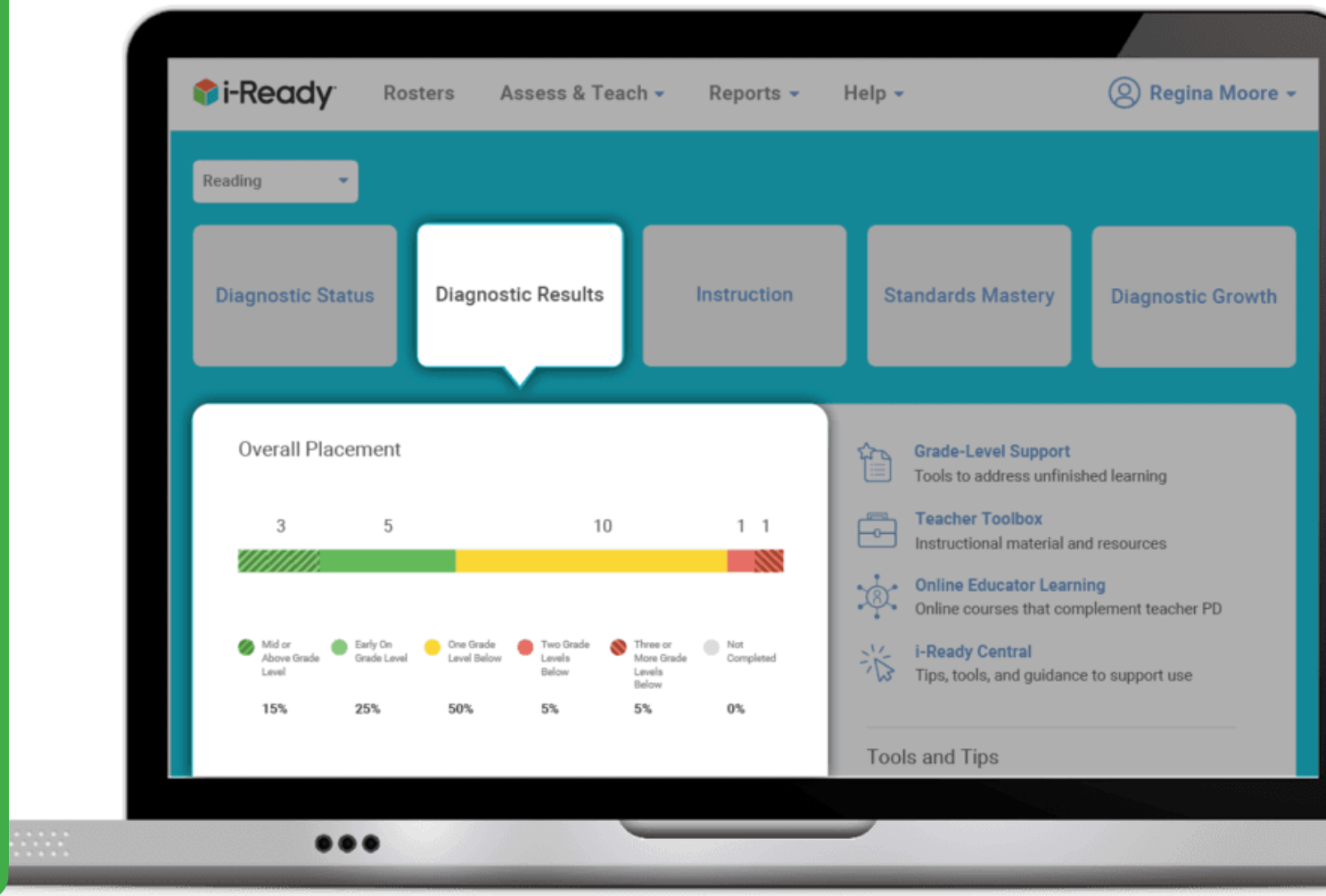
Curriculum Associates®

Assessment for the Purpose of Instruction

Reading

Diagnostic Results Reports

See how *i-Ready* data provides teachers with actionable insight that informs instruction.

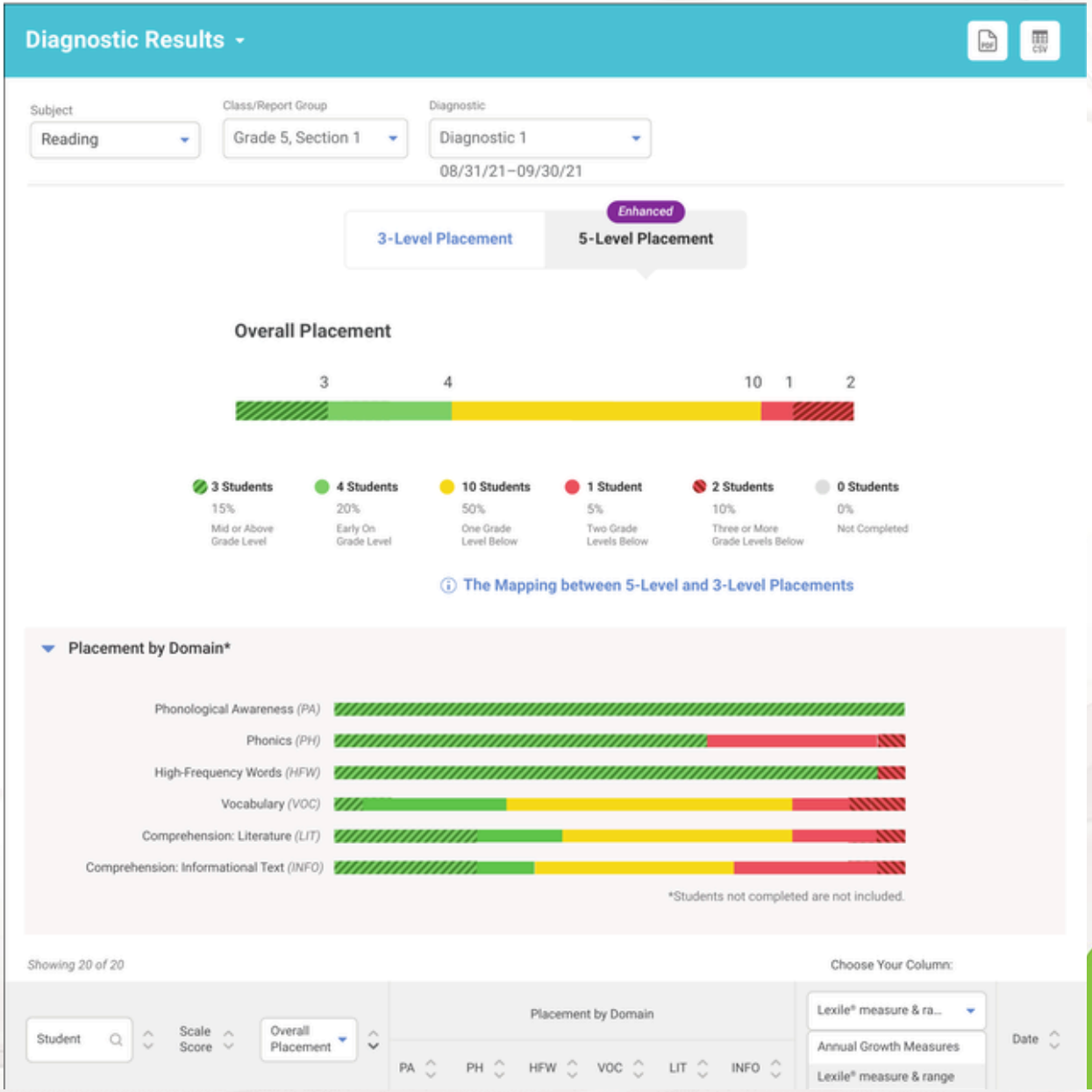


Diagnostic Results *for a Class*

This comprehensive picture of instructional needs provides multiple key data points in one place, including criterion-referenced grade-level placements, national norms, Lexiles, and growth measures.

Educators use this report to answer:

- How is my class performing, and what are their domain-specific instructional needs?
- What are the suggested growth measures for each of my students?

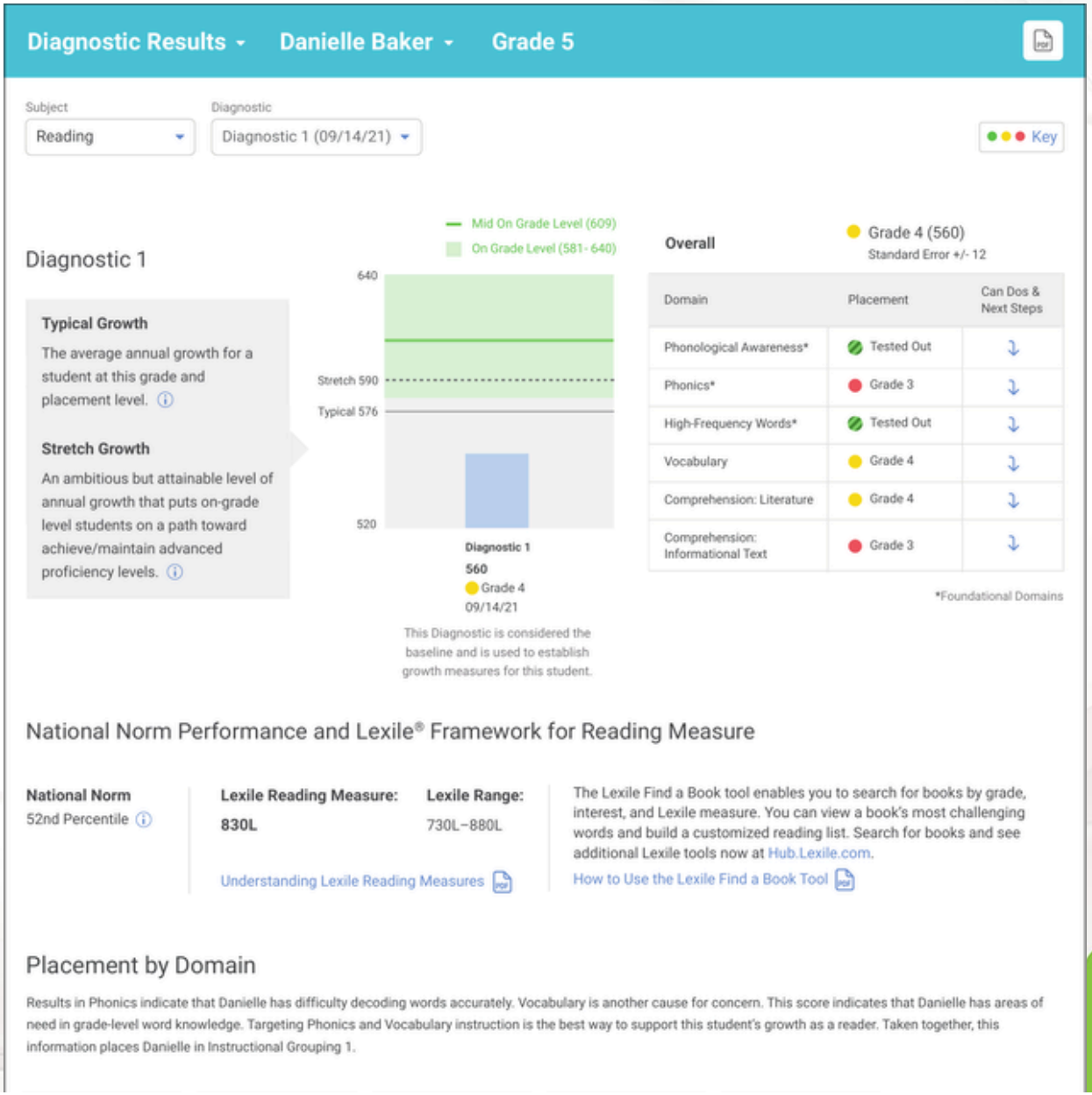


Diagnostic Results *for a Student*

Uses criterion-referenced grade-level placements to give teachers insight into the instructional strengths, areas of need, and annual growth expectations for each student

Educators use this report to answer:

- What are the strengths and areas of need for this student?
- How do I plan my differentiated instruction and identify the right resources to best support my students' needs?

