i-Ready®

Data Analysis Guide
After the First Diagnostic

Class Data

Student Data

School Data

? **How are my students performing as an entire class and what are their domain-specific instructional needs?**

What are the growth measures for each of my students?

Report to Choose

Class Diagnostic Results report

Report Criteria to Select

• Select **Reading** or **Math** under the *Diagnostic Results* report.
• Select your placement definition. If you want the data to reflect:
  – How your students are performing in relation to grade-level skills, select "Standard View"*
  – Students' beginning-of-year needs (e.g., possible summer learning loss or that they have yet to learn their current grade-level material), select "Beginning-of-Year View"

Data to Focus On

1 Overall: Look at the Overall Placement pie chart and the distribution of students in each grade-level placement.

2 By Domain: Look at the Placement by Domain bar graph.
  – Which domains have the *highest percentage* of students on or above grade level?
  – Which domains have the *lowest percentage* students on or above grade level?
  – Which domains do you want to focus on for teacher-led instruction?

3 Student Performance: Sort by either scale score, overall placement, or a specific domain to identify the needs of groups and individual students.

4 Student Growth Measures: Select column data to see the growth measures for each student in your class.

I-READY CENTRAL RESOURCE CONNECTION

*For more information on Placement Definition, search *Placement Definition* on i-ReadyCentral.com.

Diagnostic Results ▾

Subject	Class/Report Group	Date Range	Placement Definition	
Math ▾	Grade 5, Section 1 ▾	Diagnostic 1 (09/15/18) ▾	Standard View ▾	●●● Key

Overall Placement — ① — Showing All Students

Placement by Domain* — ②

- Number and Operations *(NO)*
- Algebra and Algebraic Thinking *(ALG)*
- Measurement and Data *(MS)*
- Geometry *(GEO)*

*Students not completed are not included

Overall Placement legend:
- ● 7 Students — 35% On or Above Grade Level
- ● 10 Students — 50% One Grade Level Below
- ● 3 Students — 15% Two or More Grade Levels Below
- ○ 0 Students — 0% Not Completed

Showing 20 of 20 — Choose Your Column:

Student Name	Scale Score	Overall Placement	Placement by Domain				Growth Measures		Date
			NO	ALG	MS	GEO	Typical Growth	Stretch Growth	
Tan, Melanie	517	● Mid 5	Late 5	Grade 3	Late 5	Mid 5	14	20	09/15/18
Sanchez, Abby	516	● Mid 5	Late 5	Mid 5	Grade 3	Early 5	14	20	09/15/18
Stanton, Geena	512	● Mid 5	Early 5	Early 5	Mid 5	Mid 5	14	20	09/15/18
Warren, Santino	491	● Early 5	Mid 5	Grade 4	Early 5	Mid 5	18	29	09/15/18
McDonald, Kal	489	● Early 5	Early 5	Early 5	Early 5	Mid 5	18	29	09/15/18
Vo, Isaiah	484	● Early 5	Early 5	Early 5	Grade 4	Early 5	18	29	09/15/18
Wade, Kiara	483	● Early 5	Early 5	Early 5	Early 5	Grade 4	18	29	09/15/18
Patel, Mia	473	● Grade 4	Early 5	Early 5	Grade 4	Grade 4	18	31	09/15/18
Ramirez, Gabriella	472	● Grade 4	Grade 4	Grade 4	Mid 5	Grade 4	18	29	09/15/18
Bowers, Tara	472	● Grade 4	Grade 4	Grade 4	Grade 4	Grade 4	18	29	09/15/18
Lowe, Noah	470 ⚑	● Grade 4	Grade 3	Grade 4	Grade 3	Grade 4	18	29	09/15/18

Worksheet 1

? **How are my students performing as an entire class and what are their domain-specific instructional needs?**
···
What are the growth measures for each of my students?

