabitha Fernandez - Mathematics - Grade 5

Overall Performance

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

Level 5

Test	Placement	Scale Score	Standard Error
Test 3 - 04/12/2013	Early 5	523	+/- 15.5
Test 2 - 01/12/2013	Level 4	495	+/- 16.1
Test 1 - 09/06/2012	Level 3	458	

Scale Score 400 425 450

Detail for Test 1 09/06/2012

Domain	Placement	Scale Score
Number and Operations	Level 3	459
Algebra and Algebraic Thinking	Level 3	457
Measurement and Data	Level 3	47
Geometry	Level 4	

Scale Score 400 425 450

	Placement	Developmental A
Overall Math Performance	Level 3	Test results in related to quar relationships, domains. This
Number and Operations	Level 3	At levels 3-5 th and division, a that Tabitha co
Algebra and Algebraic Thinking	Level 3	At levels 3-5 th and multiples, understanding word problems
Measurement and Data	Level 3	At levels 3-5 th concepts, and review of these
Geometry	Level 4	At levels 3-5 th two-dimension Tabitha may b

Tabitha Fernandez – Mathematics – Grade 5

Test 1-09/06/2012	Placement	Scale Score
Number and Operations	Level 3	458

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

Building Number and Operations Skills

Number and Operations in grades K-8 focuses on representing, comparing, and performing operations with numbers. As in the CCSS, this domain includes whole numbers, decimals, fractions, integers, and irrational numbers, and emphasizes both conceptual understanding and computation. In grades 3-5, students gain an understanding of fractions and decimals and develop fluency with all four operations involving whole numbers, fractions, and decimals.

What Tabitha Can Do
Results indicate that Tabitha can likely do the skills shown below.

Base Ten
- CC Model three-digit numbers.
- CC Compare and order three-digit numbers.
- CC Know multiplication facts through 9 x 9.

Fractions
- CC Identify fractions ($^1/_2$, $^1/_4$, $^3/_4$) as parts of a whole using pictures.
- CC 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 Tabitha will benefit from instruction and practice in the skills shown below.

Base Ten
Know division facts through 81 ÷ 9.
Add multi-digit numbers.
Subtract multi-digit numbers.
Multiply two-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.

Tools for Instruction

- Know Division Facts
- Subtract Multi-Digit Numbers
- Fractions on the Number Line
- Find Equivalent Fractions

Recommended Print Products

If you have this product...	Use...
Ready® Common Core	**Grade 3** Lesson 4: Understand the Meaning of Division, p. 30 Lesson 5: Understand How Multiplication and Division Are Connected, p. 36 Lesson 6: Multiplication and Division Facts, p. 42 Lesson 9 Use Place Value to Add and Subtract, p. 72 Lesson 10: Use Place Value to Multiply, p. 84 Lesson 15: Understand Fractions on a Number Line, p. 138 Lesson 16: Understand Equivalent Fractions, p. 144

Learn More

i-Ready® reports point to Common Core instruction

i-Ready Diagnostic & Instruction Tools for Instruction

Fractions on a Number Line

Objective Locate the fractions $\frac{1}{2}$, $1\frac{1}{2}$, and $2\frac{1}{2}$ on a number line and count by halves from 0 to 3.	**Materials** Paper tape about two feet long, unused pencil

Students are usually introduced to the concept of a fraction with an area model. Developing the concept of a fraction as a number on the number line is a more abstract idea. To help make the connection between an area model and a number line model, begin with a number line that has recognizable width, such as one made from paper tape or masking tape. The number line in this activity is constructed using a familiar interval, the length of a pencil, to represent 1. Learning to count by halves from 0 to 3 introduces the idea that fractions are also numbers, not just ways to describe areas or lengths.

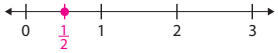
Step by Step 20–30 minutes

1 Display the number line.

- Post a piece of paper tape about two feet long.
- Tell the student you are going to make a number line.
- Use a standard length such as a pencil to mark off the numbers 0, 1, 2, and 3 with one pencil length between them.

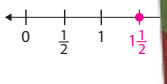
2 Locate $\frac{1}{2}$.