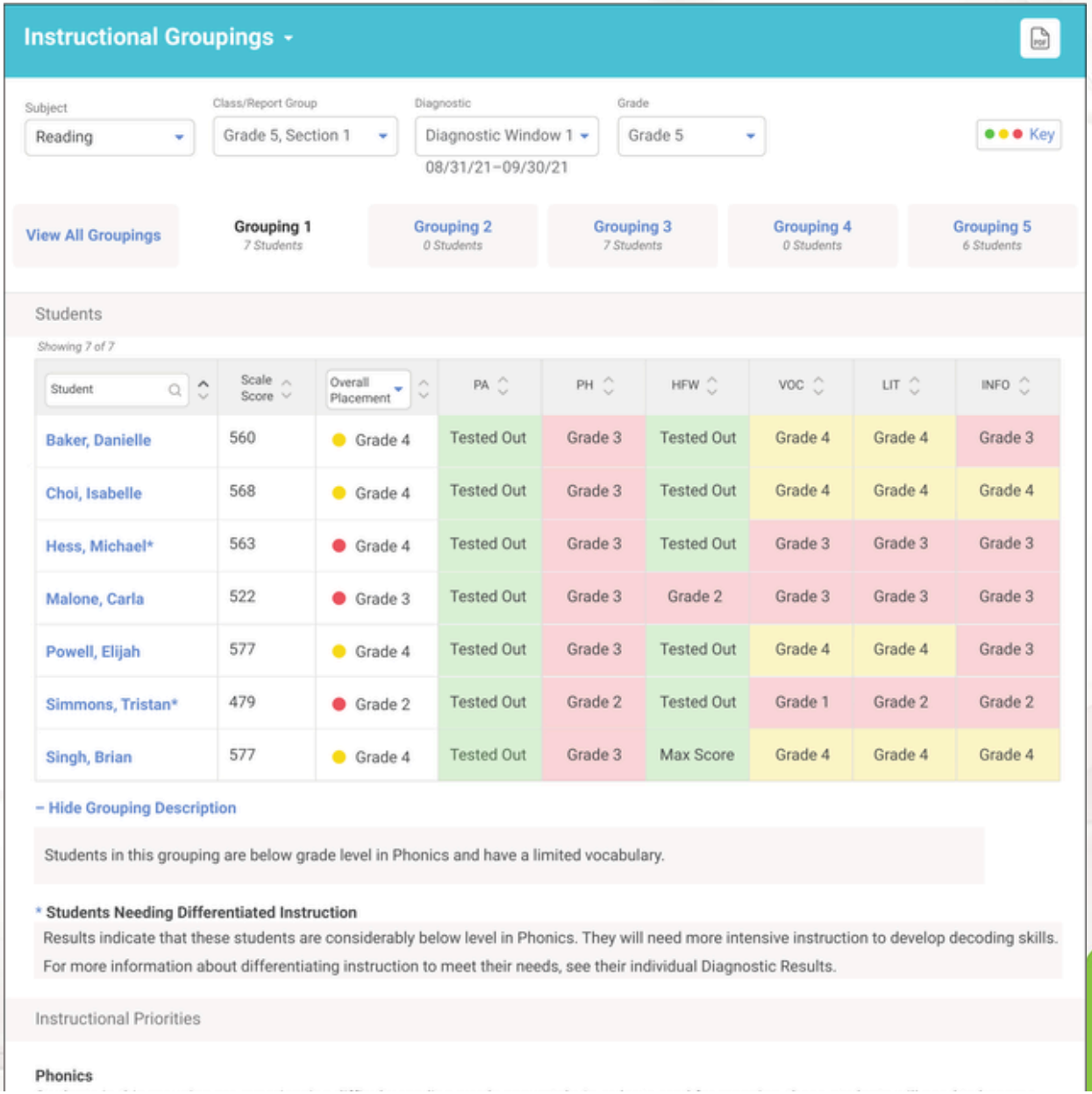


Instructional Groupings

Groups students with similar instructional needs and, for each group, provides the teacher with detailed instructional priorities and classroom resources to support differentiated instruction

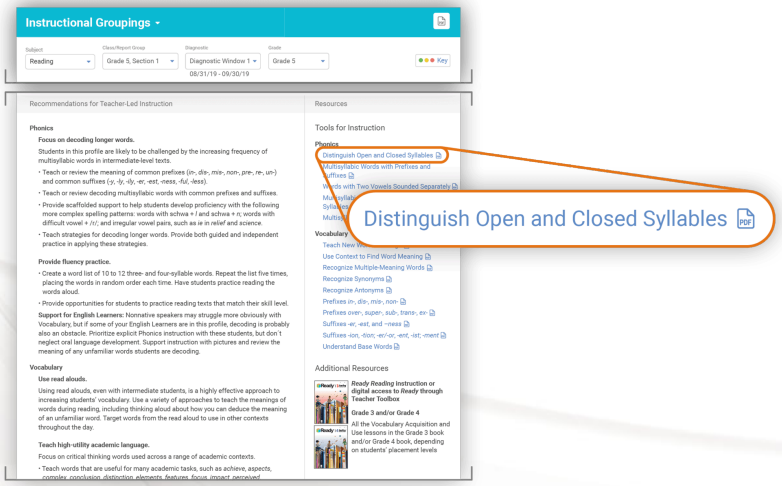
Educators use this report to answer:

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



Tools for Instruction

Teacher-led instructional resources that are available at point of use in *i-Ready* reports and the Teacher Toolbox to support needs identified by the Diagnostic



Tools for Instruction

Distinguish Open and Closed Syllables

A syllable includes one vowel sound, which may be spelled with one or more vowel letters. The syllable ends either with that vowel sound or with a consonant sound. Students learn to identify the letter or letters likely to form each syllable and then blend the syllables to listen for a word they recognize. A syllable that ends with a vowel sound is called an open syllable, and a syllable that ends with a consonant sound is called a closed syllable.

Two Ways to Teach

Identify VCV Syllables 15–20 minutes

- Display two-syllable words that have Vowel-Consonant-Vowel spelling patterns. Start with pairs of words that begin alike so that short and long vowel sounds can be contrasted.

meter	*metal*	*study*	*student*	*solo*	*solid*
robot	*robin*	*final*	*finish*	*statue*	*station*

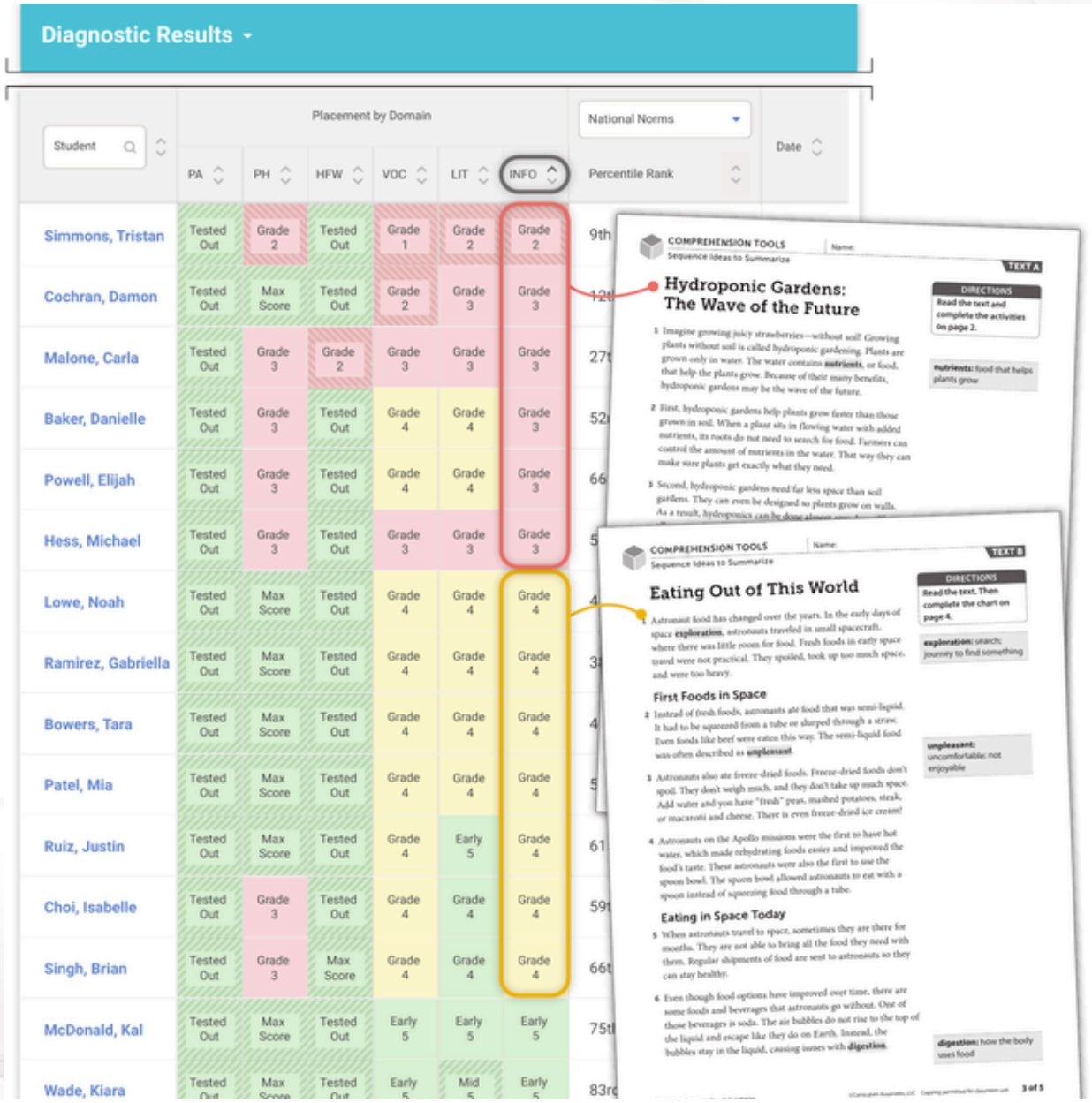
- Read each pair of words with students. Ask them to identify the single consonant between two vowels in each word. Label those letters *V C V*.
- Then mark a slash between the syllables to point out that the first syllable may end with a vowel, *V/CV*, or with a consonant, *VC/V*.
- Tell students that a syllable that ends with a vowel is called an open syllable and that a syllable that ends with a consonant is called a closed syllable.
- Have students identify the long vowel sound in each open syllable and the short vowel sound in each closed syllable.
- Expand the activity by guiding students to use their own reading to find and copy examples of two-syllable words with VCV spellings.
- Have students mark a slash to show where the first syllable ends.
- Use their examples to point out that an open syllable ends with a vowel sound, although it is not always a long sound, as in these common words: de/cide, se/lect, pro/tect, di/vide, pa/rade.

Identify Syllables with Vowel Pairs 10–15 minutes

- Display the words *raisin, steeple,* and *mountain.*
- Read the words with students, pointing out the syllable pattern in each one and thinking aloud as you draw

Tools for Scaffolding Comprehension

Targeted instructional resources that scaffold comprehension to support grade-level learning. Lesson plans address priority skills and use developmentally appropriate texts to empower all learners to access grade-level texts, particularly learners who are working below grade level.



