Learning about the i-Ready Assessments
A New Way to Measure Our Students’ Growth
What We Will Talk About Today

- What is i-Ready?
- Why did the district change tests?
- What does it test?
- What does it look like?
- How can I help my child do well on i-Ready?
- Sharing our strategies for success
Vision for Student Learners
Shoreline School District will support **all students** in becoming:

- Persistent
- Effective Communicators
- Growth Oriented
- Critical Thinkers
- Empathetic
- Creative
- Global Citizens
- Knowledgeable
- Collaborative
Why are the tests changing?

For many years we have used easyCBM, DIBELS, STAR, and SRI.

A committee of teachers and administrators met last year to study how we assess students in Shoreline schools. They concluded:

• The tests we were using only gave us overall scores, but teachers need detailed information on specific skills.
• Our tests did not provide instructional suggestions based on a student’s performance.
• Students and teachers did not think the tests were motivating or engaging.
• We tried out several assessments with many students and teachers. Both students and teachers preferred the i-Ready assessments.
• i-Ready gives us a good idea of how well our students will do on the state Smarter Balanced tests which our students will continue to take in the spring.
Which Students Will Take i-Ready?

• i-Ready Reading
  • Grades 1-5
  • Grades 6-high school will take Reading Inventory which is a new version of the SRI tests our students have taken for several years

• i-Ready Math
  • Grades 1-high school

• What about kindergarten?
  • Kindergarteners take the WaKIDS state assessment in the fall. We are studying whether to add additional assessments next year.
Key Points
• Taken on a computer (same as state tests)
• Matches our curriculum
• Students can work at their own level
• Provides teachers feedback for teaching, not just scores
• Shows student growth over time
How Does i-Ready Work?

*i-Ready* is interactive to provide individualized testing based on each child’s unique needs.

- This test is adaptive, which means that the level of difficulty will change as your child answers each question. Questions get a little harder each time a question is answered correctly, and a little easier when answered incorrectly.

- The goal is to figure out the math or reading level that is “just right” for your child, so your child should expect to see some questions that are too hard – and that’s okay! It means the test is working correctly.
How Does i-Ready Work?

*i-Ready* is an **adaptive test**. This means the questions change based on your answers.

Others will be “just right” for you.
How Does i-Ready Help My Child Learn?

*i-Ready* gives teachers feedback on your student’s strengths and areas for growth.

The results of the test will help your child’s teachers identify exactly where your child needs to develop, as well as where his or her strengths are. Teachers can use this information to design instruction that meets the unique needs of your child. And because the test is taken a few times throughout the school year, your child’s teacher will be able to measure progress and growth over the course of the year.
What skills are covered on the READING test?

- **Phonological Awareness** - understanding that a spoken word is made up of different parts and that each of these parts makes a sound.
- **Phonics** - how to connect the sounds they hear in spoken words to the letters they see in written words.
- **High-Frequency Words** – recognizing very common words and their spelling
- **Vocabulary** - the words a student knows.
- **Comprehension** – understanding what a story or informational text means.
What skills are covered on the MATH test?

- **Number and Operations** - reading and writing numbers to adding, subtracting, multiplying and dividing different types of numbers.

- **Algebra and Algebraic Thinking** - number patterns, understanding the meaning of math problems, and using symbols to write and solve equations including those used to solve word problems.

- **Measurement and Data** - collecting, organizing, and interpreting numerical information, and in later grades, statistics and probability.

- **Geometry** - analyzing two- and three-dimensional shapes.
How long do the tests take?

This fall, on average, our elementary students took about **50 minutes to complete the reading test** and **60 minutes to complete the math test**.

Teachers generally gave the tests in two sessions. Some students took longer, some finished more quickly. We expect the tests to go more quickly next time because students and teachers will be familiar with how to take and administer them.
i-Ready Diagnostic
Sample Reading and Math Items
Shakespeare, You, and I

When you mention Shakespeare, almost everyone knows whom you mean: William Shakespeare, the great English author who lived more than four centuries ago (1564–1616). He has been called the most ingenious and important writer in the English language. Even in America, where some people nowadays mistakenly assume that his English is too old-fashioned to understand, Shakespeare’s works have always been popular.

Which is the BEST summary of this passage?

1. Shakespeare is known by people all over the world. He introduced many catchy phrases that people still use today.
2. Shakespeare used catchy phrases in his comedies, tragedies, and history plays. Not many people have read or seen his works.
3. Shakespeare lived more than four centuries ago. People often quote from his plays “Romeo and Juliet” and “Hamlet.”
4. A mother complaining about a hungry teenager might quote Shakespeare by saying she’s being “eaten out of house and home.”
Which multiplication sentence can you use to find the total number of counters?

