What reports of student scores are available and how soon is each report available?

Real-time reports in *i-Ready* are available as soon as a student completes an activity in the program.

Available at the Student, Class, Grade, School, and District levels, *i-Read*y reports include:

- Student Profile Report
- Lexile Performance Report (reading only)
- Quantile Performance Report (math only)
- Progress Monitoring Report
- Common Core State Standards Performance Report
- Instructional Grouping Profile Report
- Performance by Grade and Class Report
- Norm Scale Report
- Intervention Screener
- Class Profile Report
- Student Growth Report

To experience these reports firsthand, please take the *i-Ready* tour at www.i-Ready.com/tour. Additional samples are available on the program website at www.i-ready.com/empower.

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5/14 10K

Ready® Common Core

Lessons for all K–8 math and reading Common Core standards.

i-Ready® Mobile

Mobile apps develop the key skills that boost reading and math achievement.

i-Ready® Instruction

Every student is automatically assigned interactive online lessons based on his or her areas of need.

i-Ready® Diagnostic

Pinpoints student needs down to the sub-skill level with a single growth measure across grades K–12.

Blended by Design

Built to work seamlessly together. Also available separately.

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i-Ready®

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

Key Features & Reports — 2014

> **i-Ready changed the culture around data in our district**
>
> **Mary Rockey,** Director of Pupil Services, Randolph Central School, NY

Reading and Mathematics
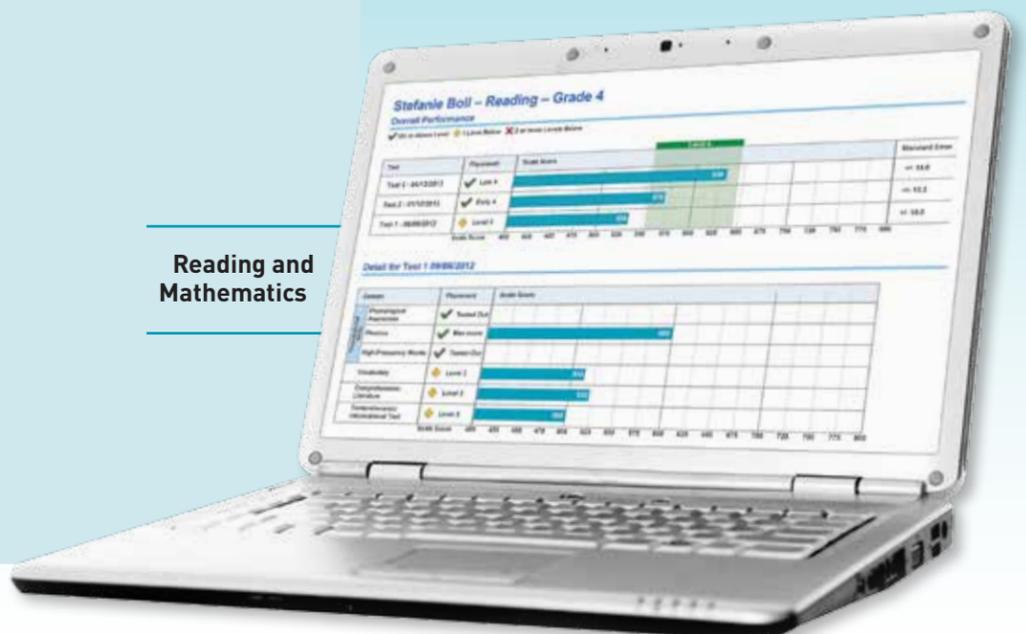
What is i-Ready® Diagnostic & Instruction?

This powerful online program finds your students' challenges and addresses them—it's all you need to get students up to or above grade level.

K–12 Adaptive Diagnostic & Growth Measure

A single K–12 adaptive diagnostic for reading and mathematics that pinpoints individual student needs down to the sub-skill level, in addition to ongoing progress monitoring to see if students are on track to achieve end-of-year targets.

Question Difficulty

12

K

● Correct
● Incorrect

Actual Performance Level

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

Adaptive Growth Measure

Teacher-Led Instruction

Student Instruction
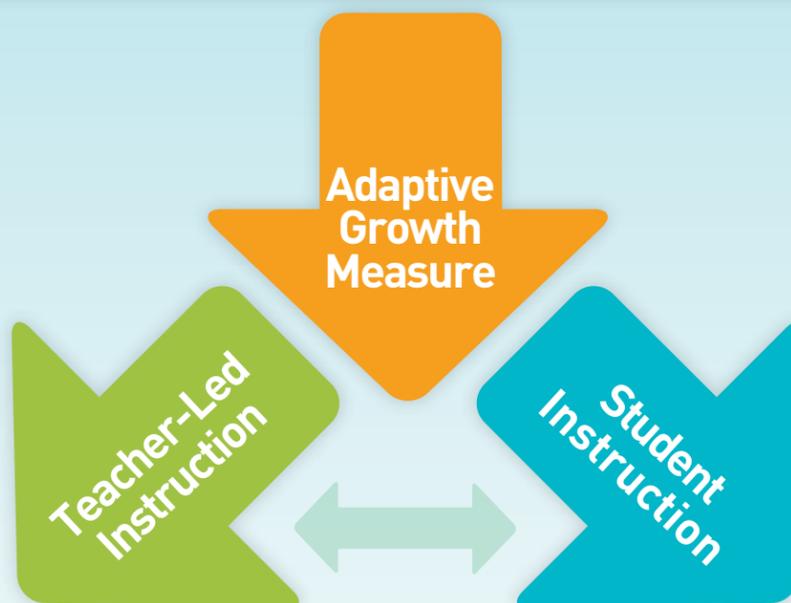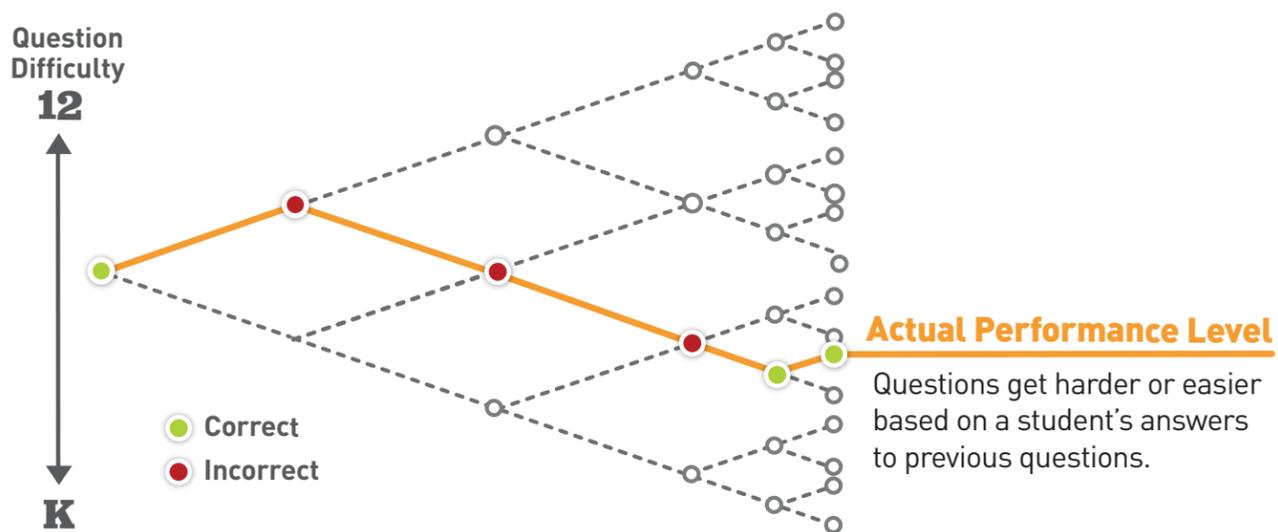
Personalized instruction plan for K–8 and at-risk secondary students

Teacher-Led Instruction

Provides rigorous on-grade-level instruction and practice with Ready® Common Core in addition to downloadable lessons to help meet individual student or small group needs.

Student Instruction & Practice

Provides personalized online instruction targeted to students' unique areas of needs and mobile apps to boost achievement.

READING
Sample Diagnostic Items

Student Home Screen

Students select from a number of themes, including NBA themes, to personalize their experience.

Level K – Phonics

p

DONE

Note: Directions are read aloud: "Look at the letter. Which sound does the letter stand for?" Students can then roll over the speaker icons to hear the following answer choices:
• /p/   • /t /   • /a̱/

Level 5 – Vocabulary

What is the correct meaning of the word primitive?

The primitive campsite had no electricity or running water.

- dirty
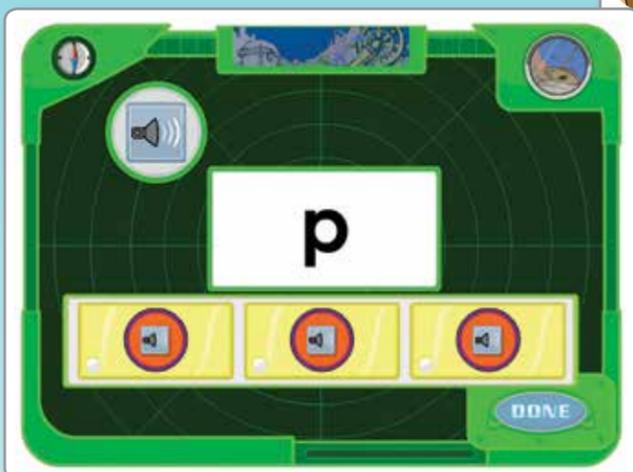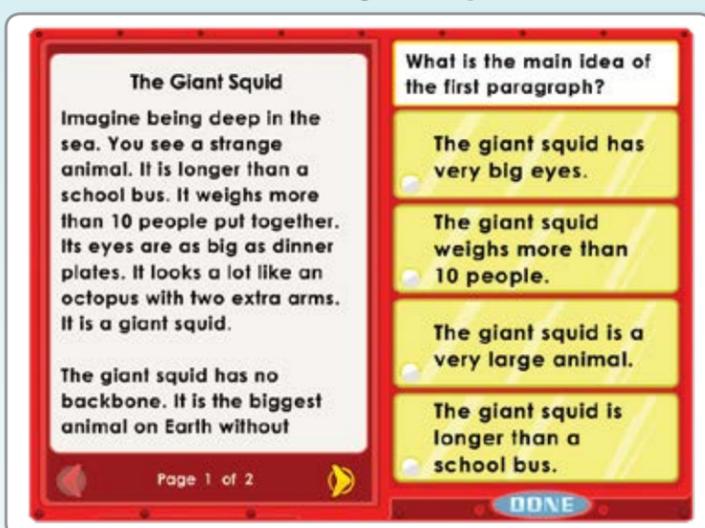- distant
- basic
- first

DONE

Level 2 – Reading Comprehension

The Giant Squid

Imagine being deep in the sea. You see a strange animal. It is longer than a school bus. It weighs more than 10 people put together. Its eyes are as big as dinner plates. It looks a lot like an octopus with two extra arms. It is a giant squid.

The giant squid has no backbone. It is the biggest animal on Earth without

Page 1 of 2

What is the main idea of the first paragraph?

- The giant squid has very big eyes.
- The giant squid weighs more than 10 people.
- The giant squid is a very large animal.
- The giant squid is longer than a school bus.

DONE

Level 12 – Reading Comprehension

Passage | Video

The following is an excerpt from a 1936 movie adaption of As You Like It. In this scene, Rosalind and Celia are making their plan to run away together. It is the same scene found on page 4 of the Passage.

Excerpt from As You Like It

How could the **Video** BEST be adapted to make it easier for modern-day audiences to comprehend?

- It could include color film instead of black and white.
- It could include more recognizable language and phrasing.
- It could include famous actors and actresses in the lead roles.
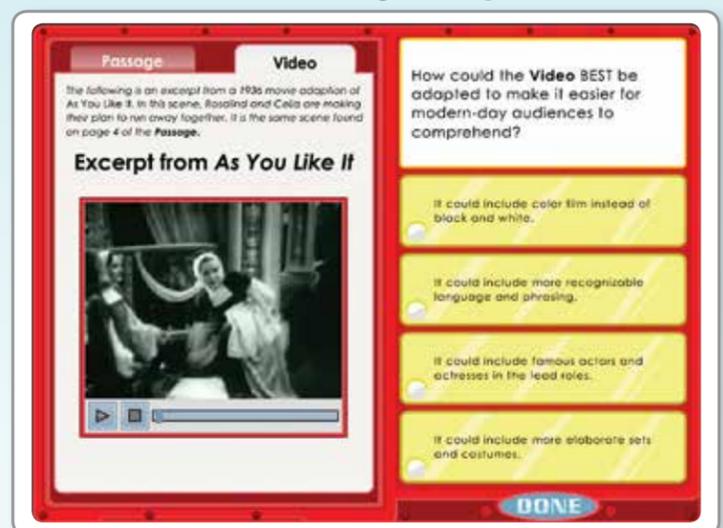- It could include more elaborate sets and costumes.

DONE

Full Passage
(Informational Text)

The Giant Squid

Imagine being deep in the sea. You see a strange animal. It is longer than a school bus. It weighs more than 10 people put together. Its eyes are as big as dinner plates. It looks a lot like an octopus with two extra arms. It is a giant squid.

The giant squid has no backbone. It is the biggest animal on Earth without a backbone. Two of its arms are longer than the others. Its longest arms are used to capture food. They wrap around a fish, trapping it. Then its beak-like mouth pulls the food apart.

Passage
(Literature)

ROSALIND: Why, whither shall we go?

CELIA: To seek my uncle in the Forest of Arden.

ROSALIND: Alas, what danger will it be to us,

Maids as we are, to travel forth so far!

Beauty provoketh thieves sooner than gold.

CELIA: I'll put myself in poor and mean attire,

And with a kind of umber smirch my face;

The like do you; so shall we pass along,

And never stir assailants.

READING

Student Profile

Jasmine Wells - Reading - Grade 5
Overall Performance

✓ On or Above Level ◆ < 1 Level Below ✗ > 1 Level Below

Provides criterion-referenced and normed scores

Test	Placement	Scale Score			Level 5			
Test 3 - 04/22/2014	✓ Early 5	595						
Test 2 - 01/13/2014	◆ Level 4	571						
Test 1 - 09/12/2013	✗ Level 3	540						

Scale Score 400 425 450 475 500 525 550 575 600 625 650 675 700 725 750 775 800
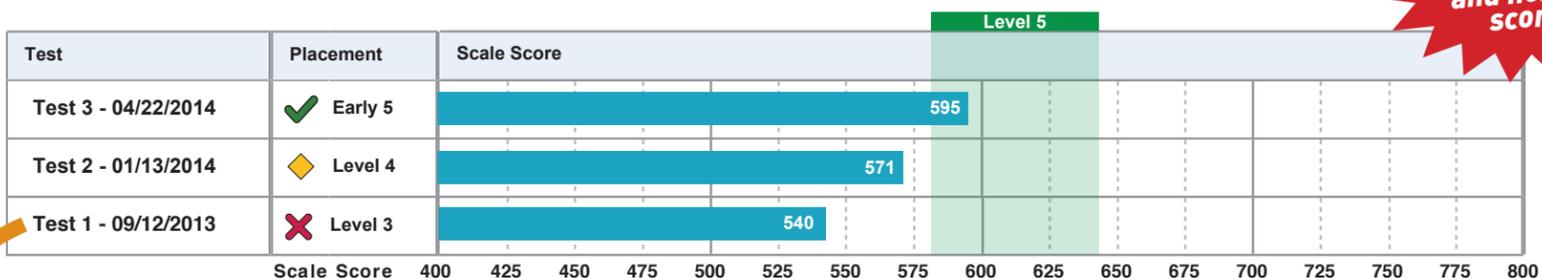
Detail for Diagnostic Test 1 - 09/12/13

✓ On or Above Level ◆ < 1 Level Below ✗ > 1 Level Below

Domain		Placement	Scale Score
	Overall	✗ Level 3	540
Foundational Skills	Phonological Awareness	✓ Tested Out	
	Phonics	✗ Level 3	568
	High-Frequency Words	✓ Tested Out	
	Vocabulary	✗ Level 3	515
	Comprehension: Literature	◆ Level 4	565
	Comprehension: Informational Text	✗ Level 3	532

Scale Score 400 425 450 475 500 525 550 575 600 625 650 675 700 725 750 775 800

	Placement	Developmental Analysis
Performance	✗ Level 3	Results in Phonics indicate that Jasmine Wells has difficulty decoding words accurately. Vocabulary is another cause for concern. This score indicates that Jasmine Wells 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 Jasmine Wells in Instructional Grouping Profile 1.
Foundational Skills — **Phonological Awareness**	✓ Tested Out	This domain is focused on how students distinguish the sounds (or phonemes) in spoken words. Based on testing results, Jasmine Wells has demonstrated the ability to distinguish individual sounds in spoken words and is exempt from taking the Phonological Awareness subtest. **Max Score** Above Level 1
Foundational Skills — **Phonics**	✗ Level 3	This domain focuses on how accurately students decode written words. Jasmine Wells needs instruction and practice in distinguishing open and closed syllable patterns and in decoding multisyllabic words with a VV pattern such as *meteor*. **Max Score** Above Level 3
Foundational Skills — **High-Frequency Words**	✓ Tested Out	This domain addresses how well students recognize frequently occurring words. Jasmine Wells has demonstrated accuracy and is exempt from taking this subtest. **Max Score** Above Level 2
Vocabulary	✗ Level 3	Both word knowledge and word-learning strategies are addressed in this domain. Jasmine Wells needs instruction and practice in the vocabulary typical of third-grade literature as well as science and social studies texts at that level. This student should also receive either instruction or review in prefixes *in-, dis-, mis-, non-*.
Comprehension: Literature	◆ Level 4	This domain addresses Jasmine Wells' understanding of literary text. Results indicate that Jasmine Wells needs instruction in Level 4 literary skills and strategies such as describing how a plot unfolds or how characters change. Teach these skills in a variety of literary genres, including poetry and plays. Jasmine Wells should also be reading fables and myths.
Comprehension: Informational Text	✗ Level 3	This domain addresses Jasmine Wells' understanding of informational text. Results indicate that Jasmine Wells needs instruction in Level 3 informational skills and strategies such as identifying and analyzing the author's point of view, purpose, or opinions. Teach a variety of informational genres, including biographies, autobiographies, and newspaper or magazine articles.

Student Profile
Phonics Detail

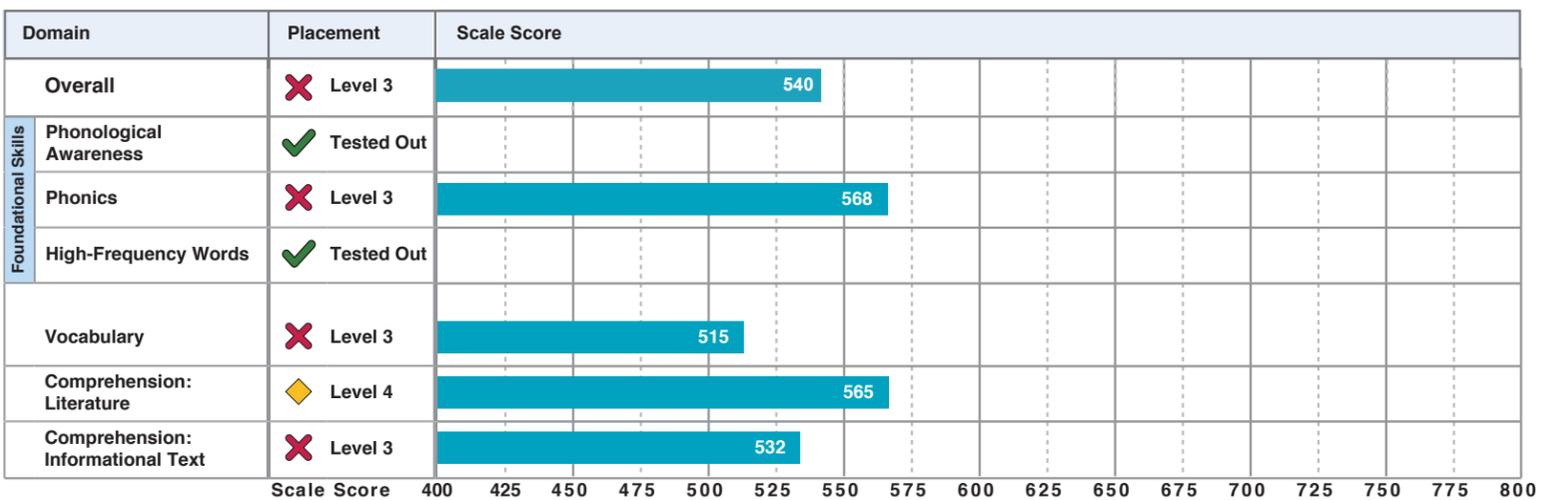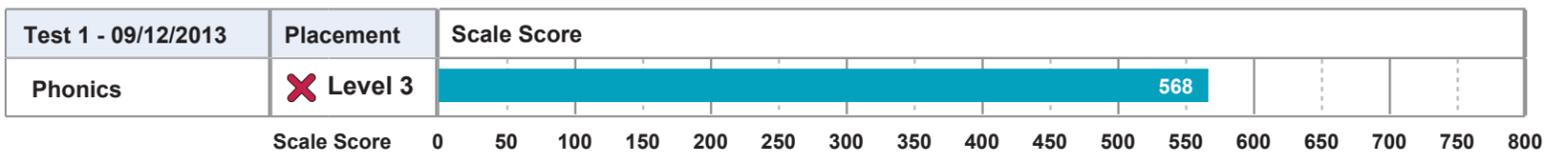| Overview | Phonics | High-Frequency Words | Vocabulary | Comprehension: Literature | Comprehension: Informational Text | Lexile® Performance |

Jasmine Wells - Reading - Grade 5

Test 1 - 09/12/2013	Placement	Scale Score
Phonics	✖ Level 3	568

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

Building Phonics Skills

This subtest measures how accurately students decode written words, or match sounds to letters. The CCSS emphasize the importance of differentiated instruction in Phonics, as well as other foundational skills. This subtest is designed to identify which Phonics skills a student already knows and which skills need targeted instruction.