- Focus the student's attention on the segment between 0 and 1.
- Tell the student that the section is 1 pencil long. Hold the pencil up against the number line to reinforce this idea.
- Ask: *If this is one pencil long, how could we show the length of one half of a pencil?* (Make a mark halfway between the 0 and the 1.)
- Label that location $\frac{1}{2}$.
- Help the student understand that $\frac{1}{2}$ marks the point halfway between 0 and 1. The number $\frac{1}{2}$ shows a half more than 0.
- Fold the number line in half between the 0 and the 1 to reinforce the idea of a half.



3 Locate $1\frac{1}{2}$.

- Focus the student's attention on the segment between 1 and 2.
- Remind the student that 1 represents 1 pencil length. Ask: *Where on this number line is half a pencil length more than 1?* (halfway between 1 and 2)
- Mark and label $1\frac{1}{2}$.
- Help students understand that $1\frac{1}{2}$ marks the point halfway between 1 and 2. The number $1\frac{1}{2}$ shows a half more than 1.



www.i-Ready.com/empower Number and Operations | Fractions on a Number L

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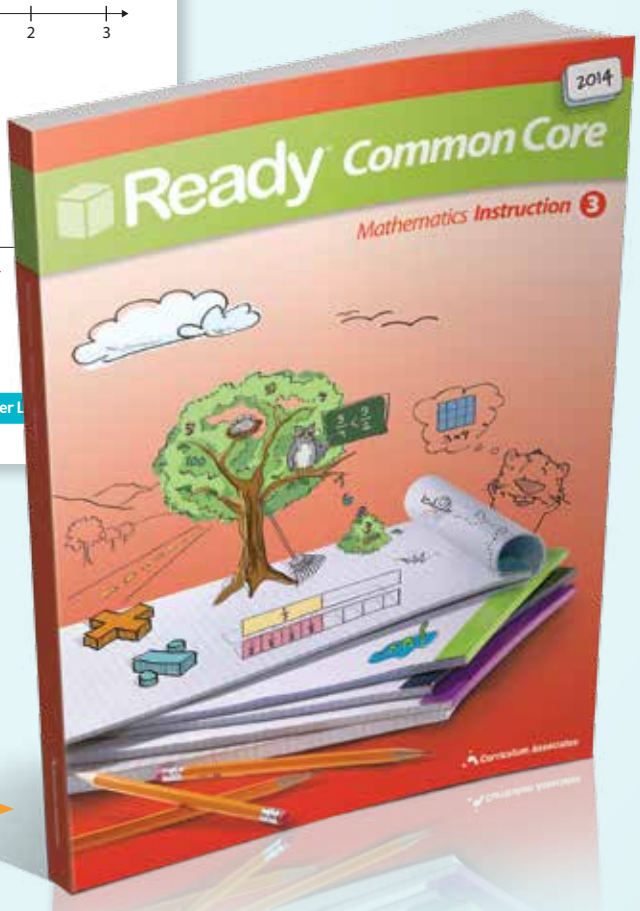
Tools for Instruction
Downloadable teacher-led lessons help teachers meet individual student or instructional group needs based on the Common Core.



Explicit guidance tells teachers exactly where to go in our print programs for additional instruction and practice on specific Common Core standards.

Online Instruction

Provide differentiated instruction

With i-Ready®'s explicit online instructional modules, students are automatically placed into instruction at their level based on i-Ready Diagnostic results. These 10–45-minute lessons provide a consistent lesson structure, build conceptual understanding, and are so engaging, students forget they are doing work!

Step 1

Explicit Instruction

Students learn a skill or concept through highly interactive, scaffolded, explicit instruction.

Step 2 Guided Practice

Following instruction, students practice what they've learned and receive corrective feedback to reinforce understanding.

Step 3 Progress Monitoring

Students are assessed at the end of each lesson to drive ongoing progress monitoring.

Try it out! To see i-Ready's online lessons in action, visit i-Ready.com/Tour

Motivate all students with engaging interactive features

i-Ready's online instruction modules engage learners in a low-risk environment. Students can personalize their experience and can take ownership of their learning with an individualized home page.

A personalized home page shows assignments and allows students to track their own progress.

