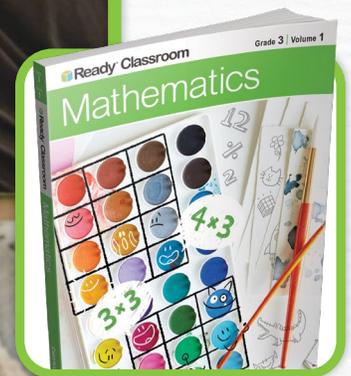
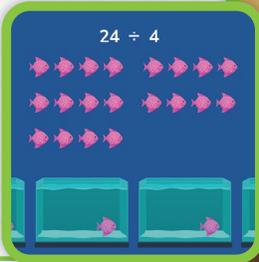


Educator Guide: ***Supporting Students during*** ***a School Closure***

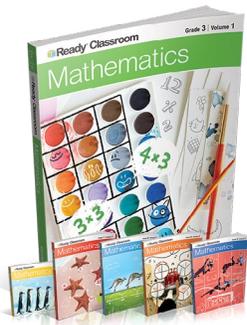


Educator Guide:

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. *Ready* and *i-Ready*® can play a valuable role in keeping the learning going, even when the classroom isn't available.

Ready® Classroom Mathematics



Grades K-5



Quick-Start Guidance for At-Home Learning [3](#)



Tips and Tools for At-Home Learning

At-Home Learning Activities Planning Guidance [4](#)

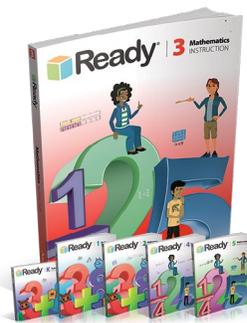
At-Home Learning Plan Template [7](#)

Family Communication [8](#)



How Tos to Prepare for At-Home Learning [25](#)

Ready® | Mathematics



Grades K-8



Quick-Start Guidance for At-Home Learning [14](#)



Tips and Tools for At-Home Learning

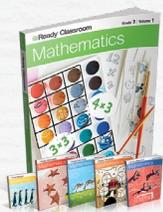
At-Home Learning Activities Planning Guidance [15](#)

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How Tos to Prepare for At-Home Learning [25](#)



Ready Classroom Mathematics

Quick-Start Guidance for At-Home Learning



- 1 Adjust Settings on i-Ready.com (account-level administrators only).**

Ensure that all students have access to *i-Ready Personalized Instruction* (if available) and Learning Games (recommended for Grades K–5), and consider postponing or cancelling planned assessments such as the Diagnostic or Growth Monitoring until schools are back in session. *For more information, see pp. 26–30.*
- 2 Define at-home learning activities.**

Develop a plan for how students will continue to learn mathematics remotely, including a combination of digital and offline resources. *For detailed guidance, see pp. 4–7.*
- 3 Document and prioritize at-home learning activities.**

Once you have determined which learning activities students should engage in during their time out of school, use the template on [p. 7](#) to document your plan and communicate it to students.
- 4 Prepare students to learn remotely.**

Ensure that students take home their *Ready Classroom Mathematics Student Worktext*, as well as any other printed materials, and know how to log in to and navigate their student dashboard.
- 5 Share plans with families.**

Provide families with the information and tools they need to support their students' remote mathematics learning. Don't forget to leverage Family Letters available on the Teacher Toolbox for each lesson. *Get [communication materials](#) you can use.*
- 6 Develop a monitoring plan.**

Plan to monitor students' digital mathematics learning activities while they are working remotely so you can make adjustments as needed. This will also help inform instruction once they return to school. *Get directions for [teachers](#) and for [district and school leaders](#).*
- 7 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. 26–30.*



At-Home Learning Activities Planning Guidance

Capturing the discourse-driven nature of the *Ready Classroom Mathematics* program in an at-home learning plan is a challenge, but you can still use its print and digital components while students are out of school. As you plan for how students will learn at home, try to stay aligned to your pacing calendar so you maintain momentum and cover essential material.

Ready Classroom Mathematics Learning Activities

We offer two suggested at-home learning plan options ([pp. 5–6](#)) that utilize the components of *Ready Classroom Mathematics* to keep learning moving forward, along with recommended prioritization of learning activities. Each plan describes what teachers need to do to set students up for learning remotely, including links to helpful How-Tos.

Additional Learning Activities

Consider the following options for extending learning and offering students opportunities for differentiated practice.

***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. Learning Games are accessible via an icon at the bottom of the student dashboard. Access the [Learning Games Educator Guide](#).

***i-Ready* My Path Lessons (if available):**

- 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 screen.
- We recommend that all students aim for 45 minutes of *i-Ready Personalized Instruction* per subject per week.
- It's important for students who are below grade level to work through My Path lessons as a lever for growth in mathematics. Depending on the volume of other at-home learning tasks, educators may consider temporarily upping weekly time on task on mathematics lessons to 60–90 minutes for these students.

Other Offline Learning Activities:

- Educators may print and assign additional learning activities in order to serve students and families who do not have internet access. These activities will offer students multiple ways to engage with learning during their time outside of school.
- Grade-level [At-Home Activity Packets](#) for Reading and Mathematics are also available.
- Educators may also print and send home resources from the Teacher Toolbox to complement mathematics learning. However, they should be mindful that not all resources are intended to be worked on by students independently (e.g., Tools for Instruction and Math Centers require facilitation by an adult).

Option A: Using *Ready Classroom Mathematics* and *i-Ready Personalized Instruction*

In this option, educators use *i-Ready Personalized Instruction* lessons aligned with *Ready Classroom Mathematics* learning goals to provide direct instruction prior to students working independently in their Student Worktexts.

Example: Ms. Ortega’s fourth grade class is about to start *Ready Classroom Mathematics* Lesson 15: Divide Four-Digit Numbers.

At-Home Learning Activities and Suggested Prioritization	Example:
<p>1. <i>i-Ready Personalized Instruction</i> Lesson</p> <p>Teacher assigns on-grade level <i>i-Ready Personalized Instruction</i> lesson(s) aligned with scope and sequence and pacing guide.</p>	<p>Ms. Ortega assigns the <i>i-Ready Personalized Instruction</i> lessons “Divide Whole Numbers” and “Divide Whole Numbers, Part 2” to her class, asking her students to complete them before moving on to other learning activities.</p>
<p>2. <i>Ready Classroom Mathematics</i> Student Worktext</p> <p>After completing the assigned <i>i-Ready Personalized Instruction</i> lesson(s), students complete the blue pages of an assigned lesson in their Student Worktext.</p>	<p>Students access the blue pages of Lesson 15 in their Student Worktexts or via the student eBook.</p>
<p>3. Practice</p> <p>Digital Option: Teacher assigns Interactive Practice for the lesson. While Interactive Practice assignments don't include scoring, reports allow teachers to monitor completion and Time-on-Task. <i>Interactive Practice is not available for all lessons.</i></p> <p>Paper-Based Option: Students complete the corresponding green practice pages in their Student Worktext.</p>	<p>Digital: Ms. Ortega assigns Interactive Practice for Lesson 15 to her class.</p> <p>Paper: Students complete the green practice pages for Lesson 15 in their Student Worktexts.</p>
<p>4. Check for Understanding</p> <p>Digital Option: Teacher assigns the Comprehension Check for the lesson. Comprehension Checks are automatically scored, and reports allow teachers to monitor completion and see how students performed.</p> <p>Paper-Based Option: Teacher prints and sends home Lesson Quiz to students.</p>	<p>Digital: Ms. Ortega assigns the Comprehension Check for Lesson 15 to her class.</p> <p>Paper: Ms. Ortega prints and sends home the Lesson 15 Lesson Quiz.</p>
<p>5. Additional Activities, Prioritized at the Teacher's Discretion</p> <ul style="list-style-type: none"> • <i>i-Ready</i> Learning Games (recommended: 10 minutes/day) • <i>i-Ready</i> My Path Lessons (recommended: 45 minutes/per subject/week) • Other offline learning activities 	<p>Ms. Ortega reminds students to play Learning Games for at least 10 minutes a day and to spend 45 minutes each week working in their My Path Mathematics lessons.</p>

Option B: Using *Ready Classroom Mathematics* Only

In this option, students work independently in their Student Worktexts.