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

cc **Decode words with silent letters and other spellings.** Decode words with two-letter, one-sound combinations (such as *ph*, *kn*, *wr*).

cc **Decode words with inconsistent sound-spelling correspondences.** Decode words with inconsistent but common sound-spelling correspondences, such as come or kind.

cc **Identify syllable sounds.** Identify syllable sounds in multisyllabic words.

cc **Decode** ~~difficult l~~ Decode ~~vowel + r~~

RF.2.3e - Identify words with inconsistent but common spelling-sound correspondences. ✖

Next Steps for Instruction
Results indicate that Jasmine will benefit from instruction and practice in the skills shown below.

Teach distinguishing open and closed syllable patterns.
• Explain that knowing whether a syllable is open or closed can help students decode a word. Remind students that open syllables end with a long vowel sound and closed syllables end with a consonant.
• Write *weasel*. Label the vowels and consonants below the word. Point out the VCV pattern and explain that the first syllable is open because it ends with the long *e* vowel sound.
• Repeat with *counter*, pointing out the VCCV syllable pattern. Explain that the first syllable is closed since it ends with the consonant *n*.

• Continue with other words such as *raisin*, *season*, *fountain*, *counsel*, and *beaver*. Ask students whether the syllables are open or closed.

Teach decoding words with vowel pairs.
• Review that vowel pairs in one-syllable words, such as *thief*, represent one sound. In multisyllabic words, such as *science*, vowel pairs often have separate sounds because each vowel sound falls in a separate syllable (sci | ence).
• Have Jasmine use syllabication rules to break words with a VV pattern, such as *meteor* and *ceiling*, into syllables and then read the word parts to see if the breaks make sense. If not, suggest breaking the word between vowels and saying the word parts again.

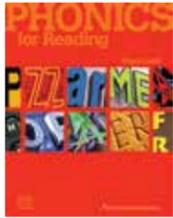**Provide repeated practice decoding three, four, and five syllable words.**
• Jasmine will benefit from decoding the same multisyllabic words multiple times.
• Create speed drills that combine 10 to 20 words multiple times.
• Ask the student to read the words aloud with a partner.

Tools for Instruction

| Distinguish Open and Closed Syllables (1 of 5) | Words with Two Vowels Sounded Separately (2 of 5) | Multisyllabic Words: Three and Four Syllables (3 of 5) | Multisyllabic Words: Three to Five Syllables (4 of 5) |

Recommended Products from Curriculum Associates

If you have this product...	Use...	
Phonics for Reading	**Third Level** Lessons 15-33	Learn More

READING

Student Profile
Comprehension: Informational Text Detail

Jasmine Wells - Reading - Grade 5

Test 1-09/12/2013	Placement	Scale Score
Comprehension: Informational Text	✘ Level 3	532

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

Building Comprehension: Informational Text Skills

The CCSS expect students at this level to engage closely and actively with the details of informational text and to begin drawing inferences out of these textual details. A prerequisite to success with these standards is a strong base in comprehension skills and strategies. This subtest measures these prerequisite skills as they apply to informational text.

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

Results show that this student is developing proficiency in reading comprehension skills such as sequencing events, identifying cause-and-effect relationships, comparing and contrasting, and sorting information into categories.

- **CC** **Answer questions about key ideas and details.** Answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in literary or informational text.

- **CC** **Connect text and visuals in informational text.** Use details from illustrations and from text to describe key ideas.

- **CC** **Identify squence of events.** Identify the sequence of events (beginning, middle, end) in literary or informational text.

- **CC** **Identify cause-and-effect relationships.** Identify cause and effect relationships in literary or informational text.

- **CC** **Categorize and classify information in informational text.** Categorize or classify individuals, ideas, events, or facts.

- **CC** **Compare and contrast informational text.** Compare or contrast key details about people and/or events in informational text.

Next Steps for Instruction
Results indicate that Jasmine will benefit from instruction and practice in the skills shown below.

Teach text features.
- Use informational texts to point out the functions of headings, graphics, captions, and boldfaced or italicized print.
- Discuss how these features make it easier for readers to locate key facts or information.

Teach making inferences based on textual evidence.
- Using the text, demonstrate how readers use evidence to support their inferences. Explain that evidence includes words or phrases from the text, details from pictures and illustrations, and one's own knowledge and experience.
- Point out that readers often revise inferences as they read and gather more information. They consider new details and ask themselves, "Does my previous inference still make sense with what I know now?"

Teach identifying author's purpose. When reading the text, model the following:
- Determining an author's purpose for writing an informational text, including to inform, to persuade, and to entertain.
- Determining an author's point of view in an informational text by looking for stated opinions.
- Distinguishing one's own point of view from that of the author of the text.

Teach retelling.
- Explain that a good retelling of an informational text includes a brief description of the key details such as people, places, and events. It also includes a brief description of these details in the order in which the author presents them.
- After reading the informational text, ask Jasmine: "What is the text mostly about?" "What is an important detail that tells more about a key idea?"
- Guide the student to retell the text orally, using a sequence graphic organizer as an aid in the retelling.

Teach interpreting figurative language. Guide Jasmine to apply these skills to the text:
- Interpret similes and metaphors. Use the clue words like and as to identify similes.
- Analyze the impact of figurative language on mood. Examine how the images created by the language choices convey a certain feeling.

Tools for Instruction

Use Text Features	Make Inferences	Determine Author's Purpose	Retell Details and Events
(1 of 7)	(2 of 7)	(3 of 7)	(4 of 7)

Recommended Products from Curriculum Associates

If you have this product...	Use...
Ready® Common Core Reading Instruction	**Grade 3** Lesson 9: Unfamiliar Words in Informational Text, p. 87 Lesson 10: Text Features in Informational Text, p. 95 Lesson 11: Author's Point of View in Informational Text, p. 103 Lesson 17: Connecting Words and Pictures in Informational Text, p. 171

Learn More

See page 7 for more detail

Tools for Instruction

i-Ready® Tools for Instruction
Diagnostic & Instruction

Make Inferences

When readers make inferences, they combine clues in the text with what they already know to understand information that is not explicitly stated. Even though students make inferences every day, such as looking outside for clues about the weather, they can struggle with knowing how or when to apply it as a reading strategy. Often what is hardest for students is understanding how to link what they already know with details in the text. To improve their ability to make inferences, students need plenty of teacher modeling with think alouds, followed by guided practice. Using a graphic organizer is also a helpful way to scaffold this kind of thinking.

Step by Step   30–45 minutes

1 Introduce making inferences.
- Connect
  > *You
  > frien*
- Ask, *Whe
  your lun
- Point ou
  out. Exp
- Display t
  *read. Au
  to make

2 Model r
- Select a
  in your d
  backgro
- Display l
- As you r
  tells you
  Tells, by
  > *It sa
  > delic
  > they
  > the*

www.i-Ready.c

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i-Ready® Tools for Instruction
Diagnostic & Instruction

Multisyllabic Words: Three and Four Syllables

With practice decoding three- and four-syllable words, students can build their knowledge of the repeated spelling patterns that make up many multisyllabic words and learn to look for familiar chunks—syllables, endings, prefixes, and suffixes. Students can gain the confidence to approach long words strategically, identifying the parts that they then put together to read the whole word. For each of the following activities, select words from the word lists **Multisyllabic Words: Three and Four Syllables** (page 3) that are appropriate for your students.

Three Ways to Teach

Identifying Base Words   10–15 minutes

- Display the words *connected, disconnect,* and *connecting.* Ask, *What is the same base word in all three words?* (connect) *What chunks have been added to the words?* (the ending *-ed*, the prefix *dis-*, the ending *-ing*)
- Have students read each longer word and show or tell about its meaning.
- Add *connection* and *connector* to the display so that students can demonstrate how to figure out each longer word by looking for the base word.
- Display groups of three words that share a base word. Have students write the base word. Then read the three words together with students and discuss their meanings.
- Challenge students to write an additional word with suffixes or prefixes made with the same base word. See the examples below.

Words with Shared Base Word			Base Word	Additional Word
wrapping	wrapper	unwrap	(wrap)	(possible answer: rewrapping)
placing	replaced	placement	(place)	(possible answer: replacement)
caring	careless	careful	(care)	(possible answer: carefully)
corrected	incorrect	correctly	(correct)	(possible answer: correction)
equally	unequal	equality	(equal)	(possible answer: equaling)

Working with Syllables   10–15 minutes

- Point out a three-syllable word that is displayed in the classroom, such as *alphabet* or *calendar.* Clap the beats of the syllables in the word as students clap along.
- Have students write the word and use slashes to show where they hear one syllable end and the next begin. As students compare their responses, point out that there is more than one way to chunk syllables, as long as each syllable has just one vowel sound and helps a reader say the word.
- Display the syllables of a three-syllable word, in a different order. See the example below.

  ter   en   tain   (entertain)

- Say the word. Have students unscramble the syllables and put them together to write a real word. Read the completed word together and discuss its meaning.

www.i-Ready.com/empower   Phonics | Level 3 | Multisyllabic Words: Three and Four Syllables | Page 1 of 3

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READING

Ready® Common Core Instruction

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RI.3.6

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RL.3.5
RL.3.5
RL.3.5
RL.3.6

Lesson 11   Part 1: Introduction
Author's Point of View

CCSS
RI.3.6: Distinguish their own point of view from that of the author of a text.

Theme: *Works of Art*

What is your point of view about hip-hop music? Do your friends agree with you? Your **point of view** is the way you think or feel about something. Your friends may feel the same way or have different ideas. Not everyone will share your point of view about hip-hop music—or about other ideas, either. How boring would that be?

Look at the cartoon below. How does each person feel about the loud music?

This is my favorite song.

Turn that noise down! Why does the singer have to yell?

Read through the chart below. Complete it by telling the father's point of view.

Person	Details	Point of View
Boy	• smiles • turns up sound	enjoys the loud music
Father	• covers his ears • calls the music noise	_____

How do *you* feel about loud music? Which character most closely shares your point of view?

_____

Authors often give their points of view about topics they explain or describe. They do this by using opinion words such as *best, worst, beautiful, like, dislike, feel,* and *believe.* As you read, try to figure out the author's feelings by noticing these types of word clues. Then form your own point of view about the topic.

103

Part 2: Modeled Instruction   Lesson 11

review to learn about the author's point of view on a sculpture.

Genre: Review

Way for the Mallard Family   *by Jessie Green*

...ucklings is a children's book by Robert McCloskey. In it, a mother and ...gs walk to a park in Boston, Massachusetts. Today, a delightful bronze ... Mallard and her ducklings stands in Boston's Public Garden. Almost as ...ok, this treasured landmark seems to bring the duck family to life!

...ade this charming creation in 1987. It is a series of nine adorable statues. ..., Quack, and the other ducklings proudly parade in a row. Children ...uddle these life-like statues so often that they never need to be polished.

(continued)

...swer this question: *"What is the author's point of view about the sculpture of ... ducklings?"*

...directly tell you how she feels about the sculpture. But you can look ... review to figure out her point of view about her topic.

... Add opinion words that the author uses to describe the sculpture. Two ...ided for you. Write two more clues in the left column.

...ribing the Sculpture	Author's Point of View on the Sculpture
...e sculpture"	
...mark"	She admires, or truly likes, the sculpture.
_____	

...write about the author's point of view on the sculpture. Explain how ...sured landmark" help you figure out her feelings. Use the chart for help.

_____

_____

Table of Contents
Tells students the skills, concepts, strategies, and vocabulary they'll learn in each lesson.

Introduction
Tells students the skills, concepts, strategies, and vocabulary they'll learn in each lesson.

Modeled Instruction
Walks students through the steps of the thinking process for solving problems.

Part 3: Guided Instruction   Lesson 11

Continue reading the review. Use the Close Rea... the Hint to help you answer the question.

Close Reading
Circle opinion words and phrases that help you understand the author's point of view about the person who took Pack.

(continued from page 104)

A greedy thief stole Pack, one of the duck... cowardly criminal snapped the bird off at it... This senseless attack angered many people. Menino said, "This act is not a prank, it is a...

Fortunately, the missing statue was found... It was leaning against a tree. The surprised... found the stolen duckling returned it imme... Pack was back where he belonged, waddling...

Hint
What do the words you circled in the passage tell about the author's feelings?

Circle the correct answer.
What is the author's point of view on the person...

A She thinks this person is worried.
B She thinks this person is thoughtful.
C She thinks this person is mean.
D She thinks this person is clever.

✏ Show Your Thinking

What is your point of view about the sculpture of Mrs. Mallard and the d... to or different from the author's point of view? Use details from the pass...

_____

_____

💬 With a partner, share your point of view about the person who took Pac... from the passage to tell how your feelings are similar to or different fro... point of view.

Part 4: Guided Practice   Les...

Read the review. Use the Study Buddy and the Close Reading to guide your reading.

Genre: ...

Since this passage is a review, it will give the author's point of view about the sculpture. As I read, I'll figure out his feelings, and I'll also form my own opinions.

Snow Sculpture Contest   *by Kim W...*

1   The town of Butler hosted its first Winter Fest this... The highlight of the outdoor event was the snow scul... contest. Teams of snow carvers worked tirelessly to cr... remarkable works of art that delighted the crowds.

2   Snow sculpture is a very difficult kind of sculpture... make. Teams of snow carvers made impressive sculpt... from huge blocks of snow. Each team used only hand... such as shovels and cheese graters. For a whole day, t... away packed snow from the heavy blocks. By late afte... these snow artists had created amazing sculptures. So... the snow sculptures were nine feet tall!

3   My favorite snow sculpture won second prize. This... sculpture of a giant dragon looked fierce. It had detail... scales, a pair of giant wings, and a long tail. How fun... that the dragon breathed fire made of snow!

Close Reading
Why doesn't Kim Wu like the sculpture that won first prize? **Circle** sentences that explain why he didn't like this sculpture.

4   The snow sculpture that won third prize was a goo... choice by the judges. It was a copy of the White Hous... in Washington, D.C.

5   I didn't like the snow sculpture that captured first p... It was a covered wagon. The team of carvers made the... wagon wheels too small! They made other mistakes, t...

What is Kim Wu's opinion of Winter Fest? **Underline** sentences that give clues about his point of view.

6   I was disappointed that my favorite sculpture did n... the grand prize. But Butler's first Winter Fest was still... great success. The weather was perfect. I can't wait to... more amazing snow sculptures at Winter Fest next ye...

Part 5: Common Core Practice   Lesson 11

Read the article about a symbol of freedom. Then answer the questions that follow.

from "Our Most Famous Immigrant"
by Nancy Whitelaw, Cobblestone

1   America's most famous immigrant arrived here in 1885. She was packed in 214 boxes. She was about 10 years old then. America had been waiting nine years for her. She was the Statue of Liberty. Her story begins long ago in France.

2   It is April 1876. Frederic Auguste Bartholdi, a French sculptor, has a problem. He has been commissioned to complete a statue as a gift from France to America for America's 100th birthday.

Statue of Liberty, Liberty Island, New York City

3   "July fourth, July fourth," he mutters over and over. "It can't be done."

4   Plaster dust swirls through the air around the partly finished statue. Gobs of wet plaster fall in heaps on the floor below it. Workmen climb up and down the scaffolds, hauling pails of materials and tools.

5   The noise is deafening. Men are shouting directions. Saws are rasping at ragged edges. Mallets are clanging copper sheets into molds. Hammers are nailing wood strips together.

6   An idea comes to Bartholdi. "I'll finish the arm and torch. I'll send them in time for the 4th of July so the Americans can at least imagine the whole statue." This is no small present. The hand alone is 16 feet high.

7   When the arm and torch finally are completed, Bartholdi has them shipped to the Philadelphia World's Fair. The Americans are amazed and delighted. The sculptor feels some relief that his art is appreciated. But he still has a great deal of work to do to finish building the world's largest statue.

8   Finally, in 1884, she stands tall and proud. She looks over the rooftops of Paris, France. She stays there until January 1885, while the Americans build a pedestal for her. Then, Bartholdi orders his crew to dismantle the statue and pack her into boxes.

Guided Instruction
Helps students understand what the problem is asking them to do as well as how to solve it.

Guided Practice
Gives students tips so they'll interact with text to solve problems and develop their own understanding.

Independent Reading Practice
Challenges students to work independently to demonstrate mastery of the Common Core.

7

Student Profile
Lexile® Performance

Overview	Phonics	High-Frequency Words	Vocabulary	Comprehension: Literature	Comprehension: Informational Text	Lexile® Performance

Jasmine Wells - Reading - Grade 5

Lexile® Performance

Test	Lexile® Measure	Lexile® Range
Test 1 - 09/12/2013	750L	650L - 800L

"Find a Book, i-Ready" enables you to build custom reading lists based on Jasmine's Lexile measure and personal interests. Search for books now at www.Lexile.com/fab/i-ready (http://www.Lexile.com/fab/i-ready).

Lexile® Measures and i-Ready®

The Lexile® Framework for Reading is a scientific approach to measuring reading ability and the difficulty of reading materials which was developed by MetaMetrics®, an educational research organization located in Durham, NC. The Lexile Framework includes a Lexile measure and the Lexile scale. A Lexile measure represents both the complexity of a text, such as a book or article, and an individual's reading ability. Lexile measures are expressed as numeric measures followed by an "L" (e.g., 850L), and are placed on the Lexile scale. The Lexile scale is a developmental scale for measuring reader ability and text complexity, ranging from below 200L for beginning readers and beginning-reader materials, to above 1700L for advanced readers and materials. Knowing the Lexile measures of a reader and a text helps to predict how the text matches the reader's ability—whether the text may be too easy, too difficult, or just right.

The i-Ready Diagnostic Reading Assessment has been statistically linked with the Lexile Framework, making it possible to provide an equivalent Lexile measure for every Overall Scale Score. Due to this linking, you may see some fluctuation in students' Lexile measures. For example, if a student's Overall Scale Score goes down, his or her Lexile measure will also go down. This lower Lexile measure and Lexile range will be reported out on the student's Student Profile Report. Before advising a student to a change in his or her Lexile measure, consider the situation. Is it possible that the student simply had a bad day on testing day? Does it look like the student rushed through the Diagnostic? If this is the case, have the student continue reading within the previously reported Lexile range and monitor his or her comprehension. Make adjustments to the student's Lexile range as you see fit.

A Lexile measure is a powerful tool that you can use to help your students grow as readers. For more information on any of the following topics, visit www.Lexile.com (http://www.Lexile.com).
  • Lexile measures at home and at school
  • Lexile measures and grade levels
  • Managing multiple Lexile measures
  • Lexile measures and the Common Core State Standards

Find a Book, i-Ready

When matched with texts that have the same or close to the same Lexile measure, students have a much better chance of successfully comprehending what they read and growing in their reading ability. In the upper elementary and middle school grades, students benefit from knowing their Lexile measure and understanding how to use it to select books and other reading materials. "Find a Book, i-Ready" (http://www.Lexile.com/fab/i-ready) is a Lexile tool that enables you and your students to build customized reading lists according to a Lexile measure and personal interest. To make the most of this tool, have each of your students register for an account. This will allow students to save and print their reading lists. Then incorporate "Find a Book, i-Ready" into your classroom with activities such as these:

Build customized reading lists.
  • Ask students to list three favorite books. Then have them tell why they liked each book so much.
  • Help students identify the genre of each book. Prompt as necessary with questions such as, *Was the book suspenseful? Were the characters interesting? Did the book contain useful or interesting information?*
  • Model how to navigate to "Find a Book, i-Ready," enter a Lexile range, and choose search categories that seem interesting. Then demonstrate how to get more information about a book by clicking on the title or the cover. Show how to add a book to a reading list by clicking on "Add to My Reading List."
  • Have students make a list of interesting books to look for at the school or local library. Remind them to consider their favorite books and genres when selecting search categories.

Grades K–8 only

READING

Common Core State Standards

Jasmine Wells - Reading - Grade 5

CC Common Core State Standards for English Language Arts

Grade 3		Test 1	Test 2
Reading: Foundational Skills: Phonics and Word Recognition. Know and apply grade-level phonics and word analysis skills in decoding words.			
LA.3.RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes. 📘	✔	✔
LA.3.RF.3.3.b	Decode words with common Latin suffixes. 📘	✔	✔
LA.3.RF.3.3.c	Decode multisyllable words. 📘		
LA.3.RF.3.3.d	Read grade-appropriate irregularly spelled words. 📘	✔	✔
Language: Vocabulary Acquisition and Use. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Demonstrate understanding of word relationships and nuances in word meanings.			
LA.3.L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). 📘		✔
LA.3.L.3.5.c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). 📘		✔

Grade 4		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.			
LA.4.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 📘		✔
Reading: Literature: Key Ideas and Details. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
LA.4.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). 📘		✔
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.			
LA.4.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). 📘		✔
Reading: Informational Text: 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.			
LA.4.RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences 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.			
LA.4.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text. 📘		✔
Reading: Informational Text: Key Ideas and Details. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
LA.4.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. 📘		

Grade 5		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.			
LA.5.RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 📘		
Reading: Literature: Key Ideas and Details. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
LA.5.RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. 📘		
LA.5.RL.5.2	Determine a theme of a story, drama, or poem from details in the text . . . ; summarize the text. 📘		
Reading: Literature: Key Ideas and Details. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
LA.5.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). 📘		

📘 Click to access i-Ready skills assessed

✔ Student likely understands this skill

9

Student Online Instruction
Making Inferences about Informational Text

Automated, differentiated lessons delivered at each student's level are highly engaging and motivational

- Boosts students' confidence by delivering explicit online instruction at their level
- Creates—and delivers—a differentiated instruction plan for every student automatically
- Uses real-world scenarios to engage students and build conceptual understanding
- Features a consistent lesson structure based on best practices—explicit instruction, guided practice, and progress monitoring activities

1. Explicit instruction

At the beginning of each lesson, skills are taught through engaging characters and real-world scenarios.

2. Guided practice

Once students have been taught a skill, they practice what they've learned and receive corrective feedback to reinforce understanding.

3. Progress monitoring

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

Additional skill development available through World's Worst Pet™, iPad® app

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Student Response to Instruction

Jasmine Wells - Reading - Grade 5

September 12, 2013 - May 30, 2014

Use this report to review a student's progress through their online instruction. Review domain and lesson-level performance information.

