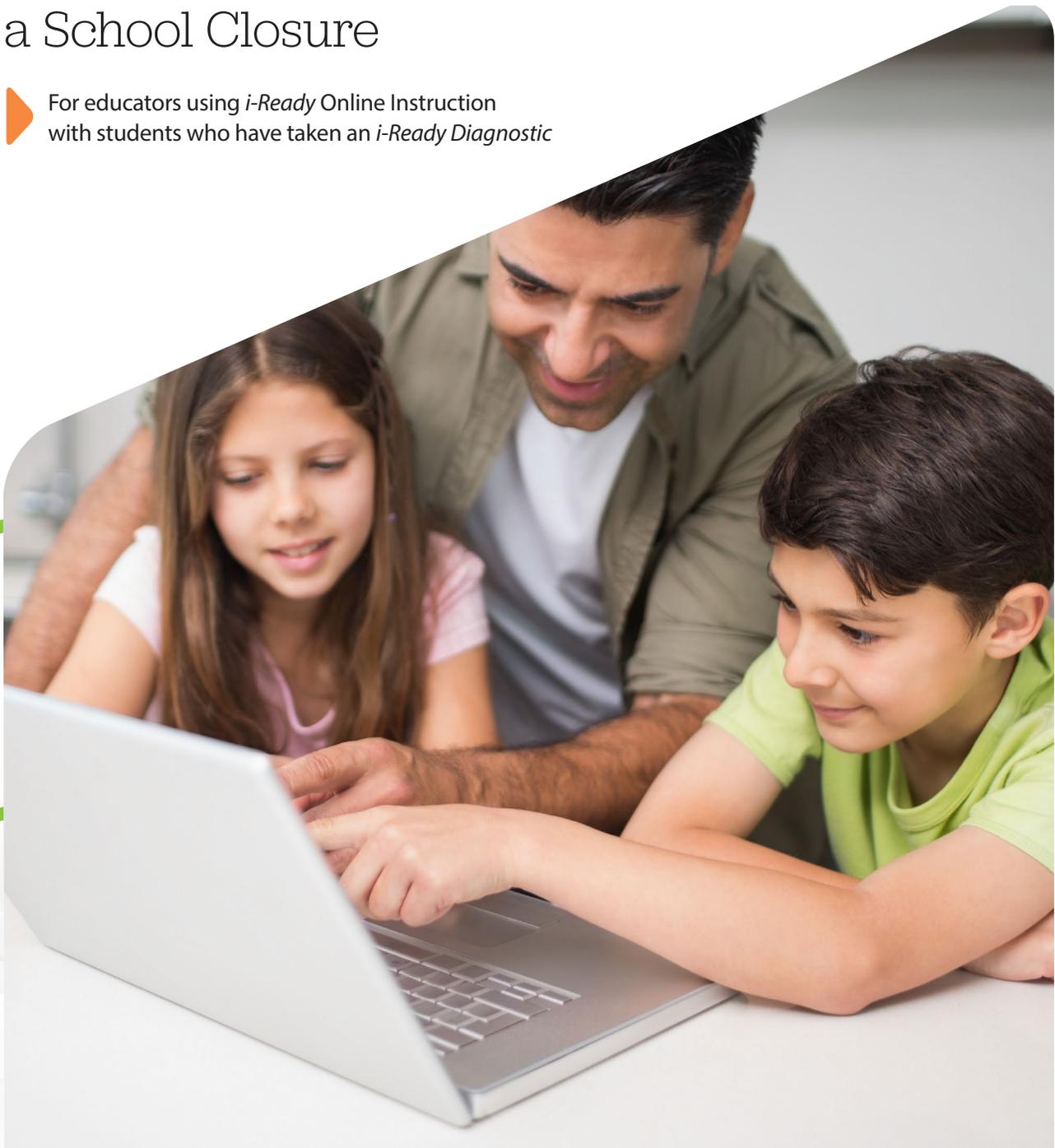




Educator Guide:

Supporting Students during a School Closure

▶ For educators using *i-Ready* Online Instruction
with students who have taken an *i-Ready Diagnostic*



Educator Guide:

Supporting Students during a School Closure

While we hope that extended school closings are never necessary, contingency plans to support our students away from school are a wise investment. *i-Ready* and *Ready*® can play a valuable role in keeping the learning going, even when the classroom isn't available.



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Tips and Tools

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1

Adjust management settings in *i-Ready*. (account-level administrators only)

(As needed) Ensure that all students have access to Online Instruction and Learning Games (recommended for Grades K–5), and consider postponing or cancelling planned assessments until schools are back in session.

For more information, see pp. 14–19.



2

Define at-home learning activities.

Develop a plan for how students will use *i-Ready* to learn remotely using a combination of digital and offline resources. Document your plan and include suggested timing for each activity.

For more detailed guidance and a template to help you plan, see pp. 4–6.

4

Share plans with families.

Provide families with the information and tools they need to support their students' remote learning with *i-Ready*.

For communication materials you can use, see p. 7.

5

Develop a monitoring plan.

Plan to monitor students' *i-Ready* activities while they are working remotely so you can make adjustments as needed. This will also help inform instruction once they return to school.

For more information, see pp. 23–24.

3

Prepare students to access *i-Ready* remotely.

Ensure that students are familiar with logging in to *i-Ready*, can navigate their student dashboards, and understand what learning activities they will be expected to complete.

*For a PowerPoint® presentation you can use to familiarize your students with Online Instruction, particularly if they haven't used it before, [click here](#) or search for "get students ready" on *i-Ready Central*®.*

6

Make adjustments for when schools are back in session.

Don't forget to reschedule Diagnostics or other assessments and/or revert student access settings, as needed, once students and teachers are back in the classroom.

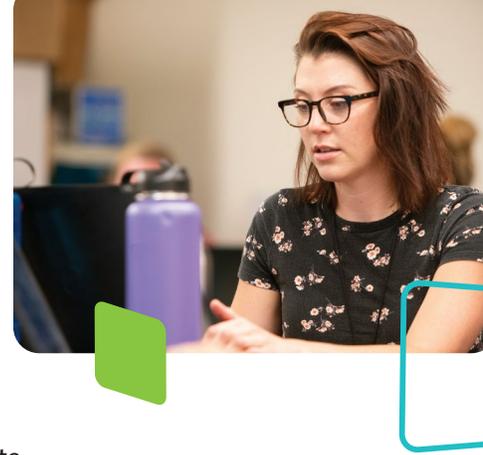
For more information, see pp. 14–19.

PowerPoint® is a registered trademark of Microsoft Corporation.



For step-by-step instructions on all things *i-Ready*, including supports for keeping students engaged with lesson trackers and goal setting, go to i-ReadyCentral.com.

At-Home Learning Activities Planning Guidance



We recommend that districts, school leaders, or teachers develop a clear plan for how students will use *i-Ready* to learn remotely. This plan can include a combination of digital and offline activities, as suggested below. You can use the Learning Plan Template on p. 6 to help organize your thinking and share plans with students and their families.

As you develop your plan, consider including the following activities.

My Path Lessons

Teacher-Assigned Lessons

Learning Games

Close Reading Lessons

Paper-Based Packets

While we typically recommend that all students aim for 45 minutes of Online Instruction per subject per week, depending on the volume of other at-home learning tasks, educators may consider temporarily increasing Time-on-Task to 60–90 minutes per subject per week. **We recommend that total time in Online Instruction (for My Path and Teacher-Assigned Lessons combined) does not exceed 90 minutes per subject per week for any student.**

i-Ready My Path Lessons

- Students should continue to work through their *i-Ready*-Assigned Lessons in the My Path section of the student dashboard, on the right-hand side of the To Do screen.
 - For students who placed one or more grade levels below on their most recent Diagnostic Results in Reading or Mathematics, we recommend that the balance of their time in Online Instruction be spent in My Path lessons.

i-Ready Teacher-Assigned Lessons

- Teachers may also opt to supplement students' *i-Ready*-Assigned Lesson path with additional Teacher-Assigned Lessons. For instructions on how to assign additional lessons, see p. 18. These lessons will appear in the Teacher Assigned section on the left-hand side of the student dashboard To Do screen.
- While the use of Teacher-Assigned Lessons is typically reserved as a complement to teacher-led grade-level instruction (e.g., reteaching, skills practice), during a school closure educators may also opt to add lessons for whole class grade-level instruction aligned to a core Mathematics and/or Reading scope and sequence.