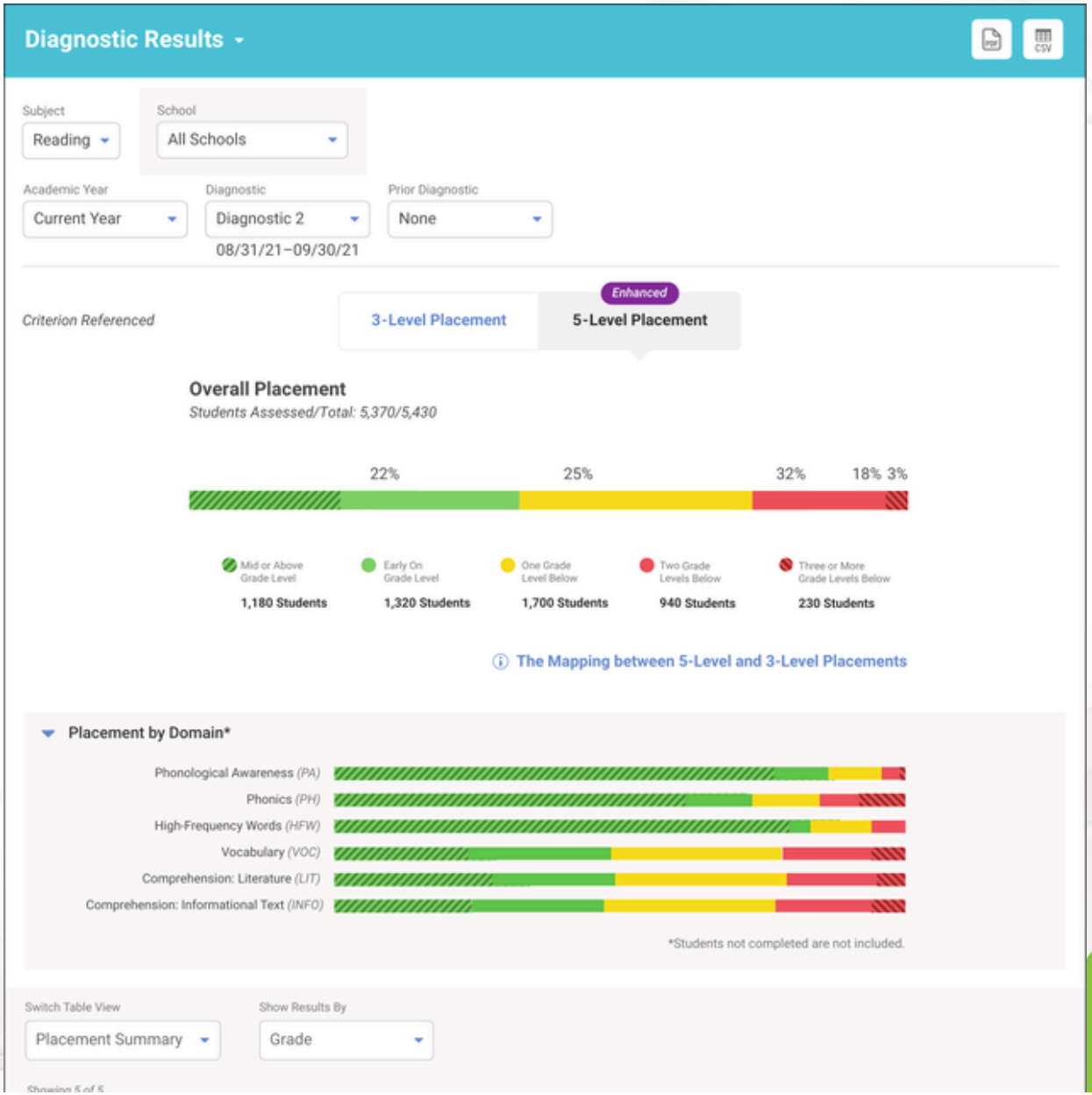
Diagnostic Results *for a District*

(Single Diagnostic View)

Gives a comprehensive picture of student performance at the school, grade, and class level, or by demographic, enabling administrators to set intervention strategies and inform resource allocation decisions. Also available at the school level.

Educators use this report to answer:

- How can I group my students into grade-level placements?
- What percentage of students is performing below or on/ above grade level, and who would benefit from support?
- In which domain(s) do certain grade levels or classes need the most support?



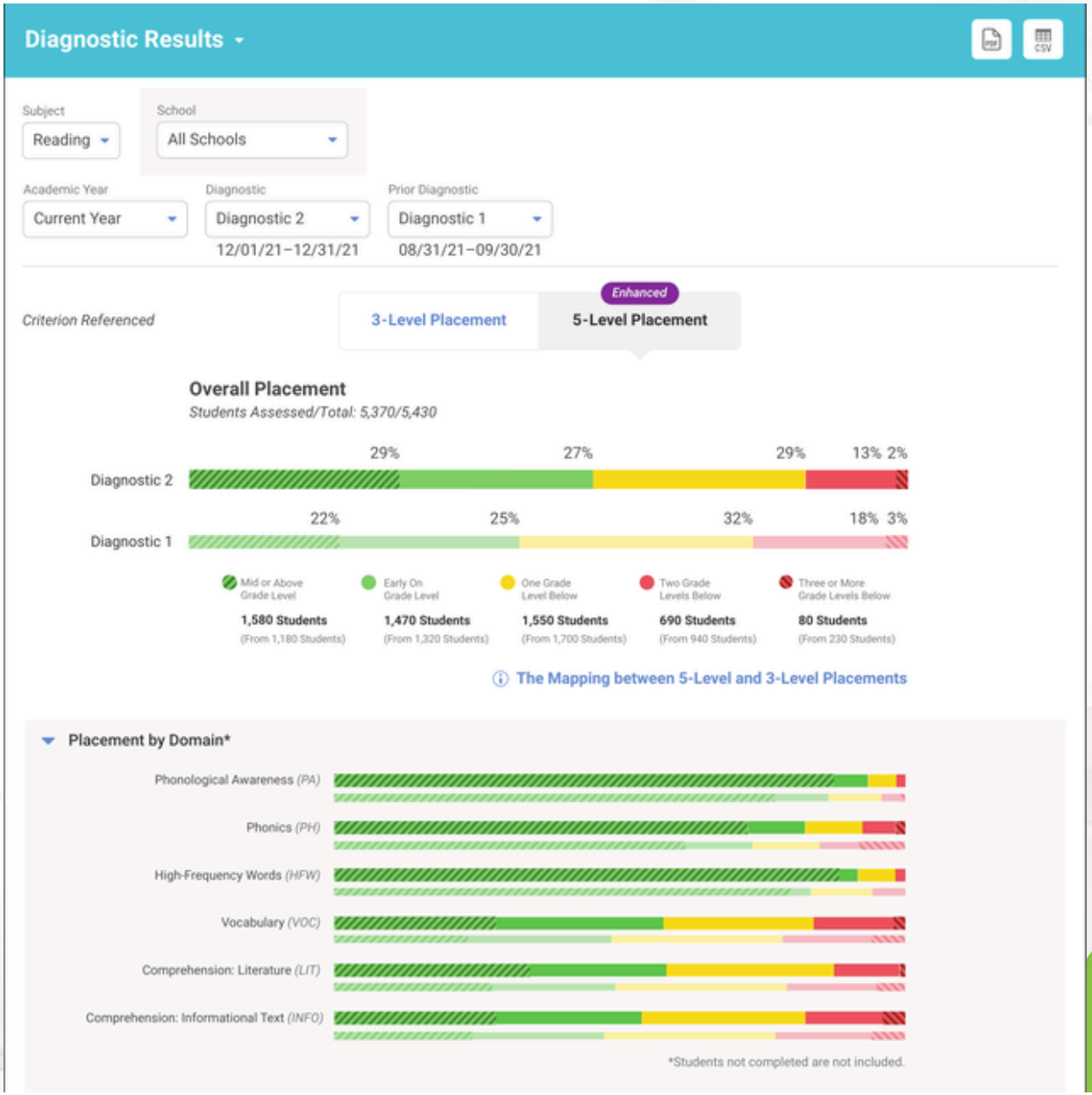
Diagnostic Results *for a District*

(Comparison View)

Gives a comprehensive picture of student performance at the school, grade, and class level, or by demographic, enabling administrators to set intervention strategies and inform resource allocation decisions. Also available at the school level.

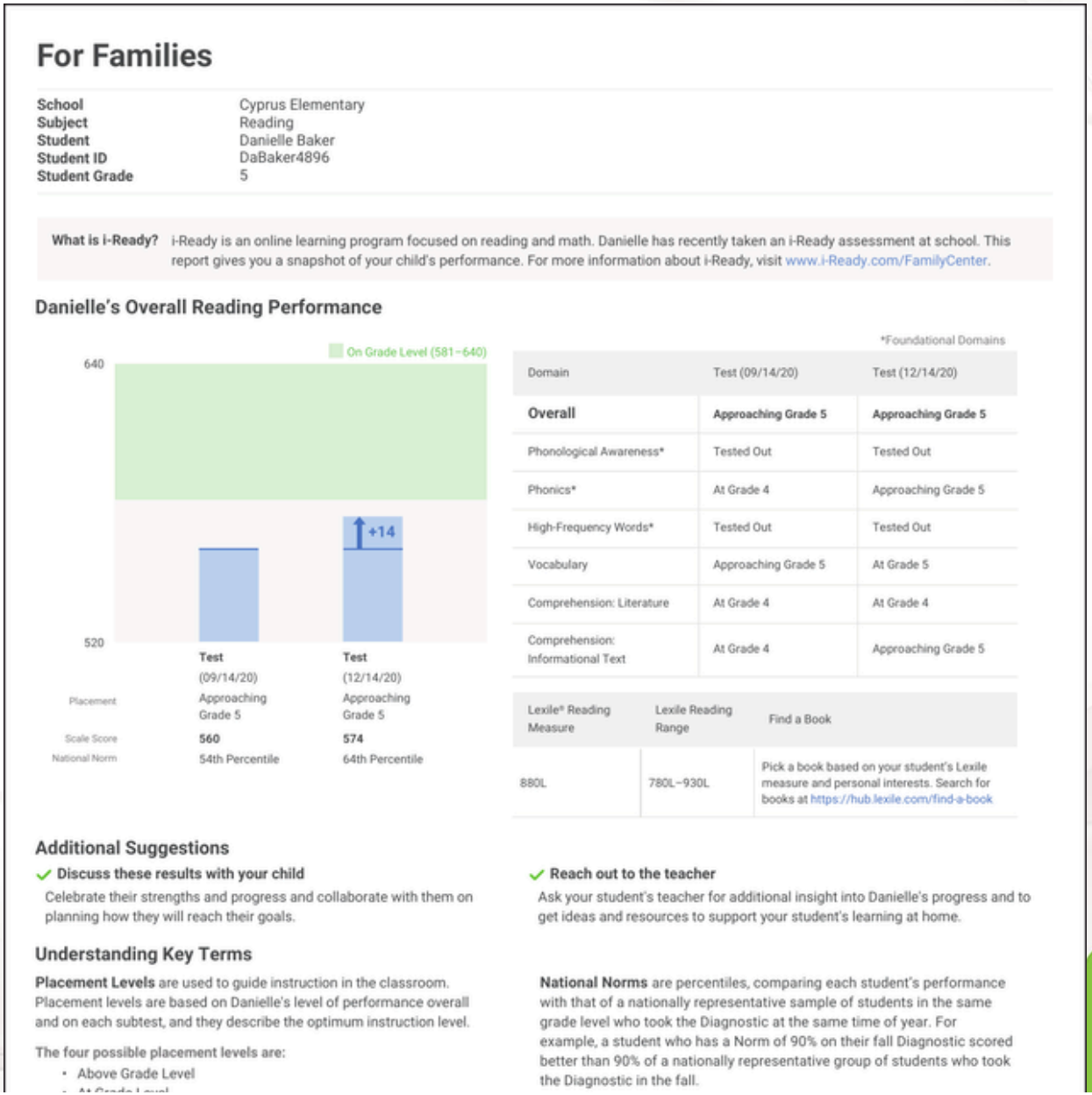
Educators use this report to answer:

- How has student performance changed during the school year?
- How can I group my students using their placement levels?
- What percentage of students is performing below or on/ above grade level, and who would benefit from support?



For Families

Provides teachers with a report they can share with families and caregivers to help them better understand how to support their child. Available in English and Spanish.



For Families

School	Cyprus Elementary
Subject	Reading
Student	Danielle Baker
Student ID	DaBaker4896
Student Grade	5

What is i-Ready? i-Ready is an online learning program focused on reading and math. Danielle has recently taken an i-Ready assessment at school. This report gives you a snapshot of your child's performance. For more information about i-Ready, visit www.i-Ready.com/FamilyCenter.

Danielle's Overall Reading Performance

*Foundational Domains

Domain	Test (09/14/20)	Test (12/14/20)
Overall	**Approaching Grade 5**	**Approaching Grade 5**
Phonological Awareness*	Tested Out	Tested Out
Phonics*	At Grade 4	Approaching Grade 5
High-Frequency Words*	Tested Out	Tested Out
Vocabulary	Approaching Grade 5	At Grade 5
Comprehension: Literature	At Grade 4	At Grade 4
Comprehension: Informational Text	At Grade 4	Approaching Grade 5

Lexile® Reading Measure	Lexile Reading Range	Find a Book
880L	780L–930L	Pick a book based on your student's Lexile measure and personal interests. Search for books at https://hub.lexile.com/find-a-book

Additional Suggestions

✓ **Discuss these results with your child**

Celebrate their strengths and progress and collaborate with them on planning how they will reach their goals.