Progress Summary

Domain	Grade K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8		
	Early K	Mid K	Late K	Early 1	Mid 1	Late 1	Early 2	Mid 2	Late 2	Early 3	Mid 3	Late 3	Early 4	Mid 4	Late 4	Early 5	Mid 5	Late 5	Early 6	Mid 6	Late 6	Early 7	Mid 7	Late 7	Early 8	Mid 8	Late 8
Phonological Awareness	Tested Out																										
Phonics																											
High-Frequency Words	Tested Out																										
Vocabulary																											
Comprehension																											

Grade 5

Detail by Domain

	Lessons					
	Passed	Completed	Pass Rate	Time on Task	Domain Status	
Overview	42	63	76%	26h 46m		
Phonological Awareness	No Activity				Off	
Phonics	12	15	80%	06h 44m	On	
High-Frequency Words	No Activity				Off	
Vocabulary	18	24	75%	08h 27m	On	
Comprehension	18	24	75%	11h 34m	On	

Detail by Lesson

Phonics					
Date	Lessons	Pass/Fail	Score	Time on Task	Extra Lesson
3/26/14	**Compound Words** LA.3.RF.3.3.c - Decode multisyllable words.	Pass	100%	23m	
3/20/14	**Suffixes** LA.2.RF.2.3.d - Decode words with common prefixes and suffixes.	Pass	88%	17m	

Comprehension					
4/1/14	**Vocabulary in Context** LA.3.RL.3.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Pass	92%	20m	
3/31/14	**Make Predictions** LA.4.RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Pass	89%	18m	
3/28/14	**Cause and Effect** LA.4.RI.4.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Pass	95%	14m	
3/26/14 ⚠	**Cause and Effect** LA.4.RI.4.3 - Explain events, procedures, idea... including what happened and why, based on s...	Fail	54%	16m	

Cause and Effect ✕

LA 4.RI.4.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Progress Monitoring

Jasmine Wells - Reading - Grade 5

Legend:
- - - - Estimated Student Growth
- ——— Target Student Growth
- ■ Average Grade-Level Target
- ——— 50% Student Performance

Diagnostic Assessments
- ● On or Above Level (green)
- ● < 1 Level Below (yellow)
- ● > 1 Level Below (red)

Progress Monitoring Assessment
- ● (gray)

🖐 Results indicate that the student may have rushed

✋ Results indicate that the student most likely rushed
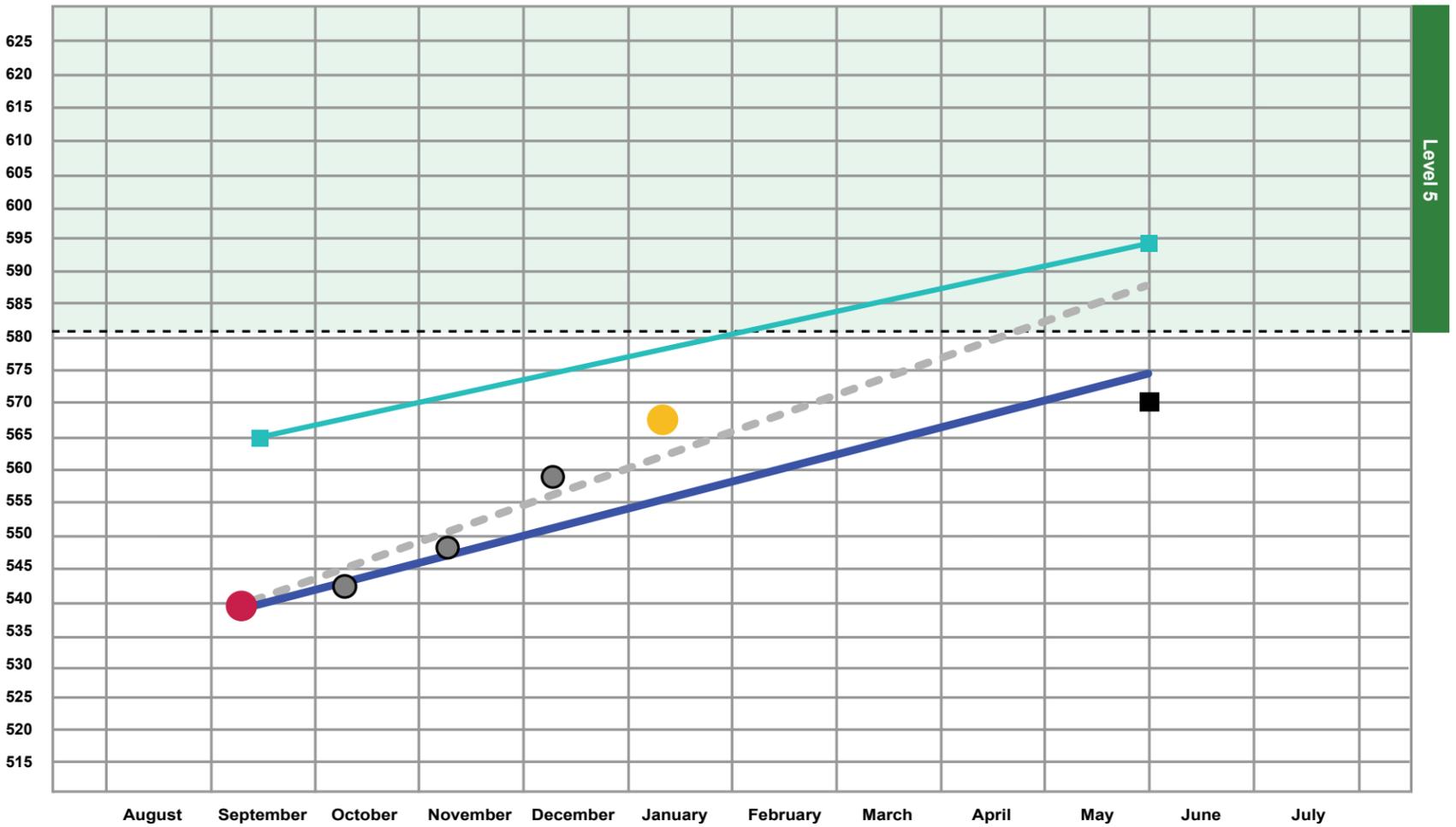
Level 5

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 Jasmine on track for end-of-year target growth?	YES		34	574
Is Jasmine on track for average grade-level target?	YES	588	29	569
Is Jasmine on track to be on/above grade level by end of year?	YES		41	581

Date	9/12	10/11	11/12	12/12	1/13
Type	D	PM	PM	PM	D
Scale Score	540	543	549	559	567

Use data to track student progress toward yearly targets with parents and other stakeholders

Class Profile

Mrs. Thompson's Grade 5 Reading Class

Performance by Student

Number of Students Assessed: 19
Total Number of Students: 19

	Overall Scale Score	Overall Placement	Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Comprehension: Literature	Comprehension: Informational Text
Chavez, Avis	643	Mid 5	Tested Out	Tested Out	Tested Out	Mid 5	Level 6	Mid 5
DelRosario, Naomi	633	Mid 5	Tested Out	Tested Out	Tested Out	Mid 5	Late 5	Mid 5
Byrd, Deirdre	625	Mid 5	Tested Out	Tested Out	Tested Out	Mid 5	Mid 5	Early 5
Ishikawa, Lakisha	607	Early 5	Tested Out	Tested Out	Tested Out	Level 4	Mid 5	Level 4
Herrera, Patty	605	Early 5	Tested Out	Tested Out	Tested Out	Early 5	Early 5	Early 5
Campbell, Jorge					Tested Out	Early 5	Mid 5	Level 4
Hernandez, Heath								
Miller, Leigh								
Good, Cary								
Frasier, Ian								
Favreau, Abigail								
Wells, Jasmine	540	Level 3	Tested Out	Level 3	Tested Out	Level 3	Level 4	Level 3
Fussell, Tameka	533	Level 3	Tested Out	Level 3	Tested Out	Level 4	Level 4	Level 2
Alford, Tonia	532	Level 3	Tested Out	Level 3	Tested Out	Level 3	Level 4	Level 3
Ackles, Ben					Tested Out	Level 3	Level 3	Level 2
Burt, Blaine								
Gonzalez, Tia								
Bridger, Gordon								
Burris, Yash								

Legend:
- ● On or Above Level
- ● < 1 Level Below
- ● > 1 Level Below

Placement by Domain

Understanding Supporting Evidence in Informational Text

Explaining Relationships Informational Texts

Distinguishing Points of View on a Topic

Analyzing Accounts of the Same Topic

Instructional Grouping

Overview	Profile 1	Profile 2	Profile 3	Profile 4	Profile 5

Mrs. Thompson's Grade 5 Reading Class

Profile Overview

19 out of 19 Students Tested in Fall 2013 (09/12/2013 - 12/31/2013)
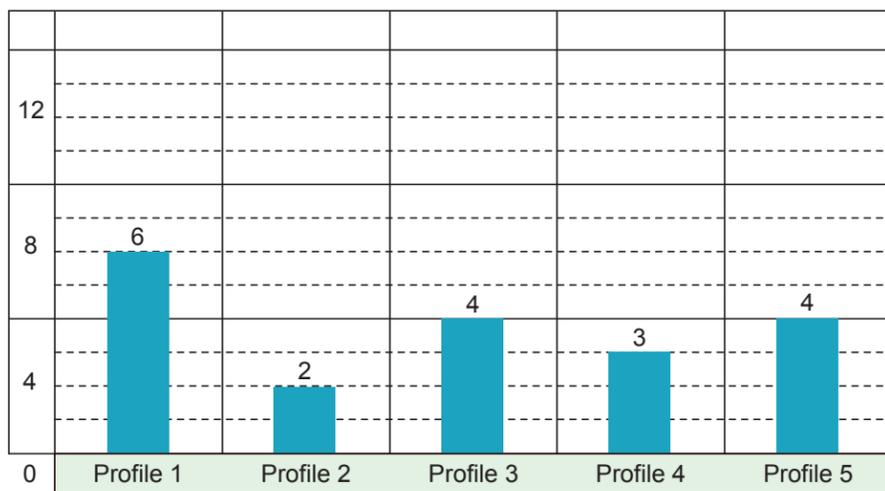
Profile 1	Below-Level Phonics	Limited vocabulary
Profile 2		Larger vocabulary
Profile 3	On-Level Phonics	Limited vocabulary and low comprehension
Profile 4		Larger vocabulary and low comprehension
Profile 5		Comprehension on or above level

Students in Each Grouping Profile

Profile 1	Profile 2	Profile 3	Profile 4	Profile 5
Ackles, Ben	Burt, Blaine	Favreau, Abigail	Campbell, Jorge	Byrd, Deirdre
Alford, Tonia	Gonzalez, Tia	Good, Cary	Fraiser, Ian	Chavez, Avis
Bridger, Gordon		Hernandez, Heath	Miller, Leigh	DelRosario, Naomi
Burris, Yash		Ishikawa, Lakisha		Herrera, Patty
Fussell, Tameka				
Wells, Jasmine				

Instructional Grouping
Profile 5 Detail

Overview	Profile 1	Profile 2	Profile 3	Profile 4	Profile 5

Instructional Priorities for Profile 5

VOCABULARY

Deepen knowledge of academic language.

Extend students' word knowledge by teaching increasingly sophisticated conceptual vocabulary.

- Teach words such as *alternative*, *components*, *contribution*, *core*, *document*, *dominant*, *implies*, *instance*, *interaction*, *justification*, *outcomes*, *reaction*, *sequence*, *specified*, and *techniques*.
- Remember that in order to learn a new word, students need to read, hear, and use the word multiple times in different contexts.
- Encourage students to play with these words and connect them to everyday life. Ask questions or use prompts such as "What are some good alternatives for the word good?" "Let's see how many ways you can justify not having homework tonight."

Teach or review meaningful word parts.

Students can greatly expand their vocabulary by learning how prefixes and suffixes change the meaning of base words and root words.

- Teach or review the meanings of these prefixes: *im-*, *inter-*, *com-*, *con-*, *fore-*, *mid-*, *post-*, *semi-*, *pro-*, and *hyper-*.
- Teach or review the meanings of these suffixes: *-ity*, *-ty*, *-al*, *-ial*, *-ish*, *-en*, *-logy*, *-ic*, *-ive*, *-ative*, *-itive*, *-ance*, and *-ence*.
- Provide instruction and practice in base words and Greek and Latin root words.

Foster word consciousness.

- Take time to explore word relationships such as synonyms, antonyms, and homophones. Go further by exploring shades of meaning. For example: "What's an example of something that is silly?" "Something absurd?"
- Teach figurative language, such as similes, metaphors, and personification. Provide opportunities to locate and discuss examples of figurative language in context. Encourage students to try out figurative language in their speaking and writing.

Support for English Learners

Students at this level may be speaking and understanding English quite well but are likely to have some difficulty with academic and content-specific words. Focus on both word and concept knowledge within the context of content-area learning.

COMPREHENSION

Teach close reading.

Read aloud a text and model close reading. Then have students do close readings of texts read independently. Offer these prompts:

- Read the text several times.
- Determine the meaning of any unfamiliar words. Use a dictionary or ask someone.
- Think about the structure. What choices did the author make about organizing the text? Why did the author make those choices?

Tools for Instruction

Vocabulary

Teach New Word Meanings	Use Context to Find Word Meaning	Prefixes inter-, fore-, mid-, post-, semi-	Prefixes pro-, hyper-,
(1 of 10)	(2 of 10)	(3 of 10)	(4 of 10)

Comprehension

Main Idea and Supporting Detials	Make Inferences	Cite Textual Evidence	Summarize Literary Text
(1 of 15)	(2 of 15)	(3 of 15)	(4 of 15)

Recommended Products from Curriculum Associates

If you have this product...	Use...
Ready® Common Core Reading Instruction	**Grade 5** Lesson 1: Finding Main Ideas and Details, p. 3 Lesson 2: Summarizing Informational Texts, p. 11 Lesson 3: Using Details to Support Inferences, p. 19 Lesson 9: Summarizing Literary Texts, p. 85 Lesson 10: Using Details to Support Inferences in Literary Texts, p. 93 Lesson 19: Understanding Supporting Evidence, p. 203 Lesson 15: Using Context Clues, p. 287 **Learn More**
World's Worst Pet™ - Vocabulary (iPad® app focusing on Tier Two vocabulary)	**Level E** Have students play and replay the activities, choosing from 20 sets in Level E, to provide multiple exposures to words. There is also a writing prompt at the end of each set of activities. **How to download this free app...** *World's Worst Pet vocabulary app can be downloaded for free on the App Store℠ by searching in the Education category using the keywords "World's Worst Pet."* **Learn More**

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15
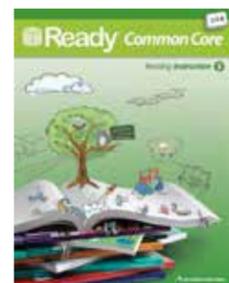
READING

Intervention Screener

Harrington School - Reading

School Summary ❓

561 out of 571 Students Tested in Standard View
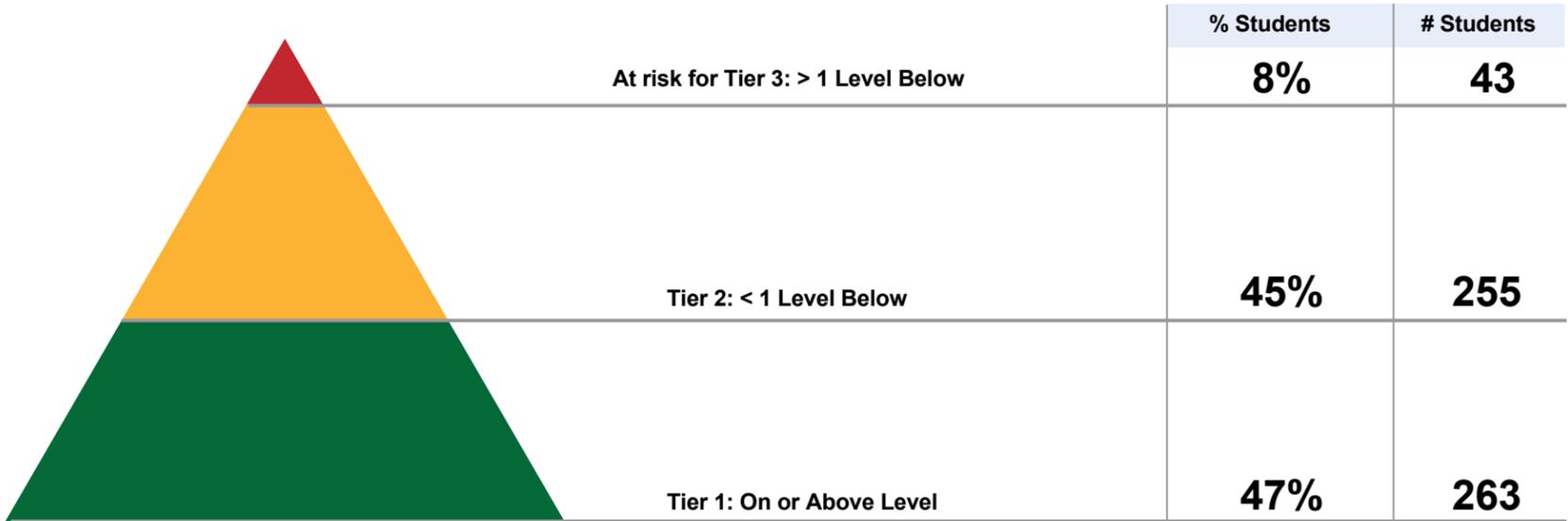
	% Students	# Students
At risk for Tier 3: > 1 Level Below	**8%**	**43**
Tier 2: < 1 Level Below	**45%**	**255**
Tier 1: On or Above Level	**47%**	**263**

Detail by Grade ❓

■ Tier 1: On or Above Level   ■ Tier 2: < 1 Level Below   ■ At risk for Tier 3: > 1 Level Below

	Student Distribution Across Tiers	Total # Students Assessed
Grade K	60% (52) 40% (34)	86
Grade 1	49% (39) 38% (30) 13% (10)	79
Grade 2	29% (30) 61% (63) 10% (10)	103
Grade 3	30% (24) 61% (48) 9% (7)	79
Grade 4	54% (38) 38% (27) 8% (6)	71
Grade 5	60% (45) 33% (25) 7% (5)	75
Grade 6	52% (35) 41% (28) 7% (5)	68

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%
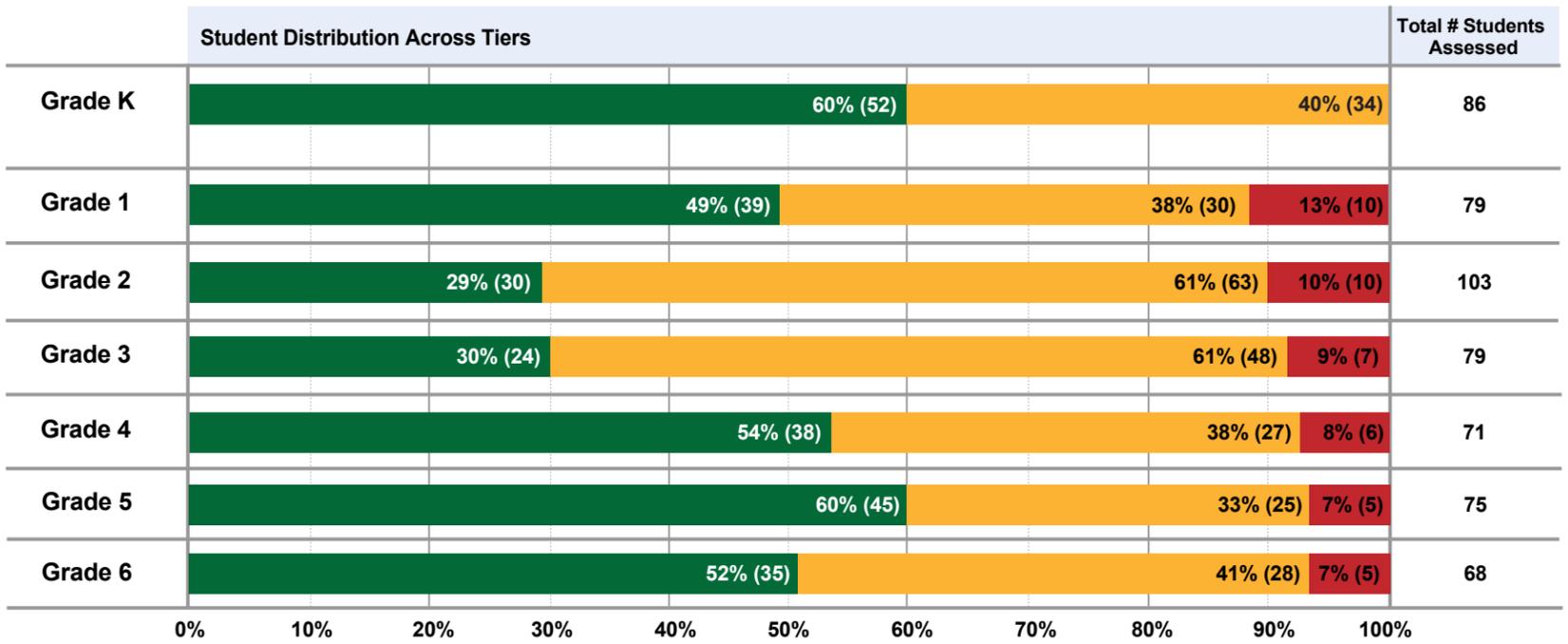
Detail by Student ❓

■ Tier 1: On or Above Level   ■ Tier 2: < 1 Grade Below   ■ At risk for Tier 3: > 1 Level Below

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	**Grade 5**	Grade 6

Student ⬆⬇	Overall Scale Score ⬆⬇	Placement ⬆⬇	Tier ⬆⬇	Class ⬆⬇
Irving, Bobby	633	Mid 5	1	Mrs. Smith
Byrd, Deirdre	625	Mid 5	1	Mrs. Thompson
Hernandez, Ernie	577	Level 4	2	Mr. Richards
Wells, Jasmine	540	Level 3	3	Mrs. Thompson
Isaacs, Roberta	505	Level 3	3	Mr. Jacobs

Performance by Grade & Class

Harrington School

Subject: Reading

Grade 3

- Window 1 - 09/12/2013 - 12/31/2013
- Window 2 - 01/02/2014 - 03/31/2014

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Gauthier	61%	39%	42%	19%	581	19	19
	24%	76%	12%	12%	528	19	19
Ruwe	70%	30%	50%	20%	575	20	20
	17%	83%	0%	17%	530	20	20
Smith	67%	33%	30%	37%	591	19	19
	32%	68%	32%	0%	560	19	19
Walsh	60%	40%	44%	16%	570	22	22
	26%	74%	24%	2%	519	22	22