After the First Diagnostic–Class Data

Mathematics

Overall Placement	
# On or Above Grade Level	
End-of-Year Aspiration	
# One Grade Level Below	
End-of-Year Aspiration	
# Two or More Grade Levels Below	
End-of-Year Aspiration	

Placement by Domain	# On or Above Grade Level
Number and Operations	
Algebra and Algebraic Thinking	
Measurement and Data	
Geometry	

Reflect:

Take Action:

Reading

Overall Placement	
# On or Above Grade Level	
End-of-Year Aspiration	
# One Grade Level Below	
End-of-Year Aspiration	
# Two or More Grade Levels Below	
End-of-Year Aspiration	

Placement by Domain	# On or Above Grade Level
Phonological Awareness	
Phonics	
High-Frequency Words	
Vocabulary	
Comprehension: Literature	
Comprehension: Informational Text	

Reflect:

Take Action:

Suggested Actions

- **Interpret the data:** Ask the following questions:
  - In which domain did students have the most success? Why?
  - Why did students have less success in some domains?
- **Use data to drive your instruction:** Based off of your data and analysis, make instructional decisions such as creating student groups, strategically adding Teacher-Assigned Lessons, or using the Teacher Toolbox.

- **Set goals:** Visit i-ReadyCentral.com/GrowthGoals to create goals for the second Diagnostic and the end of the year. Share goals with students and families.
- **Celebrate classwide success with students** (e.g., behaviors during the Diagnostic, success in a certain domain, meeting class Diagnostic goals, etc.)

Worksheet 2

? How are my students performing as an entire class and what are their domain-specific instructional needs?
....
What are the suggested growth measures for each of my students?

After the First Diagnostic–Class Data

	Bright Spots Classes and/or students who: • Had higher scale scores • Had success with a specific domain	**Areas for Growth** Classes and/or students who: • Had lower scale scores • Struggled with a specific domain
Mathematics		
Class and/or Students		
Reflect		
Take Action		
Reading		
Class and/or Students		
Reflect		
Take Action		

Suggested Actions

- **Interpret the data:**
  - Examine classes and/or students who had lower or higher scale scores, struggled with specific domains, etc.
  - Identify students with lower placement levels: Use your own knowledge of students, consider rushing, and plan next steps for instruction.

- **Set goals:** Visit i-ReadyCentral.com/GrowthGoals to create goals for the second Diagnostic and the end of the year. Share goals with students and families.

- **Celebrate students' bright spots and accomplishments.**

i-Ready Data Analysis Guide

4

? How can I group my students and plan my instruction to best meet their needs?

Reports to Choose and Criteria to Select

- **Instructional Groupings report**
  - Select **Reading** or **Math** under the *Instuctional Groupings* report.

- *Optional:* **Class Diagnostic Results report**
  - If you want to create small groups that are more specific than those automatically generated by *i-Ready* (i.e. by placement level, by domain), select **Reading** or **Math** under the *Diagnostic Results* report.

Data to Focus On

Use the Instructional Groupings report:

1 Examine the Groupings.

2 Click on a specific Grouping for details, Recommendations for Teacher-Led Instruction, and Resources.

Instructional Groupings ▾

Subject	Class / Group	Date Range	Grade	
Reading ▾	Reading Class A ▾	09/01/2017 - 09/25/2017 ▾	Grade 3 ▾	●●● Key

View All Groupings

Grouping 1 *(9 Students)*	Grouping 2 *(4 Students)*	Grouping 3 *(6 Students)*	Grouping 4 *(8 Students)*	Grouping 5 *(1 Students)*
Anderson, Lily	Manning, Tracey	Morgan, Nathan	Bailey, Lauren	Sanderson, Carl
Bailey, Lauren	Mclean, Phil	Payne, Joseph	Bell, Deidre	
Bell, Deidre	Metcalfe, Pippa	Pullman, Maria	Buckland, Sonia	
Buckland, Sonia	Morgan, Bernadette	Rampling, Joshua	Burgess, Justin	
Burgess, Justin		Sanderson, Carl	Cameron, Lisa	

Optional: **Use the class Diagnostic Results report:**

1 Determine the criteria (i.e. overall scale score, domain placement, Lexile® measures, Quantile® measures) you want to use to create your small groups. Sort by that criteria to examine the data.