✓ **Reach out to the teacher**

Ask your student's teacher for additional insight into Danielle's progress and to get ideas and resources to support your student's learning at home.

Understanding Key Terms

Placement Levels are used to guide instruction in the classroom. Placement levels are based on Danielle's level of performance overall and on each subtest, and they describe the optimum instruction level.

The four possible placement levels are:

- Above Grade Level

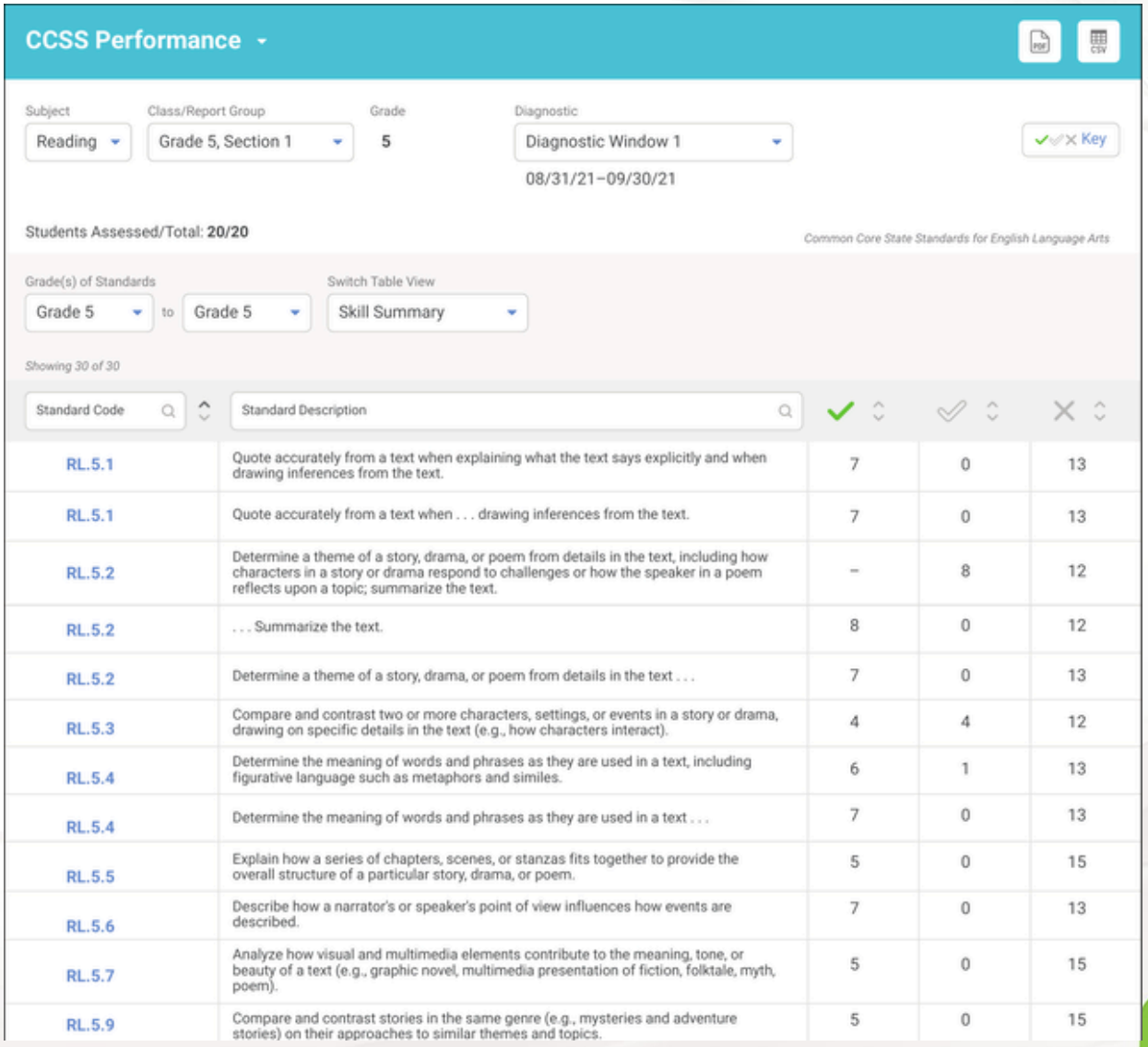
National Norms are percentiles, comparing each student's performance with that of a nationally representative sample of students in the same grade level who took the Diagnostic at the same time of year. For example, a student who has a Norm of 90% on their fall Diagnostic scored better than 90% of a nationally representative group of students who took the Diagnostic in the fall.

Standards Performance *for a Class*

Shows how students are performing against state standards, based on the results of each Diagnostic. This report is state specific in most states.

Educators use this report to answer:

- Which standards do my students likely understand and which standards do they likely not have sufficient understanding of yet?



CCSS Performance

Subject: Reading | Class/Report Group: Grade 5, Section 1 | Grade: 5 | Diagnostic: Diagnostic Window 1 (08/31/21–09/30/21) | Key

Students Assessed/Total: **20/20**

Common Core State Standards for English Language Arts

Grade(s) of Standards: Grade 5 to Grade 5 | Switch Table View: Skill Summary

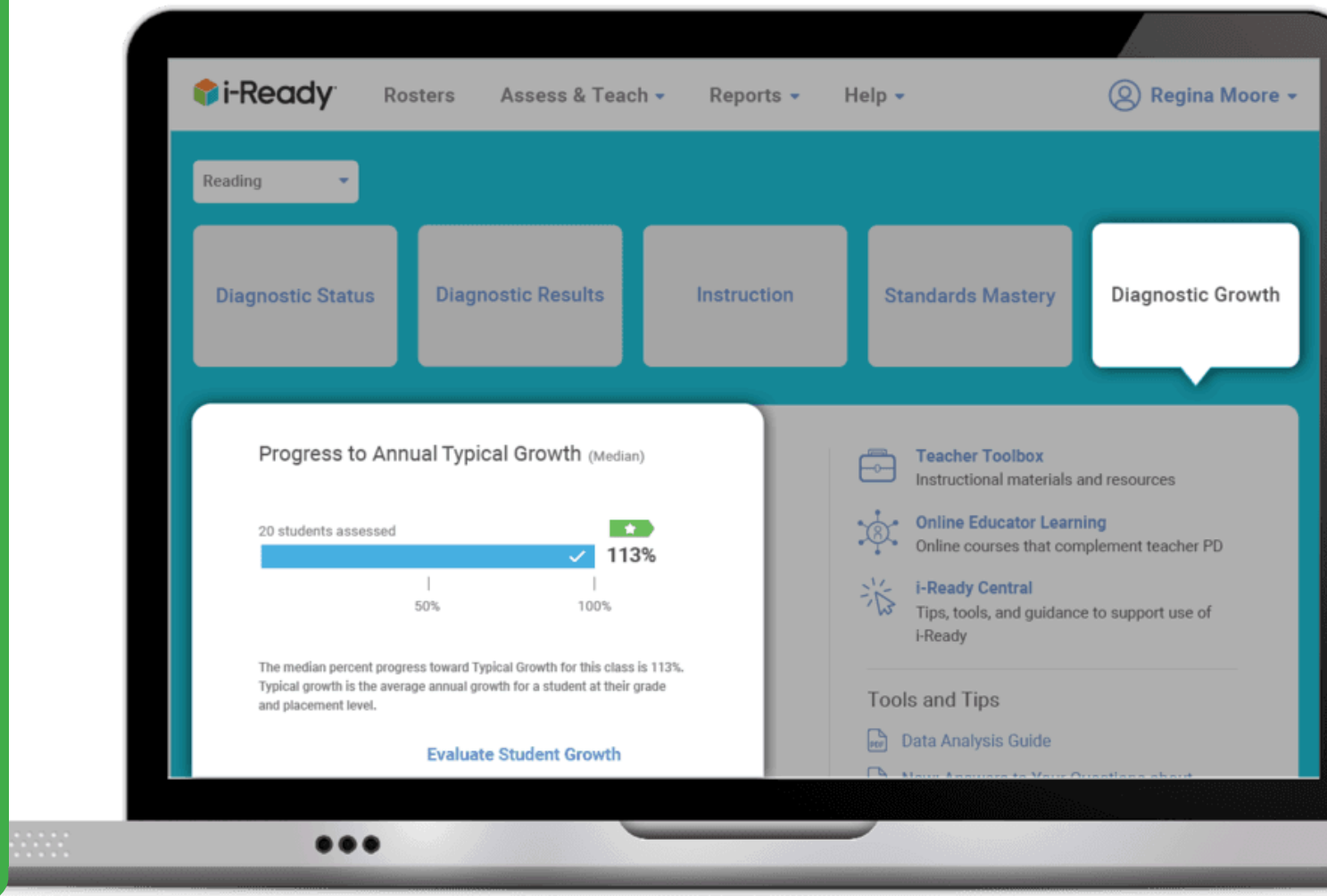
Showing 30 of 30

Standard Code	Standard Description	✓	✓✓	✗
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	7	0	13
RL.5.1	Quote accurately from a text when . . . drawing inferences from the text.	7	0	13
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	–	8	12
RL.5.2	. . . Summarize the text.	8	0	12
RL.5.2	Determine a theme of a story, drama, or poem from details in the text . . .	7	0	13
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	4	4	12
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	6	1	13
RL.5.4	Determine the meaning of words and phrases as they are used in a text . . .	7	0	13
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	5	0	15
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.	7	0	13
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	5	0	15
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	5	0	15

Reading

Diagnostic Growth Reports

See student progress toward growth measures.

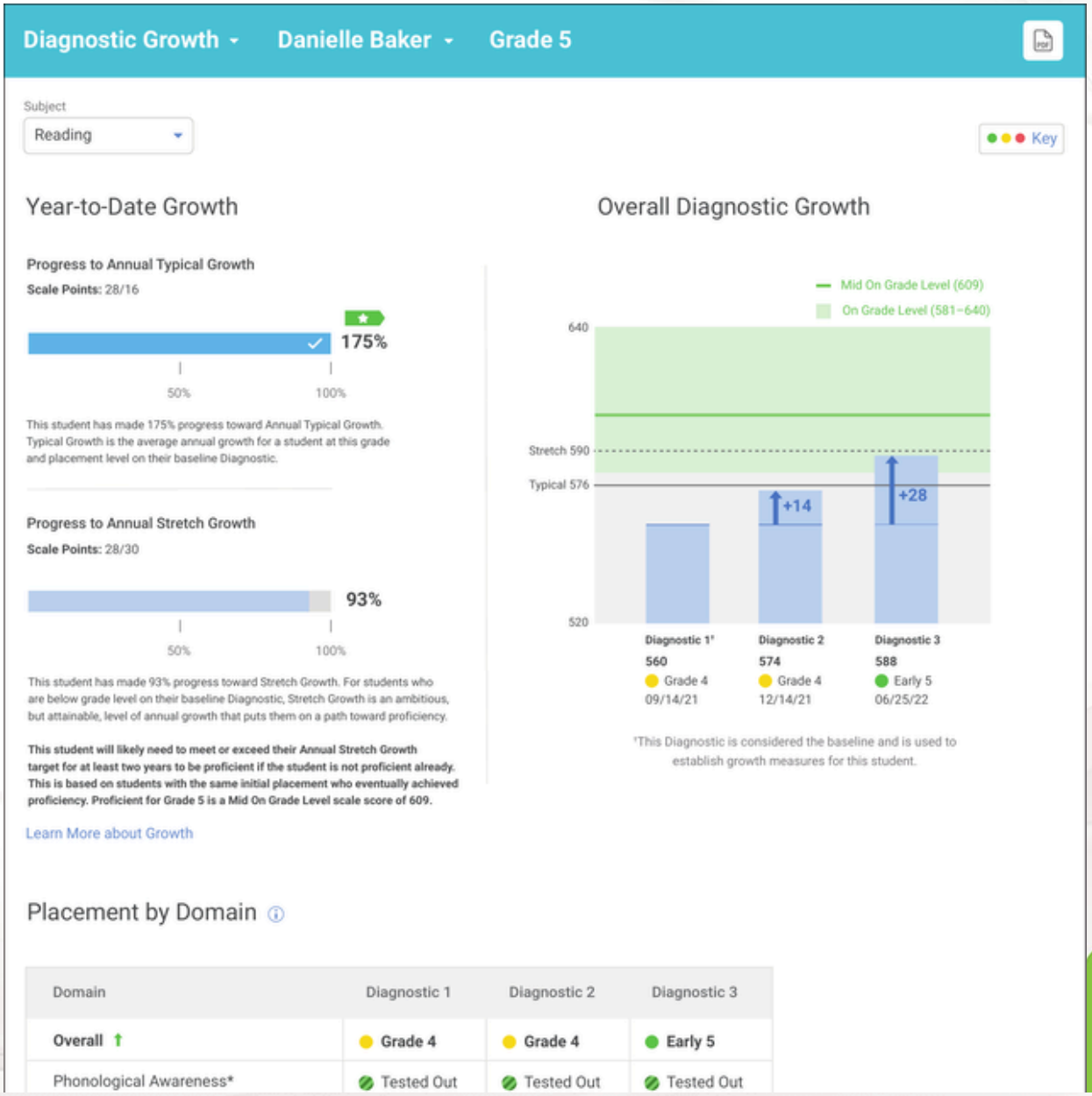


Diagnostic Growth *for a Student*

Gives a clear view of progress toward proficiency and annual growth expectations across a class and for each student

Educators use this report to answer:

- How is an individual student progressing toward their growth measures?
- How is an individual student progressing toward grade-level proficiency?