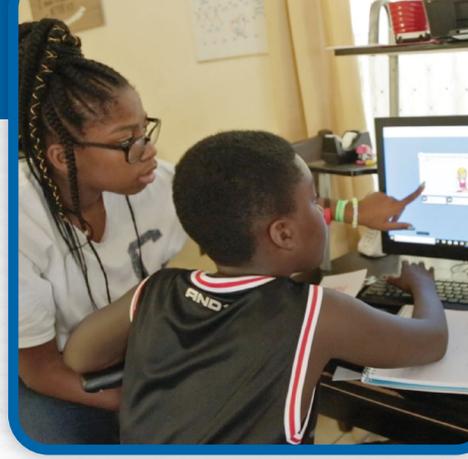
Example: Ms. Ortega's fourth grade class is about to start *Ready Classroom Mathematics* Lesson 15: Divide Four-Digit Numbers.

At-Home Learning Activities and Suggested Prioritization	Example:
<p>1. <i>Ready Classroom Mathematics</i> Student Worktext</p> <p>Students complete the blue pages of an assigned <i>Ready Classroom Mathematics</i> lesson in their Student Worktexts.</p>	<p>Students access the blue pages of Lesson 15 in their Student Worktexts or via the student eBook.</p>
<p>2. Practice</p> <p>Digital Option: Teacher assigns Interactive Practice for the lesson. While Interactive Practice assignments don't include scoring, reports allow teachers to monitor completion and time on task. <i>Interactive Practice is not available for all lessons.</i></p> <p>Paper-Based Option: Students complete the corresponding green practice pages in their Student Worktexts.</p>	<p>Digital: Ms. Ortega assigns Interactive Practice for Lesson 15 to her class.</p> <p>Paper: Students complete the green practice pages for Lesson 15 in their Student Worktexts.</p>
<p>3. Check for Understanding</p> <p>Digital: Teacher assigns the Comprehension Check for the lesson. Comprehension Checks are automatically scored, and reports allow teachers to monitor completion and see how students performed.</p> <p>Paper-Based Option: Teacher prints and sends home Lesson Quiz to students.</p>	<p>Digital: Ms. Ortega assigns the Comprehension Check for Lesson 15 to her class.</p> <p>Paper: Ms. Ortega prints and sends home the Lesson 15 Lesson Quiz.</p>
<p>4. Additional Activities, Prioritized at the Teacher's Discretion</p> <ul style="list-style-type: none"> • <i>i-Ready</i> Learning Games (recommended: 10 minutes/day) • Other offline learning activities 	<p>Ms. Ortega reminds students to play Learning Games for at least 10 minutes a day while they are out of school, once they have completed their other mathematics assignments.</p>

Ready Classroom Mathematics At-Home Learning Plan

Class/Teacher: _____

Activity	Are we using it?	Suggested Time to Spend per Day	Considerations
Ready Classroom Mathematics Activities			
Lesson Number: _____ Lesson Name: _____			
<p><i>i-Ready</i> Teacher-Assigned Lesson(s)</p> <p>Digital mathematics instruction selected to support lesson learning goals. Appears on the left side of student dashboard. <i>Teacher: Write name of lesson(s) in Considerations column.</i></p>			
<p>Ready Classroom Mathematics Student Worktext (blue pages)</p>			
<p>Practice</p> <p>Digital: Interactive Practice. Appears on the left side of the student dashboard.</p> <p>Paper: Ready Classroom Mathematics Student Worktext (green pages)</p>			
<p>Check for Understanding</p> <p>Digital: Comprehension Check. Appears on the left side of the student dashboard.</p> <p>Paper: Lesson Quiz</p>			
Additional Learning Activities			
<p><i>i-Ready</i> Learning Games</p>			
<p><i>i-Ready</i> My Path Lessons</p> <p>Personalized mathematics instruction guided by <i>i-Ready Assessment</i> data. Appears on the right side of the student dashboard.</p>			
<p>Other offline learning activities</p>			
Other			



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.

- Link to include in your existing communication: i-Ready.com/AtHome
- Short message to include in your existing communication (see below)
- Printable flyer on [pp. 9–10](#) (English) and [pp. 11–12](#) (Spanish)

Short Message with *i-Ready Personalized Instruction*:

As part of our preparations for an extended school closing, we want to ensure we have ways for students to keep their grade-level mathematics learning on track. We will be recommending at-home use of the *Ready Classroom Mathematics* Student Worktext as well as use of *Ready Classroom Mathematics* digital components, including *i-Ready Personalized Instruction* lessons, to ensure that students stay on pace.

Visit i-Ready.com/AtHome for more information, including how you can plan to support your student during a school closure. More details, including at-home learning plans aligned to each upcoming *Ready Classroom Mathematics* lesson, will be forthcoming.

Short Message without *i-Ready Personalized Instruction*:

As part of our preparations for an extended school closing, we want to ensure we have ways for students to keep their grade-level mathematics learning on track. We will be recommending at-home use of the *Ready Classroom Mathematics* Student Worktext as well as use of *Ready Classroom Mathematics* digital components to ensure that students stay on pace.

Visit i-Ready.com/AtHome for more information, including how you can plan to support your student during a school closure. More details, including at-home learning plans aligned to each upcoming *Ready Classroom Mathematics* lesson, will be forthcoming.

Your child has been using the *Ready Classroom Mathematics* program at school. As your student prepares to continue their learning at home, you can use the print version of the Student Worktext and follow any guidance provided by your child's teacher. Additionally the *Ready Classroom Mathematics* program has a Student Digital Experience that can help support your student's learning.

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.

iPad®, *App Store*®, and *Safari*® are registered trademarks of Apple, Inc.

IOS is a trademark or registered trademark of Cisco in the US and other countries and is used under license.

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 credential 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 your child should work on, follow this guidance to keep their learning aligned with the current curriculum.

Within the Student Digital Experience, your child will be able to select:

1. Teacher-assigned activities, including lessons, Interactive Practice, and Comprehension Checks
2. My Path lessons, assigned to your child based on their latest results on a Diagnostic. Note that My Path lessons will only appear as a choice on the screen if your child's school has access to *i-Ready Personalized Instruction* lessons.
3. Student Bookshelf, which includes the Student Worktext and family resources
4. Digital Math Tools, which help students explore concepts and solve problems
5. Learning Games, which help build math fluency, number sense, and conceptual understanding in fun ways

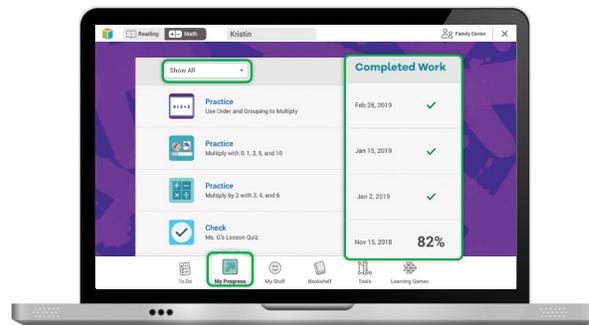


Where can my child and I see the progress being made?

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:

- Completed Work, including all completed Teacher-Assigned and My Path items
- Scores for complete Comprehension Checks and personalized Lesson Quizzes (*if applicable*)



Where can I find additional resources to help me support my child?

- **Family Resources:** At the top right corner of the Student Bookshelf, you'll find a link to family resources that include videos explaining the learning in each unit and Family Letters with activities to do at home.
- **Family Center:** At the top right corner of the student dashboard, you'll find a link to the Family Center, which includes an explanation of the program and answers to frequently asked questions.

Tips to Support Your Child

1. **EXPLAIN** to your child how working on *Ready Classroom Mathematics* 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 learning activities.
4. **ENCOURAGE** your child to take each lesson and quiz question seriously. Remind your child to read directions and problems in their entirety, record their thinking on paper, and use the digital 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 45 minutes of *i-Ready Personalized Instruction* per subject per week and maintain a range of 30–49 minutes of Personalized Instruction while passing at least 70 percent of lessons. Your child's school may have varying guidance. You can use these [fun trackers](#) as you and your child discuss and keep track of progress.
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.

Check back soon for a
family guidance flyer
in Spanish!

Check back soon for a
family guidance flyer
in Spanish!