Keep in Mind

- Students whose most recent Diagnostic Results in Reading or Mathematics place them at one or more grade levels below their chronological grade may struggle to access on-grade level lessons without teacher support. Consider assigning lessons to these students that follow the whole class scope and sequence but address prerequisite or complementary skills.
- This is the same pool of lessons *i-Ready* uses for students' automated online lesson paths. If you choose to add Teacher-Assigned Lessons, we suggest being mindful that there is a chance some students may have already completed the same lesson(s) or may have them coming up in their *i-Ready*-Assigned Lesson path. This applies to students whose most recent Diagnostic Results in Reading or Mathematics place them on-grade level in particular.

***i-Ready* Learning Games (Grades K–5)**

- Learning Games offer students engaging math fluency and number sense practice and are intended to supplement existing mathematics instruction, including *i-Ready* Online Instruction. Learning Games are accessible via an icon at the bottom of the student dashboard.
- Access the [Learning Games Educator Guide](#).
- Note that Learning Games are available to students if the school is using *i-Ready Mathematics* and has enabled the use of the games for students. Learning Games must be enabled at the account level. Instructions for enabling Learning Games are on p. 16.

***i-Ready* Close Reading Lessons (Grades 2–5)**

- *i-Ready* Close Reading lessons provide students with rich, engaging texts that are worthy of close reading and scaffold their ability to read longer, more challenging texts independently.
- These lessons appear on the right-hand side of the student dashboard under My Path in a separate section titled “Close Reading.”
- Close Reading lessons are automatically assigned based on Diagnostic for Reading results, assuming Close Reading has been enabled (see p. 19 for instructions). Teachers may also assign additional Close Reading lessons, which will appear in the Teacher Assigned section of the student dashboard.

Paper-Based At-Home Activity Packets

You should also consider what offline, paper-based resources you can assign to students while they are out of school, not only for students who lack devices or internet connectivity but also to provide a variety of online and offline activities for all students.

Grade-level **At-Home Activity Packets** for Reading and Mathematics can be accessed by visiting [i-Ready.com/AtHome](https://www.i-ready.com/AtHome). To select which resources to use, you can reference Alignment Documents for [Math](#) and [Reading](#), which link the concepts and student materials within the printable resources to the aligned *i-Ready* online lessons.

Educators may also print and send home resources from the Teacher Toolbox (if available), but they should be mindful that not all resources are intended to be worked on by students independently (e.g., Tools for Instruction require facilitation by an adult).



Suggested *i-Ready* At-Home Learning Plan

Class/Teacher: _____

Activity	Are we using it?	Suggested Time to Spend per Day	Considerations
Online Activities			
<p><i>i-Ready</i> “My Path” Lessons Personalized Reading and/or Mathematics instruction guided by <i>i-Ready Assessment</i> data. These appear on the right-hand side of the student dashboard.</p>			
<p><i>i-Ready</i> Teacher-Assigned Lessons Additional Reading and/or Mathematics instruction selected to support grade-level learning. These appear on the left-hand side of the student dashboard.</p>			
<p><i>i-Ready</i> Learning Games (Grades K–5) Engaging games to build math fluency and number sense. They are accessible through an icon at the bottom of the student dashboard.</p>			
<p><i>i-Ready</i> Close Reading Lessons (Grades 2–5) Personalized Reading lessons with longer passages selected using <i>i-Ready Assessment</i> data. These appear on the right-hand side of the student dashboard if available, and they can also be teacher-assigned.</p>			
At-Home Activity Packets			
Other			

 **Download an editable version of this [template](#).** It is also available by searching *At Home Learning Plan* on [i-Ready Central](#).

Family Communication

You will want to make sure families are fully aware of your plans during this time and have the information and resources they need to support their students at home.

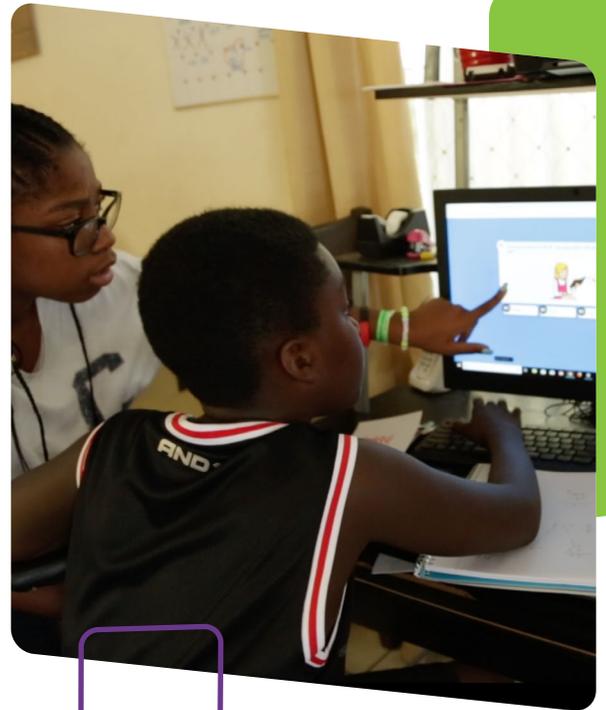
Here are some resources to help:

- **Link to include in your existing communication:**
[i-Ready.com/AtHome](https://www.i-ready.com/AtHome)
- **Short message to include in your existing communication:**

As part of our preparations for an extended school closing, we want to ensure we have ways for students to keep learning if they are out of school. Two tools that can help are *i-Ready* online lessons that provide instruction and practice based on students' individual needs, and At-Home Activity Packets that provide printable materials aligned to the skills we want them to learn.

Visit [i-Ready.com/AtHome](https://www.i-ready.com/AtHome) for more information and tools to support your child at home during this time.

- **Printable flyer in English on pp. 8–9 and Spanish on pp. 10–11.**



Keep the Learning Going

What is *i-Ready*?

i-Ready online lessons provide students with lessons based on their individual skill level and needs, so your child can learn at a pace that is just right for them. These lessons are fun and interactive to keep your child engaged as they learn. Your student's teacher can also assign lessons that are related to skills they are covering in their teaching and help reinforce what students are learning in class.

As a reminder, your child has already taken the *i-Ready Diagnostic* at school. The results of this adaptive assessment personalize your child's online learning and helps their teacher(s) determine strengths and areas of need.

How do I log in?

On an iPad®:

- **Download the free *i-Ready for Students* app** from the App Store®. iPad must be compatible with iOS® 11 or above, such as the iPad Air®, iPad Air 2, or iPad Pro®.
- If your child's district/school:
 - **Uses Clever**, download the Clever app, log in using their district/school portal credentials, and click on the *i-Ready* icon.
 - **Uses a portal that is NOT Clever**, students should open the Safari® browser, enter their school portal URL and log in, and click on the *i-Ready* icon.
 - **Does not use a portal**, they should open the *i-Ready for Students* app and log in to *i-Ready* using the credentials provided by their teacher.

From a computer:

- If your child's district/school:
 - **Uses a portal**, your child should log in using their district/school portal credentials and then click on the *i-Ready* icon.
 - **Does NOT use a portal**, your child should visit [i-Ready.com](https://www.i-ready.com) and log in to *i-Ready* directly on a computer using the credentials provided by their teacher.

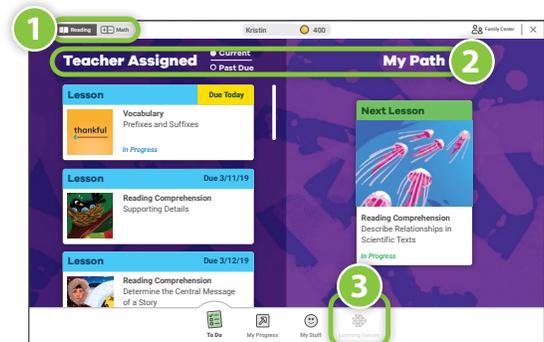
Visit [i-Ready.com/Support](https://www.i-ready.com/Support) to confirm that your device and internet connection meet *i-Ready* System Requirements.