Students can customize their experience by selecting a background or theme, like their favorite NBA team.

The NBA and NBA member team identifications are the intellectual property of NBA Properties, Inc. and the respective member teams. ©2014 NBA Properties, Inc. All rights reserved.

"Students are eager to use the material at school and at home."

Susan R., Principal, Fontana, CA

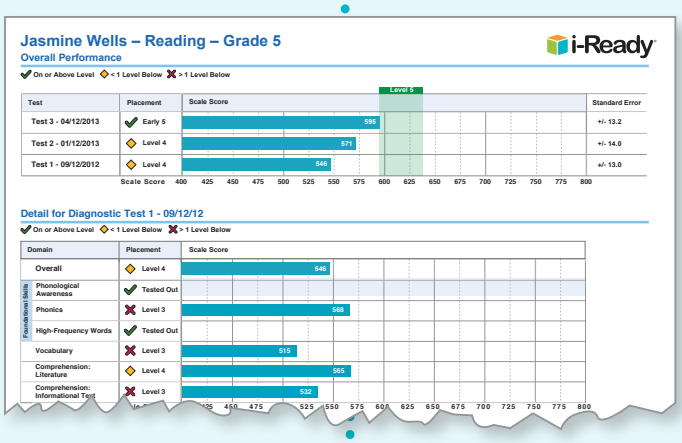
Mobile Technology to Support

Boost student achievement

i-Ready® gives teachers three ways to deliver “what’s next?” through online instruction, teacher-led instruction, and targeted skill development. This delivers a true blended learning solution through online, print, and mobile access.

1 Adaptive diagnostic pinpoints student needs

2 Data drives differentiated instruction



3 Instruction and practice built on the Common Core

Thousands of hours of online instruction

Ready® Common Core provides rigorous instruction and practice

Mobile apps develop the key skills that boost Reading and Math achievement

Instruction

Apps that address gaps in skills for Reading and Mathematics Grades 4–8

World's Worst Pet™
Tier Two Vocabulary App

The BakeStars' new pet is out of this world...literally! After adopting this creature from outer space, the BakeStars find out it has a taste for danger and loves to get into all kinds of trouble. Even though it may be the world's worst pet—Jake and friends still need your help to keep it safe!

Instructional Objectives

- Addresses Common Core focus on Tier Two vocabulary
- Delivers multiple exposures and robust practice
- Supports the development of comprehension

Tier Two Vocabulary as defined by Common Core

- Academic vocabulary that appears across a wide range of texts
- Domain-specific vocabulary: Science and Social Studies

Door 24™
Computational Fluency App

There's trouble in Bella's Cella! Victor the robot fried his circuits to a crisp when he spied shocking things behind the mysterious Door 24. Was it a bevy of itsy bitsy brothers? Cranium craving creatures from outer space, voracious viral vampires, or worse?! Only the players can help Bella and Beau fix Victor's circuits and solve the secret of Door 24!

Instructional Objectives

- Addresses Common Core fluency requirements
- Develops students' abilities to think quantitatively and strategically
- Encourages flexibility and perseverance in solving problems

Develops concepts, skills, and strategies as targeted by the Common Core

- Number sense and computational fluency
- Expressions, equations, and algebraic thinking

Technical specs: Works on iOS 5.1.1 and higher, which includes iPad® 1 and higher and the iPad® mini.

iPad is a trademark of Apple Inc., registered in the U.S. and other countries.

Monitor

Progress monitoring shows if students are on track

Predict students' end-of-year performance and see if students are on track to meet yearly growth targets. Teachers have this information in time to provide more intensive intervention.