Monitoring and Responding to Personalized Instruction during a School Closure

<p>Monitor</p>	<p>Analyze <i>List the students who are in each category and think about the possible causes. Review individual student data as needed.</i></p>	<p>Take Action <i>I will...</i></p>
<p>Lesson Alerts</p>		
<p>⊗ Domain Shutoff alerts ⚠ Struggling with Lessons alerts</p>		<p><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:</p>
<p>Time-on-Task</p>		
<p>Less than 30 minutes (per subject/ per week)</p>		<p><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>
<p>More than 50 minutes (per subject/ per week)</p>		<p><input type="checkbox"/> Review lesson path to ensure student is working on lessons appropriate for their chronological grade. <input type="checkbox"/> Consider assigning extension or enrichment activities. <input type="checkbox"/> Other:</p>
<p>Percent of Lessons Passed</p>		
<p>Less than 70% of lessons passed</p>		<p><input type="checkbox"/> Review student's instructional path to confirm they are working on lessons appropriate for their chronological grade level. If not, consider assigning extension or enrichment 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:</p>
<p>On Track</p>		
<p>✓ No lesson alerts ✓ 30–49 minutes of Time-on-Task ✓ At or above 70% of lessons passed</p>		<p><input type="checkbox"/> Celebrate achievements with students and families. <input type="checkbox"/> Consider assigning extension and/or enrichment activities. <input type="checkbox"/> Other:</p>



Ready | Mathematics

Quick-Start Guidance for At-Home Learning



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

(As needed) Ensure that all students have access to Personalized 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. 26–30.*
- 2 Define at-home learning activities.**

Develop a plan for how students will continue to learn mathematics remotely, including a combination of digital and offline resources. *For detailed guidance, see pp. 15–18.*
- 3 Document and prioritize at-home learning activities.**

Once you have determined which learning activities students should engage in during their time out of school, use the template on [p. 18](#) to document your plan and communicate it to students.
- 4 Prepare students to learn remotely.**

Ensure that students take home their *Ready Mathematics* Student Instruction Book and Practice and Problem Solving book, as well as any other printed materials, and know how to log in to and navigate their student dashboard if they're using *i-Ready*.
- 5 Share plans with families.**

Provide families with the information and tools they need to support their students' remote mathematics learning. Don't forget to leverage Family Letters available on the Teacher Toolbox for each lesson. Get [communication materials](#) you can use.
- 6 Develop a monitoring plan.**

Plan to monitor students' digital mathematics learning activities while they are working remotely so you can make adjustments as needed. This will also help inform instruction once they return to school. Get directions for [teachers](#) and for [district and school leaders](#).
- 7 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. 26–30.*



At-Home Learning Activities Planning Guidance

Capturing the discourse-driven nature of the *Ready Mathematics* program in an at-home learning plan is a challenge, but you can still use components while students are out of school. As you plan for how students will learn at home, try to stay aligned to your pacing calendar so you maintain momentum and cover essential material.

Ready Mathematics Learning Activities

We offer two suggested at-home learning plan options ([pp. 16–17](#)) that utilize the components of *Ready Mathematics* to keep learning moving forward, along with recommended prioritization of learning activities. Each plan describes what teachers need to do to set students up for learning remotely, including links to helpful How-Tos.

Additional Learning Activities

Consider the following options for extending learning and offering students opportunities for differentiated practice.

i-Ready Learning Games (Grades K–5) (if available)

- Learning Games offer students engaging math fluency and number sense practice and are intended to supplement existing mathematics instruction. Learning Games are accessible via an icon at the bottom of the student dashboard. Access the [Learning Games Educator Guide](#).

i-Ready My Path Lessons (if available):

- 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 screen.
- We recommend that all students aim for 45 minutes of *i-Ready Personalized Instruction* per subject per week.
- It’s important for students who are below grade level to work through My Path lessons as a lever for growth in mathematics. Depending on the volume of other at-home learning tasks, educators may consider temporarily upping weekly Time-on-Task on mathematics lessons to 60–90 minutes for these students.

Other Offline Learning Activities:

- Educators may print and assign additional learning activities in order to serve students and families who do not have internet access. These activities will offer students multiple ways to engage with learning during their time outside of school.
- Grade-level [At-Home Activity Packets](#) for Reading and Mathematics are available.
- Educators may also print and send home resources from the Teacher Toolbox to complement mathematics learning. However, they should be mindful that not all resources are intended to be worked on by a student independently (e.g., Tools for Instruction and Math Centers require facilitation by an adult).

Option A: Using *Ready Mathematics* and *i-Ready Personalized Instruction*

In this option, educators use *i-Ready Personalized Instruction* lessons aligned with *Ready Mathematics* learning goals to provide direct instruction prior to students working independently in their Student Instruction Books.

Example: Ms. Ortega’s fourth grade class is about to start *Ready Mathematics* Lesson 12: Divide Whole Numbers.

At-Home Learning Activities and Suggested Prioritization	Example:
<p>1. <i>i-Ready Personalized Instruction</i> Lesson</p> <p>Teacher assigns on-grade level <i>i-Ready Personalized Instruction</i> lesson(s) aligned with scope and sequence and pacing guide.</p>	<p>Ms. Ortega assigns the <i>i-Ready Personalized Instruction</i> lessons “Divide Whole Numbers” and “Divide Whole Numbers, Part 2” to her class, asking them to complete them before moving on to other learning activities.</p>
<p>2. <i>Ready Mathematics</i> Student Instruction Book</p> <p>After completing the assigned <i>i-Ready Personalized Instruction</i> lesson(s), students work to complete an assigned <i>Ready Mathematics</i> lesson in their Student Instruction Book.</p>	<p>Students access Lesson 12 in their Student Instruction Books.</p>
<p>3. Practice</p> <p>Students complete the corresponding practice pages in their Practice and Problem Solving books.</p> <p>Optional Digital Extension: Note that some <i>i-Ready Personalized Instruction</i> lessons may have one or more corresponding Practice lessons. If Practice lessons are available, teachers may assign these in addition to Practice and Problem Solving pages.</p>	<p>Students complete the Practice and Problem Solving pages for Lesson 12.</p> <p>Ms. Ortega also opts to assign the <i>i-Ready Personalized Instruction</i> practice lessons, Practice: Divide Whole Numbers, Part 1 and Practice: Divide Whole Numbers, Part 2 to students who need extra practice.</p>
<p>4. Lesson Quiz</p> <p>Teacher prints and sends home Lesson Quiz to students.</p>	<p>Ms. Ortega prints and sends home the Lesson 12 Lesson Quiz.</p>
<p>5. Additional Activities, Prioritized at the Teacher's Discretion</p> <ul style="list-style-type: none"> • <i>i-Ready</i> Learning Games (recommended: 10 minutes/day) • <i>i-Ready</i> My Path lessons (recommended: 45 minutes/per subject/week) • Other offline learning activities 	<p>Ms. Ortega reminds students to play Learning Games for at least 10 minutes a day and to spend 45 minutes each week working in their My Path Mathematics lessons.</p>

Option B: Using *Ready Mathematics* Only

In this option, students work independently in their Student Instruction Books.

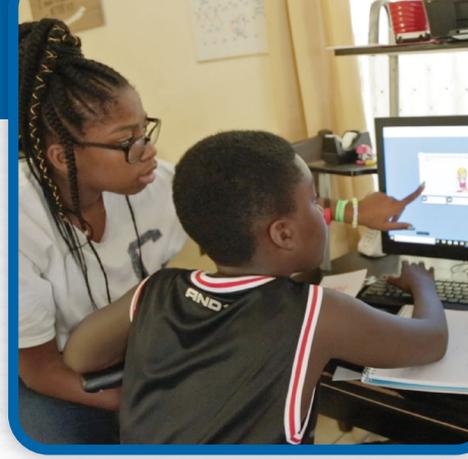
Example: Ms. Ortega's fourth grade class is about to start *Ready Mathematics* Lesson 12: Divide Whole Numbers.

At-Home Learning Activities and Suggested Prioritization	Example:
<p>1. <i>Ready Mathematics</i> Student Instruction Book</p> <p>Students complete an assigned <i>Ready Mathematics</i> lesson in their Student Worktext.</p>	<p>Students access Lesson 12 in their Student Instruction Books.</p>
<p>2. Practice and Problem Solving Book</p> <p>Students complete the corresponding practice pages in their Practice and Problem Solving books.</p>	<p>Students complete the Practice and Problem Solving pages for Lesson 12.</p>
<p>3. Lesson Quiz</p> <p>Teacher prints and sends home Lesson Quiz to students.</p>	<p>Ms. Ortega prints and sends home the Lesson 12 Lesson Quiz.</p>
<p>4. Additional Activities, Prioritized at the Teacher's Discretion</p> <ul style="list-style-type: none"> • Other offline learning activities 	<p>Ms. Ortega prints and assign pages from the At-Home Activity Packets to students according to their need.</p>

Ready Mathematics At-Home Learning Plan

Class/Teacher: _____

Activity	Are we using it?	Suggested Time to Spend per Day	Considerations
Ready Mathematics Activities			
Lesson Number: _____ Lesson Name: _____			
<i>i-Ready</i> Teacher-Assigned Lesson(s) Digital mathematics instruction selected to support lesson learning goals. Appears on the left side of student dashboard. <i>Teacher: Write name of lesson(s) in Considerations column.</i>			
Ready Mathematics Student Instruction Book			
Practice Paper: <i>Ready Mathematics</i> Practice and Problem Solving Book Optional Digital: Teacher-Assigned <i>i-Ready</i> Practice Lesson(s)			
Lesson Quiz			
Additional Learning Activities			
<i>i-Ready</i> Learning Games			
<i>i-Ready</i> My Path Lessons Personalized mathematics instruction guided by <i>i-Ready Assessment</i> data. Appears on the right side of the student dashboard.			
Other offline learning activities			
Other			



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.

