



i-Ready Standards Mastery

What Standards should we assess?

When should we assess?

How do we assign it?

[Click here for the full Standards Mastery Guide](#)

i-Ready Standards Mastery and Diagnostic

While the Diagnostic helps you gauge **which** skills and concepts students likely understand, Standards Mastery is designed to provide visibility on **why** students may not understand specific standards. Once students have taken a Diagnostic for an overall picture of their performance, educators can use Standards Mastery to evaluate students' proficiency on specific standards.

	<i>i-Ready Diagnostic</i>	<i>i-Ready Standards Mastery</i>
<i>Who takes the assessment?</i>	Available for all students in Grades K–12	Available for Grades 2–8
<i>What type of assessment is it?</i>	Adaptive: Matches the difficulty of items to the current performance of each student	Fixed Form: Educators select content standards to assess, aligned to their scope and sequence.
<i>What does it assess?</i>	Skills across the Grades K–12 continuum in Reading and Mathematics to provide a subject- and domain-specific view of student performance	Mastery of specific content standards in Reading and Mathematics in Grades 2–8

Why should we use Standards Mastery?

- ❑ Will assess if students can pass a standard with the same RIGOR as the ILEARN test
- ❑ Can assess 1-2 standards per assessment
- ❑ Each standard will contain about 6 questions (2 versions for each standard)
- ❑ Mirrors the ILEARN format on screen (including Math manipulatives/tools)
- ❑ As a district, we can assign these, but once assigned, they will block the students from using i-Ready Practice until Standards Mastery is complete.
- ❑ Reports will generate scores AND Reteaching suggestions


What will we learn from the Standards Mastery Data?

Standards Mastery Results by Test (Student) Report

Use this report to:

- Gain insight into students' current understanding of specific skills and common misconceptions behind incorrect or partially correct responses.
- Pinpoint where and why further standards-based instruction or reteaching may be needed, and determine next steps to support individual students or groups of students with similar performance or misconceptions.

Standards Mastery Results



School	ATLANTIC WEST ELEMENTARY
Subject	Mathematics
Student	Luna, Francine

Use this report to review a student's results on a Standards Mastery assessment. Review the student's responses and common misconceptions for each wrong answer.

Item 1

Luke spends \$36 at a baseball game. His ticket costs \$23. Luke buys a cup of lemonade for \$5 and two bags of popcorn. How much is each bag of popcorn?

\$8

\$6

\$4

\$3

Item 2

Den puts 156 bottles of juice in boxes. There are 10 boxes that have 6 bottles in each. The rest of the boxes have 8 bottles in each. How many boxes have 8 bottles?

Correct answers:

Students may have an incorrect response because they found the total number of bottles left that are in boxes of 8, $156 - (10 \times 6) = 96$, instead of solving a step further to find the number of boxes that have 8 bottles in each.

Item 3

Andrea is ordering a photo book by the page. Each page can fit 4 photos. She wants to put 63 summer photos and 35 winter photos into the photo book. How can Andrea find the fewest number of pages she will need to order for all of her photos? Use the dropdown menus to complete the explanation.

Andrea must 63 and 35 to find the total number of photos she has. Then she has to the total by 4 to find the number of pages she needs. There will be pages with 4 photos each. She will have left over. Andrea will need to order pages for all her photos.

Correct answers:

Students may have an incorrect response because they do not understand how to set up and solve multistep problems. They may have chosen an incorrect operation to use in each step and, as a result, come up with an incorrect number of pages. If the response is 302 pages, students likely added to find the total number of photos but multiplied by 4, instead of dividing by 4, to find the number of pages needed, or they may have solved correctly but misinterpreted what to do with the remaining 2 photos and either disregarded them or incorrectly added 2 pages to account for them.

Item 4

Hannah, Martha, and Jack collect a total of 84 stickers. After they divide up all of the stickers equally, Hannah finds 6 more stickers and adds them to her collection. Jack gives 3 of his stickers to his brother.