Grade 4

- Window 1 - 09/12/2013 - 12/31/2013
- Window 2 - 01/02/2014 - 03/31/2014

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Krensky	50%	50%	40%	10%	620	10	18
	30%	70%	25%	5%	582	10	18
Marsh	63%	37%	33%	30%	634	25	25
	26%	75%	15%	10%	607	25	25
Nicholson	80%	10%	67%	23%	643	15	15
	50%	50%	40%	10%	615	15	15
Orem	60%	40%	30%	30%	615	16	16
	33%	67%	18%	15%	573	16	16

Grade 5

- Window 1 - 09/12/2013 - 12/31/2013
- Window 2 - 01/02/2014 - 03/31/2014

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Pierce	50%	50%	30%	20%	630	19	19
	27%	73%	17%	10%	592	19	19
Ritchie	71%	29%	64%	7%	641	34	34
	36%	64%	32%	4%	599	34	34
Thompson	50%	50%	45%	5%	642	15	15
	40%	60%	37%	3%	612	15	15
Waldron	62%	38%	52%	10%	628	30	30
	15%	85%	8%	7%	585	30	30

Grade 6

- Window 1 - 09/12/2013 - 12/31/2013
- Window 2 - 01/02/2014 - 03/31/2014

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Berkin	80%	20%	40%	40%	641	22	22
	30%	70%	15%	15%	605	22	22
James	67%	33%	30%	37%	638	19	19
	32%	68%	32%	0%	610	19	19
McCarthy	70%	30%	40%	30%	647	18	18
	54%	46%	34%	20%	622	18	18
Paik	75%	25%	46%	29%	651	15	15
	25%	75%	13%	12%	614	15	15

READING

Student Growth by Grade & School

Hayes-Schulman Consolidated District

District Summary

Window 1 - 09/12/2013 - 12/31/2013
Window 2 - 01/02/2014 - 03/31/2014

District	Progress Towards Targeted Growth (Average Across All Students) Target 100%	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in District
Hayes-Schulman Consolidated District	101%	+23	22	66%	68%	2155	2330

District Detail by Grade

Grade	Progress Towards Targeted Growth (Average Across All Students) Target 100%	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in Grade
Grade K	104%	+48	46	74%	52%	156	170
Grade 1	112%	+52	46	59%	61%	171	183
Grade 2	69%	+27	39	47%	64%	168	187
Grade 3	88%	+28	32	81%	79%	149	156
Grade 4	94%	+18	19	63%	64%	179	195
Grade 5	123%	+23	19	78%	81%	155	171
Grade 6	107%	+16	15	65%	62%	189	201
Grade 7	113%	+17	15	57%	75%	181	198
Grade 8	105%	+16	15	68%	83%	174	182
Grade 9	91%	+11	12	52%	49%	152	169
Grade 10	117%	+14	12	74%	77%	178	187
Grade 11	126%	+15	12	77%	85%	160	172
Grade 12	108%	+13	12	69%	72%	143	159

District Detail by School

School	Progress Towards Targeted Growth (Average Across All Students) Target 100%	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in School
Harrington School	106%	+34	32	62%	47%	561	571

School-level report also available

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District Performance

Hayes-Schulman Consolidated District
Subject: Reading

All Schools

Window 1 - 09/12/2013 - 12/31/2013
Window 2 - 01/02/2014 - 03/31/2014

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Grade K	52%	48%	37%	15%	413	156	170
	13%	87%	13%	0%	363	156	170
Grade 1	61%	39%	42%	19%	462	171	183
	27%	73%	24%	3%	411	171	183
Grade 2	64%	36%	48%	16%	532	168	187
	38%	62%	31%	7%	482	168	187
Grade 3	79%	21%	56%	23%	579	149	156
	51%	49%	39%	12%	527	149	156
Grade 4	64%	36%	43%	21%	582	179	195
	47%	53%	38%	9%	530	179	195
Grade 5	81%	19%	55%	26%	632	155	171
	57%	43%	39%	18%	585	155	171
Grade 6	62%	38%	49%	13%	658	189	201
	36%	64%	31%	5%	607	189	201
Grade 7	75%	25%	46%	29%	663	181	198
	39%	61%	28%	11%	614	181	198
Grade 8	83%	17%	57%	26%	680	174	182
	58%	42%	38%	20%	645	174	182
Grade 9	49%	51%	35%	14%	707	152	169
	22%	78%	19%	3%	660	152	169
Grade 10	77%	23%	54%	23%	720	178	187
	43%	57%	33%	10%	675	178	187
Grade 11	85%	15%	58%	27%	738	160	172
	54%	46%	39%	15%	680	160	172
Grade 12	72%	28%	62%	10%	750	143	159
	45%	55%	43%	2%	698	143	159

Harrington School

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Grade K	75%	25%	30%	45%	413	80	80
	43%	57%	30%	13%	363	80	80
Grade 1	80%	20%	40%	40%	462	100	100
	58%	42%	43%	15%	411	100	100
Grade 2	78%	22%	48%	30%	532	110	110
	60%	40%	60%	0%	482	110	110
Grade 3	79%	21%	34%	45%	579	100	100
	63%	37%	55%	8%	527	100	100
Grade 4	60%	40%	30%	30%	582	50	50
	28%	72%	27%	1%	530	50	50

MATHEMATICS
Sample Diagnostic Items

Level 1 – Number and Operations

Which group of numbers is in order from **least** to **greatest**?

96 91 85

85 91 96

91 85 96

Audio is an available option for students in grades K–5.

Level 3 – Number and Operations

Which fraction names the shaded part of the figure?

$\frac{2}{3}$ $\frac{1}{2}$ $\frac{2}{5}$ $\frac{3}{5}$

DONE

Level 7 – Measurement and Data

The graph shows the total number of inches of snow that fell in a town in February over a ten year period. What is the approximate probability that Year 11 will have more than 15 inches of snow?

February Snow Totals

0.6   5   0.25

Address both integrated and traditional approaches to high school math!

Level 10 – Geometry

In the figure, $\ell \parallel m$ and $l \perp n$, why is $\angle 2 \cong \angle 5$?

When a transversal intersects two parallel lines, corresponding angles are congruent.

When a transversal intersects two parallel lines, alternate interior angles are congruent.

When two lines intersect at a point, adjacent angles are supplementary.

When two lines intersect at a point, vertical angles are congruent.

DONE

MATHEMATICS

Student Profile

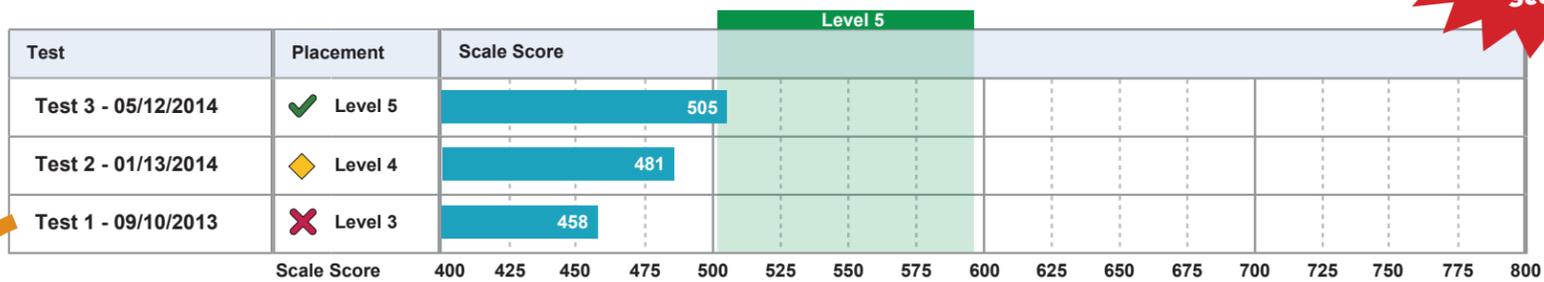| Overview	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry	Quantile® Performance

Tabitha Fernandez - Mathematics - Grade 5

Overall Performance

✔ On or Above Level   ◆ < 1 Level Below   ✖ > 1 Level Below

Provides criterion-referenced and normed scores

Test	Placement	Scale Score					Level 5											
Test 3 - 05/12/2014	✔ Level 5	505															
Test 2 - 01/13/2014	◆ Level 4	481															
Test 1 - 09/10/2013	✖ Level 3	458															
Scale Score		400	425	450	475	500	525	550	575	600	625	650	675	700	725	750	775	800

Detail for Test 1 - 09/10/2013

Domain	Placement	Scale Score																
Number and Operations	✖ Level 3	458															
Algebra and Algebraic Thinking	✖ Level 3	457															
Measurement and Data	✖ Level 3	472															
Geometry	◆ Level 4	480															
Scale Score		400	425	450	475	500	525	550	575	600	625	650	675	700	725	750	775	800

	Placement	Developmental Analysis
Overall Math Performance	✖ Level 3	Test results indicate that Tabitha would benefit from intensive intervention focused on skills and concepts related to quantitative reasoning and representation. Instruction that connects understanding of number relationships, computation, and problem solving skills will strengthen Tabitha's math abilities across domains. This priority places Tabitha in Instructional Grouping Profile 1.
Number and Operations	✖ Level 3	At 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 Tabitha could benefit from practice using place value to add within 1,000.
Algebra and Algebraic Thinking	✖ Level 3	At levels 3-5 this domain addresses multiplication and division concepts, including remainders, factor pairs, and multiples, as well as numeric patterns. Test results indicate that Tabitha needs to develop a deeper understanding of the relationship between multiplication and division and apply this concept to solving word problems.
Measurement and Data	✖ Level 3	At levels 3-5 this domain addresses the relationship among measurement units, geometric measurement concepts, and presenting data on line plots and line graphs. Results indicate Tabitha may benefit from review of these topics.
Geometry	◆ Level 4	At levels 3-5 this domain addresses angles and perpendicular and parallel lines, classification of two-dimensional figures, line symmetry and plotting points on the coordinate plane. Results indicate Tabitha may benefit from review of these topics.

Student Profile
Number and Operations Detail

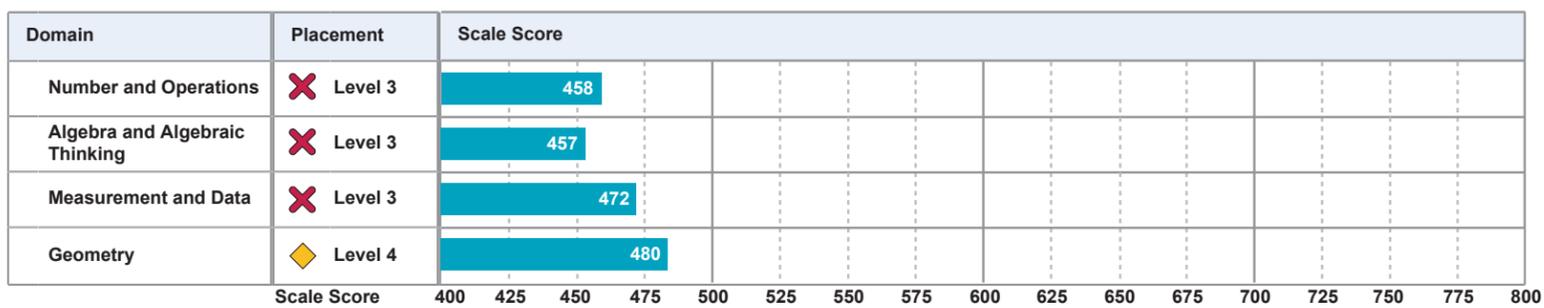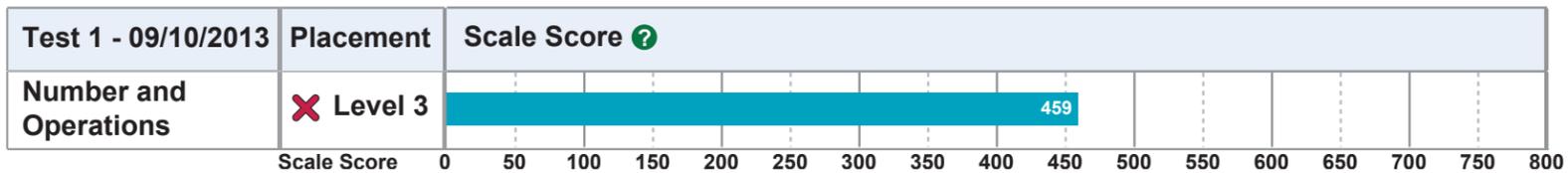| Overview	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry	Quantile® Performance

Tabitha Fernandez - Mathematics - Grade 5

Test 1 - 09/10/2013	Placement	Scale Score ?
Number and Operations	✗ Level 3	459

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.

3.OA.B.5 - Apply properties of operations as strategies to multiply and divide. ✗

...at name part of a whole , 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
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 ÷ 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.

Tools for Instruction

◀
Know Division Facts (1 of 6)	Add Multi-Digit Numbers (2 of 6)	Subtract Multi-Digit Numbers (3 of 6)	Divide by One-Digit Numbers (4 of 6)
 ▶

Recommended Products from Curriculum Associates

If you have this product...	Use...
Ready® Common Core Math Instruction	**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 15: Understand Fractions on a Number Line, p. 138 Lesson 16: Understand Equivalent Fractions, p. 144

Learn More

See page 24 for more detail
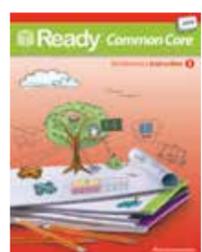
Tools for Instruction

i-Ready® Tools for Instruction
Diagnostic & Instruction

Divide by One-Digit Numbers

Objective Divide three-digit numbers by one-digit numbers.

This activity builds on the meaning of division and on fluency with basic division facts. The standard algorithm for long division has often been taught to students through rote practice until mastery. To prepare students to understand the division algorithm, this activity provides three methods of modeling and computing quotients by building on place-value understanding and the relationships of division to multiplication and subtraction. Students should gain an understanding of what division is as a mathematical operation, which will help them to make sense of fraction concepts, and to identify applications of division in real-world scenarios.

Three Ways to Teach

Use Repeated Subtraction to Divide   15–20 minutes

Write "144 ÷ 4" on the board. Have the student estimate the quotient. (between 30 and 40) Explain that the goal is to separate 144 into groups of 4.

144

Help the stud
Explain that i
subtracting 4
perform repe
the student f
4s are left an
quotient to t

Use an A

Use the same
and area as s
10 to get clos
for completir
student to id
with 6. Then
adding the tv
by 4 to get 1

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i-Ready® Tools for Instruction
Diagnostic & 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 | Level 3 | Fractions on a Number Line | Page 1 of 2

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MATHEMATICS

Ready® Common Core Instruction

Table of Contents

Lesson 15   Part 1: Introduction

Understand Fractions on a Number Line

How do number lines help us understand numbers?

You are used to seeing a number line show whole numbers.
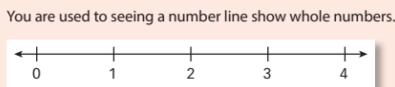
Numbers are the same distance apart. The distance is like 1 whole. Each time y
another whole, you count another whole number on the number line.
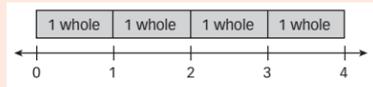
Think You can show more than just whole numbers on a number line.

Fractions show equal parts of a whole. You can see this on a
number line too.

The section between 0 and 1 on a number line shows 1 whole.
If you divide this section equally, it is like dividing a whole into
equal parts.

The section between 0 and 1 is divided into 4 equal parts, so each part shows

---

Part 1: Introduction   Lesson 15

Think You can figure out what fraction a point on the number line shows.

You can count fractions on a number line just like you can
count whole numbers.
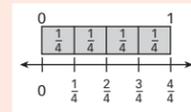
> When you count whole numbers, you say 1, 2, 3, 4… When you count fourths, you say $\frac{1}{4}, \frac{2}{4}, \frac{3}{4}, \frac{4}{4}$…

You can also use number lines to show fractions greater
than 1.

All you have to do is divide each section between a pair of whole numbers
(like 0 and 1 and 1 and 2), into the same number of equal parts. Then just keep
counting the fractions.
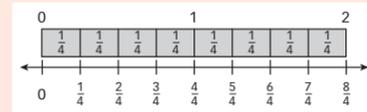
Reflect

1 How many $\frac{1}{3}$ s or "thirds" are there between 0 and 1 on a number line? How do
you know?

_____

_____

_____

Table of Contents
Tells students the skills, concepts, strategies, and vocabulary they'll learn in each lesson.

Introduction
Tells students the skills, concepts, strategies, and vocabulary they'll learn in each lesson.

Modeled Instruction
Walks students through the steps of the thinking process for solving problems.

Part 2: Guided Instruction   Lesson 15

Explore It

Looking at the number of equal parts helps you think about fract
number line.

2 Look at the section between 0 and 1 on the number line.

How many equal parts are there? _____
What fraction does each part show? _____
Label the number line with the correct fractions.

3 Look at the section between 0 and 1 on the number line.

How many equal parts are there? _____
What fraction does each part show? _____
Label the number line with the correct fractions.

4 Look at the section between 0 and 1 on the number line.

How many equal parts are there? _____
What fraction does each part show? _____
Label the number line with the correct fractions.

Part 3: Guided Practice   L

Connect It

Talk through these problems as a class, then write your answers below.

10 Explain: Look at the number line below.
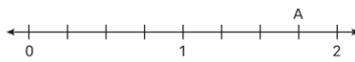
Amira says that point A shows $\frac{7}{8}$. Is she right? Explain why or why not.

_____

_____

_____

11 Demonstrate: Use the number line below to show the fraction $\frac{4}{6}$.

Explain how you knew where to put $\frac{4}{6}$.

_____

_____

_____

12 Illustrate: Use the number line below to show that there are $\frac{8}{8}$ in 1 whole.

Part 4: Common Core Performance Task   Lesson 15

Put It Together

13 Use what you have learned to complete this task.

> Zara and John are hiking on a trail that is 2 miles long. There are signs to mark each eighth of a mile along the trail.

A Draw a number line to show the length of the trail and the location of
each sign.

B Zara stopped for water at the $\frac{3}{8}$-mile sign. Label the $\frac{3}{8}$ mark with a
Z for Zara.

C John stopped to rest after $\frac{12}{8}$ miles. Label the $\frac{12}{8}$ mark with a
J for John.

D Who stopped before the 1-mile mark? Who stopped after the 1-mile mark?
Explain how you know.

_____

_____

_____

_____

_____

Guided Instruction
Helps students understand what the problem is asking them to do as well as how to solve it.

Guided Practice
Gives students tips so they'll interact with text to solve problems and develop their own understanding.

Independent Math Practice
Challenges students to work independently to demonstrate mastery of the Common Core.

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MATHEMATICS

Student Profile
Quantile® Performance

Also provides normed scores

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

Tabitha Fernandez - Mathematics - Grade 5

Quantile® Performance

Test	Quantile® Measure	Quantile® Range
Test 1 - 09/10/2013	400Q	350Q - 450Q

Quantile® Measures and i-Ready®

The Quantile® Framework for Mathematics is a scientific approach that describes a student's mathematical achievement and the difficulty of mathematical skills and concepts. It works a lot like a ruler or thermometer, except, rather than measuring length or temperature, the Quantile Framework measures a student's readiness to learn new mathematical skills and concepts, as well as the difficulty of a particular mathematical skill. Within the Quantile Framework, each skill has a Quantile measure that describes the difficulty, or demand, in learning that skill. Knowing the Quantile measure of a student and a skill helps to predict how the skill matches the student's math achievement—whether the skill may be too easy, too difficult, or just right. Thus, the Quantile measure helps target instruction to the student's ability and monitors student growth.

Quantile measures are expressed as numeric measures followed by a "Q" (e.g., 850Q), and are placed on the Quantile developmental scale. The Quantile scale ranges from below 0Q (Emerging Mathematician) to above 1400Q.

The i-Ready Diagnostic Math Assessment has been linked with the Quantile Framework, making it possible to provide a Quantile measure for each student that corresponds to each Overall Scale Score. Due to this linking, you may see some fluctuation (between test periods) in

students' Overall Scale Scores and as a result in their Quantile measures. For example, if a student's Overall Scale Score goes down, his or her Quantile measure will also go down. Before making a change in instructional level, consider the situation and other information that you

have about the student. Is it possible that the student simply had a bad day on testing day? Does it look like the student rushed through the Diagnostic? If this is the case, have the student continue working on skills within the previously reported Quantile range and monitor his or her understanding before making adjustments as you see fit.

For more information on Quantile measures, visit www.Quantiles.com.

The Quantile measure describes the skills a student is capable of understanding and the level of mathematics instruction a student is ready to receive.

MATHEMATICS

Common Core State Standards

Tabitha Fernandez - Mathematics - Grade 5

CC **Common Core State Standards for Mathematics**

Grade 3		Test 1	Test 2
Operations and Algebraic Thinking: Represent and solve problems involving multiplication and division.			
MA.3.3.OA.1	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.	✔	✔
MA.3.3.OA.2	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.		✔
MA.3.3.OA.3	Use . . . division within 100 to solve word problems in situations involving equal groups . . .		✔
MA.3.3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.		✔
Operations and Algebraic Thinking: Multiply and divide within 100.			
MA.3.3.OA.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	✔	✔
MA.3.3.OA.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) . . .		✔
Number and Operations–Fractions: Develop understanding of fractions as numbers.			
MA.3.3.NF.1	Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.		✔

Grade 4		Test 1	Test 2
Operations and Algebraic Thinking: Use the four operations with whole numbers to solve problems.			
MA.4.4.OA.1	Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	✔	✔
MA.4.4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.		
Number and Operations in Base Ten: Use place value understanding and properties of operations to perform multi-digit arithmetic.			
MA.4.4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.		✔
MA.4.4.NBT.4	Fluently . . . subtract multi-digit whole numbers using the standard algorithm.		✔
MA.4.4.NBT.4	Fluently add . . . multi-digit whole numbers using the standard algorithm.	✔	✔
MA.4.4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		
MA.4.4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		
Number and Operations–Fractions: Extend understanding of fraction equivalence and ordering.			
MA.4.4.NF.1	Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.		
MA.4.4.NF.2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators . . .		

Grade 5		Test 1	Test 2
Operations and Algebraic Thinking: Write and interpret numerical expressions.			
MA.5.5.OA.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.		
MA.5.5.OA.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.		
Operations and Algebraic Thinking: Analyze patterns and relationships.			
MA.5.5.OA.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.		✔

▣ Click to access i-Ready skills assessed

✔ Student likely understands this skill

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Student Online Instruction
Dividing Fractions

Automated, differentiated lessons delivered at each student's level are highly engaging and motivational

- Boosts students' confidence by delivering explicit online instruction at their level
- Creates—and delivers—a differentiated instruction plan for every student automatically
- Uses real-world scenarios to engage students and build conceptual understanding
- Features a consistent lesson structure based on best practices—explicit instruction, guided practice, and progress monitoring activities

1. Explicit instruction

At the beginning of each lesson, skills are taught through engaging characters and real-world scenarios.