How do I get my child started?

If your child's school has advised what they should work on, follow this guidance to keep your child's learning aligned with the current curriculum.

Within the *i-Ready* Online Instruction program, your child will be able to select:

- 1. Reading Lessons or Mathematics Lessons:** Note that some schools will have purchased one single subject, in which case your child will only see that option on their screen.
- 2. My Path Lessons or Teacher-Assigned Lessons:** My Path lessons are assigned to your child based on their latest results on the *i-Ready Diagnostic*. Note that *Teacher-Assigned Lessons* will only appear as a choice on the screen if the teacher has manually assigned lessons.
- 3. Learning Games:** These games help your child build mathematics skills in fun ways. To access, your child will need to choose Math in the upper left-hand corner of the To Do screen and then click on Learning Games in the bottom navigation bar. Note that *Learning Games* are available to students if the school is using *i-Ready Mathematics* and has enabled the use of the games for students.

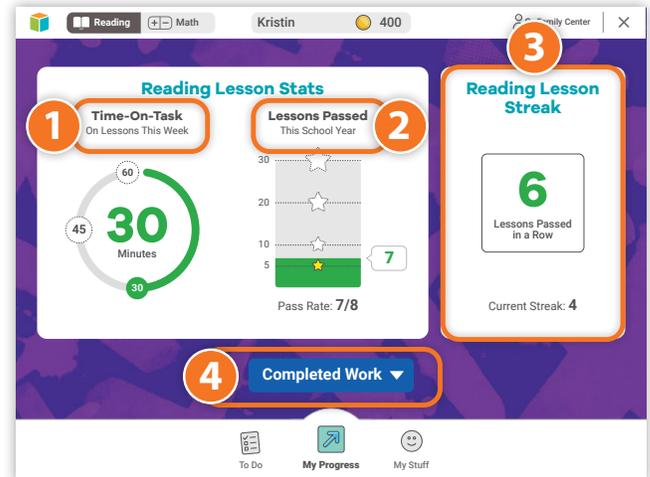


Where can my child and I see the progress being made?

You and your child can monitor progress by clicking on **My Progress** in the bottom navigation bar.

On the My Progress page, you will be able to see:

1. **Time-on-Task:** The number of minutes your child has spent this week on *i-Ready* Online Instruction
2. **Lessons Passed:** The total number of lessons your child has passed this school year
3. **Lesson Streak:** How many lessons your child has passed in a row
4. **Completed Work:** The names and quiz scores for each of the lessons your child has taken



Tips to Support Your Child

1. **EXPLAIN** to your child how working on *i-Ready* will help them continue their learning while they are away from school, prepare them and their teachers for coming back to school, and help ensure they are ready for their next grade level.
2. **MAKE A PLAN** together with your child on how to spend their time at home and when they will work on their learning activities. It can be helpful to put the plan in writing and post it somewhere visible. As you make the plan, follow any guidance you received from your child's teacher on what they should work on.
3. **SHARE** the experience with your child. Both of you can become familiar with the different parts of the student dashboard, and you can learn with your child as they complete a lesson.
4. **ENCOURAGE** your child to take each lesson and quiz question seriously. Emphasize "thinking before clicking," because just clicking through will not be a productive use of their time nor reflect what your child actually knows. Remind your child to read passages in their entirety, use paper and pencil to solve math problems, and use the tools that appear at the bottom of the screen in some lessons.
5. **TRACK AND DISCUSS PROGRESS.** Regularly review progress with your student using the My Progress page. Note that your child should aim for a minimum of 45 minutes of *i-Ready* Online Instruction per subject per week while passing at least 70 percent of lessons. Your child's school may have varying guidance.
6. **CELEBRATE** your child's progress. Celebrating milestones such as passing a lesson or reaching a specific goal can help keep your child motivated. You can share celebrations with the rest of the family and even decide on a fun activity as a reward. You can use these [fun trackers](#) as you and your child discuss and keep track of progress.
7. **MIX UP ACTIVITIES.** As you plan how your child will spend their learning time, ensure there is variety in the activities they work on beyond the time they spend on online learning. For example, younger children can work on art projects (they can use these [fun coloring pages](#) of *i-Ready* characters) and older children can immerse themselves in a book of their choice.

Continúe el aprendizaje

¿Qué es *i-Ready*?

Las lecciones en línea de *i-Ready* brindan a los estudiantes con instrucción, práctica y retroalimentación, así permitiéndoles aprender una nueva destreza mientras promueve una mentalidad de crecimiento. Las lecciones incluyen una prueba corta que es calificada y ayudará a que usted, su hijo y los maestros de su hijo sepan sobre su desempeño. Las lecciones son basadas en estudios sobre las prácticas de instrucción en línea más efectivas, y son probadas extensamente con estudiantes para asegurar que atraigan a los estudiantes de todas las edades y niveles de destreza.

Recuerde: su niño ya ha realizado el *i-Ready Diagnostic* en la escuela. Los resultados de esta evaluación adaptativa personalizan el aprendizaje en línea de su niño y ayudan a su(s) maestro(s) a determinar en qué áreas le va bien y en qué áreas debe estudiar más. En definitiva, permiten entender en qué nivel se encuentra su niño y potenciar su aprendizaje.

Cómo empezar.

En un iPad®:

- **Descarga la aplicación *i-Ready for Students* de la App Store®.** Los iPads deberán ser compatibles con iOS 11 o superior, como iPad Air®, iPad Air 2, iPad Pro®.
- Si el distrito o el colegio de tu hijo/a:
 - **Emplea *Clever***, descarga la aplicación *Clever* de la App Store, inicia sesión mediante las credenciales de portal de su distrito/colegio y haga clic en el icono de *i-Ready*.
 - **Emplea un portal que NO sea *Clever***, los alumnos tendrán que abrir el navegador Safari®, introducir la URL del portal de su colegio, iniciar sesión y hacer clic en el icono de *i-Ready*.
 - **NO emplea ningún portal**, deberá abrir la aplicación “*i-Ready for Students*” e iniciar sesión en *i-Ready* mediante las credenciales que le haya ofrecido su profesor/a.

Desde un ordenador:

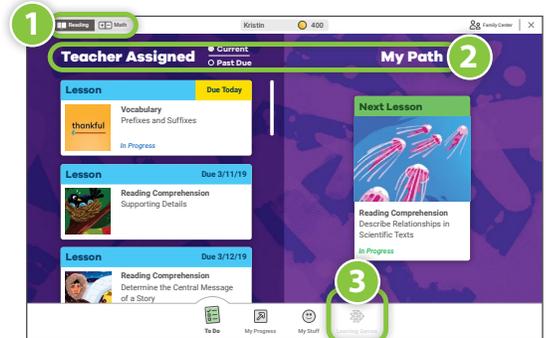
- Si el distrito o el colegio de tu hijo/a:
 - **Emplea un portal**, entonces tu hijo/a deberá iniciar sesión mediante las credenciales de portal de su distrito/colegio y hacer clic en el icono de *i-Ready*.
 - **NO emplea ningún portal**, tu hijo/a deberá ir a [i-Ready.com](https://www.i-ready.com) e iniciar sesión en *i-Ready* directamente en el ordenador mediante las credenciales que le haya ofrecido su profesor/a.

¿Qué debo hacer para que mi niño comience?

Si el maestro o el administrador de la escuela de su niño lo han asesorado con respecto a lo que debe trabajar, consulte y respete esos lineamientos para que el aprendizaje de su niño siga alineado al plan de estudios actual.