- Link to include in your existing communication: i-Ready.com/AtHome
- Short message to include in your existing communication (see below)
- Printable flyer on [pp. 20–21](#) (English) and [pp. 22–23](#) (Spanish). *Note that this flyer is only applicable when students are using i-Ready Personalized Instruction. Other resources for informing families about Ready Mathematics instruction can be found by searching "families" on Math.ReadyCentral.com.*

Short Message with *i-Ready Personalized Instruction*:

As part of our preparations for an extended school closing, we want to ensure we have ways for students to keep their grade-level mathematics learning on track. We will be recommending at-home use of the *Ready Mathematics* Student Instruction and Practice and Problem Solving books and *i-Ready Personalized Instruction* lessons to ensure that students stay on pace.

Visit i-Ready.com/AtHome for more information, including how you can plan to support your student during a school closure. More details, including at-home learning plans aligned to each upcoming *Ready Mathematics* lesson, will be forthcoming.

Short Message without *i-Ready Personalized Instruction*:

As part of our preparations for an extended school closing, we want to ensure we have ways for students to keep their grade-level mathematics learning on track if they are out of school. We will be recommending at-home use of the *Ready Mathematics* Student Instruction and Practice and Problem Solving books to ensure that students stay on pace.

Visit i-Ready.com/AtHome for more information, including how you can plan to support your student during a school closure. More details, including at-home learning plans aligned to each upcoming *Ready Mathematics* lesson, will be forthcoming.

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.

iPad®, *App Store*®, and *Safari*® are registered trademarks of Apple, Inc.

iOS is a trademark or registered trademark of Cisco in the US and other countries and is used under license.

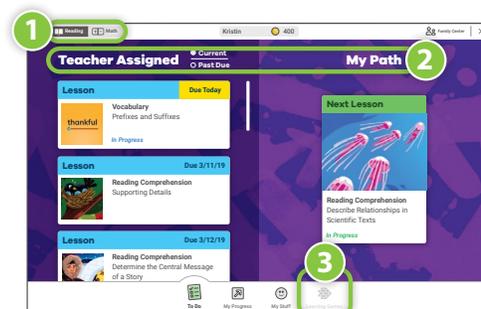
From a computer*:

- 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.READY.com) and log in to *i-Ready* directly on a computer using the credential provided by their teacher.

Visit [i-Ready.com/Support](https://www.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 your child should work on, follow this guidance to keep their learning aligned with the current curriculum.
- Within the *i-Ready Personalized 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.

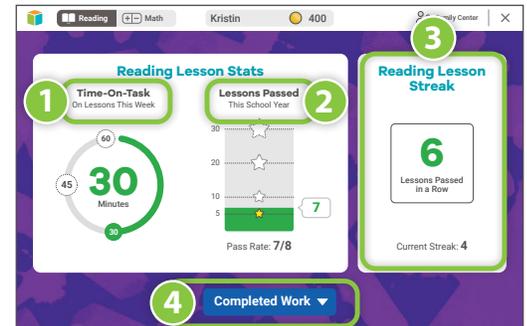


Where can my child and I see the progress being made?

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 Personalized 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 problems and directions 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 45 minutes of *i-Ready Personalized Instruction* per subject per week and maintain a range of 30–49 minutes of Personalized Instruction while passing at least 70 percent of lessons. Your child's school may have varying guidance. You can use these [fun trackers](#) as you and your child discuss and keep track of progress.
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.
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 even use these fun coloring pages of *i-Ready* characters) and older children can immerse themselves in a book of their choice or additional math activities provided by their teacher.

Check back soon for a
family guidance flyer
in Spanish!

Check back soon for a
family guidance flyer
in Spanish!

Monitoring and Responding to Personalized Instruction during a School Closure

<p>Monitor</p>	<p>Analyze <i>List the students who are in each category and think about the possible causes. Review individual student data as needed.</i></p>	<p>Take Action <i>I will...</i></p>
<p>Lesson Alerts</p>		
<p>⊗ Domain Shutoff alerts ⚠ Struggling with Lessons alerts</p>		<p><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:</p>
<p>Time-on-Task</p>		
<p>Less than 30 minutes (per subject/ per week)</p>		<p><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>
<p>More than 50 minutes (per subject/ per week)</p>		<p><input type="checkbox"/> Review lesson path to ensure student is working on lessons appropriate for their chronological grade. <input type="checkbox"/> Consider assigning extension or enrichment activities. <input type="checkbox"/> Other:</p>
<p>Percent of Lessons Passed</p>		
<p>Less than 70% of lessons passed</p>		<p><input type="checkbox"/> Review student's instructional path to confirm they are working on lessons appropriate for their chronological grade level. If not, consider assigning extension or enrichment 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:</p>
<p>On Track</p>		
<p>✓ No lesson alerts ✓ 30–49 minutes of Time-on-Task ✓ At or above 70% of lessons passed</p>		<p><input type="checkbox"/> Celebrate achievements with students and families. <input type="checkbox"/> Consider assigning extension and/or enrichment activities. <input type="checkbox"/> Other:</p>

General How Tos

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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.*

The screenshot illustrates the process of managing Diagnostic Windows in the i-Ready system. It is divided into three main sections:

- Top Navigation:** Shows the 'Management' menu selected, with 'Settings' and 'Manage' under the 'Assessment' category highlighted by callout 2.
- Settings Overview:** Shows the 'Settings' page with 'Assessment' selected. The 'ACADEMIC YEAR' is set to 'Begins 08/15/18 and ends 08/14/19'. The 'Diagnostic Windows' section is expanded, indicated by callout 3.
- Diagnostic Windows Detail:** Shows the 'Diagnostic Windows' configuration page. It includes a table of existing windows and an 'Add New' button. Callout 4A points to the 'Add New' button, callout 4B points to the 'Edit' button for 'Window 3', and callout 5 points to the 'Save' button.

Name	Start Date	End Date	Action
Window 2	12/02/17	12/31/17	Delete
Window 3	03/02/18	03/31/18	Edit, Delete

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.

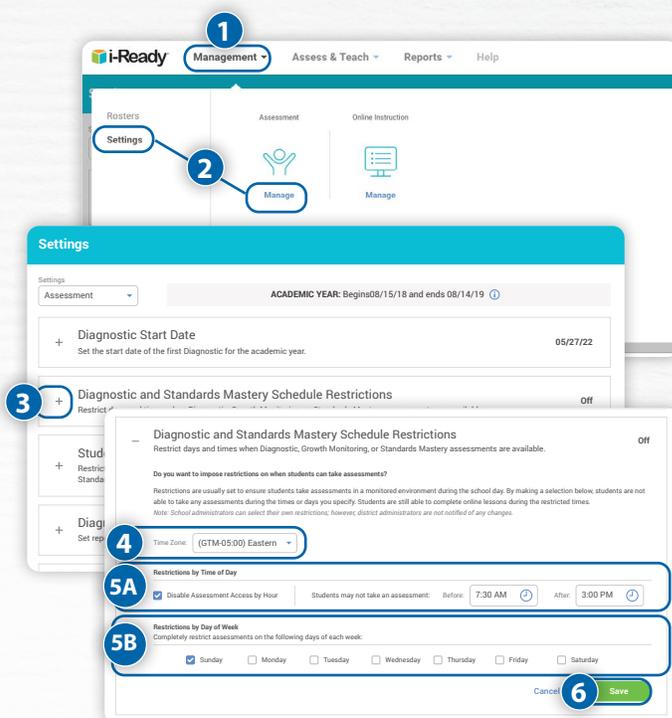
To restrict student access to assessments by **day of the week**:

- 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 Personalized 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 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.