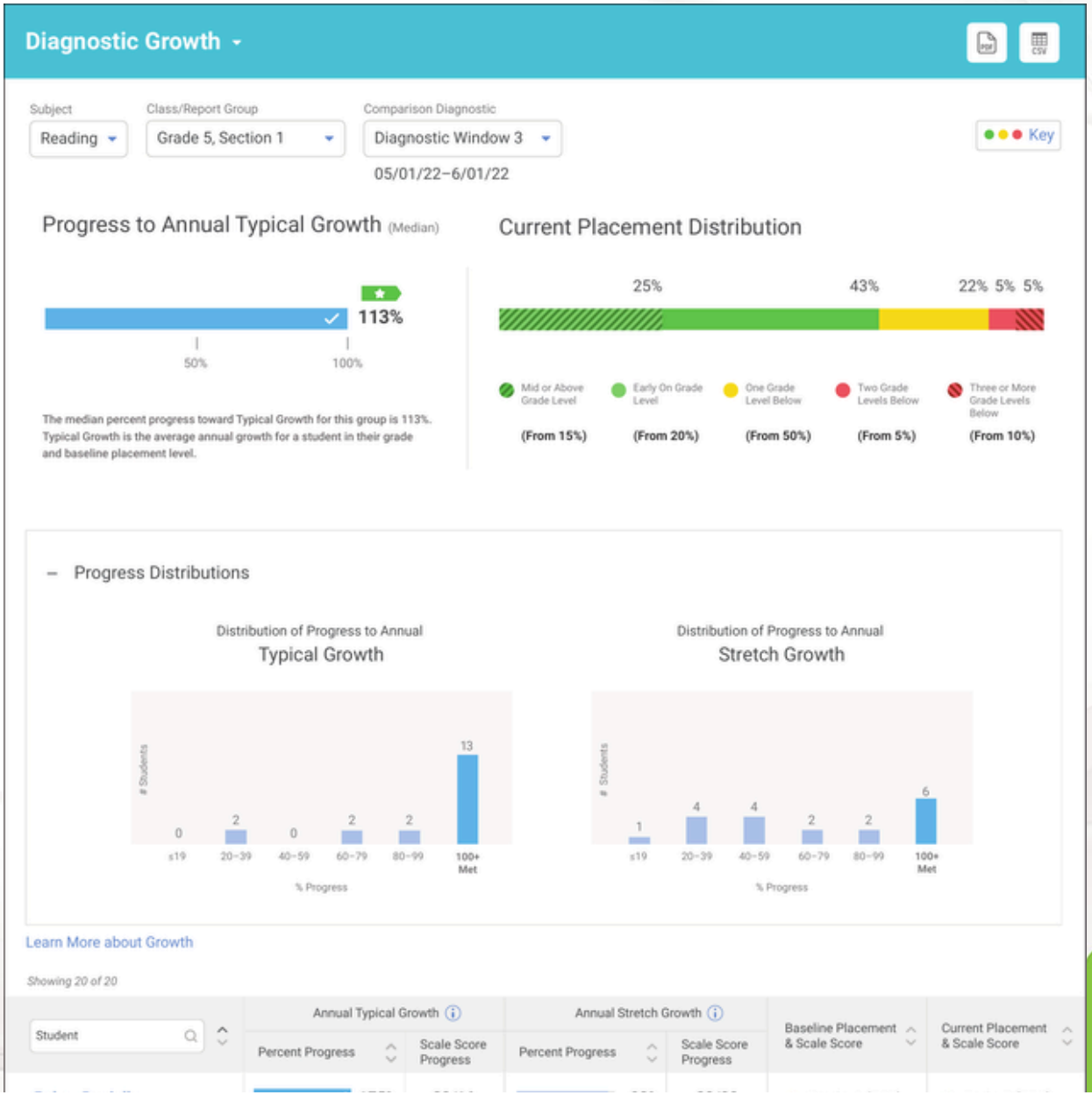


Diagnostic Growth *for a Class*

Gives a clear view of progress toward proficiency and annual growth expectations across a class and for each student

Educators use this report to answer:

- How is my class progressing toward Annual Typical Growth and grade-level proficiency?
- Which students would benefit from additional support to help achieve their growth measures?

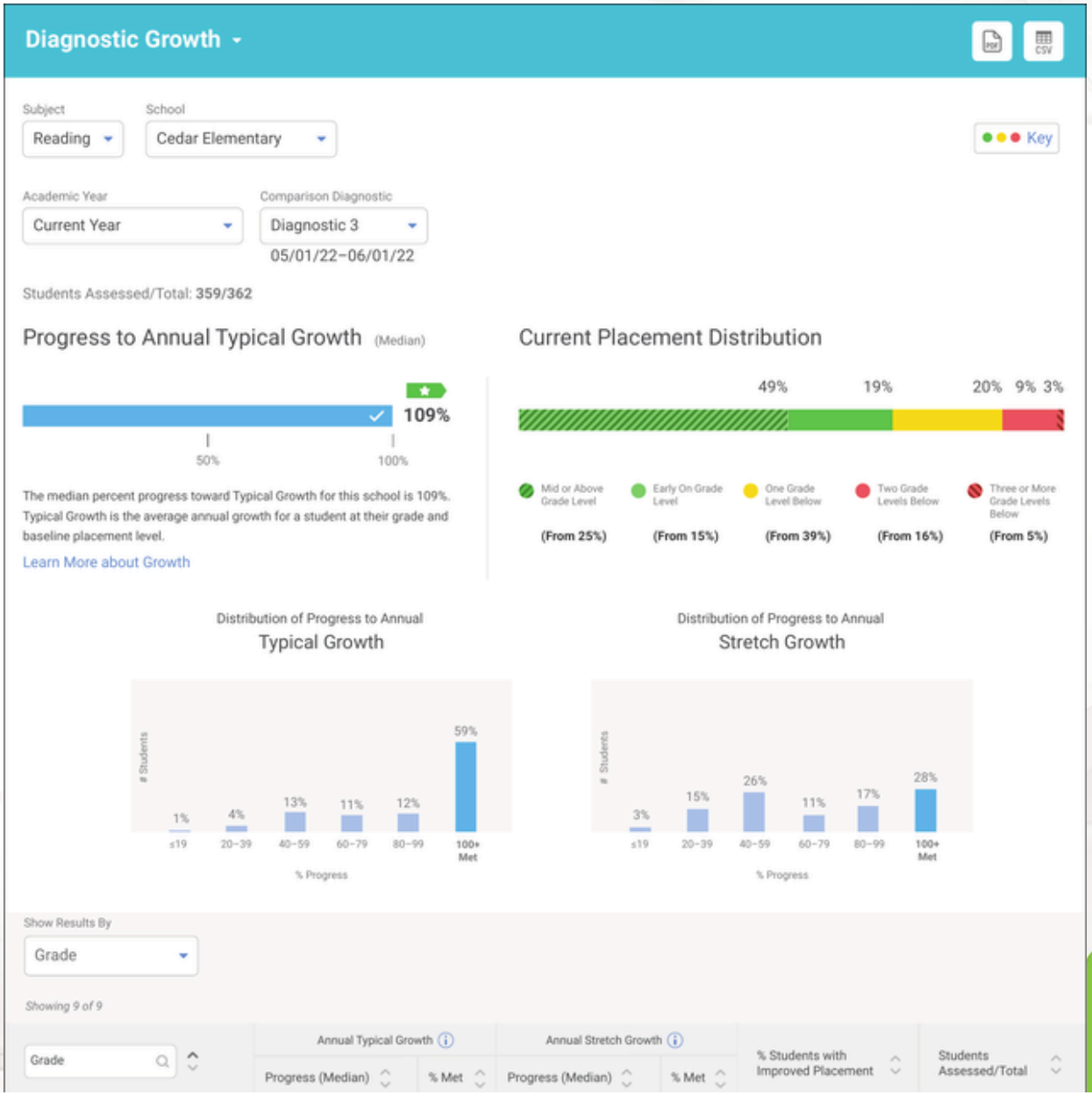


Diagnostic Growth *for a School*

Gives a clear view of progress toward proficiency and annual growth expectations across a school, grade, or class. Also available at the district level.

Educators use this report to answer:

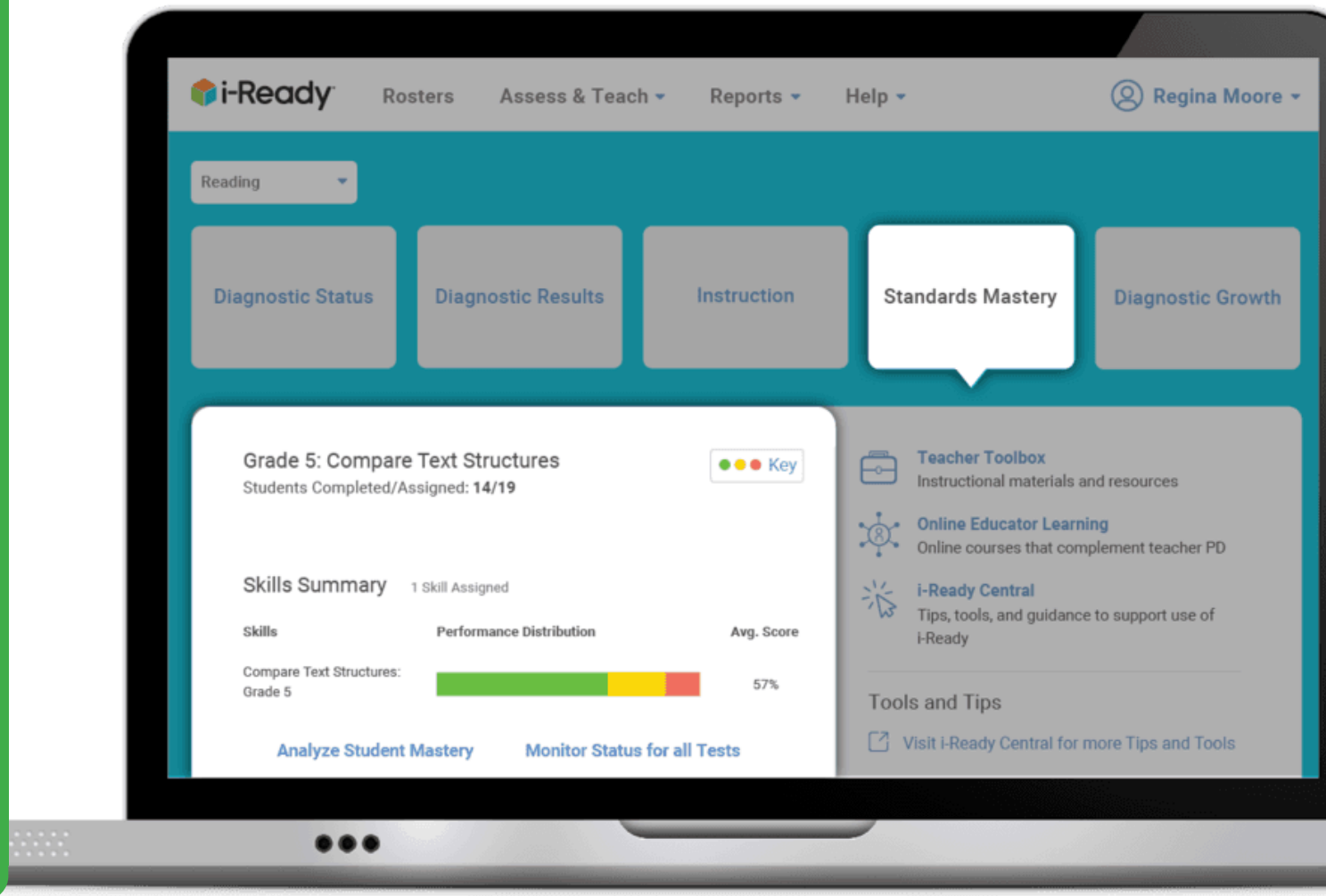
- How are students progressing toward their growth measures and grade-level proficiency?