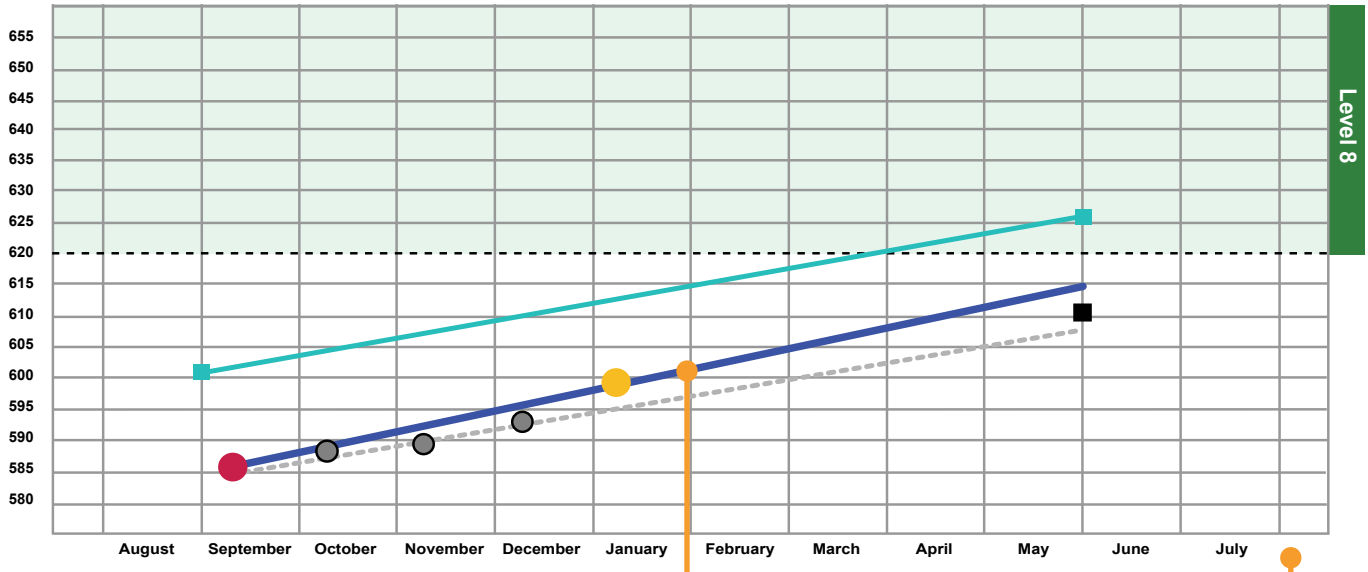
Jason Williams - Reading - Grade 8

- Estimated Student Growth
- Target Student Growth
- Average Grade Level Growth
- 50% Student Performance

Diagnostic Assessments			Progress Monitoring Assessment
On or Above Level	<1 Level Below	>1 Level Below	

Results indicate that the student may have rushed

Results indicate that the student most likely rushed



Key Questions	On Track?	Projected End-of-Year Scale Score	Annual Growth to Be On Track	End-of-Year Score to Be On Track
Is Jason on track for end-of-year target growth?	NO	608	28	614
Is Jason on track for average grade-level growth?	NO		25	611
Is Jason on track to be on/above grade-level by end of year?	NO		34	620

Date	9/12	10/12	11/12	12/12	1/12
Type	D	PM	PM	PM	D
Scale Score	586	588	589	593	598

Answers the question: Are students on track to meet district and peer benchmarks?

Monitor progress relative to district goals.

Administer monthly for greater visibility and peace of mind.

Track performance on Common Core standards

A detailed Common Core State Standards report shows progress from one test to another. Teachers can also see which prior grade-level standards may need further remediation.

Jason Williams – Grade 8

Common Core State Standards for Reading

Grade 7		Test 1	Test 2
Reading: Literature: Key Ideas and Details. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓
Reading: Informational Text: Key Ideas and Details. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.		✓
Reading: Informational Text: Craft and Structure. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	✓	✓
Language: Vocabulary Acquisition and Use. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.			
L.7.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	✓	✓
L.7.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).		✓

A view of standards across multiple grade levels helps with Common Core transition.

Grade 8		Test 1	Test 2
Reading: Literature: Key Ideas and Details. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.		✓
Reading: Literature: Craft and Structure. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		✓
Reading: Informational Text: Craft and Structure. Assess how point of view or purpose shapes the content and style of a text.			
RL.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints		✓
Language: Vocabulary Acquisition and Use. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.			
L.8.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).		

Monitor progress on each Common Core standard based on i-Ready® Diagnostic results at different points in the school year.