The screenshot shows the i-Ready Management interface. Step 1 points to the 'Management' dropdown menu. Step 2 points to the 'Settings' link under 'Assessment' and the 'Manage' link under 'Assessment'. Step 3 points to the '+' icon next to 'Growth Monitoring' in the 'Settings' panel. Step 4 points to the 'Use district settings' radio button. Step 5 points to the 'Edit' button for a schedule. Step 6 points to the 'Save' button at the bottom right of the 'Growth Monitoring' settings panel.

The 'Settings' panel shows the following configuration:

- Assessment: ACADEMIC YEAR: Begins 08/15/18 and ends 08/14/19
- Diagnostic Start Date: 05/27/22
- Diagnostic and Standards Mastery Schedule Restrictions: off
- Student Content Restrictions During Diagnostic and Standards Mastery: On
- Diagnostic Windows: Set reporting windows for when
- Diagnostic Breaks: Select the break type to provide
- Growth Monitoring: Set schedules for Growth Monitoring assignments.

The 'Growth Monitoring' settings panel includes the following options:

- Do you want to auto-assign Growth Monitoring assessments for Grade K-8 students?
 - Use district settings
 - Do not auto-assign any Growth Monitoring assessments.
- Assign regularly scheduled assessments to:
 - All Grades
 - Selected Grades
- Assign regularly scheduled assessments to:
 - All Grades
 - Selected Grades

The 'Selected Grades' section shows a grid of checkboxes for grades K through 8, with 'K' and '1' checked.

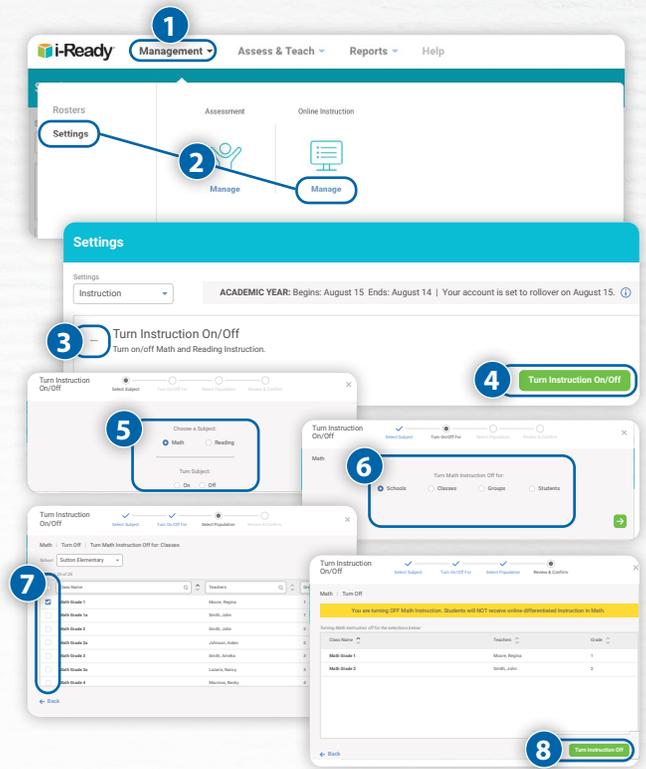
Ensuring Instruction Is Turned On for Students

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. Select 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.

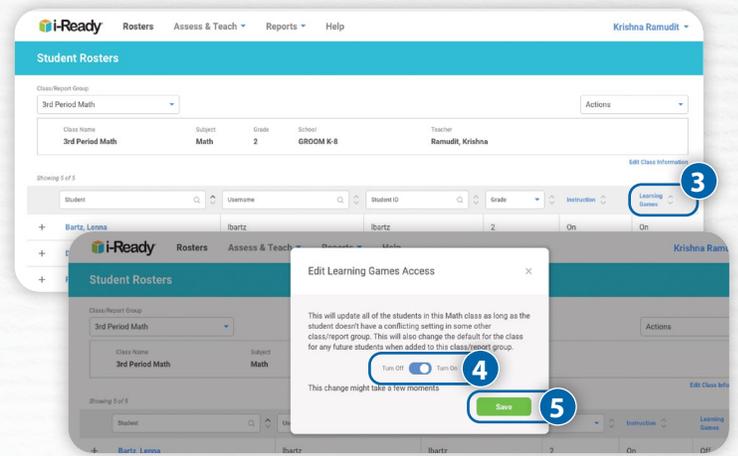


Turn Learning Games On/Off

For a Whole Class:

Follow Steps 1–2 from *Ensuring Instruction Is Turned On for Students*.

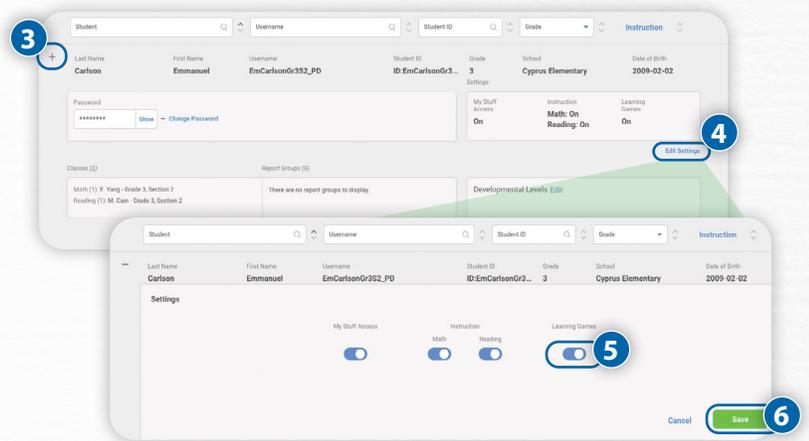
3. Select **Learning Games**.
4. Use the **toggle** to turn Learning Games on or off for the whole class.
5. Select **Save**.



For an Individual Student:

Follow Steps 1–2 from *Ensuring Instruction Is Turned On for Students*.

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**.



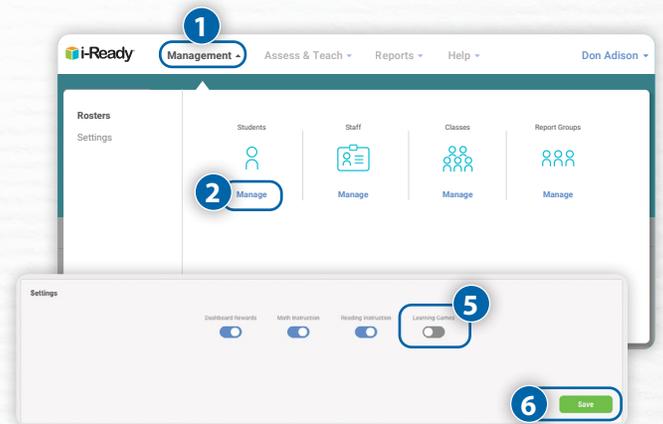
*The individual student on/off feature will allow Learning Games to be enabled for an individual student, even when Learning Games has been turned off for the entire class.

For Students in a School or District:

1. Select **Management** from the top navigation. **Rosters** will be selected by default.
2. Select **Manage** under **Students**.

Follow Steps 3–4 from *Ensuring Instruction Is Turned On for Students*.

5. Use the **toggle** to turn Learning Games on or off.*
6. Select **Save**

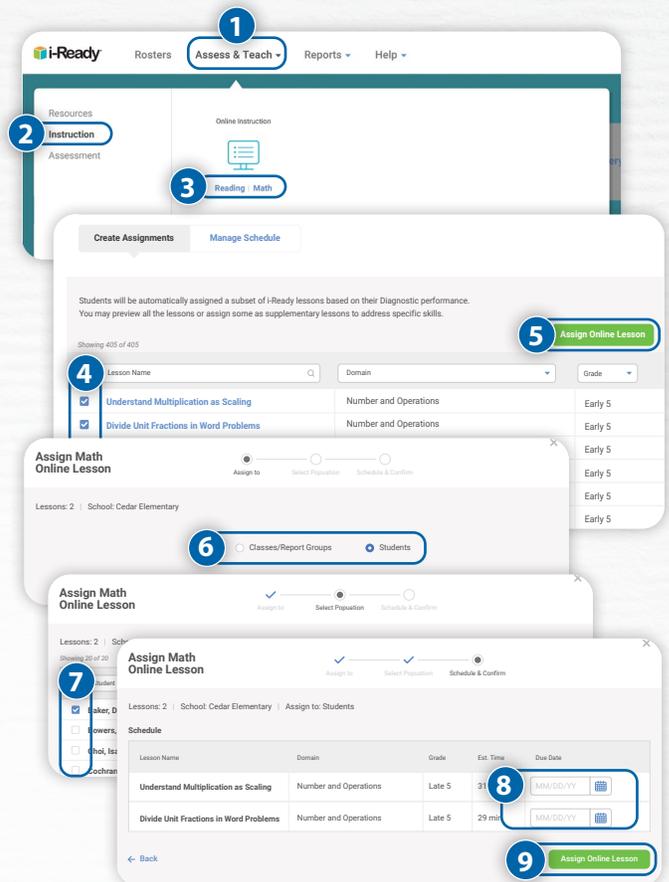


*The individual student on/off feature will allow Learning Games to be enabled for an individual student even when Learning Games has been turned off for the entire class.