Reading

Standards Mastery Reports

Target key standards for powerfully informed teaching.

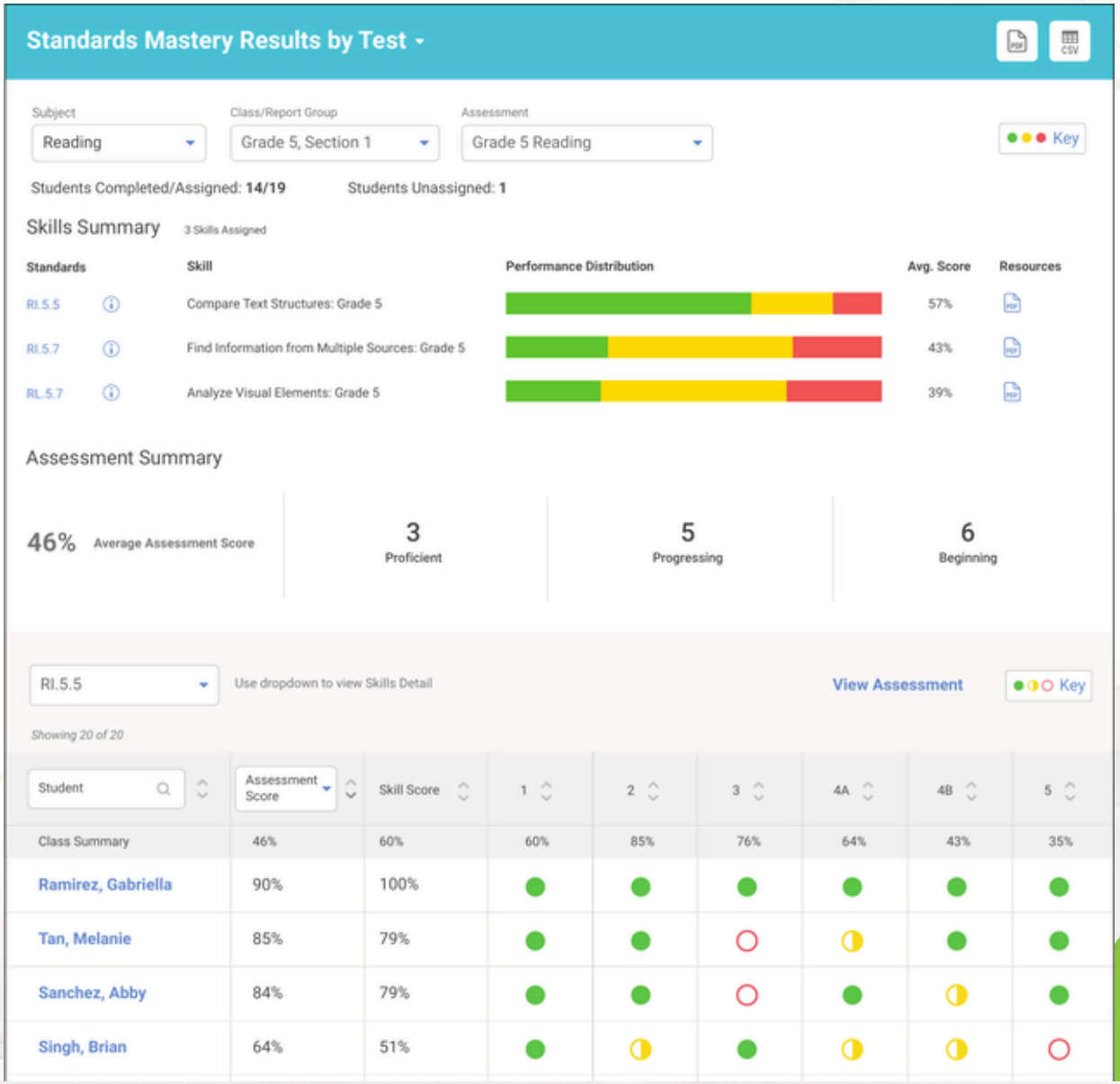


Standards Mastery Results by Test *for a Class*

Shows student performance on recently taught standards to inform reteaching, down to the question level. Also available at the district or school level.

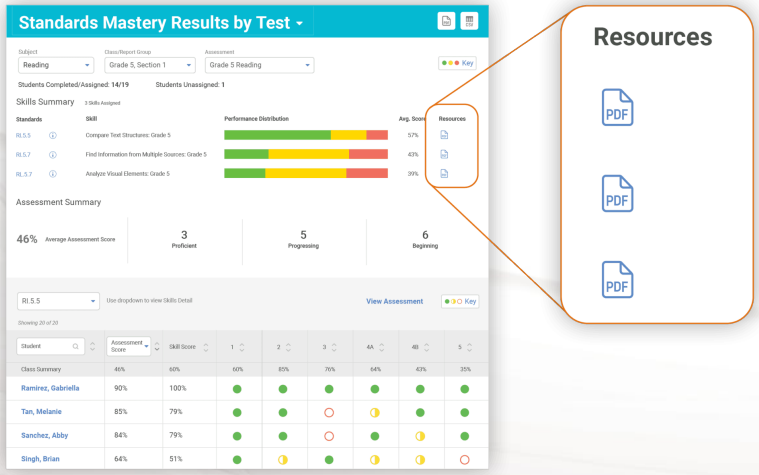
Educators use this report to answer:

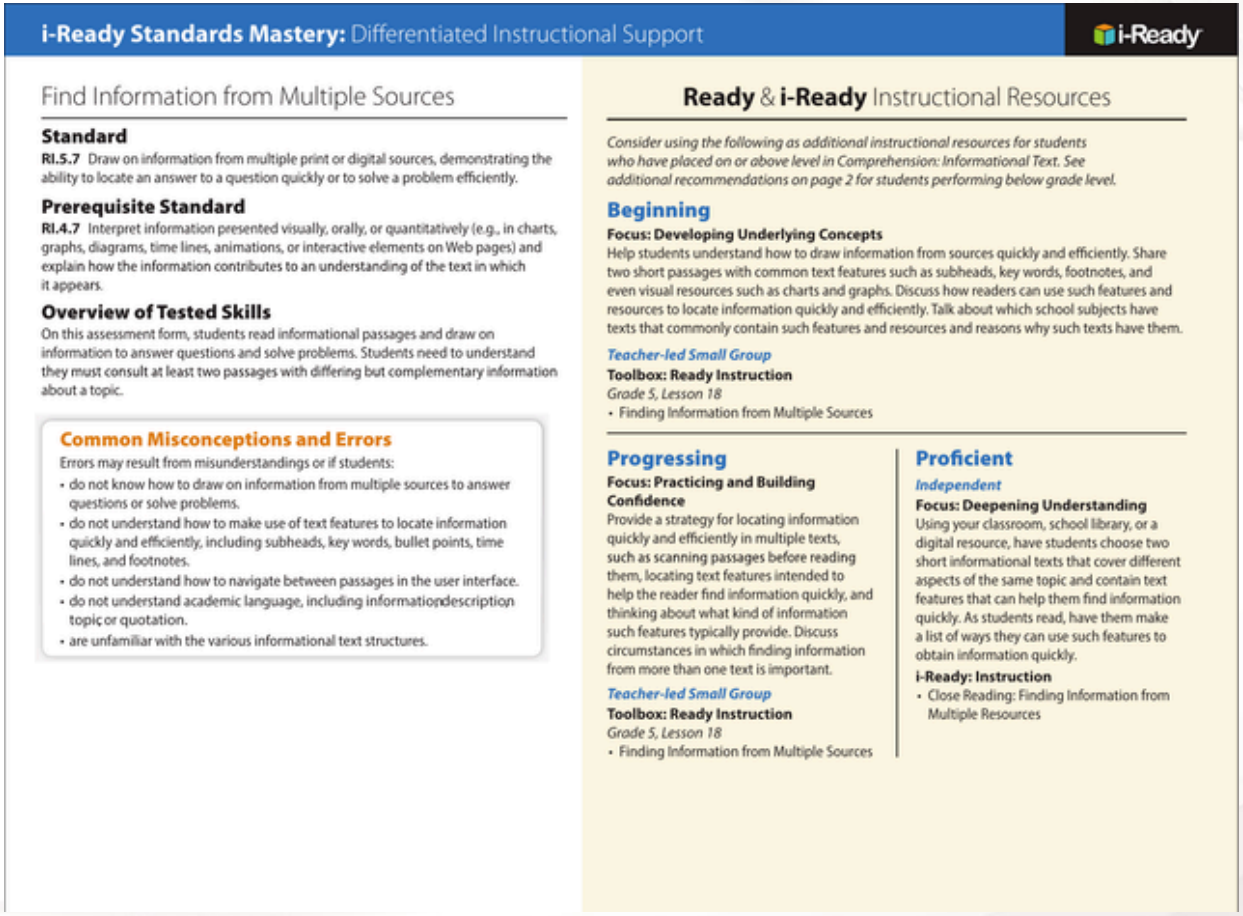
- How did my class perform on a recently taught standard, and what are their instructional needs?
- Which items are my students performing well on or struggling with? Why?



Standards Mastery Differentiated Instructional Support

Available in the Standards Mastery Results by Test report, instructional recommendations for each standard help teachers support student progress toward understanding.





i-Ready Standards Mastery: Differentiated Instructional Support

i-Ready

Find Information from Multiple Sources

Standard

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Prerequisite Standard

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Overview of Tested Skills

On this assessment form, students read informational passages and draw on information to answer questions and solve problems. Students need to understand they must consult at least two passages with differing but complementary information about a topic.

Common Misconceptions and Errors

Errors may result from misunderstandings or if students:

- do not know how to draw on information from multiple sources to answer questions or solve problems.
- do not understand how to make use of text features to locate information quickly and efficiently, including subheads, key words, bullet points, time lines, and footnotes.
- do not understand how to navigate between passages in the user interface.
- do not understand academic language, including information description topic or quotation.
- are unfamiliar with the various informational text structures.

Ready & i-Ready Instructional Resources

Consider using the following as additional instructional resources for students who have placed on or above level in Comprehension: Informational Text. See additional recommendations on page 2 for students performing below grade level.

Beginning

Focus: Developing Underlying Concepts

Help students understand how to draw information from sources quickly and efficiently. Share two short passages with common text features such as subheads, key words, footnotes, and even visual resources such as charts and graphs. Discuss how readers can use such features and resources to locate information quickly and efficiently. Talk about which school subjects have texts that commonly contain such features and resources and reasons why such texts have them.

Teacher-led Small Group

Toolbox: Ready Instruction

Grade 5, Lesson 18

- Finding Information from Multiple Sources

Progressing

Focus: Practicing and Building Confidence

Provide a strategy for locating information quickly and efficiently in multiple texts, such as scanning passages before reading them, locating text features intended to help the reader find information quickly, and thinking about what kind of information such features typically provide. Discuss circumstances in which finding information from more than one text is important.