Grades 9–10		Test 1	Test 2
Reading: Literature: Key Ideas and Details. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
Reading: Literature: Integration of Knowledge and Ideas. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).		
Reading: Literature: Integration of Knowledge and Ideas. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).		

Click to access aligned i-Ready skills

Proven to Predict

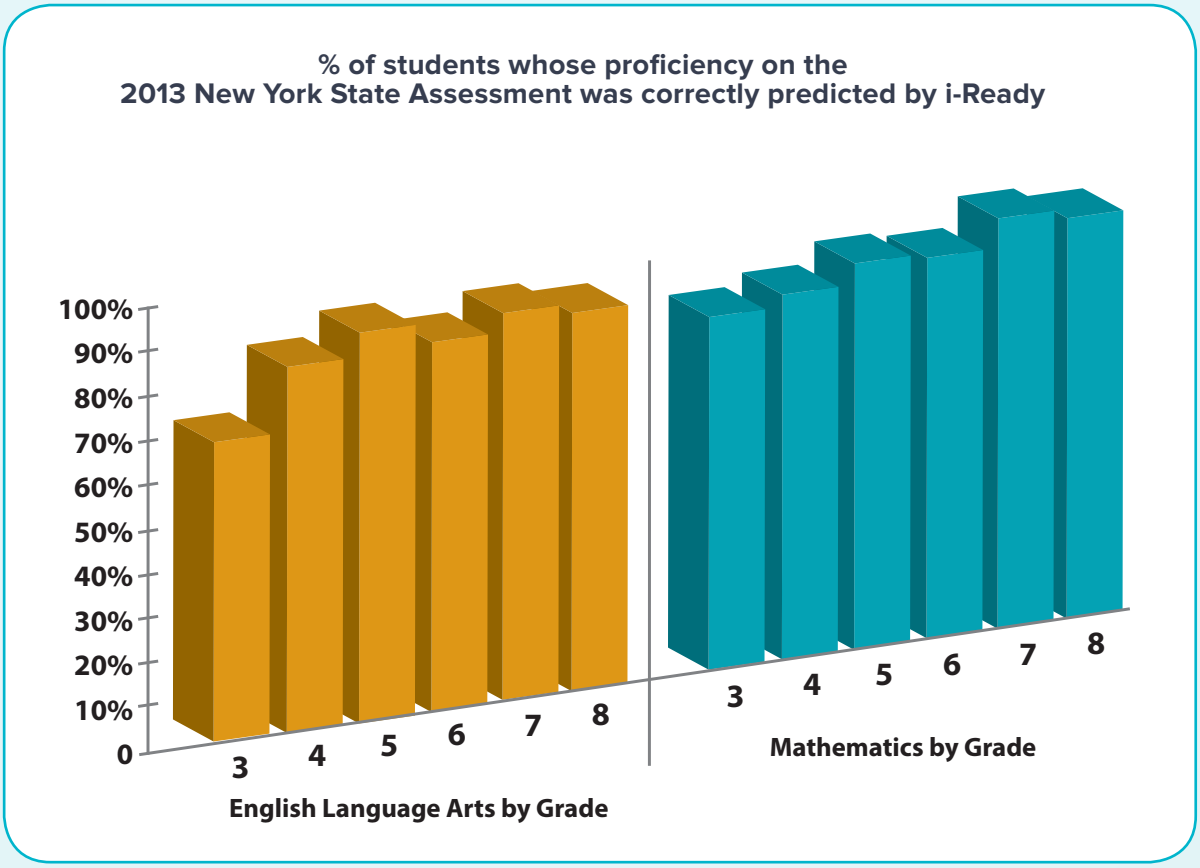
i-Ready® successfully predicted individual proficiencies on the Common Core State Standards

Successful transition to the CCSS requires visibility into student performance on the more rigorous assessments that are to come. Using measures that are highly correlated to Common Core-based assessments is a critical step, and i-Ready® offers that solution. In a recent independent study conducted by the Educational Research Institute of America, i-Ready was found to have strong correlations to the 2013 New York State Assessment (correlations ranged from .77-.85 across grades and subjects).