En el programa Enseñanza personalizada *i-Ready*, su niño podrá elegir lo siguiente:

- 1. Lecciones de Lectura o Matemáticas.** Tenga en cuenta que es posible que algunas escuelas hayan adquirido solo una materia, en cuyo caso su niño solo verá esa opción en pantalla.
- 2. Lecciones de My Path o Teacher Assigned.** las lecciones de My Path son aquellas que se asignan a su niño sobre la base de los últimos resultados que logró en el *i-Ready Diagnostic*. Las lecciones Teacher Assigned son aquellas que el maestro ha asignado a su niño. Tenga en cuenta que las lecciones Teacher Assigned solo aparecerán en pantalla si el maestro las ha asignado manualmente.
- 3. Learning Games.** Estos juegos ofrecen a su niño maneras divertidas de desarrollar sus destrezas de matemáticas. Para acceder a los juegos, su niño tendrá que elegir Math en la esquina superior izquierda de la pantalla To Do y luego hacer clic en Juegos de aprendizaje, en la barra de navegación inferior. *Tenga en cuenta que los Learning Games únicamente estarán disponibles para los estudiantes si la escuela usa i-Ready Matemáticas y ha habilitado los juegos para los estudiantes.*



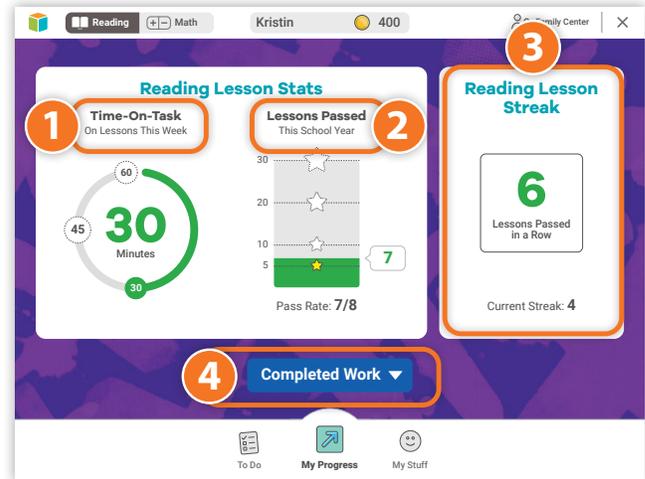
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¿Dónde se puede ver el progreso de mi niño?

Usted y su niño pueden observar el progreso haciendo clic en la opción Mi Progreso de la barra de navegación inferior

En la pagina **My Progress**, podrá ver:

1. **Time-on-Task:** los minutos que ha dedicado tu hijo/a esta semana en la Enseñanza en línea.
2. **Lessons Passed:** el número total de lecciones que ha superado tu hijo/a este curso escolar.
3. **Lesson Streak:** cuántas lecciones seguidas ha superado tu hijo/a.
4. **Completed Work:** los nombres de las lecciones y los resultados de las pruebas.



Consejos para apoyar a su niño.

1. **EXPLIQUE** a su niño que trabajar en las lecciones de *i-Ready* le ayudará a continuar su aprendizaje mientras esta fuera de la escuela, le preparará a él y sus profesores para cuando regresen a la escuela, y asegurará que esté listos para el siguiente año escolar.
2. **HAGA UN PLAN** con su niño para determinar cómo pasará el tiempo en casa y en qué trabajará durante sus actividades de aprendizaje. Puede ser útil escribir el plan y pegarlo en algún lugar donde puedan verlo. Al hacer el plan, tenga en cuenta los consejos que le haya dado el maestro de su niño con respecto a las actividades que debe realizar.
3. **COMPARTA** la experiencia con su niño. Los dos pueden familiarizarse con las partes del tablero del estudiante, y usted puede aprender junto con su niño a medida que completa una lección.
4. **ANIME** a su niño a que realice cada lección y responda cada pregunta de las pruebas con seriedad. Recalque que debe “pensar antes de hacer clic”; si hace clic sin pensar con cuidado, no estará usando su tiempo de forma productiva y tampoco se verá reflejado lo que verdaderamente sabe. Recuérdele que lea cada pasaje en su totalidad, use lápiz y papel para resolver problemas de matemáticas y use las herramientas que aparecen en la parte inferior de la pantalla en algunas lecciones.
5. **ANALICE Y COMENTE EL PROGRESO.** Con regularidad, observe el progreso junto con su estudiante en la página Mi Progreso. Tenga en cuenta que su niño debería aspirar a realizar 45 minutos de Enseñanza personalizada *i-Ready* por materia cada semana y aprobar al menos el 70 por ciento de las lecciones. Es posible que la escuela de su niño dé otras indicaciones.
6. **CELEBRE** el progreso de su niño. Para que su niño siga motivado, celebre sus logros; por ejemplo, cuando apruebe una lección o alcance un objetivo determinado. Pueden celebrar con el resto de la familia e incluso hacer una actividad divertida como premio. Puede usar estas [divertidas tablas de registro](#) de trabajo al conversar con su niño y analizar su progreso.
7. **MEZCLE LAS ACTIVIDADES.** Cuando planifique el aprendizaje de su niño, procure que hagan actividades variadas, además de las que realizan en línea. Por ejemplo, los niños más pequeños pueden hacer proyectos de arte (incluso pueden usar [estas divertidas hojas para colorear personajes de i-Ready](#)) y los más grandes pueden leer algún libro de su elección.

Teacher Worksheet: Monitoring and Responding to Online Instruction during a School Closure

Class: _____

Week of: _____

Monitor	Analyze <i>While students are away from school . . . List the students who are in each category and think about the possible causes. Review individual student data as needed.</i>	Take Action <i>I will . . .</i>
Lesson Alerts		
<ul style="list-style-type: none">  Domain Shutoff alerts  Struggling with Lessons alerts 		<ul style="list-style-type: none"> <input type="checkbox"/> Inform student and/or family, assuming communication channels are in place. <input type="checkbox"/> Consider assigning prerequisite activity if family member can assist. <input type="checkbox"/> Other:
Time-on-Task		
<p>Less than 45 minutes (per subject/ per week)</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Inform student and/or family, assuming communication channels are in place. <input type="checkbox"/> Consider that student may not have access to broadband internet connection and suggest alternate learning activities. <input type="checkbox"/> Other:
<p>More than 90 minutes (per subject/ per week)</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Confirm that student is completing assignments you have given that are not related to Online Instruction. <input type="checkbox"/> Consider adjusting the students' overall learning plan, including assigning extension or enrichment activities. <input type="checkbox"/> Other:
Percent of Lessons Passed		
<p>Less than 70% of lessons passed</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Review student's instructional path to confirm they are working on lessons appropriate for their grade and current performance level. If not, consider adjusting their placement in the lesson path or assigning support activities. <input type="checkbox"/> If Teacher-Assigned Lessons have low scores, consider assigning lessons on prerequisite skills or prioritizing My Path lessons. <input type="checkbox"/> Inform families about low pass rates and suggest using trackers or creating incentives for lessons passed, if communication channels are in place. <input type="checkbox"/> Other:
On Track		
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Few lesson alerts <input checked="" type="checkbox"/> 60–90 minutes of Time-on-Task <input checked="" type="checkbox"/> At or above 70% of lessons passed 		<ul style="list-style-type: none"> <input type="checkbox"/> Celebrate achievements with students and families. <input type="checkbox"/> Consider assigning extension and/or enrichment activities ensure students remain engaged and challenged. <input type="checkbox"/> Other:

 [Download an editable version of this template.](#) It is also available by searching *Monitoring Template for School Closures* on [i-Ready Central](#).

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Adjust Management Settings: Edit Diagnostic Windows

1. Select **Management** from the top navigation.
2. Select **Settings** and **Manage** under **Assessment**.
3. Select the **+** icon to expand **Diagnostic Windows**.
When expanded, it will change to a **-** icon.