2. Guided practice

Once students have been taught a skill, they practice what they've learned and receive corrective feedback to reinforce understanding.

3. Progress monitoring

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

Additional skill development available through Door 24™, iPad® app

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MATHEMATICS

Student Response to Instruction

Tabitha Fernandez - Grade 5

September 10, 2013 - May 30, 2014

Use this report to review a student's progress through their online instruction. Review domain and lesson-level performance information.

Progress Summary

Domain	Early K	Mid K	Late K	Early 1	Mid 1	Late 1	Early 2	Mid 2	Late 2	Early 3	Mid 3	Late 3	Early 4	Mid 4	Late 4	Early 5	Mid 5	Late 5	Early 6	Mid 6	Late 6	Early 7	Mid 7	Late 7	Early 8	Mid 8	Late 8
			Grade K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8
Number and Operations										→					→												
Algebra and Algebraic Thinking									→						→												
Measurement and Data												→				→											
Geometry												→				→											

Grade 5

Detail by Domain

	Lessons	Completed	Pass Rate	Time on Task	Domain Status
	Passed				
Overview	68	80	85%	26h 15m	
Number and Operations	20	25	80%	08h 30m	On
Algebra and Algebraic Thinking	17	20	85%	06h 30m	On
Measurement and Data	16	18	89%	05h 30m	On
Geometry	15	17	88%	05h 45m	On

Detail by Lesson

Number and Operations

Date	Lessons		Pass/Fail	Score	Time on Task	Extra Lesson
4/8/14	**Subtracting Three-Digit Numbers** MA.2.2.NBT.9 - Explain why addition and subtraction strategies work, using place value and the properties of operations.	CC	Pass	90%	17m	
4/7/14	**Adding Three-Digit Numbers** MA.3.3.NBT.1 - Use place value understanding to round whole numbers to the nearest 10 or 100.	CC	Pass	79%	16m	
4/4/14	**Comparing and Ordering Numbers to 1,000** MA.2.2.NBT.4 - Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results	CC	Pass	90%	15m	
⚠ 3/31/14	**Comparing and Ordering Numbers to 1,00** MA.2.2.NBT.4 - Compare two three-digit numbers, using >, =, and < symbols to record the results	CC	Fail	60%	14m	
3/28/14	**Rounding to the Nearest 10 or 100** MA.4.4.NBT.3 - Use place value understanding	CC	Pass	94%	13m	

> **Comparing and Ordering Numbers to 1,000** ✕
>
> **MA.2.2.NBT.4** - Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

Algebra and Algebraic Thinking

Date	Lessons		Pass/Fail	Score	Time on Task	
3/28/14	**Review Addition and Subtraction Fact Families**	CC	Pass	73%	19m	
3/27/14	**Subtracting to Solve Real-World Problems** MA.4.4.NBT.4 - Fluently add and subtract multi-digit whole numbers using the standard algorithm.	CC	Pass	95%	18m	

Progress Monitoring

Tabitha Fernandez - Mathematics - Grade 5

Legend:
- - - - Estimated Student Growth
- ——— Target Student Growth
- ■ Average Grade-Level Target
- ——— 50% Student Performance

Diagnostic Assessments
- ● On or Above Level
- ● < 1 Level Below
- ● > 1 Level Below

Progress Monitoring Assessment
- ● (gray circle)

✋ Results indicate that the student may have rushed

🛑 Results indicate that the student most likely rushed
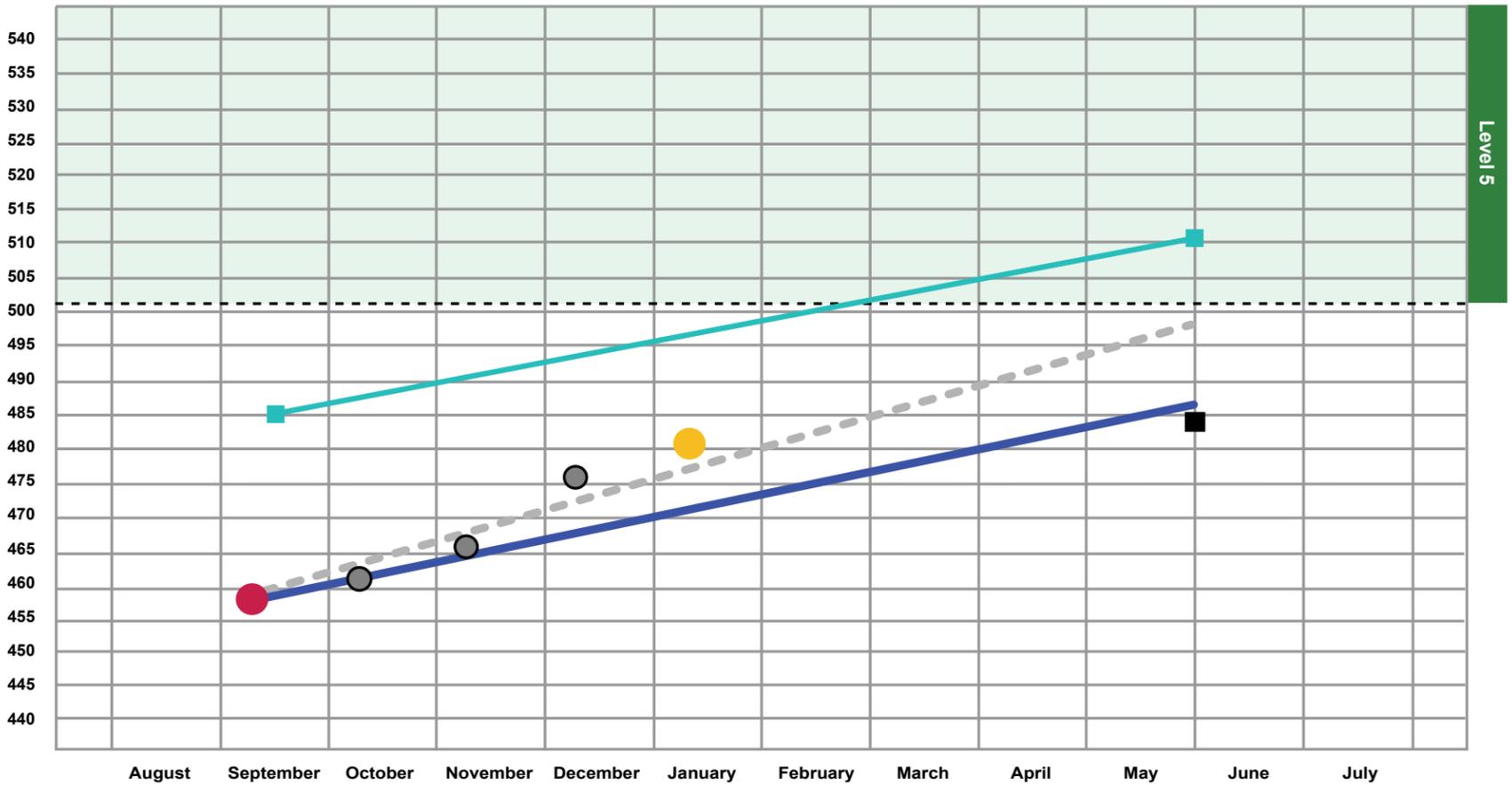
Key Questions	On Track?	Projected End-of-Year Scale Score	Annual Growth to be On Track	End-of-Year Score to be On Track
Is Tabitha on track for end-of-year target growth?	YES		28	486
Is Tabitha on track for average grade-level target?	YES	498	26	484
Is Tabitha on track to be on/above grade level by end of year?	NO		43	501

Date	9/10	10/12	11/12	12/12	1/13
Type	D	PM	PM	PM	D
Scale Score	458	462	466	477	481

Use data to track student progress toward yearly targets with parents and other stakeholders

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Grades K–8 only

Class Profile

Mr. Brown's Grade 5 Mathematics Class
Performance by Student

Number of Students Assessed: 22
Total Number of Students: 22

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

	Overall Scale Score	Overall Placement	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
Kell, Clayton	596	Late 5	Level 7	Level 7	Late 5	Early 5
Herdon, Rachelle	580	Late 5	Level 6	Level 6	Late 5	Mid 5
Kyser, Iva	567	Mid 5	Level 6	Level 6	Mid 5	Level 4
Hill, Cary	562	Mid 5	Early 5	Early 5	Early 5	Late 5
Iman, Zachary	534	Early 5	Mid 5	Early 5	Mid 5	Level 4
Hawkins, Franklin	520	Early 5	Early 5	Late 5	Level 4	Level 4
Cronk, Jamie	514	Early 5	Level 4	Level 4	Level 4	Early 5
Afridi, Sheri	509	Level 4	Level 4	Early 5	Level 4	Early 5
Grasty, Ashlee	502	Level 4	Late 5	Level 6	Level 3	Level 3
Ditullio, Pearlie	497	Level 4	Late 5	Mid 5	Level 4	Mid 5
					Level 2	Level 2
					Level 3	Level 3
					Level 4	Level 4
					Level 4	Level 4
					Level 3	Level 2
					Level 2	Level 4
Gowdy, Neil	467				Level 2	Level 3
Eber, Sofia	463	Level 3	Level 3	Level 4	Level 4	Level 3
Fernandez, Tabitha	458	Level 3	Level 3	Level 3	Level 3	Level 4
Hamilton, Emilia	455	Level 3	Mid 5	Early 5	Level 4	Level 2
Dixon, Jay	450	Level 2	Level 4	Level 3	Level 2	Level 2
Eargle, David						

Concept of Ratios
2 out of 5 guests would like carrot cupcakes. The rest would prefer zucchini cupcakes.

Algebraic Expressions
Match each word to an algebraic expression.
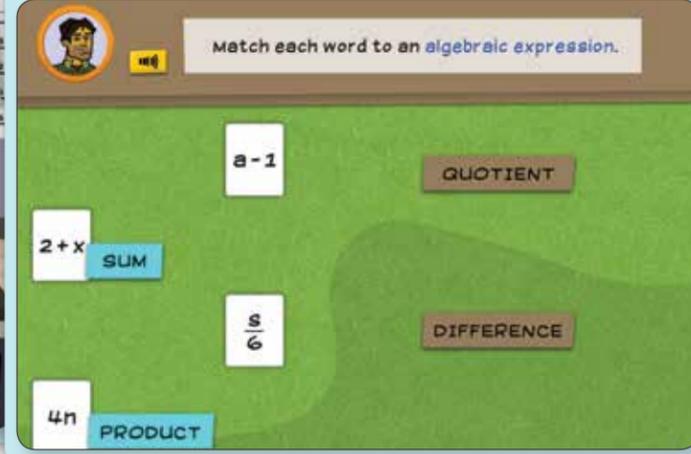
Understand What a Fraction Is
unit fraction: a fraction with a numerator of one

Understand Division
What is 5 times 4?
20 ÷ 4 = 5
5 × 4 = 20
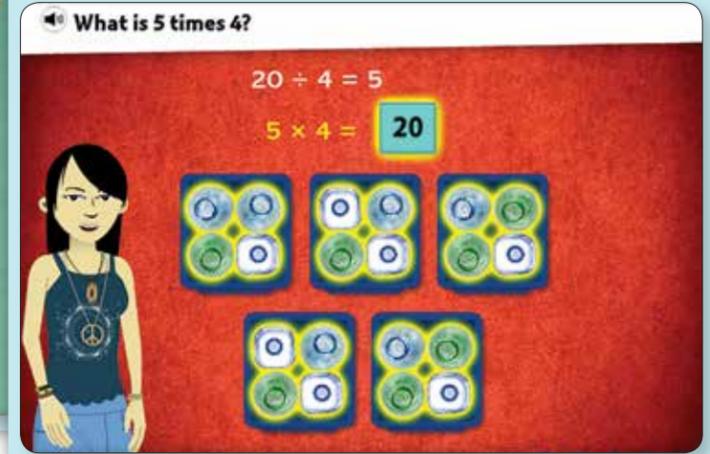
Instructional Grouping

Mr. Brown's Grade 5 Mathematics Class

Profile Overview

22 out of 22 Students Tested in Fall 2013 (09/06/2013 - 12/31/2013)
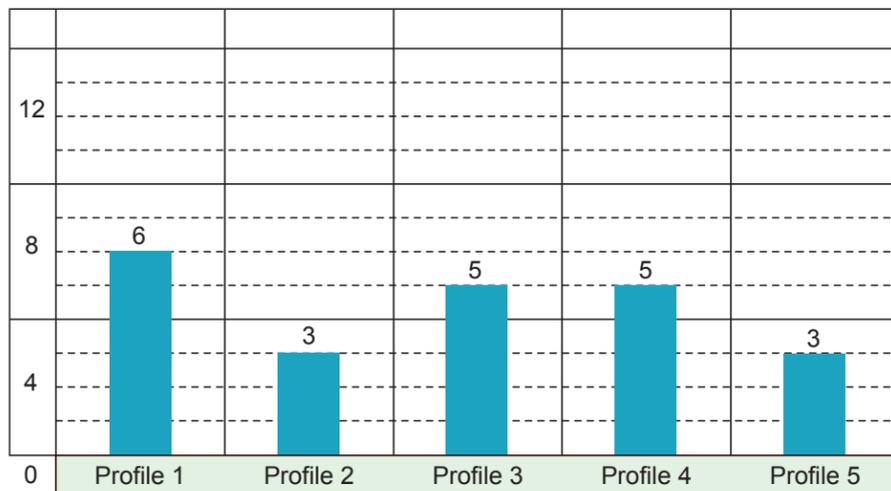
Profile 1	Below level in Number and Operations or Algebra and Algebraic Thinking	Two or more grades below level in Number and Operations or Algebra and Algebraic Thinking
Profile 2		One grade below level in Number and Operations or Algebra and Algebraic Thinking
Profile 3	On or above level in Number and Operations and Algebra and Algebraic Thinking	Two or more grades below level in Geometry or Measurement and Data
Profile 4		One grade below level in Geometry or Measurement and Data
Profile 5		On or above level in all domains

(Bar chart: Profile 1 = 6, Profile 2 = 3, Profile 3 = 5, Profile 4 = 5, Profile 5 = 3)

Students in Each Grouping Profile

Profile 1	Profile 2	Profile 3	Profile 4	Profile 5
Dixon, Jay	Afridi, Sheri	Grasty, Ashlee	Danz, Warren	Herdon, Rachelle
Donovan, Lacey	Coleman, Chong	Gunderman, Marco	Ditullio, Pearlie	Hill, Cary
Eargle, David	Cronk, Jamie	Guzman, Kate	Hawkins, Franklin	Kell, Clayton
Eber, Sofia		Hahn, Derrick	Iman, Zachary	
Fernandez, Tabitha		Hamilton, Emilia	Kyser, Iva	
Gowdy, Neil				

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MATHEMATICS

Instructional Grouping
Profile 4 Detail

Instructional Priorities for Profile 4

Geometry
- Identify lines of symmetry in two-dimensional shapes.
- Classify two-dimensional figures by parallel and perpendicular sides and by angles.

The significant concepts at this stage relate to categorizing quadrilaterals by the presence or absence of parallel and perpendicular sides and understanding angles and their measurement. Working with symmetry helps students analyze quadrilaterals for the presence or absence of congruent sides or congruent angles. Provide hands-on practice with folding shapes to test for symmetry or congruent parts (use large enough paper to allow accuracy).

Measurement
- Convert measurement within a single system.
- Find the area and perimeter of a rectangle.
- Measure angles using a protractor.

Students often struggle to convert measurements. It is important to help them develop the understanding that, when converting from a smaller measurement to a larger measurement, the number of units should decrease, and vice-versa. It may also be helpful to show students that the same number sense that they use to reason within the base-ten system can be applied to the metric system. Provide ample opportunities to measure angles in a variety of orientations. Be sure that, at least initially, the size of the drawing of each angle is appropriate to the size of the protractor available.

Data
- Use data to draw a line plot.

Students who are having difficulty constructing graphs may benefit from first analyzing graphs that have already been made. Have students look at several different line plots, describe the elements the graphs have in common, and explain the data represented by each graph. Guide students to note the similarities (and differences) between line plots and bar graphs. Then, have students use what they have learned to create their own line plots.

Essential Vocabulary
- Math terms related to essential concepts at this level include *point, line, segment, ray, angle, parallel, perpendicular,* and *symmetry*.

Fluency with selected math vocabulary terms enables students to understand instruction, follow directions, process and discuss mathematical ideas, and work more confidently. Help students build essential math vocabulary, especially by encouraging them to use the words in discussions.

Tools for Instruction

Geometry

Perpendicular and Parallel Line Segments	Rays and Angles	Attributes of Shapes	Lines of Symmetry
(1 of 4)	(2 of 4)	(3 of 4)	(4 of 4)

Measurement and Data

Find Equivalent Measurements	Solve for Angle Measures	Volume Concepts	Using Line Plots
(1 of 4)	(2 of 4)	(3 of 4)	(4 of 4)

Recommended Products from Curriculum Associates

If you have this product...	Use...
Ready® Common Core Math Instruction	**Grade 4** Lesson 23: Convert Measurements, p. 208 Lesson 24: Time and Money, p. 218 Lesson 25: Length, Liquid Volume, and Mass, p. 228 Lesson 26: Perimeter and Area, p. 240 Lesson 27: Line Plots, p. 250 Lesson 28: Understand Angles, p. 262 Lesson 29: Measure and Draw Angles, p. 268 Lesson 30: Add and Subtract With Angles, p. 278 Lesson 31: Points, Lines, Rays, and Angles, p. 292 Lesson 32: Classify Two-Dimensional Figures, p. 304 Lesson 33: Symmetry, p. 316

Learn More

MATHEMATICS

Intervention Screener

Harrington School - Mathematics

School Summary ❓

598 out of 651 Students Tested in Standard View
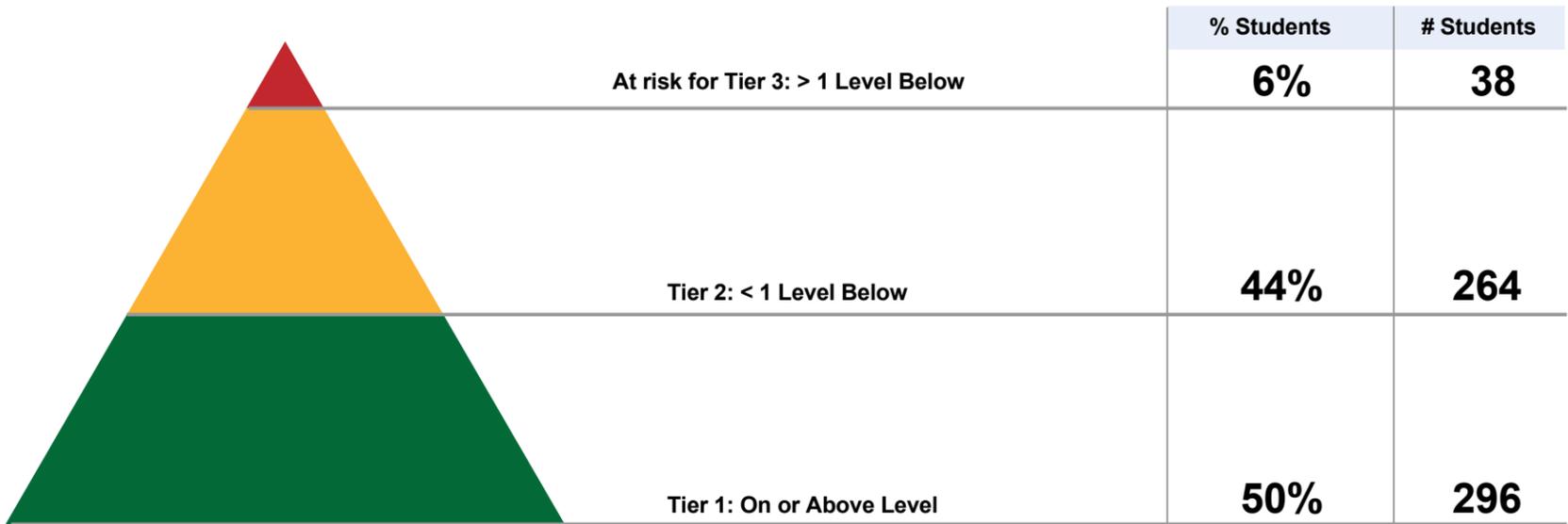
	% Students	# Students
At risk for Tier 3: > 1 Level Below	**6%**	**38**
Tier 2: < 1 Level Below	**44%**	**264**
Tier 1: On or Above Level	**50%**	**296**

Detail by Grade ❓

🟩 Tier 1: On or Above Level   🟧 Tier 2: < 1 Level Below   🟥 At risk for Tier 3: > 1 Level Below

Student Distribution Across Tiers	Total # Students Assessed
Grade K — 56% (49), 44% (38)	87
Grade 1 — 52% (44), 42% (35), 6% (5)	84
Grade 2 — 29% (32), 61% (66), 10% (10)	108
Grade 3 — 34% (32), 59% (55), 7% (7)	94
Grade 4 — 61% (55), 34% (30), 5% (5)	90
Grade 5 — 68% (41), 24% (14), 8% (5)	60
Grade 6 — 57% (43), 35% (26), 8% (6)	75

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Detail by Student ❓

🟩 Tier 1: On or Above Level   🟧 Tier 2: < 1 Grade Below   🟥 At risk for Tier 3: > 1 Level Below