Teacher-led Small Group

Toolbox: Ready Instruction

Grade 5, Lesson 18

- Finding Information from Multiple Sources

Proficient

Independent

Focus: Deepening Understanding

Using your classroom, school library, or a digital resource, have students choose two short informational texts that cover different aspects of the same topic and contain text features that can help them find information quickly. As students read, have them make a list of ways they can use such features to obtain information quickly.

i-Ready: Instruction

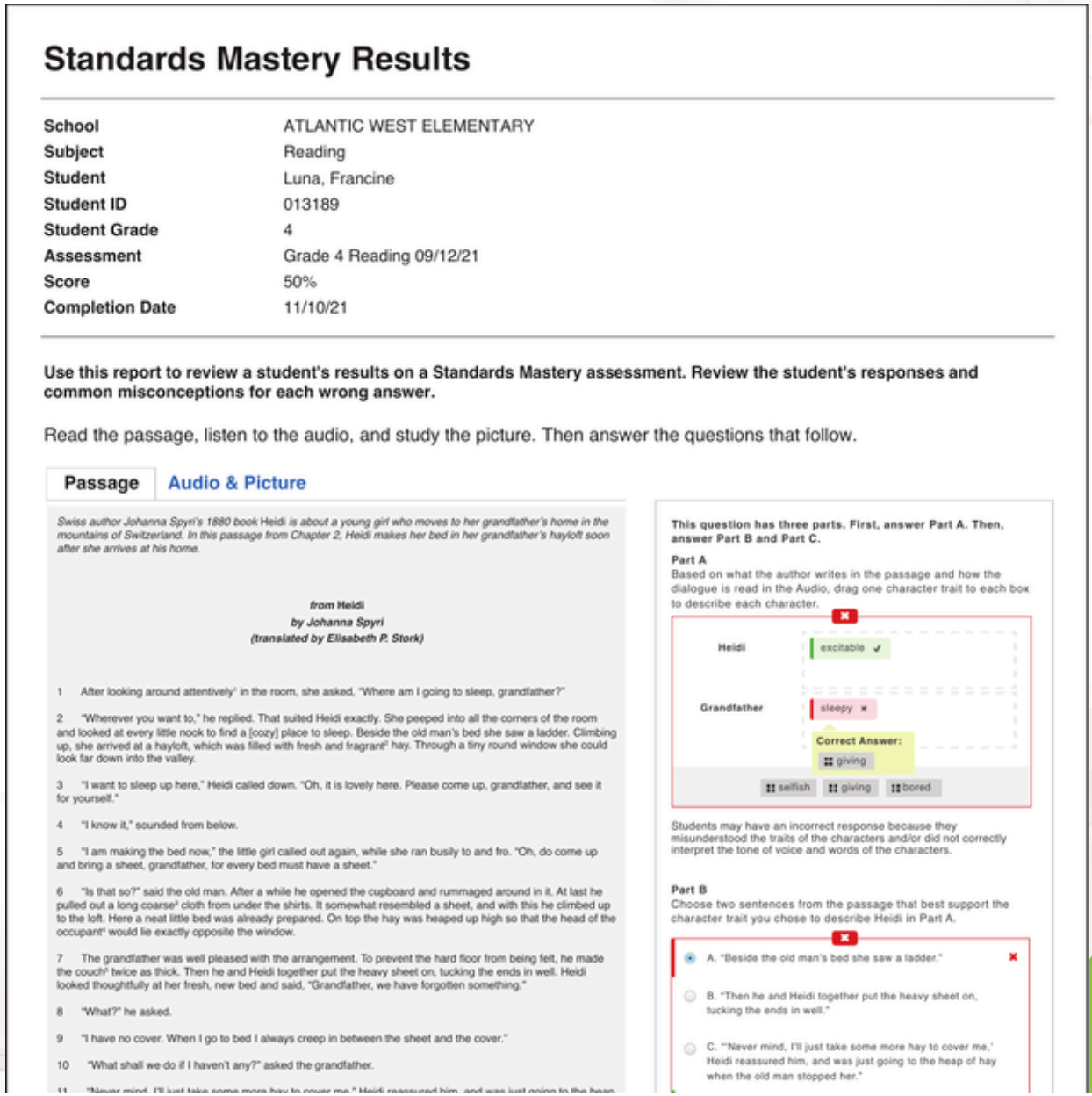
- Close Reading: Finding Information from Multiple Resources

Standards Mastery Results by Test *for a Student*

Detailed, student-level item analysis to understand student understanding and misconceptions

Educators use this report to answer:

- What are the strengths and areas of need for an individual student?
- What misconceptions might the student have based on their answer choices?



Standards Mastery Results

School	ATLANTIC WEST ELEMENTARY
Subject	Reading
Student	Luna, Francine
Student ID	013189
Student Grade	4
Assessment	Grade 4 Reading 09/12/21
Score	50%
Completion Date	11/10/21

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.

Read the passage, listen to the audio, and study the picture. Then answer the questions that follow.

Passage | Audio & Picture

Swiss author Johanna Spyri's 1880 book Heidi *is about a young girl who moves to her grandfather's home in the mountains of Switzerland. In this passage from Chapter 2, Heidi makes her bed in her grandfather's hayloft soon after she arrives at his home.*

***from* Heidi**
by Johanna Spyri
(translated by Elisabeth P. Stork)

1 After looking around attentively[1] in the room, she asked, "Where am I going to sleep, grandfather?"

2 "Wherever you want to," he replied. That suited Heidi exactly. She peeped into all the corners of the room and looked at every little nook to find a [cozy] place to sleep. Beside the old man's bed she saw a ladder. Climbing up, she arrived at a hayloft, which was filled with fresh and fragrant[2] hay. Through a tiny round window she could look far down into the valley.

3 "I want to sleep up here," Heidi called down. "Oh, it is lovely here. Please come up, grandfather, and see it for yourself."

4 "I know it," sounded from below.

5 "I am making the bed now," the little girl called out again, while she ran busily to and fro. "Oh, do come up and bring a sheet, grandfather, for every bed must have a sheet."

6 "Is that so?" said the old man. After a while he opened the cupboard and rummaged around in it. At last he pulled out a long coarse[3] cloth from under the shirts. It somewhat resembled a sheet, and with this he climbed up to the loft. Here a neat little bed was already prepared. On top the hay was heaped up high so that the head of the occupant[4] would lie exactly opposite the window.

7 The grandfather was well pleased with the arrangement. To prevent the hard floor from being felt, he made the couch[5] twice as thick. Then he and Heidi together put the heavy sheet on, tucking the ends in well. Heidi looked thoughtfully at her fresh, new bed and said, "Grandfather, we have forgotten something."

8 "What?" he asked.

9 "I have no cover. When I go to bed I always creep in between the sheet and the cover."

10 "What shall we do if I haven't any?" asked the grandfather.

11 "Never mind, I'll just take some more hay to cover me." Heidi reassured him, and was just going to the heap

This question has three parts. First, answer Part A. Then, answer Part B and Part C.

Part A

Based on what the author writes in the passage and how the dialogue is read in the Audio, drag one character trait to each box to describe each character.

Heidi — excitable ✓

Grandfather — sleepy ×

Correct Answer: giving

selfish | giving | bored

Students may have an incorrect response because they misunderstood the traits of the characters and/or did not correctly interpret the tone of voice and words of the characters.

Part B

Choose two sentences from the passage that best support the character trait you chose to describe Heidi in Part A.

A. "Beside the old man's bed she saw a ladder."

B. "Then he and Heidi together put the heavy sheet on, tucking the ends in well."

C. "'Never mind, I'll just take some more hay to cover me,' Heidi reassured him, and was just going to the heap of hay when the old man stopped her."

Mathematics

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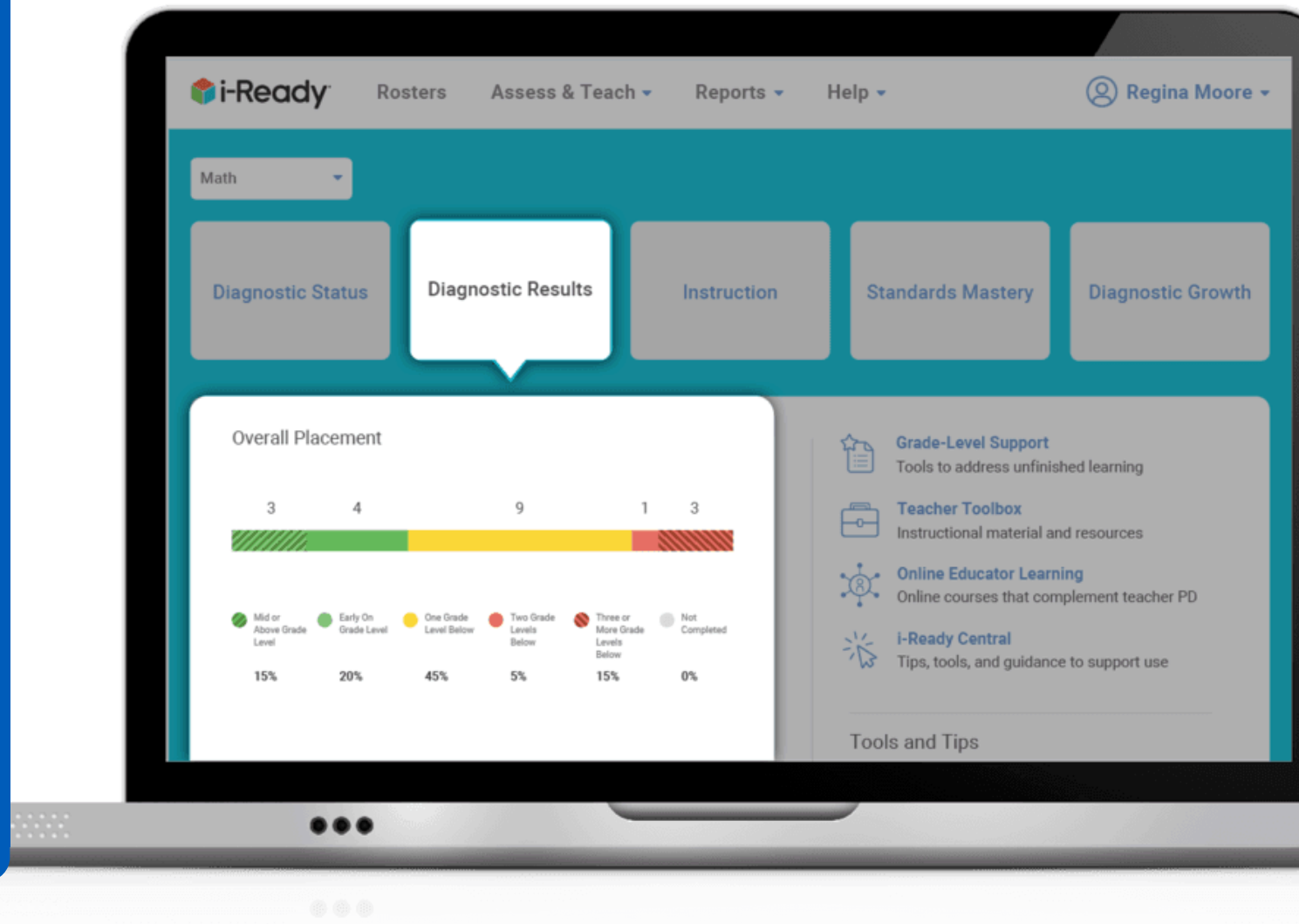