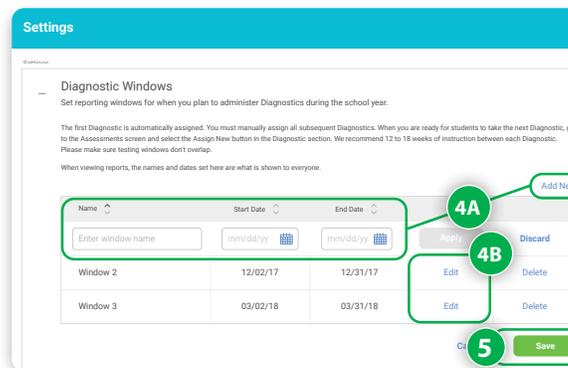
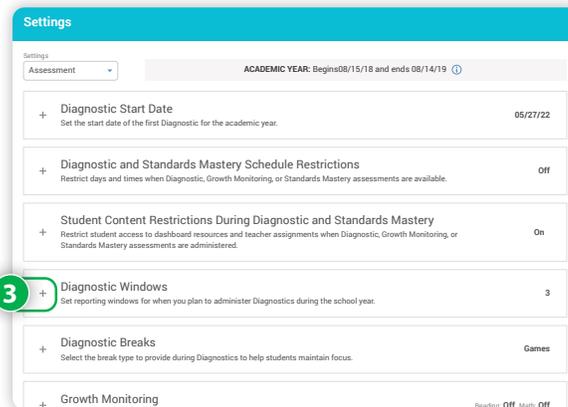
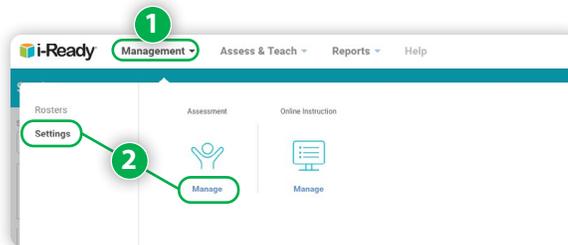
To set a new Diagnostic Window:

- 4A. Select the **Add New** link and enter **Name**, **Start Date**, and **End Date**.

To change an existing Diagnostic Window:

- 4B. Select **Edit**. Input your changes.
5. Select **Save**.

Note: Diagnostic Windows do not assign an assessment or force Diagnostics to be taken during the windows, so communication about these windows is of utmost importance to ensure compliance with planned assessment schedules.



Adjust Management Settings: Control Student Access to i-Ready Assessments

1. Select **Management** from the top navigation.
2. Select **Settings** and **Manage** under **Assessment**.
3. Select the **+** icon to expand **Diagnostic and Standards Mastery Schedule Restrictions**. When expanded, it will change to a **-** icon.
4. Choose a **time zone** from the **Time Zone** dropdown.

To restrict student access to i-Ready assessments by time of day:

- 5A. Check the box next to **Disable Assessment Access by Hour** and select your desired times.

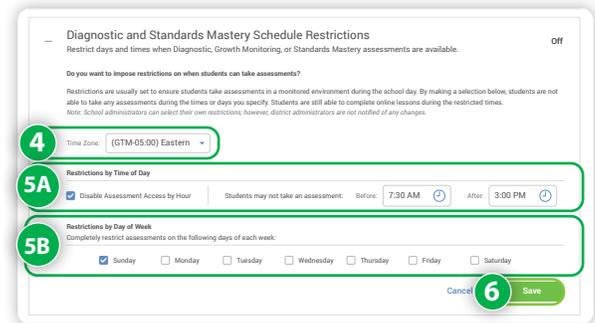
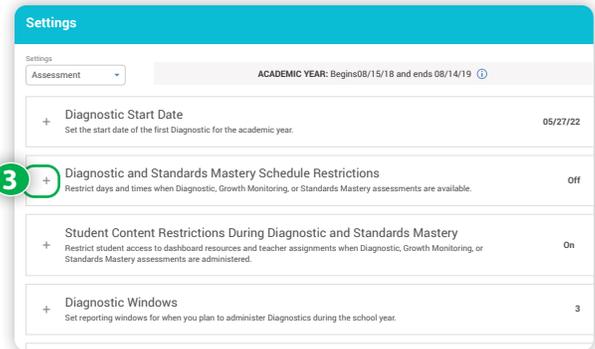
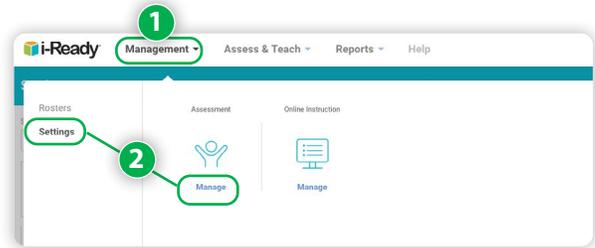
To restrict student access to assessments by day of the week:

- 5B. Use the checkboxes for the desired days under **Restrictions by Day of Week**.

6. Select **Save**.

Note: To disable assessment access by a specific time frame, choose the earliest and latest times that students can begin an assessment. These access restrictions apply to the Diagnostic, Standards Mastery, and Growth Monitoring assessments, but not Online Instruction.

Note: Any i-Ready administrator can specify which days and times students may take i-Ready assessments. If access restrictions are decided at the district level, other administrators should check these settings to understand and communicate them to staff and students. If your district has given school administrators discretion to adjust settings, you may make your own selection or Revert to District Settings.



Adjust Management Settings: Modify Standards Mastery Assessment Plan

To View, Change the Date, or Cancel an Assigned Assessment:

1. **View Assignments** is the default view and shows all current and future assignments. Select it if you are on the *Assign and Manage* screen. From the *View Assignments* screen, you can perform your choice of the following tasks.

To change the date:

- A. With the row expanded, change the date of an assignment scheduled in the future by selecting **Edit** next to **Date**. You will have the option to test students immediately or select a future date. Be sure to **save** your changes.

To cancel multiple assignments for a Class or Report Group:

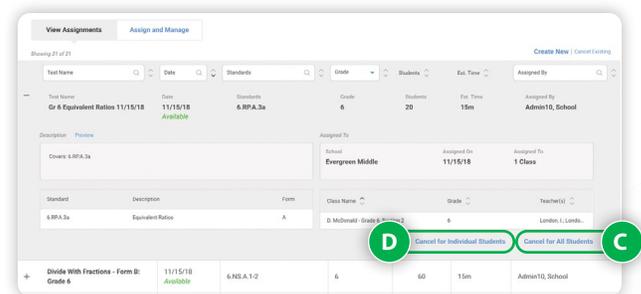
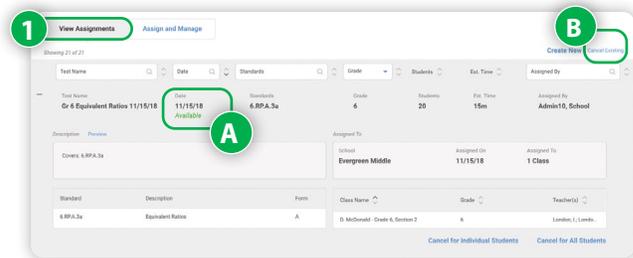
- B. Cancel any assignment for students in a specific class or report group by selecting **Cancel Existing**. Follow the prompts to cancel for *Students by Class* or *Students by Report Group*, select a **specific class** or **group**, and then select **specific students**. Be sure to confirm your changes.

To cancel a specific assignment for all students:

- C. With the row expanded, cancel this assessment for all students included in the current assignment by selecting **Cancel for All Students**. You will be prompted to confirm the cancellation.

To cancel a specific assessment for individual students:

- D. Cancel this assessment for some students in the current assignment by selecting **Cancel for Individual Student**. Select the **students** for whom you wish to cancel the assignment. Be sure to save your changes.