Correlations are just the beginning of the story; in addition, **i-Ready successfully *predicted* proficiency on the assessment for 85% of students.** Plus, i-Ready also accurately identified individual student needs on the CCSS to drive targeted instruction—both online and teacher-led.

i-Ready accurately forecasts proficiency for 85% of individual students

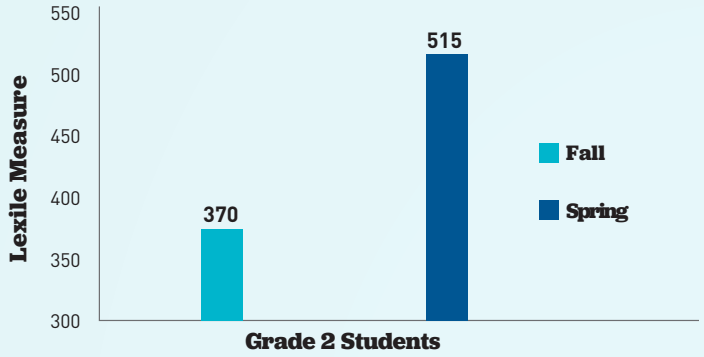
Performance on the i-Ready Diagnostic assessment was a strong predictor of low performance (i.e., Level 1 or Level 2) and high performance/meeting or exceeding proficiency (i.e., Level 3 or Level 4) on the 2013 New York State Assessment. On average, across ELA and Math, i-Ready placement levels predicted 85% low/high performance on the state test. In many grades, i-Ready accurately predicted performance for 80–90% of students.



Proven to Get Results

Schools all over the country are seeing results with i-Ready. The adaptive assessment combined with engaging, differentiated instruction leads to higher percentages of on-grade-level performance!

Lexile Growth
Over 5 months



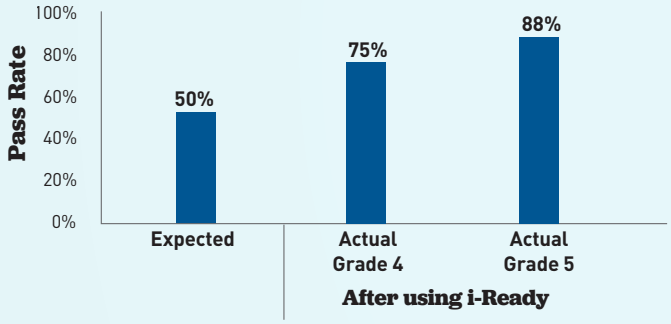
Edward Kemble ES, Sacramento, CA

- Title I school
- 89% Eligible for Free/Reduced Lunch
- 56% English Language Learners
- Implemented with grades 2 and 3

"The key is that it is assessment and instruction together."

Dr. Shana Henry, Principal

2012 Recovery Rate
% of students who passed reading SOLs after failing prior year



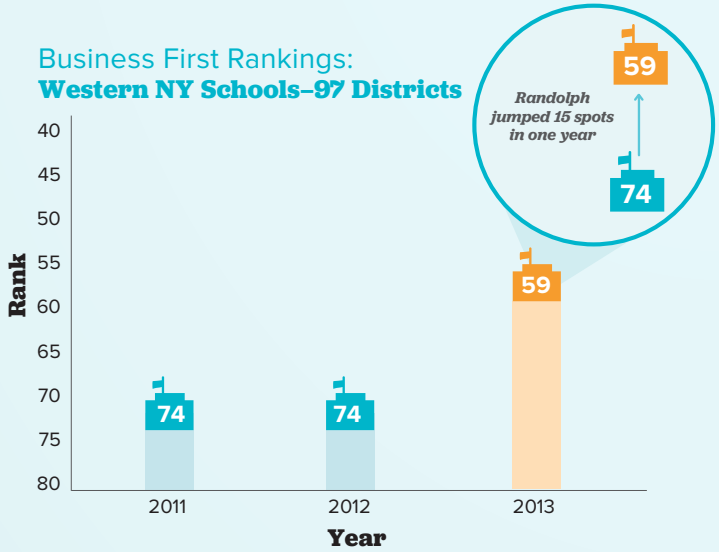
Farmington Elementary School, Culpeper, VA

- Title I school
- 52% Eligible for Free/Reduced Lunch
- Used i-Ready for 30–45 minutes/day, 4–5 days/week

"Of the Grade 5 Tier 2 students we used i-Ready with this year, none passed the SOLs last year and 88% passed this year."