2 Note individual student performance in order to determine who needs extra support within each group.

Diagnostic Results ▾

1

Student Name	Scale Score	Overall Placement	Placement by Domain						Lexile® measure & range ▾		Date
			PA	PH	HFW	VOC	LIT	INFO	Lexile measure & range		
Sanchez, Abby	615	● Mid 5	Max Score	Max Score	Max Score	Mid 5	Mid 5	Grade 3	1080L, 980L-1130L		9/15/18
Stanton, Geena	613	● Mid 5	Tested Out	Max Score	Tested Out	Early 5	Mid 5	Early 5	1070L, 970L-1120L		9/15/18
Tan, Melanie	610	● Mid 5	Tested Out	Max Score	Tested Out	Mid 5	Late 5	Mid 5	1060L, 960L-1110L		9/15/18
Wade, Kiara	603	● Early 5	Tested Out	Max Score	Tested Out	Early 5	Early 5	Early 5	1025L, 925L-1075L		9/15/18
Vo, Isaiah	599	● Early 5	Tested Out	Max Score	Tested Out	Early 5	Mid 5	Early 5	1010L, 910L-1060L		9/15/18
McDonald, Kal	589	● Early 5	Tested Out	Max Score	Tested Out	Early 5	Early 5	Grade 4	965L, 865L-1015L		9/15/18

Suggested Actions

- **Interpret the data for small groups of students:** For each group, examine their needs, and note next steps to address them (e.g., consider teacher-led instruction, strategically adding Teacher-Assigned Lessons, and celebrating success).

- **Review Online Instruction schedules:** Prioritize access to students who will benefit the most from instruction to close skill gaps.
- **Plan teacher-led instruction:** Using resources (e.g., Teacher Toolbox, Tools for Instruction) plan your small group teacher-led instruction based on each group's data.

Worksheet

? **How can I group my students and plan my instruction to best meet their needs?**

After the First Diagnostic–*Class Data*

Subject: Mathematics   Reading

Group 1	
# of Students:	
Name	Criteria

Reflect:

Take Action:

Group 2	
# of Students:	
Name	Criteria

Reflect:

Take Action:

Group 3	
# of Students:	
Name	Criteria

Reflect:

Take Action:

Group 4	
# of Students:	
Name	Criteria

Reflect:

Take Action:

Group 5	
# of Students:	
Name	Criteria

Reflect:

Take Action:

Notes:

Resources Needed:

How do I understand an individual student's learning needs?

How did he or she perform overall, within each domain, and what are other important data points (i.e. Lexile measures, Growth measures, Norms)?

Report to Choose

Student Diagnostic Results report

Report Criteria to Select

- Choose a student from the dropdown menu.
- Select your placement definition. If you want the data to reflect:
  - How your students are performing in relation to grade-level skills, select "Standard View"*
  - Students' beginning-of-year needs (e.g., possible summer learning loss or that they have yet to learn their current grade-level material), select "Beginning-of-Year View"

Data to Focus On

1 Overall performance:
Look at the scale score and placement level.

2 Domain performance:
Refer to the domain placement levels to identify domain strengths and areas for growth.

3 Use growth measures to set goals.
Examine growth measures on the bar graph and set goals with students.

4 Can Dos and Next Steps and Resources for Instruction:
Refer to the Can Dos, Next Steps and Resources, Tools for Instruction, and Teacher Toolbox resources for a detailed analysis and next steps for planning instruction.

I-READY CENTRAL RESOURCE CONNECTION

*For more information on Placement Definition, search *Placement Definition* on i-ReadyCentral.com

Search *Student Data Chat* on i-ReadyCentral.com to download data chat guides and worksheets.