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 also select a **lesson name** to view lesson details.
5. Select **Assign Online Lesson**. The corresponding pop-up will appear.
6. Choose **Classes/Report Groups** or **Students**.
7. Use the **checkboxes** to select your **population**.
8. **Optional:** 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.
9. Select **Assign Online Lesson**.

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



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.

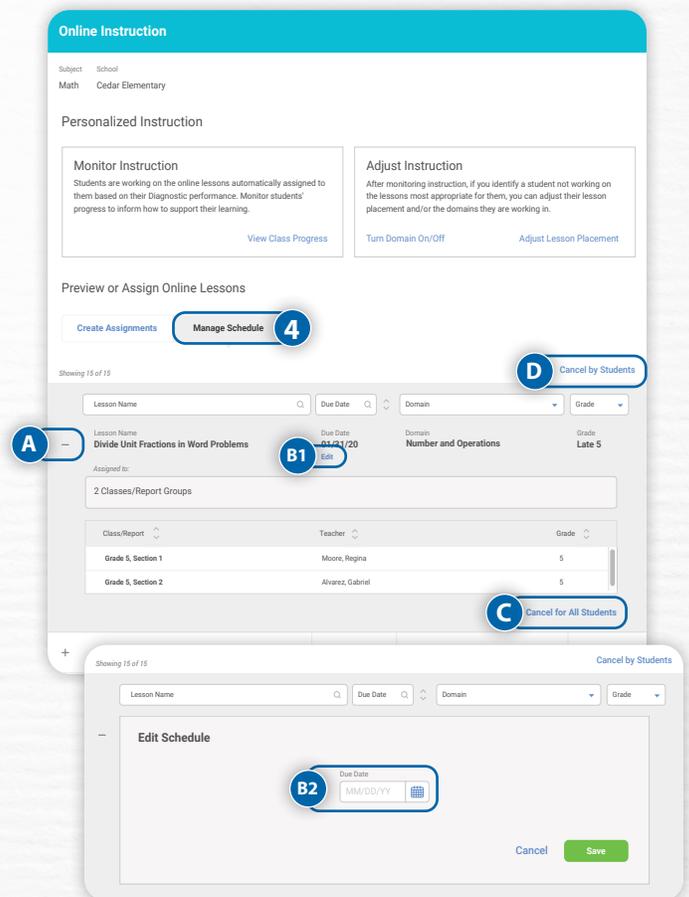
To remove the assignment entirely:

- 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.*)

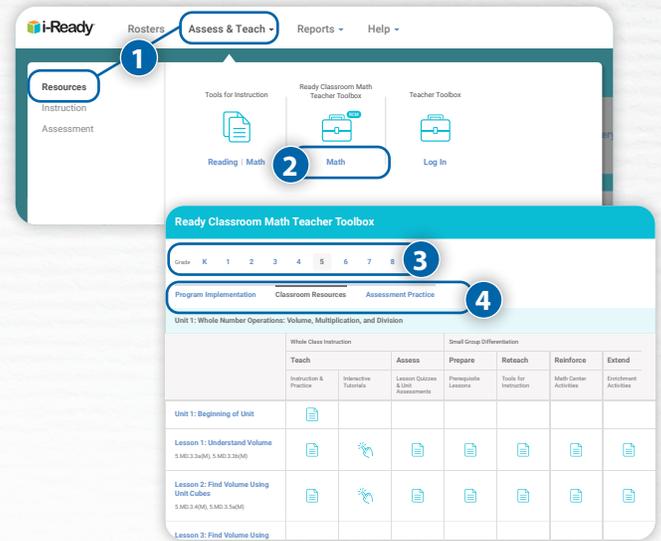
! *Make sure to save changes when prompted!*



Accessing the Teacher Toolbox

Ready Classroom Mathematics users only:

1. Select **Assess & Teach** from the top navigation. **Resources** will be selected by default.
2. Select **Math** under *Ready Classroom Math Teacher Toolbox* to open the Teacher Toolbox.
3. Your **Grade** will be selected automatically, but you can use the **buttons** to select another grade if needed to locate off-grade level resources recommended in the Prerequisites report.
4. Select **Program Implementation**, **Classroom Resources**, or **Assessment Practice**. Your core instructional resources are available under *Classroom Resources*.



Ready Mathematics users only:

Accessing the Teacher Toolbox with i-Ready:

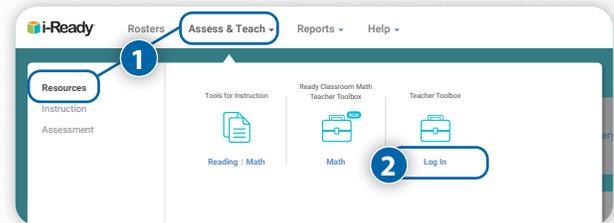
1. Select **Assess & Teach** from the top navigation. **Resources** will be selected by default.
2. Select **Log In** under the Teacher Toolbox. This will take you to Teacher-Toolbox.com, where you will need to sign in using your Teacher Toolbox credentials.

Follow Steps 3–4 from **Ready Classroom Mathematics users only**.

Accessing the Teacher Toolbox without i-Ready:

1. Go to Teacher-Toolbox.com.
2. Sign in using your Teacher Toolbox credentials.

Follow Steps 3–4 from **Ready Classroom Mathematics users only**.



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

Report to Use



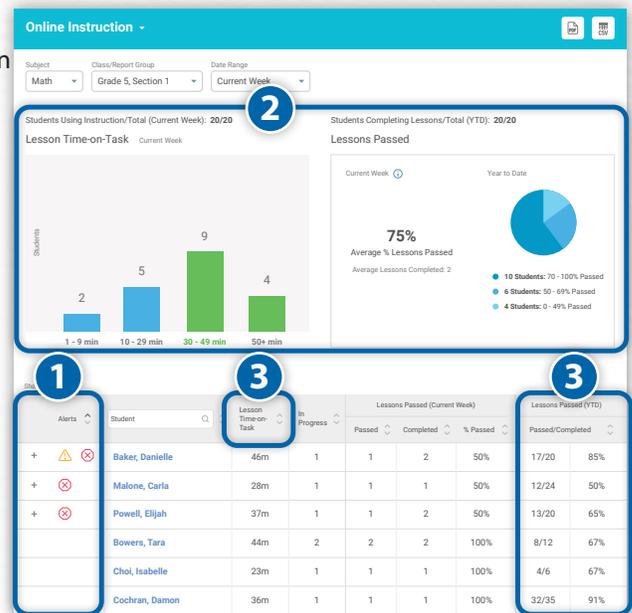
Online Instruction (Class)*:
Select *Reading* or *Math*.

Report Criteria to Select

- Select the **Class** or **Report Group** you want to review.
- Confirm the **Date Range** for the Personalized 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.
 - Individual students should aim for 45 minutes of Personalized Instruction per subject with high % Lessons Passed in order for each student and class/report group to consistently maintain the recommended range of 30–49 minutes of Personalized Instruction 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 45 minutes, less than 30 minutes, or more than 50 minutes of Personalized Instruction
 - Are in the range of 30–49 minutes of Lesson Time-on-Task
 - Are in the range of 70%–100% of lessons passed for the year



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 aim for 45 minutes of Personalized Instruction per subject with high Percent of Lessons Passed each week
 - Aggregate groups maintain the recommended range of 30–49 minutes of Personalized Instruction
 - Individual students and groups maintain 70%–100% of lessons passed for the year
- **Respond to student needs:** Use the data to inform teacher-led small group and individualized instruction.
- **Celebrate bright spots and accomplishments:**
 - Recognize achievements with students and families.
 - Create classwide incentive systems for reaching Percent of Lessons Passed and usage goals.