Gail Brewer, Principal

Business First Rankings:
Western NY Schools–97 Districts



Business First rates the academic performance of 97 public school districts in the eight counties of Western New York, based on four years of test data from the New York State Education Department.

Randolph Central School District, Randolph, NY

- 48% Eligible for Free/Reduced Lunch
- 90 mins per week in online instruction modules
- Implemented with grades K–8

"The way in which we used i-Ready and Ready was the single greatest factor in our school's success."

Kim Moritz, Superintendent

A Program You Can Trust

Research-based, valid, and reliable

i-Ready® Diagnostic development has followed guidelines outlined by the American Educational Research Association (AERA), the American Psychological Association (APA), and the National Council on Measurement in Education (NCME) for best practices in assessment development.

- Best-practice adaptive test design: Based on well-accepted test theories of Rasch and Item Response Theory (IRT) Modeling
- Best-practice assessment development (e.g., item design, test construction): Informed by best practices in the field of educational testing as well as the Common Core State Standards
- Strong validity and reliability: The technical manual further documents assessment design protocol and provides a detailed analysis of test statistics and characteristics
- Large, diverse sample for continued item development and testing
  - More than 500,000 students nationwide
  - Over 2 million assessments administered

Assessment development led by expert advisors

Includes renowned experts in psychometrics, reading, math, special education, English language learner education, and teacher preparation

Rich Brown, Ph.D.
Former Associate Professor, Psychometrician, Rossier School of Education at the University of Southern California

Lori Helman, Ph.D.
ELL Expert, Professor, University of Minnesota; Co-Director, Minnesota Center for Reading Research

David Chard, Ph.D.
Dean, School of Education, Southern Methodist University; Research Reviewer, U.S. Dept of Education

Cathy Seeley, Ed.D.
Senior Fellow, Charles A. Dana Center at University of Texas; Past President of NCTM

Richard Bisk, Ph.D.
Chair and Professor of Mathematics, Worcester State University; Psychometrician, Author, Singapore Math Program

"Our teachers fell in love with the detailed data that was available on each student and the ease with which they could group and target instruction."

Sarah L., Assistant Superintendent, Farmington, MO

Best-In-Class Training, Support, and Service

Maximize your investment and get results with i-Ready® professional development and training!

Choose from a variety of topics

- Implementation for Leadership
- The Basics of i-Ready
- Understanding Data and Instructional Decision Making

. . . or, contact us and we can customize a training session to suit YOUR needs!

Additional free resources available to all i-Ready users:

- Quick-Start Videos for on-demand support
- Parent Resources
- Research

i-Ready Tech Support Team

Our courteous and knowledgeable team is here to help with all your technical questions and provide suggestions for successful i-Ready use. We are passionate about providing assistance and will communicate your needs to our product team. Most importantly, we resolve your issues quickly! Whitelisting, logging in, finding a report—no problem! Just call, email, or web chat us.

Email: i-Readysupport@cainc.com
Phone: 800-225-0248

Live Chat
Mon–Thurs 8:30 a.m.–7:00 p.m. ET
Fri 8:30 a.m.–5:00 p.m. ET

"The response time is fantastic and always very positive and upbeat, there is never a stupid question, a question is never asked too many times."

Jane P., Wake County Public Schools, Raleigh, NC

Minimum System Requirements: Internet Explorer 8 or higher, Apple Safari 4.0 or higher, Mozilla Firefox 10 or higher and Google Chrome OS. i-Ready requires the following software to run: Adobe Flash Player 10.2 thru 11.4 and Adobe Acrobat Reader (Win).

Curriculum Associates®
P.O. Box 2001
North Billerica, MA 01862-0901
800 225-0248 (U.S. & Canada)

Go to i-Ready.com/empower to:

Watch the video

View the reports

Hear from users

Take the Tour

//CODiE//
2013 SIIA CODiE WINNER

AWARDS of EXCELLENCE 2013 winner! TECH&LEARNING

3/14 10K
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