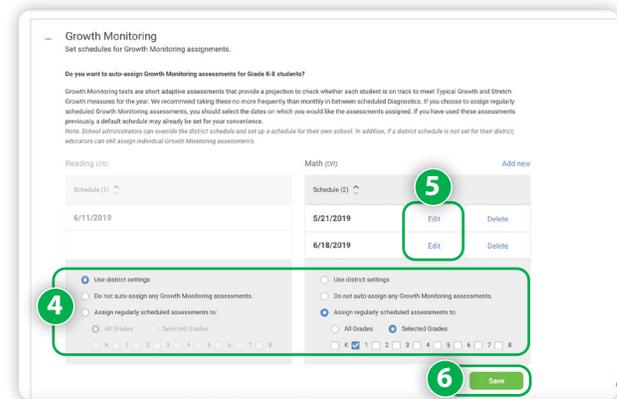
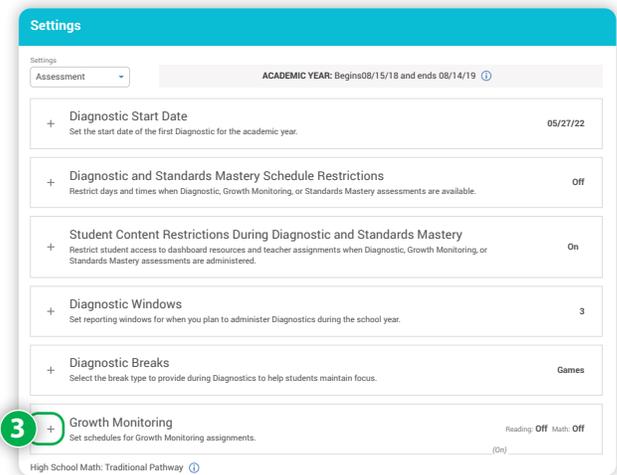
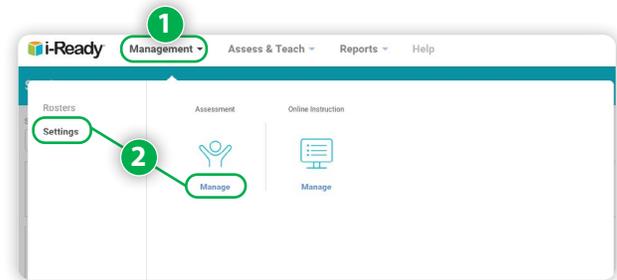


Adjust Management Settings: Modify Growth Monitoring Plan

Growth Monitoring is set to Off by default at the start of the academic year for each account. Districts may choose to turn it On for the district, school, or grade.

1. Select **Management** from the top navigation.
2. Select **Settings** and **Manage** under **Assessment**.
3. Select the **+** icon to expand **Growth Monitoring**. When selected, it will change to a **-** icon.
4. Turn Growth Monitoring assessments on for all K–8 students or select grades within your school by selecting the appropriate **checkboxes**. District administrators will only see district-level selections.
5. Adjust your schedule for Growth Monitoring assessments as needed by clicking **Edit**.
6. Select **Save**.

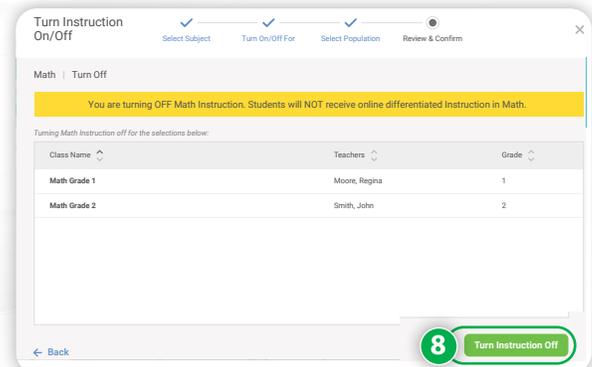
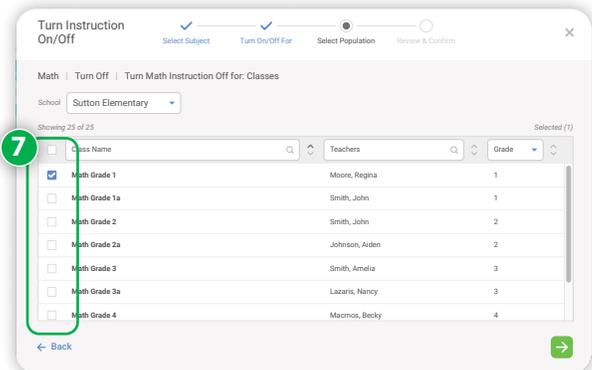
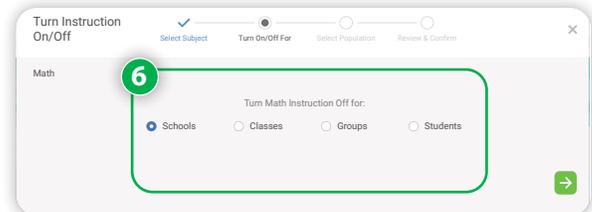
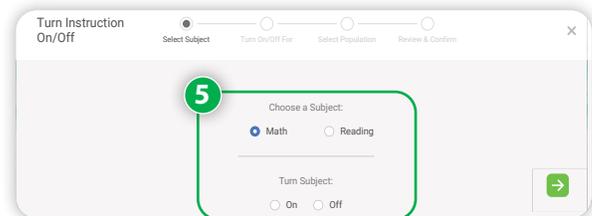
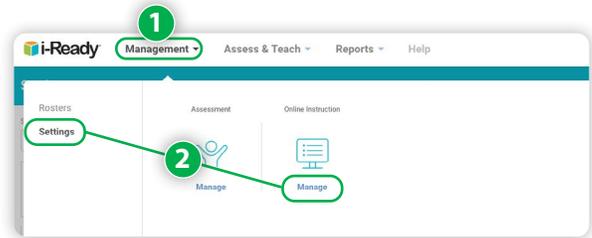
Note: To export login information for Staff, Classes, or Report Groups, follow the same process with the selection you need in Step 2.



Ensuring Instruction Is Turned On for Students

For an Entire School or Multiple Schools, Classes, Report Groups, or Students:

1. Select **Management** from the top navigation.
 2. Select **Settings** and **Manage** under *Online Instruction*.
 3. Select the **+** icon to expand *Turn Instruction On/Off*. When expanded, it will change to a **-** icon.
 4. Click the **Turn Instruction On/Off** button.
- !** Make sure to click the arrow after each step to move forward!
5. Choose **Math** or **Reading** and **On** or **Off**.
 6. Select **Schools**, **Classes**, **Groups**, or **Students**.
 7. Select **your population** using the checkboxes.
 8. Review and **save** your selections.

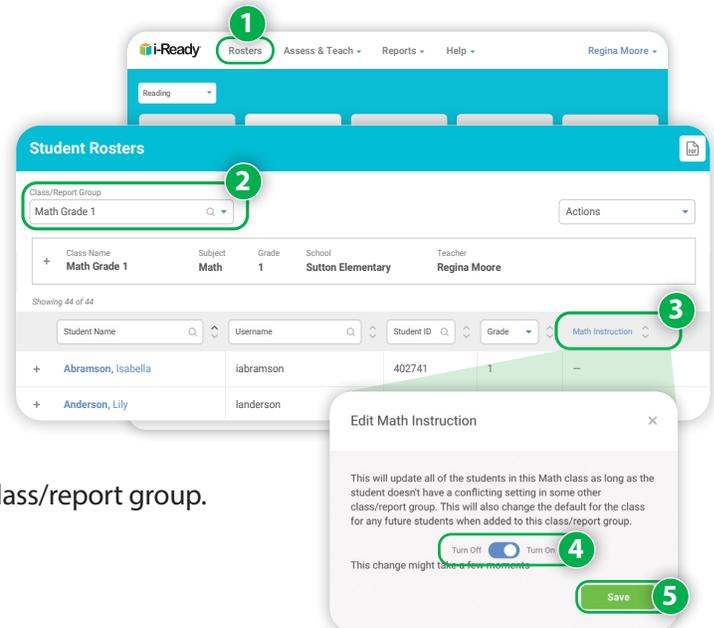


Turning On/Enabling Instruction (In a Teacher Account)

1. Select **Rosters** from the top navigation.
2. Choose your **class** or **report group** from the **Class/Report Group** dropdown.
3. Select **Instruction**. The corresponding pop-up will appear.
4. Use the **toggle** to turn Instruction on for the entire class/report group.
5. Select **Save**.

Notes:

- If needed, you can also turn Instruction on or off for an individual student. Select **Rosters** from the top navigation, and then select the **+ icon** next to the student's name to edit the Instruction settings.
- When turning Instruction off, if any students are in another class/report group with Instruction turned on for the same subject, their Instruction setting will remain on.