For a worksheet to support your analysis, see [p. 24](#).

How are students using and making progress in Personalized 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

1. Review Overall Time-on-Task:

Review how your school or district is using Personalized Instruction.

- What percentage of students is in the healthy range of 30–49 minutes of Time-on-Task?

2. Review Overall Percent Lessons Passed:

Review how your school or district is progressing with Personalized Instruction.

- What percentage of students passed more than 70 percent of their lessons?

- #### 3. 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.

4. Lesson Alerts:

- Which schools, grades, or classes have a significant number of Domain Shutoff alerts (⊗) and Struggling with Lessons alerts (⚠)?



Recommendations: At the aggregate level, schools, grades, and classes should maintain a healthy range of 30–49 minutes of Personalized Instruction per subject per week and 70%–100% of lessons passed. Consider which groups:

- Are in the healthy range of 30–49 minutes of Time-on-Task
- Have completed less than 30 minutes of Personalized Instruction
- Are in the healthy range of 70%–100% of lessons passed

Assigning Interactive Practice

1. Select **Assess & Teach** from the top navigation.
 2. Select the **Instruction** category at left.
 3. Select **Math** under *Interactive Practice*.
 4. In the *Create Assignments* view, your **Grade** will be selected by default. If you teach more than one grade level, use the dropdown to select the grade of Interactive Practice you want to assign. If you teach *Ready Classroom Mathematics* at more than one school, you will be prompted to select a **School** first.
 5. Filter by *Interactive Practice* title, *Standards* addressed, *Lesson*, and/or *Unit*.
 6. Use the **checkboxes** to select *Interactive Practice* you would like to assign (maximum of 10 at one time). Click on the title to view details or preview the Interactive Practice of your choice.
 7. Select **Assign Interactive Practice**. The corresponding pop-up will appear.
- !** Make sure to click the arrow after each step to move forward!
8. Choose **Classes/Report Groups** or **Students**.
 9. Use the **checkboxes** to select your *population*.
 10. Enter a **Due Date** for each practice you are assigning.
 11. Select **Assign Interactive Practice**.

The screenshots illustrate the following steps:

1. Top navigation: Assess & Teach
2. Left sidebar: Instruction
3. Interactive Practice: Math
4. Create Assignments: Grade dropdown
5. Search filters: Interactive Practice, Standards, Lesson, Unit
6. Practice list: Find Volume Using Unit Cubes, Find Volume Using Unit Cubes (checkboxes)
7. Assign Math Interactive Practice (button)
8. Assign to: Students (radio button)
9. Student list: Baker, Danielle (checkboxes)
10. Schedule table: Due Date field
11. Assign Interactive Practice (button)

Interactive Practice	Standards	Lesson	Unit
Find Volume Using Unit Cubes	S.MD.C.4 S.MD.C.5 S.MD.C.5a	Lesson 2	Unit 1
Find Volume Using Unit Cubes	S.MD.C.5		

Interactive Practice	Standards	Lesson	Unit	Due Date
Add Decimals	S.NBT.B.7	Lesson 10	Unit 10	MM/DD/YY
Subtract Decimals	S.NBT.B.7	Lesson 11	Unit 2	MM/DD/YY

Managing Assigned Interactive Practice

Follow Steps 1–3 under *Assigning Interactive Practice*.

4. Select **Manage Schedule**.

To view *Interactive Practice* assignment details:

- Select the **+** icon next to the *Interactive Practice* name. When expanded, it will change to a **–** icon.

To change the due date of an existing assignment:

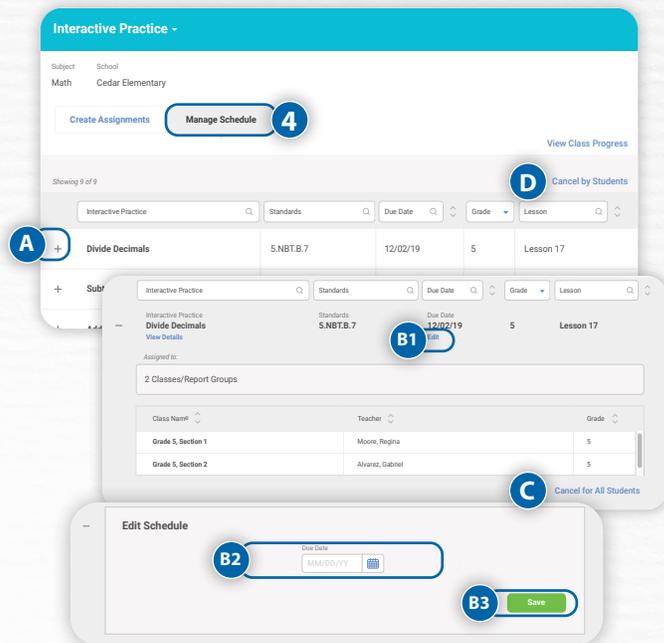
- Select **Edit** below *Due Date*.
- Enter** or **use the calendar** to select the new Due Date on the *Edit Schedule* screen.
- Save** your changes.

To cancel the *Interactive Practice* assignment for all students:

- Select **Cancel for All Students**.

To cancel the *Interactive Practice* assignment for individual students:

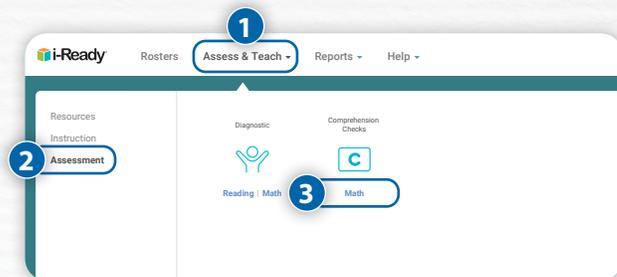
- Select **Cancel by Students** above the *Interactive Practice* table. Follow the steps in the corresponding pop-up to select one or more individual student assignments to cancel. (Steps not pictured.)



Assigning Existing Comprehension Checks

To access Comprehension Check creation and assignment features:

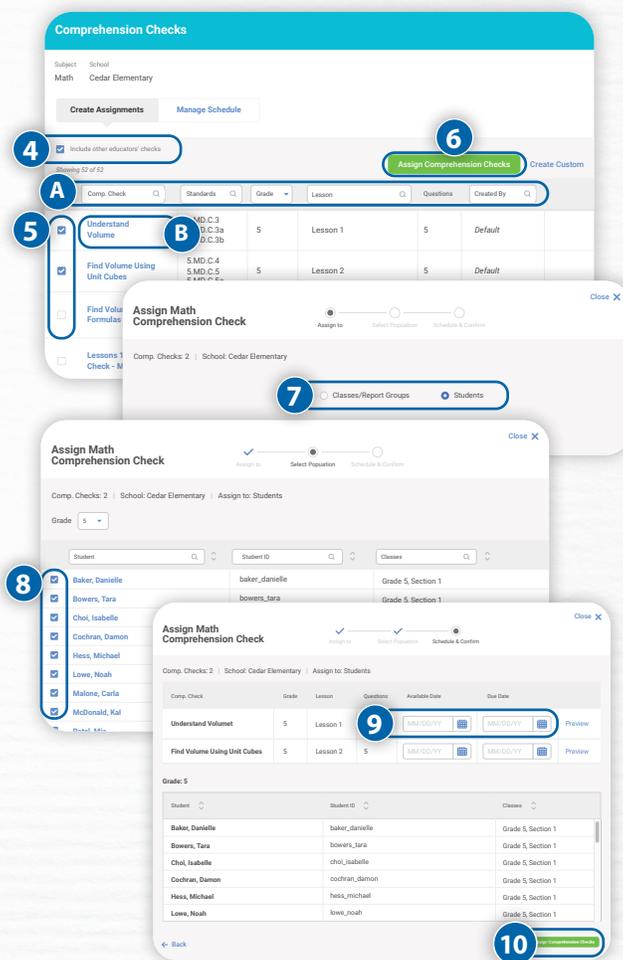
1. Select **Assess & Teach** from the top navigation.
2. Select **Assessment** for the category.
3. Select **Math** under *Comprehension Checks*. The *Create Assignments* screen will display by default.



To assign an existing Comprehension Check:

Follow Steps 1–3 under *To access Comprehension Check creation and assignment features*.