Diagnostic Results ▾   Danielle Baker ▾

Subject: Reading ▾   Diagnostic: Diagnostic 1 (09/15/18) ▾   Placement Definition: Standard View ▾   ●●● Key

Diagnostic 1

On Grade Level (581 - 640)

650

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

Stretch Growth
An ambitious but attainable level of annual growth which puts below-grade level students on a path toward proficiency and on-grade level students on a path toward above-grade level performance.

Stretch 607
Typical 593

500

Diagnostic 1
577
● Grade 4
09/15/18

Overall	● Grade 4 (577) Standard Error +/- 12
Phonological Awareness *	● Tested Out
Phonics *	● Grade 3
High-Frequency Words *	● Tested Out
Vocabulary	● Grade 4
Comprehension: Literature	● Grade 4
Comprehension: Informational Text	● Grade 3

* Foundational Domains

+ National Norm and Lexile® Performance

Placement by Domain

Results in Phonics indicate that Danielle has difficulty decoding words accurately. Vocabulary is another cause for concern. This score indicates that Danielle 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 Danielle in Instructional Grouping 1.

Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Comprehension: Literature	Comprehension: Informational Text
● Tested Out	● Grade 3 514	● Tested Out	● Grade 4 542	● Grade 4 537	● Grade 3 499

Developmental Analysis

This domain addresses Danielle's understanding of informational text. Results indicate that Danielle needs instruction in Grade-Level 3 informational skills and strategies, such as identifying and evaluating an author's point of view or purpose, as well as analyzing cause-and-effect relationships. Teach a variety of informational genres, including biographies, autobiographies, and newspaper or magazine articles.

Can Do ⓘ

Danielle is developing proficiency with below-grade level informational texts in skills such as:
· sequencing events
· identifying cause-and-effect relationships
· demonstrating understanding of key ideas and details
· comparing and contrasting
· identifying main idea
· retelling the most important ideas
Standards

Next Steps and Resources for Instruction ⓘ

— **Teach about author's point of view and purpose.**
Support Danielle in applying these skills to Grade-Level 3 text:
· Determine an author's point of view in an informational text by looking for stated opinions.
· Distinguish one's own point of view from that of the author of the text.
· Determine an author's purpose for writing an informational text, including to inform, to persuade, and to entertain.

Tools for Instruction
Determine Author's Purpose

Additional Resources
Ready® Reading Instruction or digital access to *Ready* through Teacher Toolbox
Learn More

? How many students are below, on, or above grade level and who needs the most support?
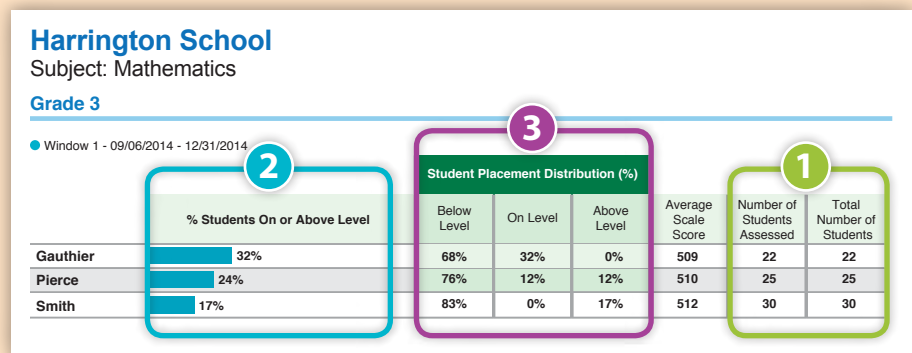
Report to Choose	**Report Criteria to Select**

Performance by Grade and Class report

- Select **Reading** or **Mathematics**.
- Select your placement definition. If you want the percent of students on or above grade level to reflect:
  - How your students are performing in relation to grade-level skills, select "Standard View"*
  - Students' beginning-of-year needs (e.g., possible summer learning loss or that they have not learned their current grade-level material), select "Beginning-of-Year View"

Data to Focus On

1 **Number of Students Assessed** out of the Number of Students Enrolled to ensure students have completed the assessment.