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
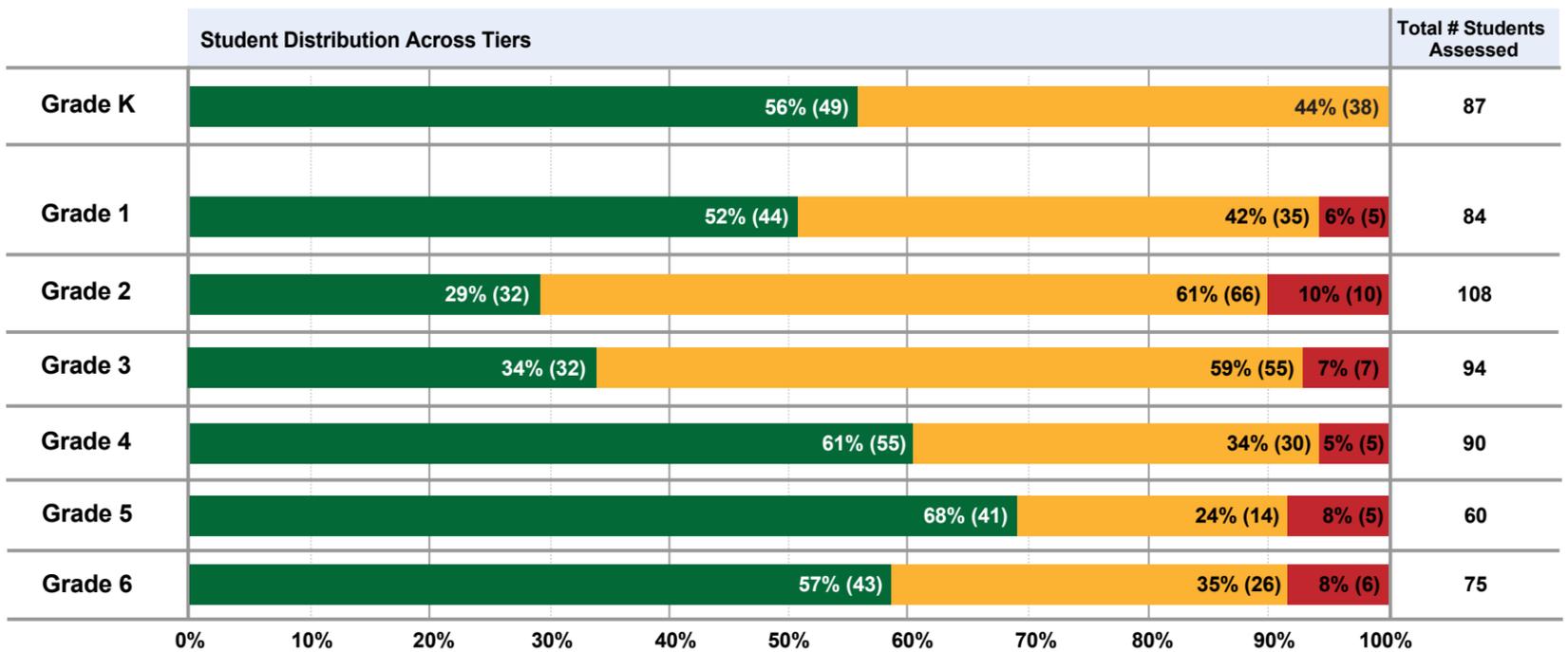
Student ⬆⬇	Overall Scale Score ⬆⬇	Placement ⬆⬇	Tier ⬆⬇	Class ⬆⬇
Kyser, Iva	567	Mid 5	1	Mr. Brown
Carr, Jennifer	523	Early 5	1	Mr. Jacobs
Hernandez, Ernie	492	Level 4	2	Mr. Richards
Fields, Timothy	479	Level 4	2	Mrs. Smith
Fernandez, Tabitha	458	Level 3	3	Mr. Brown

MATHEMATICS

Performance by Grade & Class

Harrington School
Subject: Mathematics

Grade 3

- ● Window 1 - 09/06/2013 - 12/31/2013
- ● Window 2 - 01/02/2014 - 03/31/2014

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Gauthier	60%	40%	44%	16%	535	22	22
	32%	68%	32%	0%	509	22	22
Pierce	61%	39%	42%	19%	530	25	25
	24%	76%	12%	12%	510	25	25
Smith	70%	30%	50%	20%	534	30	30
	17%	83%	0%	17%	512	30	30

Grade 4

- ● Window 1 - 09/06/2013 - 12/31/2013
- ● Window 2 - 01/02/2014 - 03/31/2014

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Krensky	50%	50%	40%	10%	561	10	18
	30%	70%	25%	5%	537	10	18
Marsh	63%	37%	33%	30%	555	25	25
	25%	75%	15%	10%	534	25	25
Nicholson	80%	10%	67%	23%	562	15	15
	50%	50%	40%	10%	539	15	15
Orem	60%	40%	30%	30%	558	16	16
	33%	67%	18%	15%	535	16	16

Grade 5

- ● Window 1 - 09/06/2013 - 12/31/2013
- ● Window 2 - 01/02/2014 - 03/31/2014

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Brown	50%	50%	30%	20%	561	19	19
	27%	73%	17%	10%	538	19	19
Ritchie	71%	29%	64%	7%	559	34	34
	36%	64%	32%	4%	540	34	34
Ruwe	50%	50%	45%	5%	551	15	15
	40%	60%	37%	3%	529	15	15
Waldron	62%	38%	52%	10%	564	30	30
	15%	85%	8%	7%	540	30	30

Grade 6

- ● Window 1 - 09/06/2013 - 12/31/2013
- ● Window 2 - 01/02/2014 - 03/31/2014

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Berkin	80%	20%	40%	40%	595	22	22
	30%	70%	15%	15%	570	22	22
McCarthy	70%	30%	35%	35%	591	18	18
	54%	46%	34%	20%	569	18	18
Paik	75%	25%	46%	29%	589	15	15
	25%	75%	13%	12%	568	15	15
Thompson	67%	33%	30%	37%	595	29	29
	22%	78%	20%	2%	572	29	29

MATHEMATICS

Student Growth by Grade & School

Hayes-Schulman Consolidated District

District Summary

Window 1 - 08/15/2013 - 12/31/2013
Window 2 - 01/02/2014 - 03/31/2014

District	Progress Towards Targeted Growth (Average Across All Students) Target 100%	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in District
Hayes-Schulman Consolidated District	102%	+22	21	66%	68%	2155	2330

District Detail by Grade

Grade	Progress Towards Targeted Growth (Average Across All Students) Target 100%	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in Grade
Grade K	112%	+46	41	59%	61%	171	183
Grade 1	104%	+43	41	74%	52%	156	170
Grade 2	72%	+23	32	47%	64%	168	187
Grade 3	88%	+28	32	81%	79%	149	156
Grade 4	94%	+21	22	63%	64%	179	195
Grade 5	123%	+27	22	78%	81%	155	171
Grade 6	113%	+15	13	57%	75%	181	198
Grade 7	107%	+14	13	65%	62%	189	201
Grade 8	105%	+14	13	68%	83%	174	182
Grade 9	91%	+12	13	52%	49%	152	169
Grade 10	117%	+15	13	74%	77%	178	187
Grade 11	126%	+16	13	77%	85%	160	172
Grade 12	108%	+14	13	69%	72%	143	159

District Detail by School

School	Progress Towards Targeted Growth (Average Across All Students) Target 100%	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in School
Harrington School	103%	+31	30	59%	49%	598	651

School-level report also available

MATHEMATICS

District Performance

Hayes-Schulman Consolidated District
Subject: Mathematics

All Schools

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
	● Window 1 - 08/15/2013 - 12/31/2013 ● Window 2 - 01/02/2014 - 03/31/2014	Below Level	On Level	Above Level			
Grade K	61%	39%	42%	19%	425	171	183
	27%	73%	24%	3%	393	171	183
Grade 1	52%	48%	37%	15%	465	156	170
	13%	87%	13%	0%	438	156	170
Grade 2	64%	36%	48%	16%	480	168	187
	38%	62%	31%	7%	456	168	187
Grade 3	79%	21%	56%	23%	490	149	156
	51%	49%	39%	12%	470	149	156
Grade 4	64%	36%	43%	21%	511	179	195
	47%	53%	38%	9%	489	179	195
Grade 5	81%	19%	55%	26%	535	155	171
	57%	43%	39%	18%	511	155	171
Grade 6	75%	25%	46%	29%	560	181	198
	39%	61%	28%	11%	539	181	198
Grade 7	62%	38%	49%	13%	560	189	201
	36%	64%	31%	5%	538	189	201
Grade 8	83%	17%	57%	26%	592	174	182
	58%	42%	38%	20%	569	174	182
Grade 9	49%	51%	35%	14%	607	152	169
	22%	78%	19%	3%	581	152	169
Grade 10	77%	23%	54%	23%	625	178	187
	43%	57%	33%	10%	592	178	187
Grade 11	85%	15%	58%	27%	643	160	172
	54%	46%	39%	15%	611	160	172
Grade 12	72%	28%	62%	10%	679	143	159
	45%	55%	43%	2%	620	143	159

Harrington School

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Grade K	75%	25%	30%	45%	425	80	80
	43%	58%	30%	13%	393	80	80
Grade 1	80%	20%	40%	40%	466	100	100
	58%	43%	43%	15%	438	100	100
Grade 2	78%	22%	48%	30%	480	110	110
	60%	40%	60%	0%	456	110	110
Grade 3	79%	21%	34%	45%	490	100	100
	63%	38%	55%	8%	470	100	100
Grade 4	60%	40%	30%	30%	511	50	50
	28%	72%	27%	1%	489	50	50

Research

i-Ready® Diagnostic development has followed guidelines outlined by the *Standards for Educational and Psychological Testing* (AERA, APA, NCME, 1999).

- **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 (CCSS) and current state standards

- **Assessment development led by expert advisors:** Includes renowned experts in psychometrics, reading, math, special education, English language learner education, and teacher preparation

- **Large, diverse sample for item and scale calibration:** Assessment items have been field tested with over 120,000 students across representative socioeconomic, geographic, and ethnic strata

- **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 800,000 students nationwide
- Over 2 million assessments administered

Expert advisors

Psychometrics

- **Dr. Richard Brown |** *Former Associate Professor, Rossier School of Education, University of Southern California*
  - Former Director of the Center for Research in Educational Assessment and Measurement and Senior Researcher at the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA
  - Well known expert on computer adaptive testing

- **Dr. Stephen G. Sireci, Ph.D. |** *Professor, Educational Policy, Research, and Administration at the University of Massachusetts at Amherst*
  - President, Sireci Psychometric Services, Inc.

- **Dr. April L. Zenisky |** *Director, Computer-Based Testing*
  - Senior Fellow in the Center for Educational Assessment at the University of Massachusetts

Reading

- **Dr. David Chard |** *Dean of the Annette Caldwell Simmons School of Education and Human Development at Southern Methodist University*
  - Research review panelist at both state and national levels, including panels of the National Science Foundation and U.S. Department of Education
  - Awarded more than $11 million in deferral, state, and private grants since 1993

- **Dr. Lori Helman |** *Associate Professor in the Department of Curriculum and Instruction at the University of Minnesota*
  - Many years of bilingual teaching experience at the early grades; leads new teacher induction programs
  - Co-Director of the Minnesota Center for Reading Research

Mathematics

- **Dr. Richard Bisk |** *Chair and Professor of Mathematics at Worcester State University*
  - Advisor to the Massachusetts Department of Education in the development of the Guidelines for the Mathematical Preparation of Elementary Teachers
 - Expert on Singaporean mathematics education

- **Dr. David Chard |** *Dean of the Annette Caldwell Simmons School of Education and Human Development at Southern Methodist University*
  - Research review panelist at both state and national levels, including panels of the National Science Foundation and U.S. Department of Education
  - Awarded more than $11 million in deferral, state, and private grants since 1993

- **Dr. Cathy Seeley |** *Senior Fellow at the Charles A. Dana Center at the University of Texas at Austin*
  - Veteran mathematics educator and change facilitator with 35 years of experience at the local, state, and national levels; works on state and national policy and improvement efforts in mathematics education
  - Prior president of the National Council of Teachers of Mathematics (NCTM) from 2004 through 2006, and currently an active member of the council

Case Studies

Business First Rankings: Western NY Schools—97 Districts

Rank

- 2011: 74
- 2012: 74
- 2013: 59

Randolph jumped 15 spots in one year — 74 → 59

Year
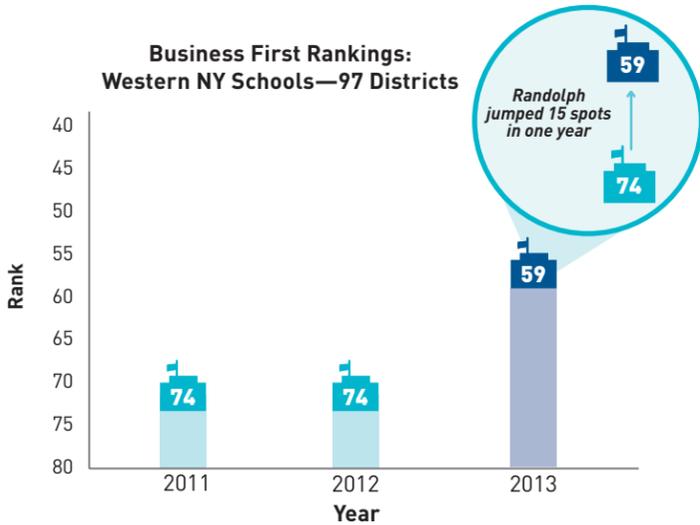
Randolph Central School District, Randolph, NY

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*

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.

Reading National Percentile Growth in 6 Months

National Percentile Rank

Grade 4 Students
- Fall: 64%
- Spring: 77%

Legend: Fall, Spring
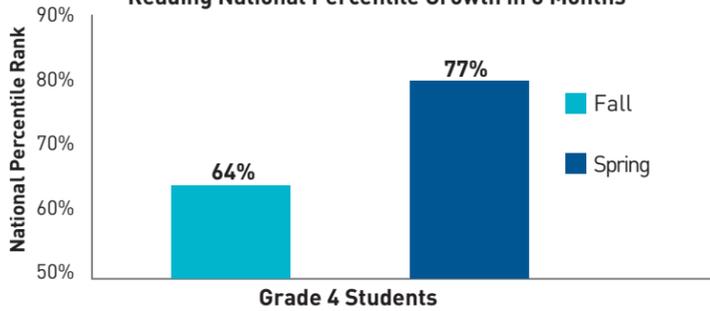
Springfield Elementary School, New Middletown, OH

Title I school

High-performing

29% Eligible for Free/Reduced Lunch

14% Special Education

Implemented with grades K–4

"The reports are phenomenal."
—Kristen Snyder, *Library Media Specialist*

Lexile Growth in 5 Months

Lexile Measure

Grade 2 Students
- Fall: 370
- Spring: 515
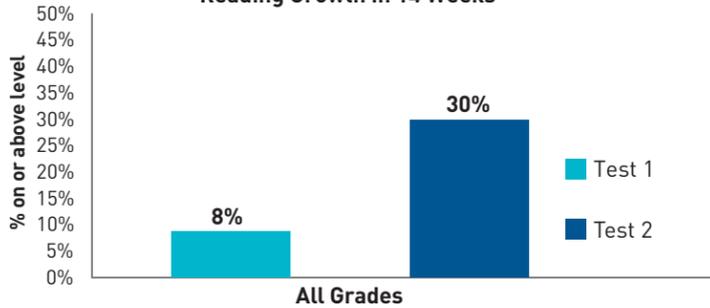
Legend: Fall, Spring
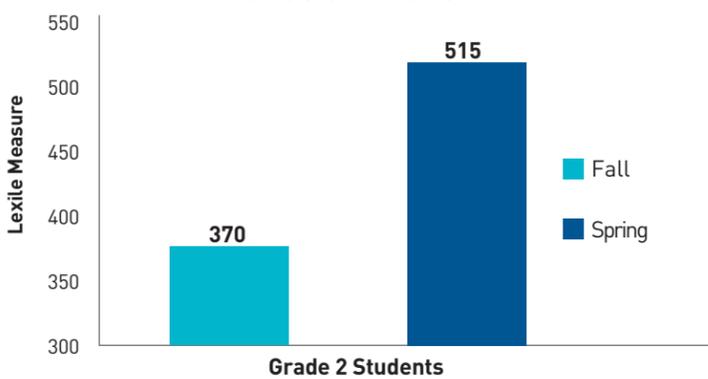
Edward Kemble ES, Sacramento, CA

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*

Reading Growth in 14 Weeks

% on or above level

All Grades
- Test 1: 8%
- Test 2: 30%

Legend: Test 1, Test 2

PS 49, Bronx, NY

Title I school

98% Eligible for Free/Reduced Lunch

23% English Language Learners

Implemented with grades 2 and 4

"When we used i-Ready, differentiation was a lot easier. The program figured out what students needed and adjusted to them."
—Kevin Burke, *Assistant Principal and Academic Service Leader*

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

Pass Rate

- Expected: 50%
- Actual Grade 4: 75%
- Actual Grade 5: 88%

After using i-Ready®
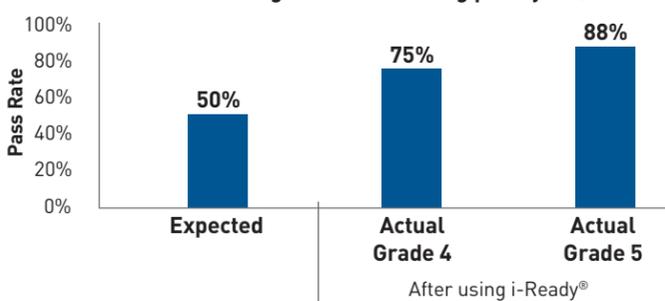
Farmington Elementary School, Culpeper, VA

Title I school

52% Eligible for Free/Reduced Lunch

Used i-Ready 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*

To read complete case studies visit:
i-Ready.com/casestudies

Common Core

Common Core support is embedded in the entire i-Ready® program

✓ Diagnoses Common Core needs by district, grade, class, and student

✓ Targets instruction at the sub-skill level

✓ Covers 90% of testable standards, including areas absent from traditional programs

✓ Helps teachers successfully implement the Common Core with at-a-glance reporting and instructional activities

✓ Monitors progress toward the Common Core through easy-to-read reports

Reading Highlights

✓ Covers all Common Core reading domains

✓ Supports foundational skill building for all students in need

✓ Informational and literary text included equally and separately

✓ Emphasis on complex text and use of authentic literature

✓ Interdisciplinary passages feature academic vocabulary

Mathematics Highlights

✓ Covers all Common Core math domains

✓ Focuses on conceptual math understanding and procedural fluency

✓ Supports the Common Core's eight mathematical practices

✓ Animated, interactive instruction involves word problems, problem solving, and key mathematical topics

Reading Skills Assessed

Foundational Skills

Phonological Awareness
– Rhyme Recognition
– Phoneme Identity and Isolation
– Phoneme Blending and Segmentation
– Phoneme Addition and Substitution
– Phoneme Deletion

Phonics
– Letter Recognition
– Consonant Sounds
– Short and Long Vowels
– Decoding One- and Two-Syllable Words
– Inflectional Endings; Prefixes and Suffixes
– Digraphs and Diphthongs
– Vowel Patterns
– Decoding Longer Words

High-Frequency Words

Vocabulary
– Academic and Domain Specific Vocabulary
– Word Relationships
– Word-Learning Strategies
– Use of Reference Materials
– Prefixes, Suffixes, and Word Roots

Comprehension

Informational Text
– Author's Purpose
– Categorize and Classify
– Cause and Effect
– Drawing Conclusions/Making Inferences
– Fact and Opinion
– Main Idea and Details
– Message
– Summarize
– Text Structure
– Vocabulary in Context
– Compare and Contrast Across Different Mediums
– Analysis of Close Reading of the Text
– Citing Textual Evidence

Literature
– Author's Purpose
– Cause and Effect
– Drawing Conclusions/Making Inferences
– Figurative Language
– Story Structure
– Summarize
– Theme/Mood
– Understanding Character
– Vocabulary in Context
– Compare and Contrast Across Different Mediums
– Analysis of Close Reading of the Text
– Citing Textual Evidence

Math Skills Assessed

Number and Operations/The Number System
– Counting and Cardinality
– Base Ten—Whole Numbers and Decimals
  Place value, compare, add, subtract, multiply, divide
– Fractions
  Model, compare, add, subtract, multiply, divide
– Rational Numbers
  Model, compare, add, subtract, multiply, divide
– Real and Complex Numbers
  Model, compare, add, subtract, multiply, divide

Algebra and Algebraic Thinking
– Operations and Algebraic Thinking
  Fluency, number relationships, properties, solving word problems
– Expressions and Equations
  Variables, exponents, solving word problems
– Ratio and Proportional Relationships
  Percent, rate, lines, and slope
– Functions
  Linear, exponential, quadratic, polynomial, logarithmic, trigonometric, rational
– Interpreting Functions
– Building Functions
– Systems of Equations and Inequalities

Geometry
– Two-Dimensional Shapes
– Three-Dimensional Shapes
– Lines, Segments, Points, Rays, and Angles
– Symmetry and Transformations
– Congruence and Similarity
– Coordinate Geometry
– Pythagorean Theorem
– Circles
– Proofs

Measurement and Data
– Measurement Units and Tools: Customary and Metric
  Time, money, length, capacity, weight, and mass
– Geometric Measurement
– Area, Perimeter, Surface Area, Volume
– Creating and Interpreting Graphs
– Statistics and Probability
  Randomness, probability distributions, collecting and analyzing data, making inferences and conclusions based on probability and expected values, and correlations

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8/13 10K

i-Ready Supports K–12

- Measures student growth on a single, consistent scale from year to year
- Provides a common language and common metrics for students across schools within the district
- Provides an instructional action plan for teachers

i-Ready®

A Complete Online K–12 Diagnostic
Reading and Mathematics

A valid and reliable measure of student growth for your whole district

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

Sample Level 10 Diagnostic Item

Sample Level 10 Report
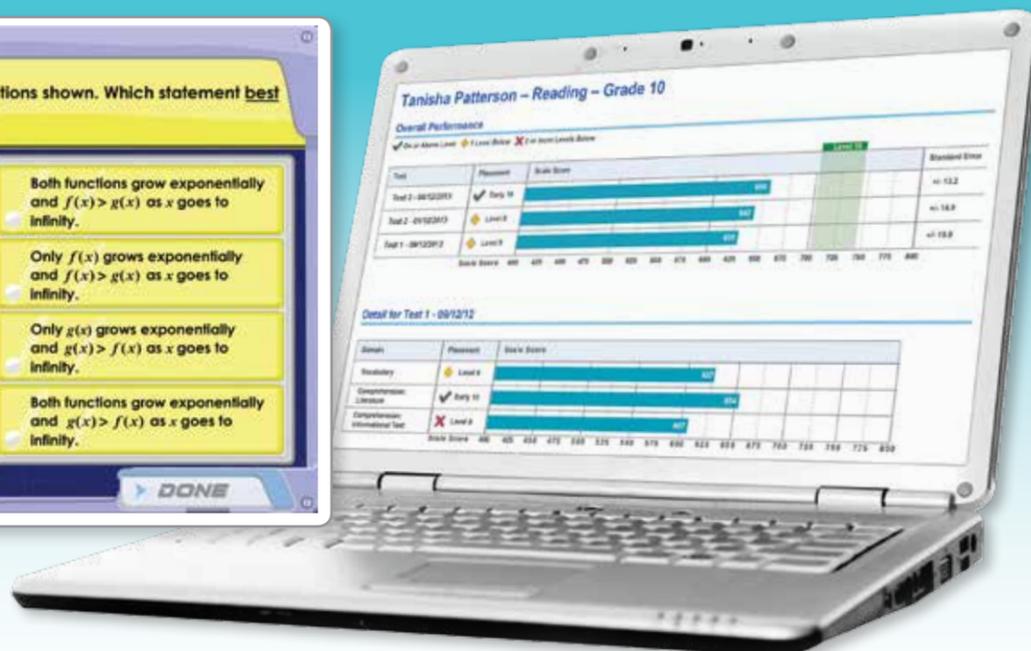
STUDENT EXPERIENCE

Sample Diagnostic Items

Level 10 – Reading Comprehension: Literature

Passage | Pictures

The Red Badge of Courage is a novel by Stephen Crane written in 1895 about the Civil War. In this excerpt from Chapter 1, Private Henry Fleming is a new recruit who has not yet participated in a battle.