4. Indicate whether you would like to *Include other educators' checks* in the Create Assignments table. If you do not check this box, you will only see pre-created Comprehension Checks offered by default in the system and custom Comprehension Checks that you have created.
 5. Use the **checkboxes** to select *Comprehension Check(s)* you would like to assign (maximum of 10 at one time). If needed, you may also do the following from this screen:
 - A. Filter by *Comprehension Check* title, *Standards* addressed, *Grade*, and/or *Ready Classroom Mathematics Lesson*.
 - B. Click on the Comprehension Check **title** to view details or preview the assessment.
 6. Select **Assign Comprehension Checks**. The corresponding pop-up will appear.
- !** Make sure to click the arrow after each step to move forward!
7. Choose **Classes/Report Groups** or **Students**.
 8. Use the **checkboxes** to select your *population*.
 9. Enter the **Available Date** for each Comprehension Check to be accessible to students and a **Due Date** for student completion of each Check.
 10. Confirm that the information listed on screen is correct and select **Assign Comprehension Checks**.



Creating Custom Comprehension Checks

To create a custom Comprehension Check:

Follow Steps 1–3 under *To access Comprehension Check creation and assignment features*.

4. Select **Create Custom**.

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

5. Select the **Lesson Grade** you want to assess from the dropdown.

6. Use the **checkboxes** to select the **lesson(s)** to include in your custom Comprehension Check. If needed, you may also do the following from this screen:

A. Filter by **Lesson, Unit, or Standards**.

B. Change the test **Form** using the dropdown. Form A is the default.

C. **Preview** the assessment.

7. All questions are selected by default. Use the **checkboxes** to deselect questions to remove from the Comprehension Check. You can also preview and interact with each question by clicking on the **Question number**.

8. Enter the **Check Name** and **Check Description**. Be sure to use a name you will remember and recognize on the Create Assignments table when you need to assign this Check.

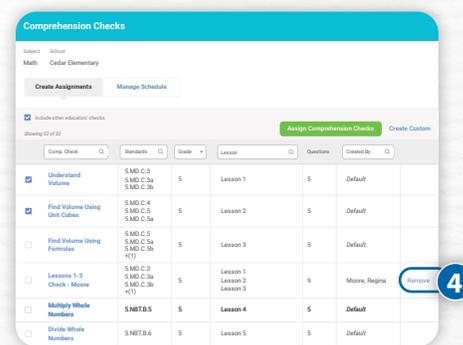
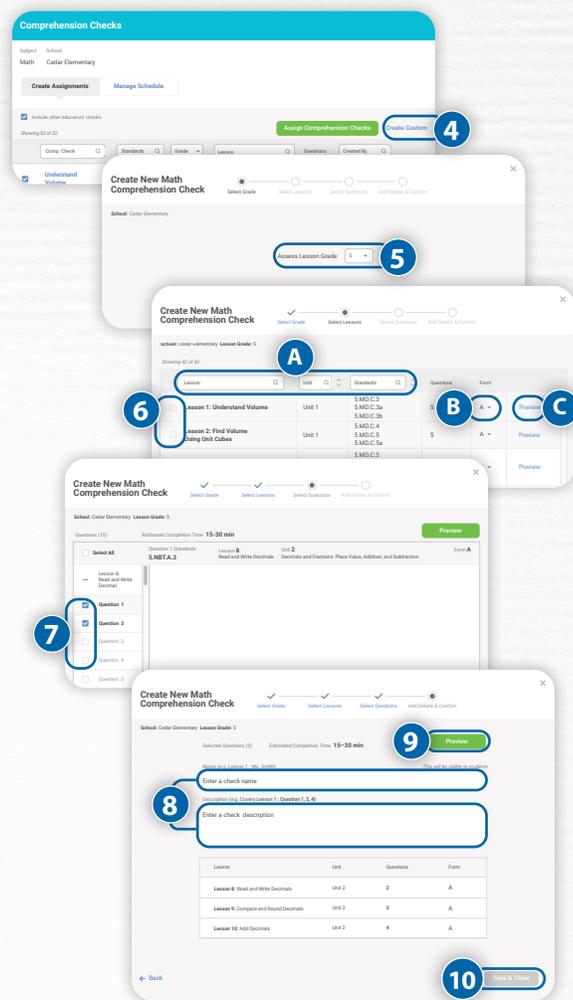
9. Click **Preview** to preview the full Comprehension Check you have created.

10. Review your selections and click **Save & Close** to save this Check and assign it to students at a later time.

To remove a custom Comprehension Check:

Follow Steps 1–3 under *To access Comprehension Check creation and assignment features*.

4. Remove a custom Comprehension Check from the system entirely by selecting **Remove**. You will be prompted to confirm that you want to remove the assessment. Once removed, the Check cannot be retrieved or assigned again; however, it will be available for reporting if it was previously assigned to students.



Managing Assigned Comprehension Checks

Follow Steps 1–3 under *To access Comprehension Check creation and assignment features*.

4. Select **Manage Schedule**.

To view Comprehension Check assignment details:

- A. Select the **+** icon next to the *Check name*.
When expanded, it will change to a **-** icon.

To change the dates associated with an existing Check:

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

To cancel the Comprehension Check assignment for all students:

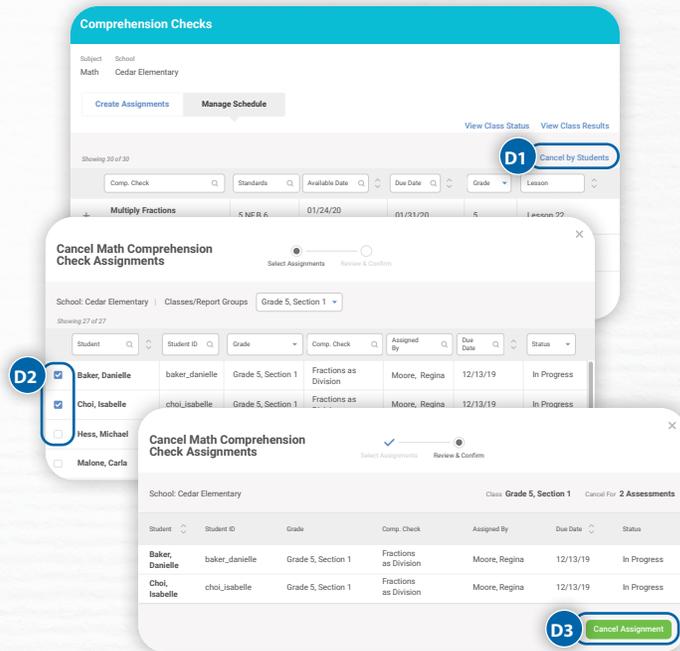
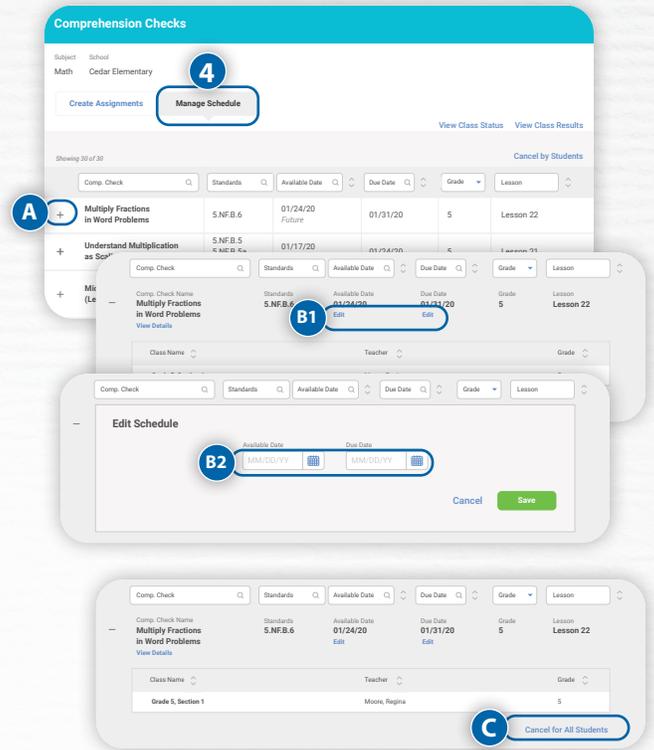
- C. Select **Cancel for All Students**.

To cancel the Comprehension Check assignment for individual students:

- D1. Select **Cancel by Students** above the *Manage Schedule table*.
- D2. Use the **checkboxes** to select one or more *individual student assignments* to cancel.

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

- D3. Review your selections and click **Cancel Assignment**.



Contact Information



ReadyClassroomCentral.com Math.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

*(Mon–Thurs 8:30 a.m.–6 p.m.;
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