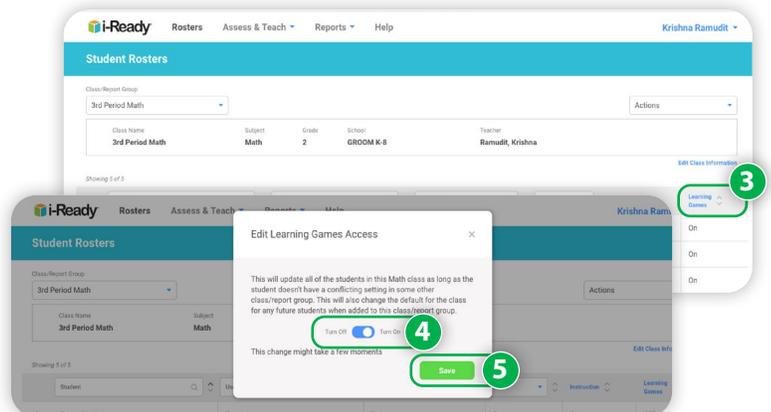


Enabling Learning Games (In a Teacher Account)

For a Whole Class:

Follow Steps 1–2 from *Turning On/Enabling Instruction*.

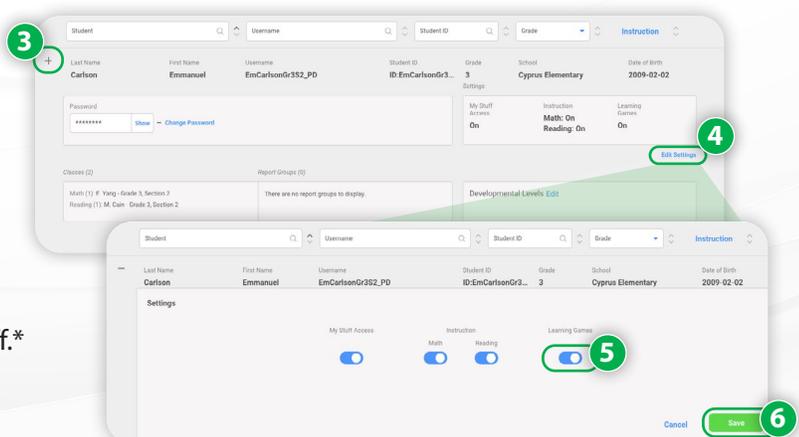
3. Select **Learning Games**.
4. Use the **toggle** to turn Learning Games on or off for the whole class.
5. Select **Save**.



For an Individual Student:

Follow Steps 1–2 from *Turning On/Enabling Instruction*.

3. Select the **+ icon** next to the student's name to expand the drawer. When expanded, it will change to a **– icon**.
4. Select **Edit Settings**.
5. Use the **toggle** to turn Learning Games on or off.*
6. Select **Save**.



*The individual student on/off feature will allow Learning Games to be enabled for an individual student, even when Learning Games has been turned off for the entire class.

Adding Teacher-Assigned Lessons

1. Select **Assess & Teach** from the top navigation.
2. Select the **Instruction** category at left.
3. Select **Reading** or **Math** under **Online Instruction**. If you are assigned to more than one school, you will also need to select the appropriate **School**.

4. In the **Create Assignments** view, use the **checkboxes** to select **lessons** you would like to add. You may add up to 10 lessons at a time. You may also select a **lesson name** to view lesson details.

5. Select **Assign Online Lesson**. The corresponding pop-up will appear.

! Make sure to click the arrow after each step to move forward!

6. Choose **Classes/Report Groups** or **Students**.

7. Use the **checkboxes** to select your **population**.

8. Select an **Available Date** for the lesson(s). Make sure to assign the lesson at least a day in advance of when you want it to appear for students.

! Make sure you add available dates for all the lessons you've selected to assign. You may need to scroll down to enter dates for all lessons.

9. Enter a **Due Date** for the lesson(s) you are assigning.
 - If no Due Date is selected, the assignment will appear at the bottom of the student's queue below other assignments with Due Dates.
 - If none of the assignments have Due Dates, they will be ordered by content order.

10. Select **Assign Online Lessons**.

1 Assess & Teach

2 Instruction

3 Reading | Math

4 Lesson Name, Language, Domain, Grade

Lesson Name	Language	Domain	Grade
<input checked="" type="checkbox"/> Count up to 3 Objects	English	Number and Operations	Early K
<input checked="" type="checkbox"/> Count up to 5 Objects	English	Number and Operations	Early K
<input type="checkbox"/> Count up to 10 Objects in Rows or Arrays	English	Number and Operations	Early K

5 Assign Online Lesson

6 Classes/Report Groups, Students

7 Student, Student ID, Classes

Student	Student ID	Classes
<input checked="" type="checkbox"/> Baker, Danielle	baker_danielle	Grade 5, Section 1
<input checked="" type="checkbox"/> Bowers, Tara	bowers_tara	Grade 5, Section 1
<input type="checkbox"/> Choi, Isabelle	choi_isabelle	Grade 5, Section 1
<input type="checkbox"/> Cochran, Damon	cochran_damon	Grade 5, Section 1

8 Available Date

9 Due Date

10 Assign Online Lessons

Managing Teacher-Assigned Lessons

To view your students' Teacher-Assigned Lessons, to cancel any Teacher-Assigned Lessons, or to change assignment due dates:

Follow steps 1–3 from *Adding Teacher-Assigned Lessons*.

4. Select **Manage Schedule**.

To view lesson assignments details:

- A. Select the **+** icon next to the lesson name. When clicked on, it will change to a **-** icon.

To change the due date of an existing assignment:

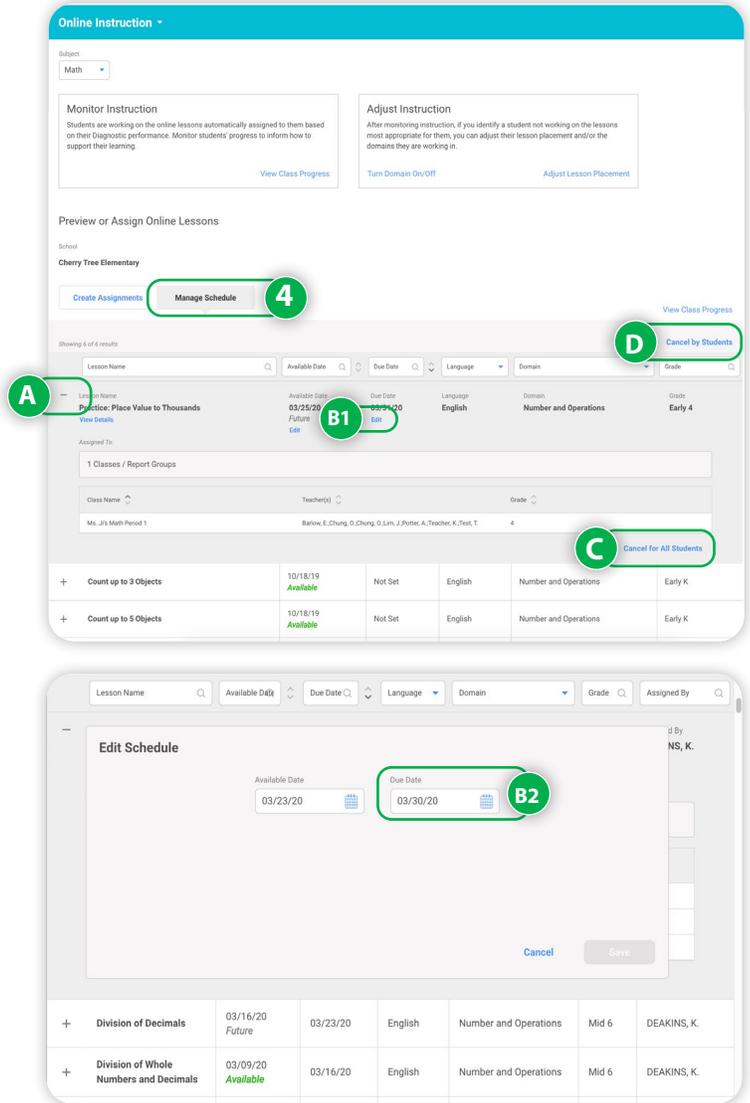
- B1. Select **Edit** below the *Due Date*.
- B2. **Enter** or **use the calendar** to select the new Due Date on the *Edit Schedule* screen.

To remove the assignment entirely:

- C. Select **Cancel for All Students**.

To remove assignments for individual students:

- D. Select **Cancel by Students** above the lesson assignment table. Follow the steps in the corresponding pop-up to select one or more individual student assignments to cancel. (Steps not pictured.)