Excerpt from
The Red Badge of Courage
by Stephen Crane

. . . The youth was in a little trance of astonishment. So they were at last going to fight. . . .

He had, of course, dreamed of battles all his life—of vague and bloody conflicts that had thrilled him with their sweep and fire. In visions he had seen himself in

Page 1 of 5

Which statement from the **Passage** best describes the scene depicted in **Picture 2?**

- They were in truth fighting finely down there.
- He had read of marches, sieges, conflicts. . . .
- It must be some sort of a play affair.
- Men were better, or more timid.

DONE

Includes multimedia items

Level 11 – Reading Comprehension Informational Text

Passage | Video

The following clip is from a World War II propaganda film created by the U.S. Army. It was meant to spark patriotism and inspire Americans to help with the war effort against the "axis," or the countries fighting against the United States and its allies. The film showed the many branches backing the war effort including: infantry, cavalry, field artillery, engineering, and most notably, industry and labor.

The Arm Behind the Army

What do the **Video** and the **Passage** BOTH suggest?

- Because steps have been taken to help women in the workplace, men have the freedom to be better at combat.
- In order to secure the necessary arms and supplies for war, factories must integrate women into the workplace.
- In order to compete with and surpass enemy technology, women must be drafted as engineers.
- Because women are known to be flexible workers, factories that employ them will be more efficient.

DONE

Features technology-enhanced items as recommended by SBAC and PARCC

Level 9 – Geometry

Use the compass and straightedge to construct the perpendicular bisector of line segment *AB* below.

A   B

DONE

Level 10 – Algebra and Algebraic Thinking

Compare the graphs of the two functions shown. Which statement <u>best</u> describes the two functions?

$y = g(x)$
$y = f(x)$

- Both functions grow exponentially and $f(x) > g(x)$ as x goes to infinity.
- Only $f(x)$ grows exponentially and $f(x) > g(x)$ as x goes to infinity.
- Only $g(x)$ grows exponentially and $g(x) > f(x)$ as x goes to infinity.
- Both functions grow exponentially and $g(x) > f(x)$ as x goes to infinity.

DONE

- ✓ Measures growth on a single scale across grades K–12
- ✓ Ensures students are college and career ready
- ✓ Identifies the below-level skills holding students back
- ✓ Provides instruction for students missing foundational skills

- ✓ Prepares for the Common Core:
  - Assesses across the CCSS reading and mathematics domains
  - Works equally well with Common Core traditional or integrated math courses
  - Ensures students are ready for increased reading demands by focusing separately on informational and literary texts, with a wide use of authentic texts
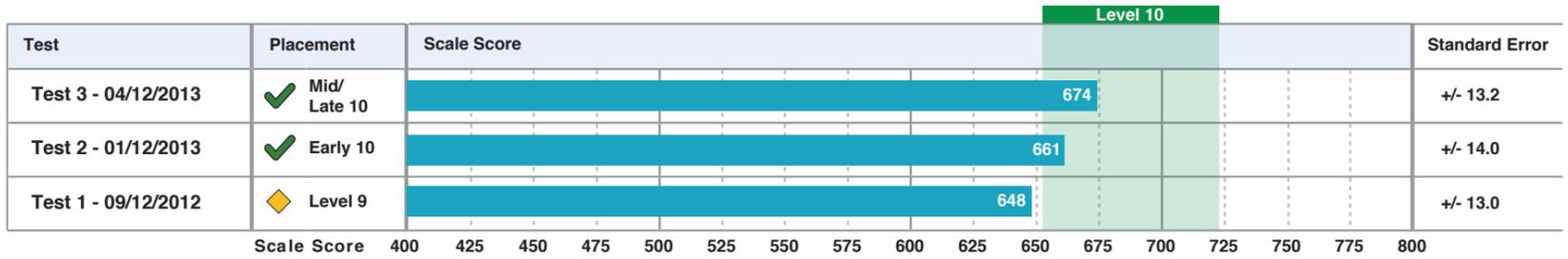
Student Profile

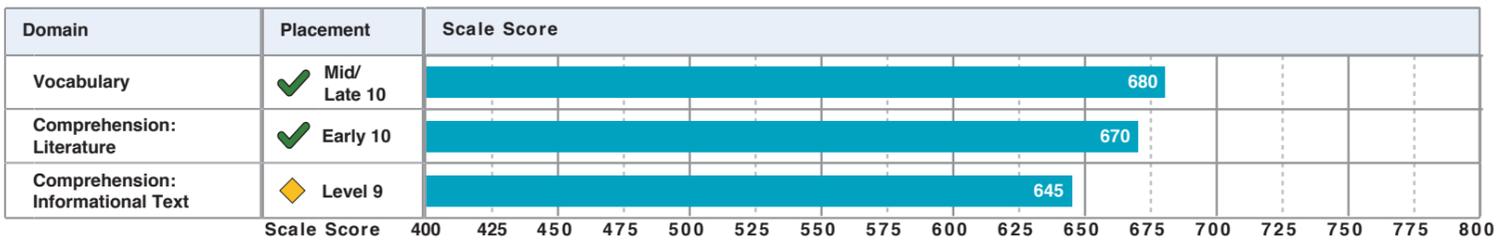| Overview | Vocabulary | Comprehension: Literature | Comprehension: Informational Text |

Lucas Young – Reading – Grade 10

Overall Performance

✔ On or Above Level   ◆ 1 Level Below   ✖ 2 or more Levels Below

Test	Placement	Scale Score	Standard Error
		Level 10	
Test 3 - 04/12/2013	✔ Mid/Late 10	674	+/- 13.2
Test 2 - 01/12/2013	✔ Early 10	661	+/- 14.0
Test 1 - 09/12/2012	◆ Level 9	648	+/- 13.0

Scale Score   400   425   450   475   500   525   550   575   600   625   650   675   700   725   750   775   800

Detail for Test 1 - 09/12/12

Domain	Placement	Scale Score
Vocabulary	✔ Mid/Late 10	680
Comprehension: Literature	✔ Early 10	670
Comprehension: Informational Text	◆ Level 9	645

Scale Score   400   425   450   475   500   525   550   575   600   625   650   675   700   725   750   775   800

	Placement	Developmental Analysis
Overall Reading Performance	Level 9	Results indicate that Lucas is having some difficulties comprehending text at the high school level. The Vocabulary score indicates that word knowledge is not a contributing factor. Lucas would benefit from targeted instruction in key Comprehension strategies.
Vocabulary	✔ Mid/Late 10	Both word knowledge and word-learning strategies are addressed in this domain. Lucas should extend understanding of shades of meaning and idioms by applying them in writing. This student should continue to expand and deepen knowledge of vocabulary used in literary works, as well as history, social studies, science, and technical texts.
Comprehension: Literature	✔ Early 10	This domain addresses Lucas' understanding of literary text. Results indicate that Lucas is ready for instruction in Level 10 literary skills and strategies such as making inferences and citing textual evidence, interpreting figurative language, and analyzing characters. Lucas should be reading closely and deeply across a wide range of literary genres, including historical fiction, one-act and multi-act plays, parodies, sonnets, and ballads.
Comprehension: Informational Text	◆ Level 9	This domain addresses Lucas' understanding of informational text. Results indicate that Lucas is ready for instruction in Level 9 skills and strategies such as making inferences and citing textual evidence, identifying central idea and supporting ideas, and comparing points of view. Lucas should be reading closely and deeply across a wide range of texts, including historical, scientific, technical, or economic accounts written for a broad audience.

Student Profile
Comprehension: Literature Details

Overview	Vocabulary	Comprehension: Literature	Comprehension: Informational Text

Lucas Young – Reading – Grade 10

Test 1-09/12/2012	Placement	Scale Score
Comprehension: Literature	✓ Early 10	670

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

Building Comprehension: Literature Skills

As students become college and career ready, the CCSS expects them to read closely and actively across a wide range of history, social studies, science, and technical texts, developing facility at evaluating arguments and an increased ability to understand experts who write about specific domains. A prerequisite to success with these standards is a strong base in comprehension skills and strategies. This subtest measures these prerequisite skills as they apply to literary text.

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

CC Cite textual evidence and make inferences.
- Cite several pieces of textual evidence that strongly support a statement about what a Level 9 literary or informational text says explicitly.
- Draw conclusions or make inferences in Level 9 literary and informational text, based on textual evidence.

CC Determine word meaning. Interpret figurative language and author's use of language.
- Understand the meaning of words and phrases in Level 9 literary or informational text, including academic and/or domain-specific words.

- Identify or interpret an author's use of figurative language and/or other literary devices in Level 9 literary or informational text.
- Interpret an author's use of connotations, or shades of meaning, in Level 9 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text.

Next Steps for Instruction
Results indicate that Lucas will benefit from instruction and practice in the skills show below.

Extend analyzing point of view. Support Lucas in Level 10 literary text.
- Review that the term *point of view* has two distinct meanings. It can refer to a person's beliefs, attitudes, opinions, or views on a subject. It can also refer to the vantage point from which a story is told.
- Have students read a variety of Level 10 stories about characters from a variety of places and times told from various points of view. Possibilities include Josephina Niggli's "The Street of the Cañon," told from the third-person omniscient point of view, Cynthia Rylant's "Checkouts," told from the third-person limited point of view, and John Updike's "A&P," told from the first-person point of view.
- Challenge Lucas to think about how the point of view from which the story is told affects what information the reader is given and what opinions he or she forms about the characters and events.

Provide extended practice analyzing characters. Provide a list of questions for Level 10 literary text.
- Appearance: What does the character look like? What do you know of the character's build, facial expressions, body language, gestures, habits of speech, etc.? What sorts of clothes does the character wear?

- Personality: What sort of personality does the character have? Is he or she conscientious? Agreeable? Overly sensitive? Open to experience? Extroverted or outgoing? Is he or she the opposite of these or somewhere in-between?
- Personal history: What do you know or can you infer about the character's personal history?
- Relationships: What relationships does the character have with other characters?
- Values: Is the character likely to care for others or hurt others? Behave fairly or cheat? Be loyal to friends or family or betray them? Obey authority or undermine it?
- Conflicts: What is hard for this character? Where is he or she struggling? And why?
- Motivations: Why does the character act as he or she does?
- Change: Is the character dynamic (one who changes) or static (one who does not change)? If the character changes, in what ways and why?

Extend interpreting figurative language in Level 10 literary and informational texts.
- Give Lucas a list of definitions, with examples, of common types of figurative language, such as metaphor, simile, personification, and symbolism. Also provide definitions of literary devices such as onomatopoeia, rhyme, rhythm, and alliteration, euphony, and cacophony.
- Present short mini units on each type of figurative language or literary device. Pair a Level 10 poem that uses the device with a Level 10 informative work that uses the same device. For example, you might have Lucas study personification in Emily Dickinson's poem about a train, "I Like to See It Lap the Miles," and in Aldo Leopold's classic environmentalist essay "Thinking Like a Mountain."
- As Lucas reads other works, have the student record in a journal examples of figurative language and literary devices.
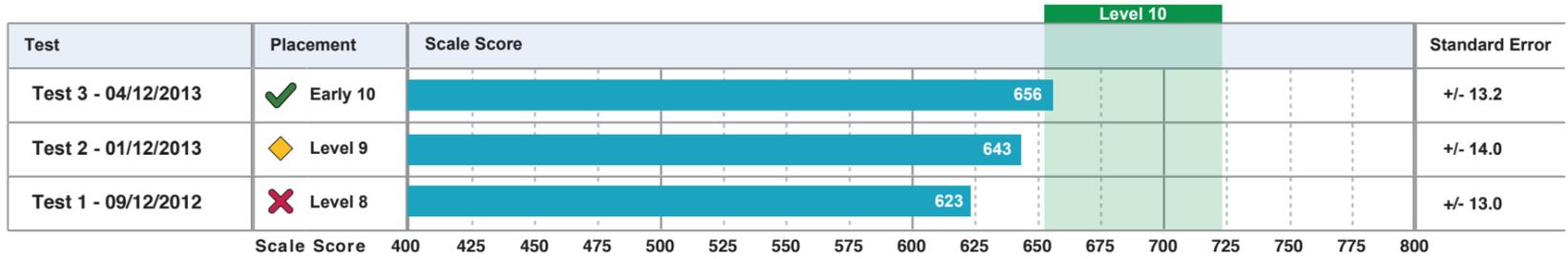
Student Profile

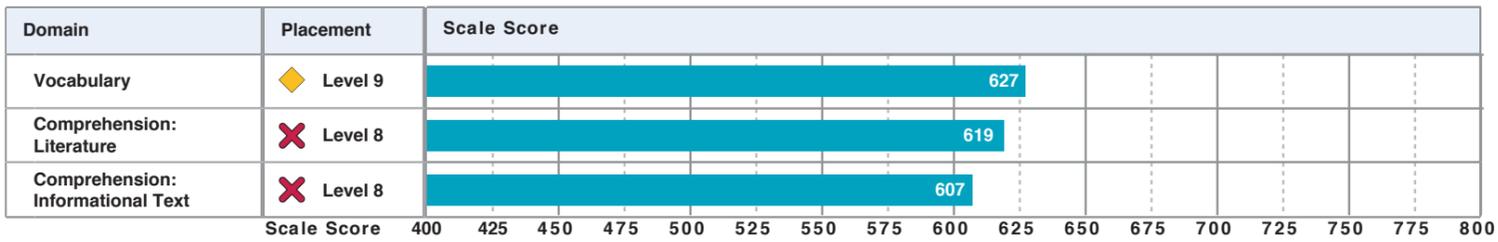| Overview | Vocabulary | Comprehension: Literature | Comprehension: Informational Text |

Tanisha Patterson – Reading – Grade 10

Overall Performance

✔ On or Above Level ◆ 1 Level Below ✘ 2 or more Levels Below

Test	Placement	Scale Score		Standard Error
			Level 10	
Test 3 - 04/12/2013	✔ Early 10	656		+/- 13.2
Test 2 - 01/12/2013	◆ Level 9	643		+/- 14.0
Test 1 - 09/12/2012	✘ Level 8	623		+/- 13.0

Scale Score 400 425 450 475 500 525 550 575 600 625 650 675 700 725 750 775 800

Detail for Test 1 - 09/12/12

Domain	Placement	Scale Score
Vocabulary	◆ Level 9	627
Comprehension: Literature	✘ Level 8	619
Comprehension: Informational Text	✘ Level 8	607

Scale Score 400 425 450 475 500 525 550 575 600 625 650 675 700 725 750 775 800

	Placement	Developmental Analysis
Overall Reading Performance	◆ Level 9	Tanisha may lack key Comprehension strategies, but the Vocabulary score points to gaps in word knowledge. Instruction in word meanings and word-learning strategies will support Tanisha's continued growth in overall comprehension.
Vocabulary	◆ Level 9	Both word knowledge and word-learning strategies are addressed in this domain. Tanisha should continue to explore prefixes, suffixes and word roots used in domain-specific word. This student should continue to expand and deepen knowledge of vocabulary used in literary works, as well as history, social studies, science, and technical texts.
Comprehension: Literature	✘ Level 8	This domain addresses Tanisha's understanding of literary text. Results indicate that Tanisha is ready for instruction in Level 8 literary skills and strategies such as analyzing the way a plot unfolds around a central conflict and analyzing characters' motivations and behaviors. Teach these skills in a variety of literary genres. Tanisha should be reading novels, short stories, poetry, and plays.
Comprehension: Informational Text	✘ Level 8	This domain addresses Tanisha's understanding of informational text. Results indicate that Tanisha is ready for instruction in Level 8 informational skills and strategies such as determining the main idea and assessing the accuracy of the author's evidence to support claims and assertions. Teach these skills in a variety of informational genres.

Student Profile
Comprehension: Informational Text Details

| Overview | Vocabulary | Comprehension: Literature | Comprehension: Informational Text |

Tanisha Patterson – Reading – Grade 10

Test 1-09/12/2012	Placement	Scale Score
Comprehension: Informational Text	✖ Level 8	607

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

Building Comprehension: Informational Text Skills

The CCSS expect students at this level to read text closely and actively in order to develop a deep, conceptual understanding that they can connect with other texts and with media. A prerequisite to success with these standards is a strong base in comprehension skills and strategies. This subtest measures these prerequisite skills as they apply to informational text.

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

CC **Cite textual evidence.** Identify facts and details or cite explicit statements from Level 7 literary or informational text.

CC **Make inferences based on textual evidence.** Draw conclusions or make inferences in Level 8 literary or informational text.

CC **Distinguish fact and opinion in informational text.** Distinguish facts, supported inferences, and opinions in Level 8 informational text.

CC **Interpret figurative language.** Identify or interpret an author's use of figurative language and/or other literary devices in Level 8 literary or informational text.

CC **Interpret author's use of language.** Interpret an author's use of connotations, or shades of meaning, in Level 8 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text.

Next Steps for Instruction
Results indicate that Tanisha will benefit from instruction and practice in the skills shown below.

Model analyzing individual paragraph structure. Explain that sentences in a paragraph are organized to develop a key concept. Read a paragraph from a Level 8 informational text, and guide Tanisha to determine whether the main idea is stated explicitly or implied, as well as whether the supporting details drill down to the concluding main idea or follow after the initial statement of main idea. Discuss how the sentences in the paragraph work together to refine a key concept.

Develop understanding of text structures. Guide Tanisha to identify these types of informational text structures:
- compare/contrast (presents how things are alike and different)
- cause/effect (presents what happens and why those things happen)
- problem/solution (poses a problem and suggests a solution)
- sequence (groups ideas by order or time)

Discuss paragraphs or passages that shift between structures. Guide Tanisha to analyze how a particular sentence, paragraph, or section fits into the overall structure of a text and contributes to the development of ideas.

Teach central idea.
- Have Tanisha read an informational text and identify what person, place, animal, or thing the text is mostly about. Point out that the text may be about more than one subject.
- Then have the student identify the most important information about the subject(s). Provide a graphic organizer for recording notes.
- Help the student think about what all of the supporting details for each subject have in common and then condense the central idea into a statement of ten words or fewer.
- If the text has multiple main ideas, discuss how they are related to each other.

Provide practice with summarizing. Recall that a summary is a brief statement, in one's own words, of the key ideas in a text. A summary does not include personal opinions or judgments. After reading an informational text, guide Tanisha to state the central idea and its supporting details. Then work together to create a summary by restating the central idea and supporting details in a logical order. Model how to omit details that are merely interesting, but do not support the central idea.

Build understanding of evaluating an argument. Support Tanisha in practicing these skills:
- Identify the argument and specific claims that an author makes in an informational text.
- Distinguish claims that are supported by reason and evidence from those that are not.
- Question the argument to decide whether it strays off-topic or whether the author omits relevant information to make the evidence more convincing.
- Determine whether the argument as a whole is weak or strong. If weak, suggest ways that it could be improved.

Tools for Instruction

Analyze Paragraph Structure	Analyze Text Structure	Central Idea and Supporting Ideas	Summarize Informational Text
(1 of 5)	(2 of 5)	(3 of 5)	(4 of 5)

Recommended Products from Curriculum Associates

If you have this product...	Use...
Ready Common Core Reading Instruction	Grade 8 Lesson 1: Analyzing the Development of a Central Idea Lesson 2: Summarizing Informational Texts Lesson 4: Analyzing Comparisons and Analogies Lesson 5: Analyzing Categories Lesson 12: Analyzing the Structure of Paragraphs Lesson 19: Evaluating an Argument Lesson 20: Analyzing Conflicting Information

Learn More

Bonus—teacher-led instruction to address skill gaps below level 9.

