

# iReady Vendor FAQ

Vendor Name: Curriculum Associates

Assessment(s) Name: iReady

Question	Answer
What grades are covered?	Kindergarten–12 <sup>th</sup> Grade Reading, Kindergarten–8 <sup>th</sup> Grade Math, Algebra I, Algebra II, and Geometry (with Limited content for Pre-calculus)
Is there a pre/post test?	For the purposes of TIA, districts could use Pre/Post-test options 1 and 2.
What is <i>i-Ready</i> ?	<p>The <i>i-Ready Assessment</i> suite includes the <i>i-Ready Diagnostic</i> interim/benchmark assessment and the more detailed <i>i-Ready (TEKS) Standards Mastery</i> test. Additionally, the <i>i-Ready Assessment</i> suite includes the Growth Monitoring monthly proficiency check and additional fluency screening, benchmarking, and progress monitoring assessments. These assessments offer teachers accurate, actionable data to help guide students toward continued growth.</p> <p>The <i>i-Ready Diagnostic</i> is a computer-delivered, interim adaptive assessment in Reading and Mathematics for students in Grades K–12 (with limited content for Pre-Calculus). <i>i-Ready Standards Mastery</i> (for students in Grades 2–8) is aligned to the TEKS and was designed to help educators assess individual grade-level standards. Both assessments provide reports for educators to address areas of need for students and measure growth.</p> <p><b>Grades/Courses Covered: Kindergarten–12<sup>th</sup> Grade Reading, Kindergarten–8<sup>th</sup> Grade Math, Algebra I, Algebra II, and Geometry (with Limited content for Pre-calculus)</b></p>
What was the <i>i-Ready Diagnostic</i> designed to do?	<i>i-Ready's</i> growth measures provide a detailed portrait of student growth and charts a path to grade-level proficiency for every student. Assessment results are available immediately after each administration of the Diagnostic. Individual student data can be viewed at several aggregation levels—classroom, school, district, or account. Data from these reports can be downloaded in a format that can be opened by a spreadsheet application like Microsoft Excel® so customized views or analyses can be developed.

<p><b>How can I use <i>i-Ready</i>?</b></p>	<p><b><i>i-Ready Diagnostic</i> is intended to be used for three primary purposes:</b></p> <ol style="list-style-type: none"> <li><b>To determine where instruction should be targeted to help students achieve the highest learning gains possible.</b> The Diagnostic Results report, Instructional Groupings report, TEKS Standards Performance report (which relies on our alignment analysis of the TEKS to the Diagnostic and is available upon request), Can Dos, Next Steps, and Tools for Instruction that are featured across reports help educators differentiate instruction for students. Additionally, automatic placement into the <i>i-Ready Personalized Instruction</i> learning modules is designed to provide recommendations for effective instruction.</li> <li><b>To determine the achievement level of the student.</b> The Diagnostic Results report provides detailed information on student achievement relative to content standards and includes other interpretive scores such as <b>national norms and Lexile® and Quantile® measures.</b></li> <li><b>To determine whether students are on track for appropriate growth/achievement.</b> The Diagnostic uses a vertical scale that allows for evaluating growth within and across years.</li> </ol> <p><b><i>i-Ready Standards Mastery</i> is built specifically to measure the TEKS—including custom items that assess Texas-specific concepts such as financial literacy—and was designed to help educators assess individual grade-level standards for Grades 2–8.</b> Texas educators can use <i>i-Ready Standards Mastery</i> to identify performance trends, student misconceptions, and areas of need.</p> <p>Combined with information from the Diagnostic and the TEKS Standards Performance report, this information enables strategic planning for differentiated instructional support.</p>
<p><b>Does <i>i-Ready</i> provide expected growth targets for students?</b></p>	<p>Yes. Growth can be quantified using increases in Diagnostic scores, changes in Diagnostic placement levels, or increases in the percentage of <b>Typical Growth or Stretch Growth®</b> a student achieves, although achieving 100 percent of <i>i-Ready's</i> Typical Growth measure is the most common approach to using <i>i-Ready</i> for TIA purposes.</p> <p>The <i>i-Ready</i> growth model describes how students typically perform based on starting placement level, grade, and subject, and includes two measures:</p> <ol style="list-style-type: none"> <li><b>Typical Growth</b>, the average growth of students for each grade and starting placement level, and</li> <li><b>Stretch Growth</b>, the growth recommended to put below-grade level students on a path toward proficiency and on-grade level students toward a path to advanced proficiency levels.</li> </ol>

<p><b>How can districts use <i>i-Ready</i> to determine end of year student growth for purposes of TIA?</b></p>	<p>The growth model is determined by the <i>i-Ready Diagnostic</i> and places each student’s gains in the context of Typical Growth and Stretch Growth measures allowing educators to see how much their students have progressed toward growth goals.</p> <p>Growth Monitoring is a separate assessment that can be used to monitor the progress of students between Diagnostics and projected end-of-year growth.</p> <p><u>Determining Expected Growth</u></p> <p>Tables of expected Typical Growth and Stretch Growth targets allow a teacher to determine an individual student’s expected Typical Growth or Stretch Growth target in Mathematics and in Reading by the student’s grade and Diagnostic placement level based on the first Diagnostic score.</p> <p>Measuring and evaluating end-of-year growth comparisons of a student’s first Diagnostic score with scores achieved on the second and third Diagnostics allow a teacher to observe a student’s progress toward achieving Typical Growth or Stretch Growth targets. Teachers may use a difference of scores or a percentage of expected growth as a measure. Other indicators to evidence growth include a student’s progress through programmed instructional materials, improvements in Diagnostic placement levels, and pre-test/post-test comparisons of <i>i-Ready Standards Mastery</i> assessments.</p> <p>For the purposes of TIA, districts could use option 1 with a 3<sup>rd</sup> party pre-test, 3<sup>rd</sup> party growth targets, and a 3<sup>rd</sup> party post-test or option 2 with 3<sup>rd</sup> party pre-test, district set growth targets and a 3<sup>rd</sup> party post-test. For districts new to using <i>i-Ready Diagnostic</i>, it is recommended that 100 percent of median Typical Growth be used as the benchmark for sufficient growth for TIA purposes.</p>
<p><b>What types of data-reporting capabilities are included with <i>i-Ready</i>?</b></p>	<p>Standardized scores can be aggregated to the classroom, school, and district groups. Data by subject and student include:</p> <ul style="list-style-type: none"> <li>• an overall scale score</li> <li>• domain scores</li> <li>• grade-level placement associated with their overall and domain scores</li> <li>• a list of “Can Dos” related to a Diagnostic placement level</li> <li>• a list of instructional “Next Steps”</li> </ul> <p>For more information, please visit the TIA FAQ page at <a href="#">i-Ready Central Resources   i-Ready and the Texas Teacher Incentive Allotment (TIA) System</a></p>

For more information on this resource please refer to the vendor website and reach out to a representative.

Vendor Website: [https://www.curriculumassociates.com/programs/i-ready-learning-or-i-Ready-and-the-Texas-Teacher-Incentive-Allotment \(TIA\) System](https://www.curriculumassociates.com/programs/i-ready-learning-or-i-Ready-and-the-Texas-Teacher-Incentive-Allotment-(TIA)-System).

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For more information on the Teacher Incentive Allotment, please visit the [Teacher Incentive Allotment website](#).