2 + 2 + 2 + 2 + 2 + 2 + 2 = 

2 \times 2 = 

6 \times 6 = 

6 \times 2 = 

7 \times 2 = 

DONE
The equation \( d = 2.5t + 4 \) gives the depth of the snow on the ground during a snowstorm. The variable \( t \) stands for the time that has passed since the start of the storm, and \( d \) stands for the total depth of the snow in inches.

Which statement is true?

- The snow is falling at a rate of 4 inches per hour.
- The snow is 4 inches deep before the storm starts.
- The snow is 6.5 inches deep before the storm starts.
- The snow is falling at a rate of 6.5 inches per hour.
Score Reports
Diagnostic Results - Grade 2

Subject: Reading  
Diagnostic: Diagnostic 1 (09/18/18)  
Placement Definition: Beginning-of-Year View

Diagnostic 1

**Typical Growth**
The average annual growth for a student at this grade and placement level. (1)

**Stretch Growth**
An ambitious but attainable level of annual growth which puts on-grade level students on a path to achieve/maintain advanced proficiency levels. (1)

**Overall**
- Early 2 (490)
- Standard Error +/- 11

- Phonological Awareness*
  - Tested Out

- Phonics*
  - Grade 1

- High-Frequency Words*
  - Max Score

- Vocabulary
  - Grade 1

- Comprehension: Literature
  - Grade 3

- Comprehension: Informational Text
  - Early 2

* Foundational Domains

†This Diagnostic used to establish Growth Measures.
Placement by Domain

Results point to difficulty decoding grade-level words, and Phonics is the immediate challenge for [ ]. Vocabulary may be another cause for concern. This score indicates gaps in grade-level word knowledge. Targeting Phonics and Vocabulary instruction is the best way to support this child’s growth as a reader. This information places [ ] in Instructional Grouping Profile 1.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Status</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Max Score</th>
<th>Grade 3</th>
<th>Early 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonological Awareness</td>
<td>Tested Out</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonics</td>
<td>Grade 1 454</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High-Frequency Words</td>
<td>Max Score 494</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Grade 1 455</td>
<td></td>
<td></td>
<td></td>
<td>Grade 3</td>
<td>588</td>
</tr>
<tr>
<td>Comprehension: Literature</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Early 2</td>
</tr>
<tr>
<td>Comprehension: Informational Text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>498</td>
</tr>
</tbody>
</table>

Can Do

Make inferences based on textual evidence.

Draw conclusions or make inferences in Grade 5 literary or informational text.

Standards

Identify narrator’s point of view in literary text.

Identify how a narrator’s or speaker’s point of view influences how events are described in Grade 5 literary text.

Standards

Next Steps & Resources for Instruction

Deepen understanding of story elements.

Support [ ] in developing the following skills with literary text:

- Use a plot diagram to identify the exposition, rising action, turning point, falling action, and resolution.
- Describe how significant events are related to the main conflict or the solution.
- Explain how authors build interest and suspense across a story.
- Analyze how particular elements of a text interact, such as how setting shapes the characters or plot.

Tools For Instruction

Analyze Story Elements
Tools for Instruction

Analyze Story Elements

As students progress as readers, they learn to do more than just identify character, setting, and plot. They start to analyze and evaluate the elements of a story. Encouraging students to explore the author’s choices about story elements is a critical step in teaching them to analyze and evaluate literature. Students need to see that authors make choices for specific purposes, and this helps them understand how the elements of a story fit together.

Three Ways to Teach

Explore Author’s Choices About Character 30–45 minutes

Connect to Writing  Help students analyze and evaluate story elements by encouraging them to consider the choices an author makes about character. Picture books can be efficient, highly effective tools for introducing students to this kind of analysis.

- Using a story that is familiar to students, such as *Amos and Boris*, by William Steig, model how you think about an author’s character choices by considering a “what if” scenario.
How can I help my student prepare for i-Ready?

A good assessment experience begins at home!
You can help prepare your student for taking the tests by encouraging them to:

✓ Eat a good breakfast and be rested for the day of the assessment.

✓ Try their best on each question and try not to rush.

✓ Try not to worry about questions you don’t know – you aren’t expected to get all of the questions correct.

✓ Stay calm and do your best. Your best is the best you can do!
Where can I find out more about i-Ready?

Check out the i-Ready Family Center at: i-readycentral.com/familycenter/

Tambien en Español.
THANK YOU