MATHEMATICS
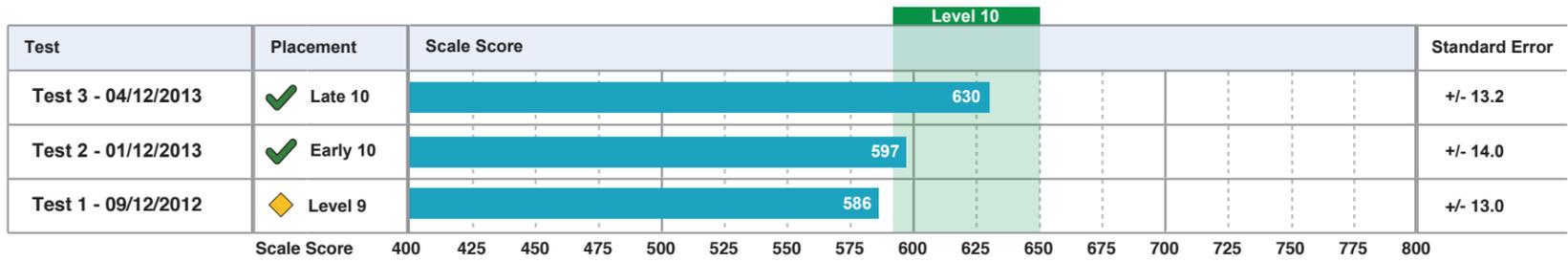## Integrated Math Courses

Student Profile

Overview	Algebra and Algebraic Thinking	Geometry

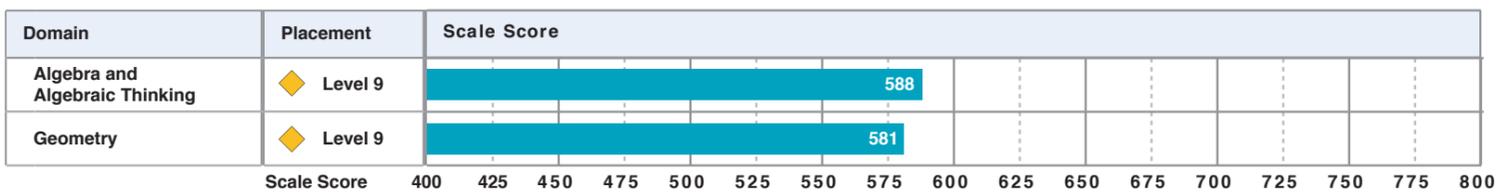## Angela Chang – Math – Grade 10

Overall Performance

✔ On or Above Level   ◆ 1 Level Below   ✘ 2 or more Levels Below

Test	Placement	Scale Score		Standard Error
			Level 10	
Test 3 - 04/12/2013	✔ Late 10	630		+/- 13.2
Test 2 - 01/12/2013	✔ Early 10	597		+/- 14.0
Test 1 - 09/12/2012	◆ Level 9	586		+/- 13.0

Scale Score: 400 425 450 475 500 525 550 575 600 625 650 675 700 725 750 775 800

Detail for Test 1 - 09/12/12

Domain	Placement	Scale Score
Algebra and Algebraic Thinking	◆ Level 9	588
Geometry	◆ Level 9	581

Scale Score: 400 425 450 475 500 525 550 575 600 625 650 675 700 725 750 775 800

	Placement	Developmental Analysis
Overall Math Performance	◆ Level 9	Test results indicate that Angela would benefit from review of various prior grade level skills and concepts related to quantitative reasoning and representation. Instruction that connects understanding of algebraic representation, computation, and problem solving skills will strengthen Angela's math abilities across domains.
Algebra and Algebraic Thinking	◆ Level 9	At levels 9-10, this domain addresses quantitative relationships; extending operations beyond the integers; modeling and solving problems involving linear, exponential, and quadratic functions and relations. Test results indicate that Angela needs to practice modeling and solving problems involving quadratic functions and relations.
Geometry	◆ Level 9	At levels 9-10, this domain addresses concepts of circles, transformations, congruence, similarity, proof, and applications of probability and statistics. Test results indicate that Angela may benefit from review of geometric measurement and the coordinate plane.

7

Student Profile
Algebra and Algebraic Thinking Details

Overview	Algebra and Algebraic Thinking	Geometry

Angela Chang – Math – Grade 10

Test 1-09/12/2012	Placement	Scale Score
Algebra and Algebraic Thinking	◆ Level 9	588

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

Building Algebra and Algebraic Thinking Skills

Algebra and Algebraic Thinking in grades 9-12 focuses on quantitative relationships; extending operations beyond the integers; building, intepreting, representing, and analyzing relationships and functions. As in the CCSS, this includes using the appropriate methods to solve real-world and mathematical problems.

In grades 9-12, students work with real and complex numbers; and linear, exponential, logarithmic, trigonometric, and rational models. They create, represent, and interperet these relationships graphically, verbally, tabularly, and algebraically.

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

cc Determine and apply appropriate quantities to solve problems.
- Determine the quantities to be used to model real-world situations and use them to solve problems.
- Determine the appropriate level of accuracy in reporting quantities.

cc Demonstrate an understanding of functions, apply functional notation, and evaluate functions.
- Understand the definition of a function in terms of its domain and range; Understand that f(x) denotes the graph of the ordered pairs of the output (the y-coordinates) corresponding to the input (the x-coordinates).

- Use function notation to interpret linear and exponential functions and parts of these functions in real-world contexts.
- Evaluate linear and exponential functions given inputs from their domains.
- Recognize that geometric and arithmetic sequences are functions that defined by determining the next number in the sequence (i.e., recursively).

cc Analyze translations of linear functions and exponential functions.
- Determine the impact on the graph of F(x) when F(x) is replaced by F(kx), kF(x), F(x+k) or F(x)+k, and determine what values of k will result in a new graph.
- Use technology to represent and explain the impact of these changes on the graphs.
- Determine whether a function is even or odd based on its algebraic or graphical representation.

cc Represent linear and simple exponential relationships as algebraic equations and inequalities to solve mathematical and real-world problems.
- Create linear and simple exponential equations and inequalities in one variable and use them to solve problems.
- Create linear and simple exponential equations in two or more variables to represent relationships between quantities; graph linear and simple exponential equations on coordinate axes with labels and scales.
- Represent constraints by linear equations or inequalities, and by systems of linear equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.

Next Steps for Instruction
Results indicate that Angela will benefit from instruction and practice in the skills shown below.

Solve systems of linear equations using graphing and linear combination.
- Show that linear combination results in one solution, infinitely many solutions or no solution that is shared by both lines.
- Solve systems of linear equations algebraically and graphically.

Represent and solve linear and simple exponential equations graphically.
- Demonstrate an understanding that the graph of an equation in two variables is the set of all the ordered pairs in the coordinate plane that are solutions to the equation.
- Recognize that when the graphs of two functions intersect, the x-value of the point of intersection produces the same y-value in both functions f(x)=g(x); estimate these intersections by graphing, creating tables of x- and y-values, or finding successive approximations.
- Graph half-planes to represent linear inequalities in two variables; graph the solution set to a system of linear inequalities in two variables as the intersection of half-planes.

Analyze, compare, and contrast representations of linear and exponential functions.
- Graph linear functions and specify intercepts.
- Graph exponential functions, specify intercepts and explain end behavior.
- Compare and contrast two linear and/or simple exponential functions each represented in a different way.

Analyze, compare, and contrast linear and exponential models in real-world and mathematical situations.
- Show that linear functions have a constant rate of change regardless of intervals, and that for exponential functions, the rate of change over one interval is a factor or multiple of the rate of change over another interval.
- Identify situations in which one quantity changes at a constant rate over one interval, but at a different rate of change over another interval.
- Identify situations that have a constant percent growth or decay rate.
- Demonstrate using different representations of functions that exponential graphs grow more quickly than linear, quadratic, or polynomial functions.

Solve multi-step real-world and mathematical problems by utilizing units.
- Understand problems and guide the solution of multi-step problems by utilizing units.
- Choose units in formulas and scales in graphs and data displays.
- Interpret units in formulas and scales and origin in graphs and data displays.

Construct new representations of functions from algebraic, graphical, numerical, or verbal representations of linear and exponential functions.
- Determine an algebraic expression or steps for calculation of a linear or exponential function that model real-world situations.
- Create new function by using arithmetic operations on functions.
- Write algebraic expression or steps for calculation to determine terms in arithmetic and geometric sequences and convert from one representation to the other.

MATHEMATICS
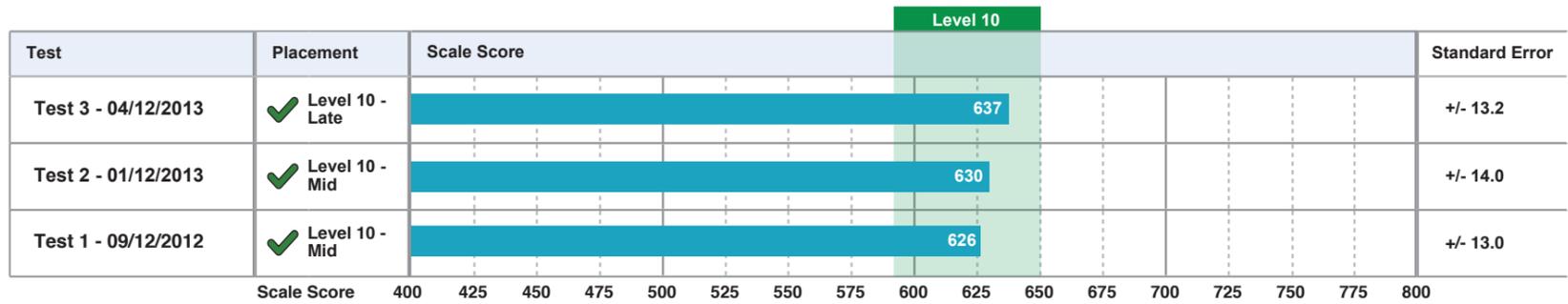## Traditional Math Courses

Student Profile

Overview	Algebra and Algebraic Thinking	Geometry

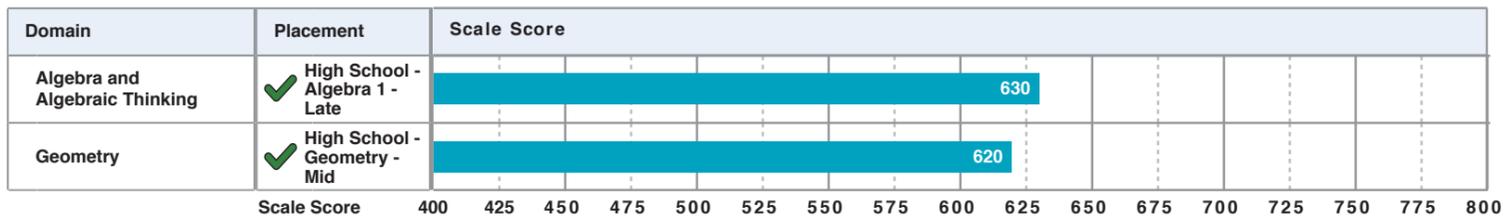## Bella Murphy – Math – Grade 10

Overall Performance

✔ On or Above Level   ◆ 1 Level Below   ✖ 2 or more Levels Below

Test	Placement	Scale Score		Standard Error
			Level 10	
Test 3 - 04/12/2013	✔ Level 10 - Late	637		+/- 13.2
Test 2 - 01/12/2013	✔ Level 10 - Mid	630		+/- 14.0
Test 1 - 09/12/2012	✔ Level 10 - Mid	626		+/- 13.0

Scale Score: 400 425 450 475 500 525 550 575 600 625 650 675 700 725 750 775 800

Detail for Test 1 - 09/12/12

Domain	Placement	Scale Score
Algebra and Algebraic Thinking	✔ High School - Algebra 1 - Late	630
Geometry	✔ High School - Geometry - Mid	620

Scale Score: 400 425 450 475 500 525 550 575 600 625 650 675 700 725 750 775 800

	Placement	Developmental Analysis
Overall Math Performance	✔ Level 10 - Mid	Test results indicate that Bella has strong math skills in all the tested domains. Bella would benefit from opportunities to further develop these strengths through assignments that introduce more advanced concepts and skills and that promote connecting concepts across domains to solve challenging non-routine problems.
Algebra and Algebraic Thinking	✔ High School - Algebra 1 - Late	At levels 9-10, this domain addresses quantitative relationships including radicals and rational exponents; systems of linear equations; linear, exponential, and quadratic relationships. Test results indicate that Bella has a solid foundation in these topics. Bella may be ready to represent all kinds of relationships, including simple root functions, as equations and inequalities in order to solve problems involving complex situations.
Geometry	✔ High School - Geometry - Mid	At levels 9-10, this domain addresses basic geometry terminology; congruence and similarity; transformations; polygons and circles; representations of data; probability. Test results indicate that Bella demonstrates an appropriate understanding of data analysis, congruence and similarity, transformations and proofs in the coordinate plane, and basic probability concepts. Bella may be ready to prove simple theorems and to work with trigonometric ratios.

Student Profile
Geometry Details

| Overview | Algebra and Algebraic Thinking | Geometry |

Bella Murphy – Math – Grade 10

Test 1-09/12/2012	Placement	Scale Score
Geometry	✓ High School - Geometry - Mid	620

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

Building Geometry Skills

Geometry in grades 9-12 involves understanding and applying concepts of spatial relationships as well as constructing arguments with evidence. As in the CCSS, this understanding is then applied to formal proofs and analysis of decisions based on evidence.

In grades 9-12, students solve problems involving congruence, similarity, right triangles, trigonometry, circles, and probability and statistics. They learn how to create and analyze viable arguments based on deductive reasoning.

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

CC Model, describe, and interpret representations of data in one variable.
- Create box plots and histograms.
- Compare the measures of central tendency and the distribution of two or more sets of data.
- Explain the statistical differences in the context of the data sets; state why there is a difference in shape, center, or spread.

CC Analyze and interpret linear models in the context of Statistics and Probability.
- Analyze and interpret the slope and intercepts of a linear model.
- Use technology to determine the correlation coefficient of a linear fit and use the correlation coefficient to describe how well the model fits the data.
- Identify associations of data that are based on correlation versus causation and explain the difference.

CC Analyze, describe and summarize categorical data represented in two-way frequency tables.
- Analyze and interpret joint, marginal, and conditional relative frequencies in context.
- Determine possible trends or associations in the data.

CC Demonstrate a fundamental understanding of congruence as it relates to transformations of rigid motions, including those involving triangles.
- Describe translations, rotations, and reflections using geometric terms, and predict the impact of these transformations on figures. Use the definition of congruence in terms of rigid motions to decide if two figures are congruent.
- Show that two triangles are congruent if and only if the corresponding sides and angles are congruent using the definition of congruence in terms of rigid motions.
- Using congruence in terms of rigid motions, show how the congruence criteria for triangles (ASA, SAS, and SSS) follows.

Next Steps for Instruction
Results indicate that Bella will benefit from instruction and practice in the skills shown below.

Use coordinate geometry to prove geometric theorems and to solve real-world and mathematical problems.
- Prove simple geometric theorems using the rectangular coordinate system.
- Prove that lines with the same slope are either the same line or parallel lines; Prove that lines are perpendicular if and only if the slopes have a product of -1. Find the equation of a line parallel or perpendicular to a given line through a specified point.
- Find the perimeters of polygons and areas of triangles and rectangles using the rectangular coordinate system.

Prove simple theorems about lines and angles.
- Prove vertical angles are congruent.
- Prove that when a transversal crosses parallel lines, alternate interior angles are congruent.
- Prove that when a transversal crosses parallel lines, corresponding angles are congruent.
- Prove that any point on a perpendicular bisector of a line segment is equidistant from the line segment's endpoints.

Demonstrate an understanding of trigonometric ratios and use them to solve real-world and mathematical problems.
- Understand that sine, cosine, and tangent are ratios of sides in a right triangle and the ratios remain constant for each angle measure.
- Demonstrate that sin x = cos (90-x), and use this fact to solve problems in right triangles.
- Use first quadrant sine, cosine, and tangent ratios along with the Pythagorean Theorem to solve real-world problems.

Demonstrate an understanding of sample spaces and independent events.
- Use set notation and set vocabulary, such as union, intersection, and complement to describe sample spaces.
- Identify independent events A and B as events such that the probability of A and B occurring is determined by multiplying the Probability of A by the Probability of B.

MATHEMATICS

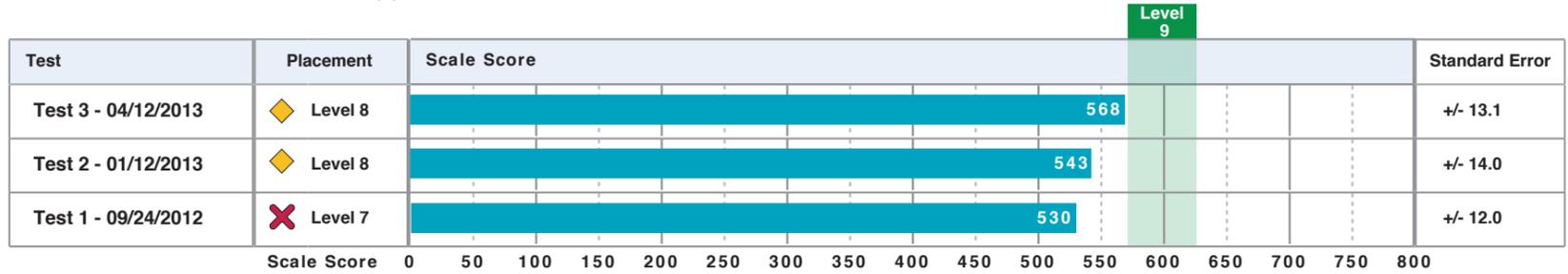# Student Profile

Overview	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry

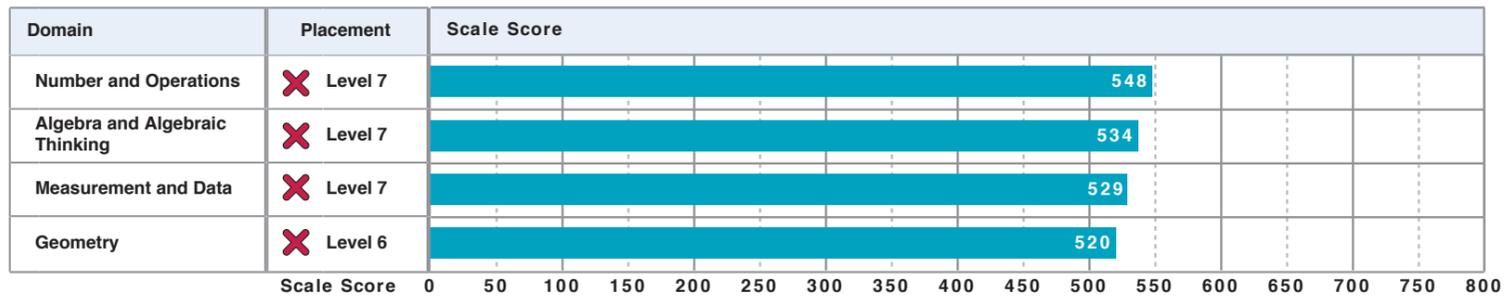## Mason McDonald – Math – Grade 9

Overall Performance

✔ On or Above Level ◆ 1 Level Below ✖ 2 or more Levels Below

Test	Placement	Scale Score		Standard Error
Test 3 - 04/12/2013	◆ Level 8	568		+/- 13.1
Test 2 - 01/12/2013	◆ Level 8	543		+/- 14.0
Test 1 - 09/24/2012	✖ Level 7	530		+/- 12.0

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

(Level 9 band marked between 575–625)

Detail for Test 1 - 09/24/12

Domain	Placement	Scale Score
Number and Operations	✖ Level 7	548
Algebra and Algebraic Thinking	✖ Level 7	534
Measurement and Data	✖ Level 7	529
Geometry	✖ Level 6	520

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

	Placement	Developmental Analysis
Overall Math Performance	✖ Level 7	Test results indicate that Mason would benefit from review of various prior grade level skills and concepts related to quantitative reasoning and representation. Instruction that connects understanding of algebraic representation, computation, and problem solving skills will strengthen Mason's math abilities across domains.
Number and Operations	✖ Level 7	At levels 6-8, this domain addresses operations with whole numbers, fractions, decimals, and positive and negative rational numbers, as well as exponents. Test results indicate that Mason needs to review computation with integers.
Algebra and Algebraic Thinking	✖ Level 7	At levels 6-8, this domain addresses ratios and proportional relationships, expressions, equations and inequalities, and functions. Test results indicate that Mason needs to practice using expressions, equations, and inequalities to solve multi-step problems.
Measurement and Data	✖ Level 7	At levels 6-8, this domain addresses probability concepts and statistical analysis of data. Results indicate Mason may benefit from review of probability concepts and making valid inferences from statistical data.
Geometry	✖ Level 6	At levels 6-8, this domain addresses concepts of the coordinate plane; geometric measurement; angle relationships; congruence, similarity, and transformations; and the Pythagorean theorem. Test results indicate that Mason may benefit from practice classifying figures and more work with the coordinate plane and geometric measurement.

Student Profile
Algebra and Algebraic Thinking Details

Overview	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry

Mason McDonald – Math – Grade 9

Test 1-09/24/2012	Placement	Scale Score															
Algebra and Algebraic Thinking	✖ Level 7									534							
	Scale Score	0	50	100	150	200	250	300	350	400	450	500	550	600	650	700	750	800

Building Algebra and Algebraic Thinking Skills

Algebra and Algebraic Thinking in grades K-8 focuses on the relationships between numbers, the meaning of operations, and the relationships between operations. As in the CCSS, this includes using the appropriate operations to solve real-world and mathematical problems.

In grades 6-8, students work with algebraic relationships using ratios, equations, inequalities, functions, tables, and graphs. They use equations and inequalities to solve problems and represent the solutions numerically and graphically.

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

Expressions and Equations

CC Write and evaluate numerical expressions with whole-number exponents.

CC Evaluate expressions for given values of the variables.

CC Read, write, and identify variable expressions using mathematical terms (sum, term, product, factor, quotient, coefficient).

CC Use substitution to determine whether a solution to an equation is true.

CC Write an equation in two variables for a real-world problem in which a dependent and independent variable change in relationship to one another.

Ratios and Proportional Relationships

CC Use proportions to solve real-world and mathematical problems.

CC Identify a proportional relationship and its constant of proportionality.

CC Solve problems involving unit rate.

Next Steps for Instruction
Results indicate that Mason will benefit from instruction and practice in the skills shown below.

Expressions and Equations
Use properties to write equivalent linear expressions.

Write equivalent expressions in different forms to show relationships.

Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$, where p, q, and x are all non-negative rational numbers.

Use variables to write equations for real-world problems and solve by reasoning about the quantities.

Use an equation to represent a proportional relationship and interpret the meaning of a point on the graph of the equation.

Write an inequality of the form $x > c$ or $x < c$ to represent a real-world or mathematical problem.

Represent inequalities in the form $x > c$ or $x < c$ on number lines.

Solve multi-step problems involving all forms of rational numbers.

Ratios and Proportional Relationships
Compute unit rates associated with ratios of fractions.

Solve multi-step ratio and percent problems.

Tools for Instruction

Write Equivalent Linear Expressions	Analyze Relationships in Equivalent Expressions	Solving Equations	Write Equations to Solve Problems
(1 of 9)	(2 of 9)	(3 of 9)	(4 of 9)

Recommended Products from Curriculum Associates

If you have this product...	Use...
Ready Common Core Math Instruction	**Grade 6** Lesson 19: Solve Equations Lesson 20: Solve Inequalities **Grade 7** Lesson 9: Ratios Involving Complex Fractions Lesson 11: Equations for Proportional Relationships Lesson 12: Solve Multi-Step Problems with Ratios Lesson 13: Solve Multi-Step Problems with Percents Lesson 14: Equivalent Linear Expressions Lesson 15: Write Linear Expressions Lesson 16: Solve Problems with Equations Lesson 17: Solve Problems with Inequalities

Learn More

Bonus—teacher-led instruction to address skill gaps below level 9.