2 **Overall Performance:** Compare how many students are on or above grade level in each grade or class.

3 **Examine Placement Distribution:** Analyze how many students are below, on, or above grade level in each grade or class.

I-READY CENTRAL RESOURCE CONNECTION

*For more information on Placement Definition, search *Placement Definition* on i-ReadyCentral.com

Harrington School
Subject: Mathematics

Grade 3

● Window 1 - 09/06/2014 - 12/31/2014

	% 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	32%	68%	32%	0%	509	22	22
Pierce	24%	76%	12%	12%	510	25	25
Smith	17%	83%	0%	17%	512	30	30

This image shows the Performance by Grade and Class report. If you are a district administrator, you can view the Performance by School and Grade report and follow these same steps.

Suggested Actions

- **Identify areas of potential focus** (i.e., grade levels or classes).
- **Create a plan to address opportunities:** (Plan observation schedules and teaching support with your leadership team, conduct data chats with teachers and/or coaches, consider making groups of students with common needs within a grade level by using the Instructional Groupings report.)
- **Celebrate grades or classes for effort on the Diagnostic (i.e. not rushing).**

Worksheet

? How many students are below, on, or above grade level and who needs the most support?

	Bright Spots *Ex.: Grade 3 has 63% of students performing on or above grade level.*	Areas for Growth *Ex.: Smith's class has 83% of students below grade level.*
Mathematics		
Grade Level and/or Class Name		
Reflect		
Take Action		
Reading		
Grade Level and/or Class Name		
Reflect		
Take Action		

? Which tiers are students in?
What is the overall scale score and grade-level placement of each individual student?

Report to Choose
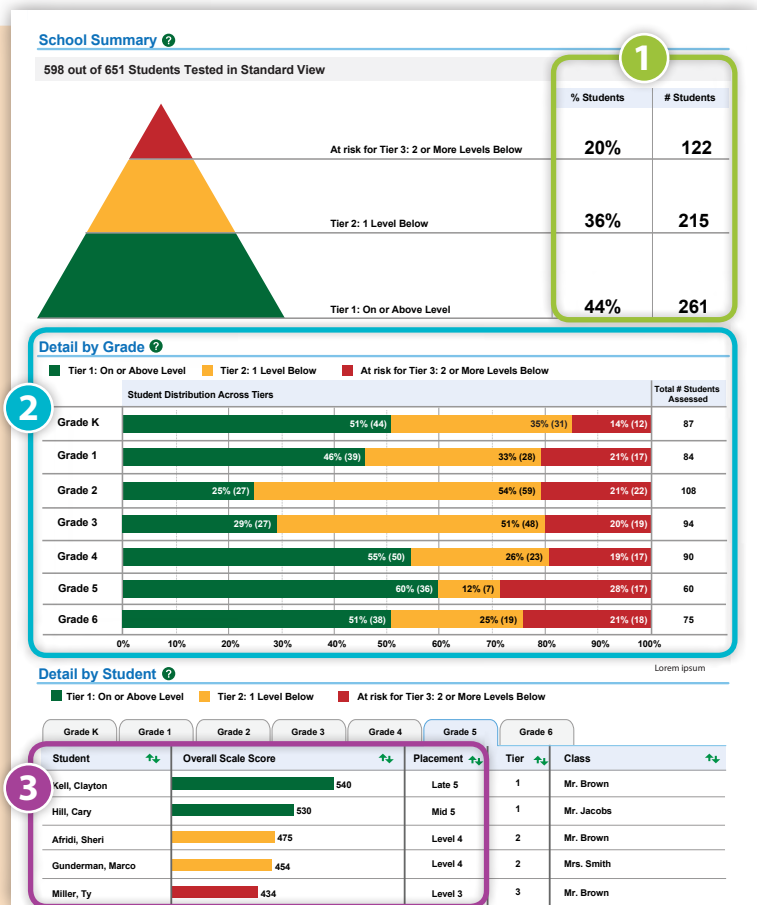
Intervention Screener

Report Criteria to Select

• Select your subject and school.
• Select your placement definition. If you want the data to reflect:
  – How your students are performing in relation to grade-level skills, select "Standard View"*
  – Students' beginning-of-year needs (e.g., possible summer learning loss or that they have yet to learn their current grade-level material), select "Beginning-of-Year View"

Data to Focus On

1 **Overall:** Examine the percent of students at each tier.