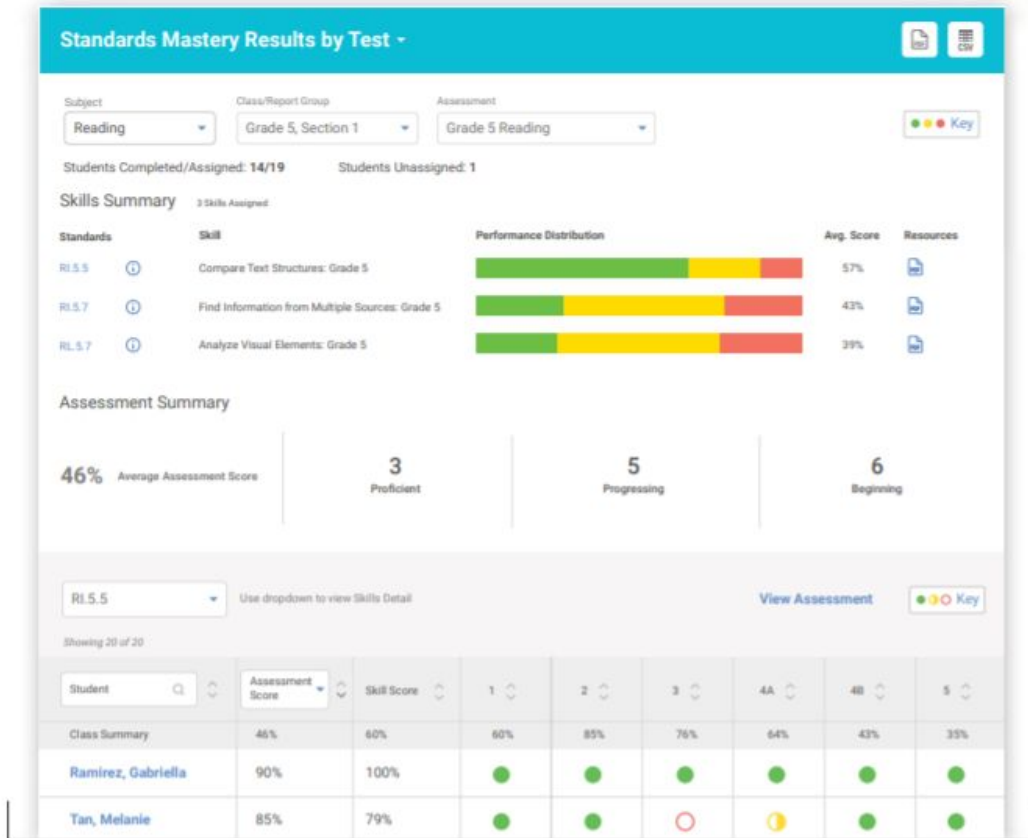
Drag the number of stickers into each box to show how many stickers each person

What will we learn from this data (cont.)

Standards Mastery Results by Test (District/School) and (Class) Reports

Use these reports to:

- Gauge performance on recently taught standards to focus reteaching and further instruction.
- Sort item analysis data to identify patterns across a class or grade.
- Make school- or district-level decisions that support students in developing proficiency in priority standards.
- Take action with *Ready*® and *i-Ready* resources recommended for students at each level of proficiency, reinforcing instruction of a standard and helping develop key skills. Common misconceptions are also provided to give context to errors, allowing targeted reteaching and additional practice.



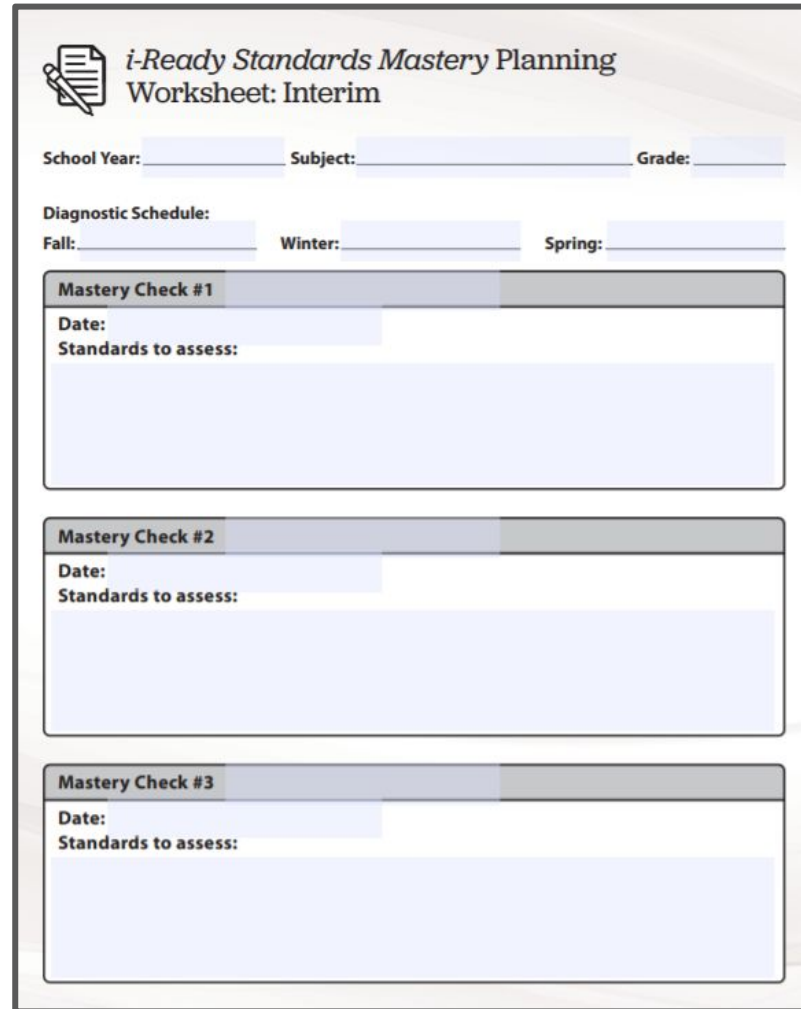
Standards Mastery Planning


[Standards that are covered by Standards Mastery](#)