Enabling/Disabling Close Reading Lessons

1. Select **Assess & Teach** from the top navigation.
2. Select **Reading** under *Online Instruction*.
3. Select **Turn Domain On/Off** under the Adjust Instruction box.
4. Select **Comprehension Close Reading** from the Domain box on the left.
5. Select **On** or **Off** from the right.
6. Go through our wizard flow to turn it on/off for their **population of students**, with a lot of flexibility:

Teachers: Turn on/off for one or multiple classes (or report groups) or one or multiple students.

School Administrators: Turn on/off for the same as teacher, plus also decide if on/off for their whole school.

District Administrators: Same as above, plus also turn on/off for the whole district or multiple schools.

How do I monitor my students' progress in Online Instruction and respond to meet their needs (at the class level)?

Report to Use



Online Instruction (Class)*:
Select *Reading* or *Math*.

Report Criteria to Select

- Select the **Class** or **Report Group** you want to review.
- Confirm the **Date Range** for the Online Instruction data you want to review. You may select Current Week, Last Week, Last Month, or a custom date range.

Data to Focus On

1. Lesson Alerts*: Monitor and respond to lesson alerts.

- **Domain Shutoff alerts:** Which students have a domain that's been shut off?
- **Struggling with Lessons alerts:** Which students are struggling with lessons?

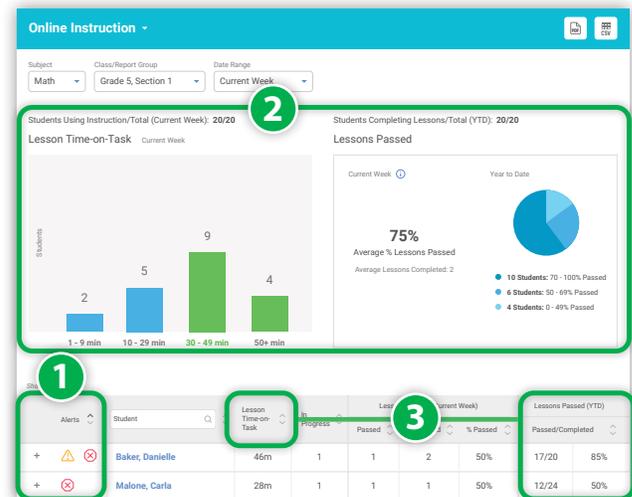
2. Overall: Review the distribution of students for Lesson Time-on-Task and % Lessons Passed.

- Typically, individual students should aim for 45 minutes of Online Instruction per subject per week with high % Lessons Passed. During extended school closures, look for students and your class/report group to maintain 60–90 minutes per subject weekly and 70%–100% of lessons passed for the year.

3. Student Performance: Sort by Lesson Time-on-Task

and % Lessons Passed. It's critical to look at both Lesson Time-on-Task and % Lessons Passed together to accurately assess individual students' progress and areas of need. Consider which students:

- Have completed less than 45 minutes of Online Instruction, as these students are below the Time-on-Task recommended to get the full benefit of Online Instruction
- Are in the range of 60–90 minutes of Lesson Time-on-Task
- Are in the range of 70%–100% of lessons passed for the year



*Student performance in Teacher-Assigned Lessons does not trigger alerts. See Online Instruction (Student) data to monitor performance in those lessons.

Suggested Actions

- **Monitor the data:** Develop a weekly practice for reviewing Student Lesson Alerts, Lesson Time-on-Task, and Percent of Lessons Passed. We recommend that:
 - Individual students and classes/report groups aim for 60–90 minutes of Online Instruction during extended school closures
 - Individual students and groups maintain 70%–100% of lessons passed for the year
 - If you notice Percent of Lessons Passed declining for your class or specific students, it may be because students are working on lessons too far above their grade level. Consider assigning other activities to keep these students engaged in learning.
- **Respond to student needs:** Use the data to inform additional support, including communication with families, for individual students
- **Celebrate bright spots and accomplishments:**
 - Recognize achievements with students and families.
 - Create classwide incentive systems for reaching Percent of Lessons Passed and usage goals. During extended school closures, consider ways to implement these incentive systems remotely so that collective progress is visible to students, even while they are apart.

For a worksheet to support your analysis, see p. 10.

How are students using and making progress in Online Instruction (at the school and/or district level)?

Report to Use



Online Instruction report (District/School):
Select *Reading* or *Math*.

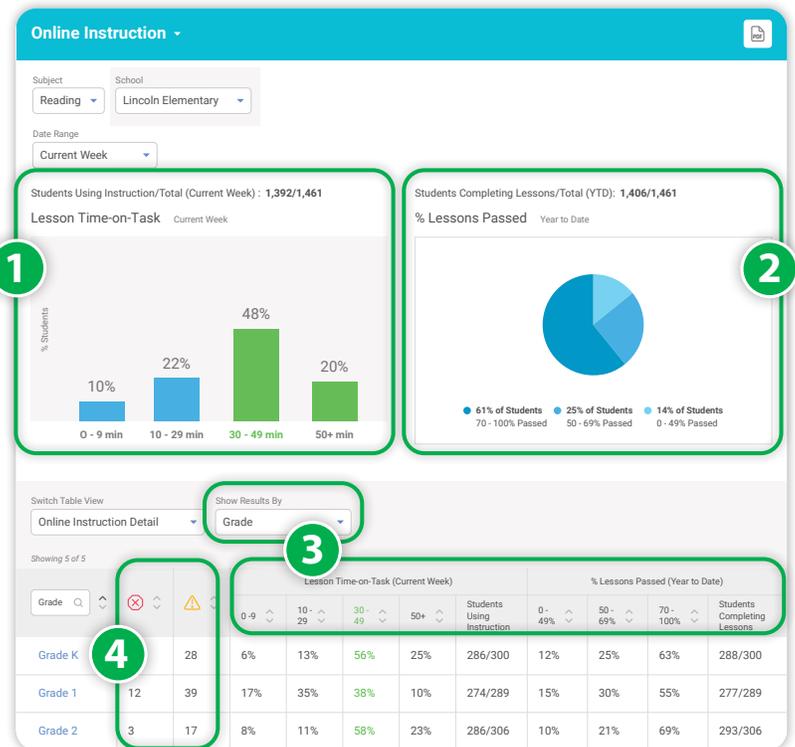
Report Criteria to Select

- Select the **School*** and **Subject**.
- Confirm the Date Range you want to review.

*District administrators choose **All Schools** to view results for the district.

Data to Focus On

- Review Overall Time-on-Task:** Review how your school or district is using Online Instruction. Typically, students should be in the recommended range of 30–49 minutes of Time-on-Task. During extended school closures, look for students to spend 60–90 minutes per subject in Online Instruction weekly.
 - What percentage of students are in the 50+ minutes range for Time-on-Task here?
 - Drill through to the Class level to see whether students are meeting 60–90 minutes of Time-on-Task, or ask teachers to monitor this for their classes.
- Review Overall Percent Lessons Passed:** Review how your school or district is progressing with Online Instruction.
 - What percentage of students passed 70% or more of their lessons?
- Detailed Review:** Sort by Class, Report Group, or Grade. (District Administrators, sort by School or Grade). It's critical to review both Time-on-Task and Percent of Lessons Passed together to accurately assess progress and identify the best response.
- Lesson Alerts:** Review Online Instruction lesson alerts.
 - Which schools, grades, or classes have a significant number of Domain Shutoff alerts (⊗) and Struggling with Lessons alerts (⚠)?



Recommendations: During extended school closures, students, classes, grades, and schools may aim for 60–90 minutes of Online Instruction per subject per week and 70%–100% of lessons passed:

- Are in the range of 60–90 minutes of Time-on-Task
- Have completed less than 30 minutes of Online Instruction
- Are in the recommended range of 70%–100% of lessons passed for the year

Contact Information



i-ReadyCentral.com

24/7 access to self-service support, including tutorial videos, how-tos, planning tools, and tips



Technical Support

i-ReadySupport@cainc.com

i-Ready.com/Support

(Mon–Fri 7:00 a.m.–9:00 p.m. ET)



Customer Service

(800) 225-0248

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