2 **By Grade:** Examine the percent of students at each tier in each grade.

3 **Analyze students by grade level and note individual students' scale scores or overall placement levels in order to determine who could benefit from extra support within each group** (i.e., which students are almost on grade level, which students are struggling the most, which students need enrichment opportunities).

I-READY CENTRAL RESOURCE CONNECTION

*For more information on Placement Definition, search *Placement Definition* on i-ReadyCentral.com

School Summary ⊘

598 out of 651 Students Tested in Standard View

	% Students	# Students
At risk for Tier 3: 2 or More Levels Below	20%	122
Tier 2: 1 Level Below	36%	215
Tier 1: On or Above Level	44%	261

Detail by Grade ⊘

Legend: ■ Tier 1: On or Above Level ■ Tier 2: 1 Level Below ■ At risk for Tier 3: 2 or More Levels Below

Student Distribution Across Tiers

Grade		Total # Students Assessed
Grade K	51% (44) / 35% (31) / 14% (12)	87
Grade 1	46% (39) / 33% (28) / 21% (17)	84
Grade 2	25% (27) / 54% (59) / 21% (22)	108
Grade 3	29% (27) / 51% (48) / 20% (19)	94
Grade 4	55% (50) / 26% (23) / 19% (17)	90
Grade 5	60% (36) / 12% (7) / 28% (17)	60
Grade 6	51% (38) / 25% (19) / 21% (18)	75

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

Lorem ipsum

Detail by Student ⊘

Legend: ■ Tier 1: On or Above Level ■ Tier 2: 1 Level Below ■ At risk for Tier 3: 2 or More Levels Below

Tabs: Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | **Grade 5** | Grade 6

Student	Overall Scale Score	Placement	Tier	Class
Kell, Clayton	540	Late 5	1	Mr. Brown
Hill, Cary	530	Mid 5	1	Mr. Jacobs
Afridi, Sheri	475	Level 4	2	Mr. Brown
Gunderman, Marco	454	Level 4	2	Mrs. Smith
Miller, Ty	434	Level 3	3	Mr. Brown

Suggested Actions

• **Set goals:** Create schoolwide goals for the next Diagnostic.
• **Identify areas of potential focus** (i.e., grade levels).
• **Celebrate schoolwide and grade-level successes.**

• **Create a plan to address opportunities:** Plan observation schedules and teaching support with your leadership team, conduct data chats with teachers and/or coaches, consider making groups of students with common needs within a grade level by using the Instructional Groupings report by school.

Worksheet

? Which tiers are students in?
What is the overall scale score and grade-level placement of each individual student?

After the First Diagnostic–
School Data

To rotate this page in Adobe Acrobat, go to: View > Rotate View > Counterclockwise.

Mathematics: Percentage of Students On Grade Level *After First Diagnostic*

Schoolwide	Grade	Grade	Grade	Grade	Grade
Percentage:	Percentage:	Percentage:	Percentage:	Percentage:	Percentage:

	Name	SS/OPL	Name	SS/OPL	Name	SS/OPL	Name	SS/OPL	Name	SS/OPL

Students Who Could Benefit from Extra Support

Notes:

Reading: Percentage of Students On Grade Level *After First Diagnostic*

Schoolwide	Grade	Grade	Grade	Grade	Grade
Percentage:	Percentage:	Percentage:	Percentage:	Percentage:	Percentage:

	Name	SS/OPL	Name	SS/OPL	Name	SS/OPL	Name	SS/OPL	Name	SS/OPL

Students Who Could Benefit from Extra Support

Notes:

SS = Scale Score or **OPL** = Overall Placement Level

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