[Standards Mastery Planning Worksheet](#)

[Grade 3 ILEARN Blueprint](#)

[Grade 4 ILEARN Blueprint](#)



 *i-Ready Standards Mastery Planning Worksheet: Interim*

School Year: _____ Subject: _____ Grade: _____

Diagnostic Schedule:
Fall: _____ Winter: _____ Spring: _____

Mastery Check #1

Date: _____
Standards to assess: _____

Mastery Check #2

Date: _____
Standards to assess: _____

Mastery Check #3

Date: _____
Standards to assess: _____

[Click Here for How to Assign Standards Mastery](#)

1. Select **Assess & Teach** from the top navigation.
2. Select **Assessment** for the category from the left.
3. Select **Reading** or **Math** under *Standards Mastery*.

The screenshot displays the i-Ready user interface. At the top, the navigation bar includes the i-Ready logo, 'Rosters', 'Assess & Teach' (highlighted with a green circle and the number 1), 'Reports', and 'Help'. Below this, a left-hand menu contains 'Resources', 'Instruction', and 'Assessment' (highlighted with a green circle and the number 2). The main content area is divided into five sections: 'Diagnostic', 'Standards Mastery', 'Oral Reading Fluency Assessments', and 'Dyslexia Screening'. The 'Standards Mastery' section is highlighted with a green circle and the number 3, and it contains two sub-sections: 'Reading | Math' and 'Reading | Math', both with icons of a person and a book.

Assigning Standards Mastery (cont)

4. In the *Create Assignments* view, select **Assign** on the right-hand side of the row of the standard you would like to assess. The corresponding pop-up will appear.

! Make sure to click the arrow at the bottom of each screen to move forward! Click Back at any time to change previous selections.

The screenshot shows a table of standards for Grade 4. The table has three columns: Test Name, Standards, and Domain. The first row is highlighted, and the 'Assign' button is circled with a green '4'. A pop-up window titled 'Assign Math Standards Mastery' is open, showing a progress bar with three steps: 'Assign To' (selected), 'Select Population', and 'Schedule & Confirm'. The 'Assign To' step is further detailed with two radio button options: 'Classes/Report Groups' (selected) and 'Students'. A green arrow button is visible at the bottom right of the pop-up, and it is circled with a green '5'.

Test Name	Standards	Domain
Number and Shape Patterns Form A Preview	4.OA.C.5 ⓘ	Operations & Algebraic Thinking
Number and Shape Patterns Form B Preview	4.OA.C.5 ⓘ	Operations & Algebraic Thinking
Round Whole Numbers Form A Preview		
Round Whole Numbers Form B Preview		

Assign Math Standards Mastery

Assign To | Select Population | Schedule & Confirm

Choose to Assign Standards Mastery

Classes/Report Groups | Students

Assigning Standards Mastery (cont)

5. Choose **Classes/Report Groups** or **Students**. If you are assigned to more than one school, you will also need to select the appropriate **School**.
6. Click the **checkboxes** next to the *Classes* or *Students* you would like to assign.
7. Select the **date** for when you would like to schedule the assessment.
8. Click **Assign Standards Mastery**.

The top screenshot shows the 'Assign Math Standards Mastery' interface. It displays the following information:

- Round Whole Numbers Form A | Grade 4 | Assign to: Classes/Report Groups
- School: Lincoln Elementary
- Showing 2 of 2
- Selected (2)
- Table with columns: Class/Report Group Name, Class/Group, Grade
- Table rows:
 - Math Class A | Class | 4
 - Math Class B | Class | 4

The bottom screenshot shows the 'Schedule' section of the interface. It displays the following information:

- Round Whole Numbers Form A | Grade 4 | Assign to: Classes/Report Groups
- Schedule:
- Table with columns: Test Name, Standards, Domain, Available Date
- Table row: Round Whole Numbers | 4.NBT.A.3 | Number & Operations in Base Ten | mm/dd/yy
- Assigned To:
- Table with columns: Class Name, Teacher(s), Grade
- Table row: Math Class A | Greene, R | 4
- Buttons: Back, Assign Standards Mastery

[Click here for How to Access Standards Mastery Reports](#)

*Class
Data*

How did my **class perform on a recently taught standard**, and what are their **instructional priorities**?

Which **items did students perform well on**, and where might they **need additional support**?

*Student
Data*

What are the **strengths and areas for improvement** for an individual student?

What **misconceptions** might a student's answers reveal?