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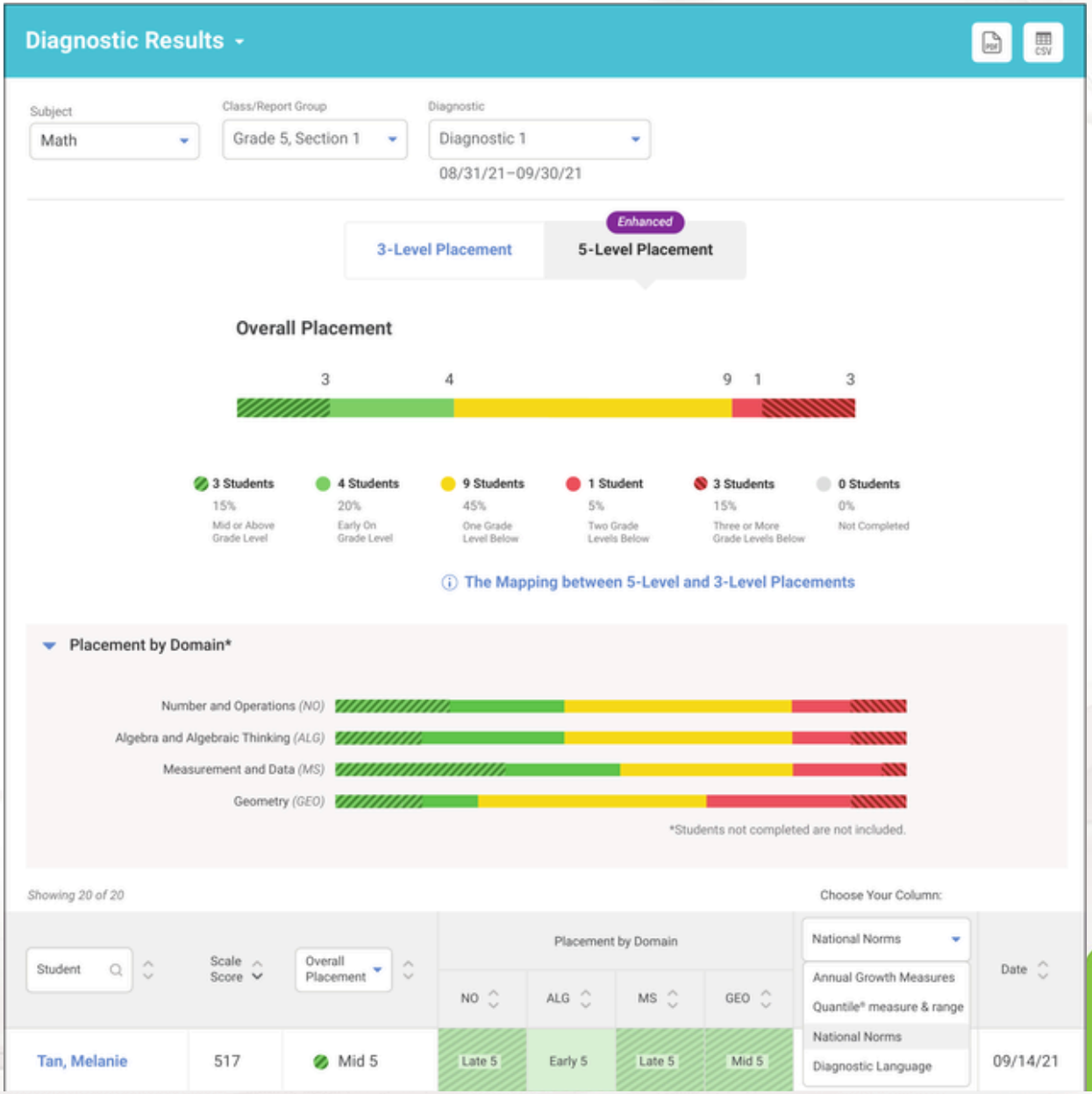

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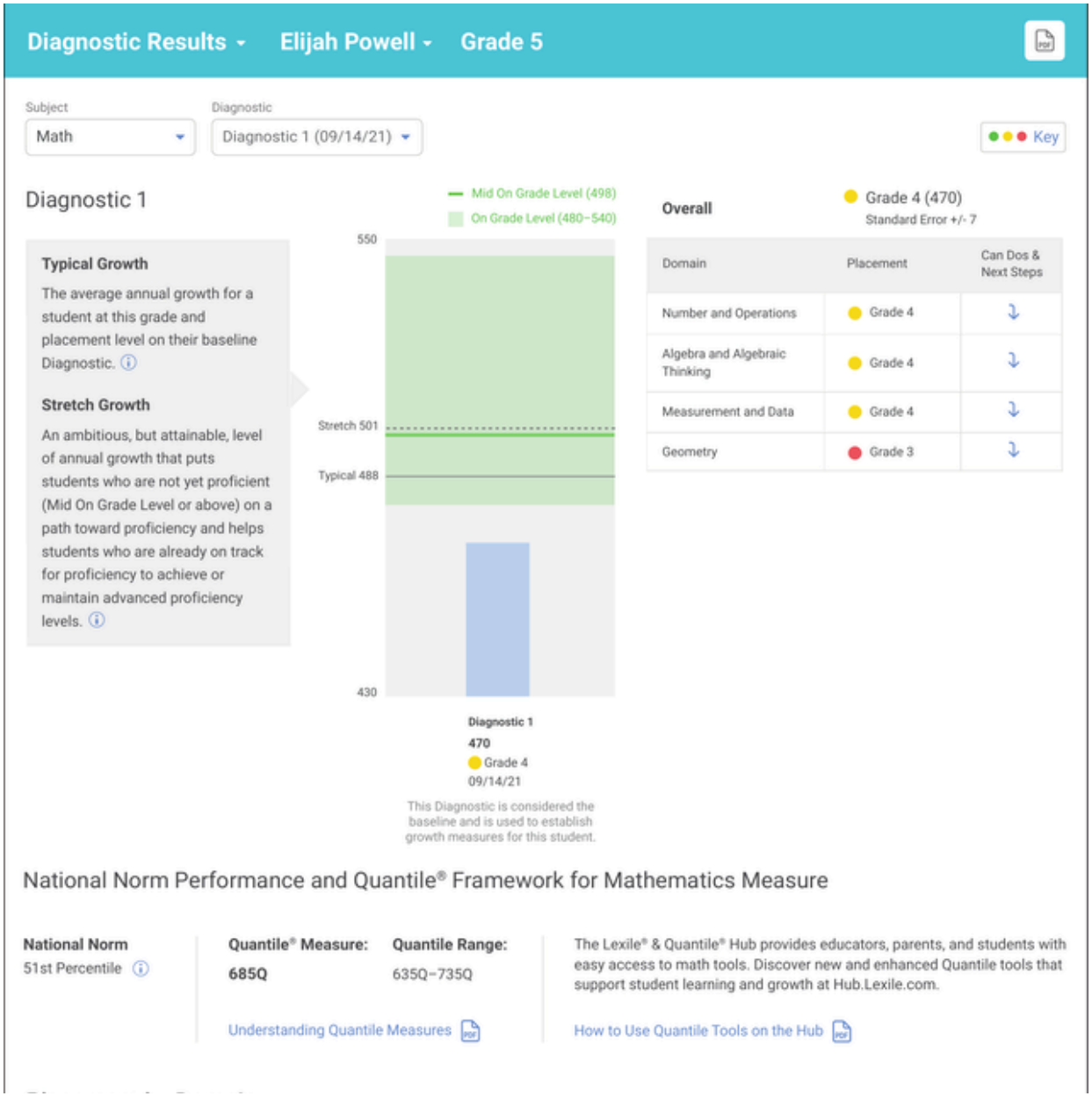

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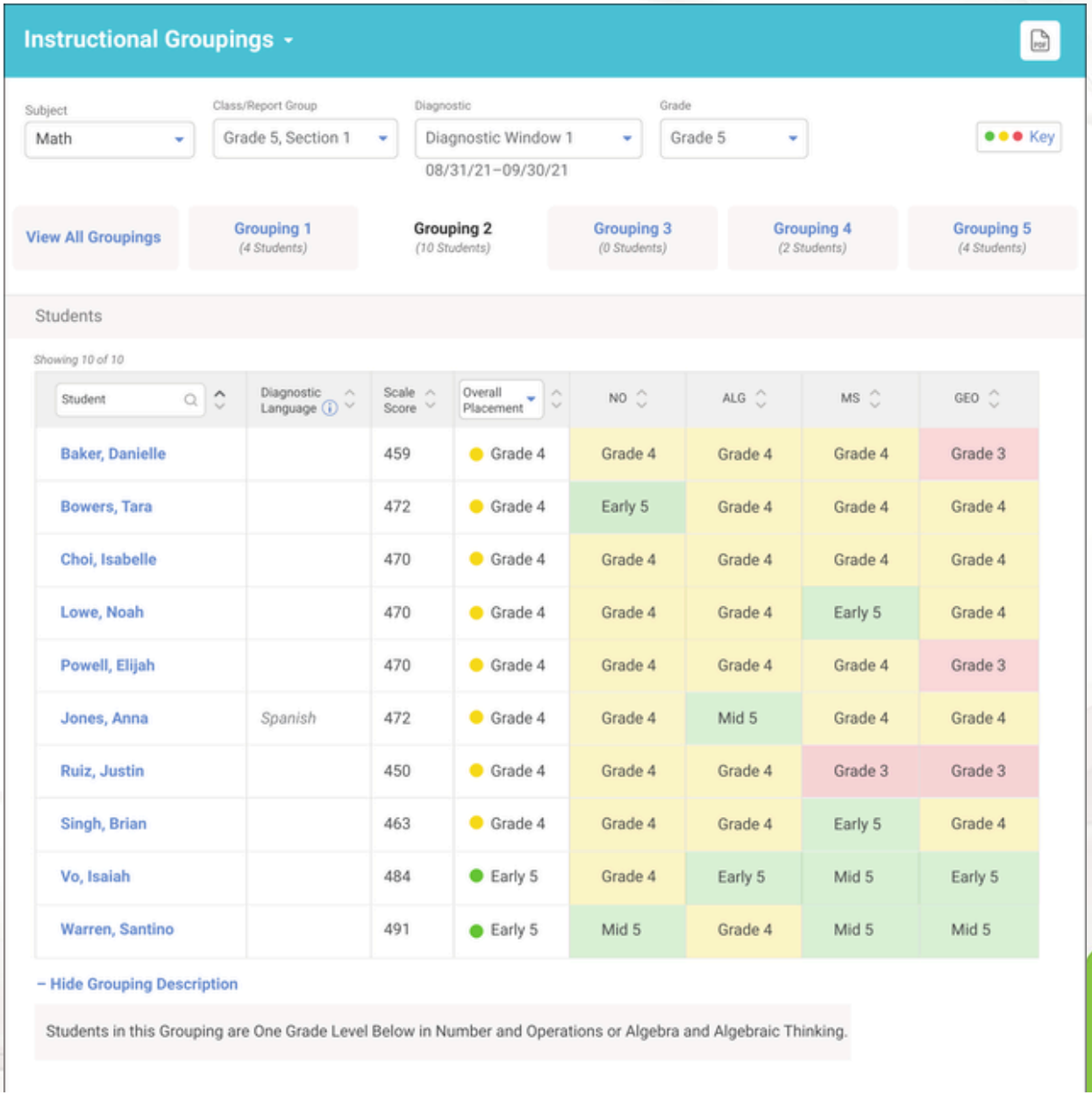

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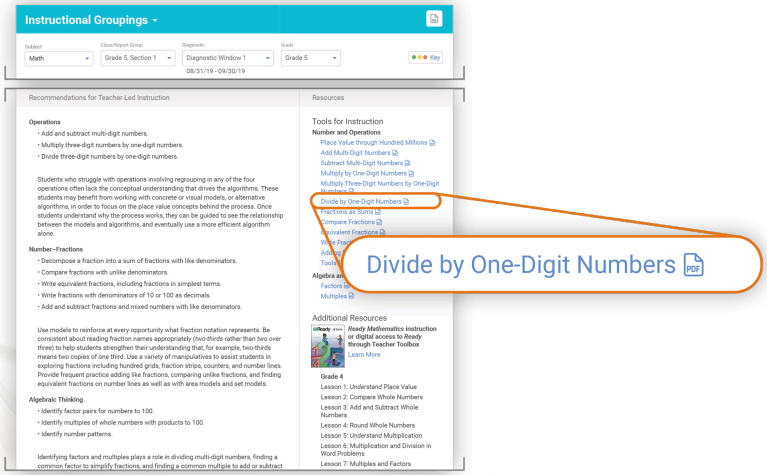


Tools for Instruction

Divide by One-Digit Numbers

Objective Divide three-digit numbers by one-digit numbers.

This activity builds on the meaning of division and on fluency with basic division facts. The standard algorithm for long division has often been taught to students through rote practice until mastery. To prepare students to understand the division algorithm, this activity provides three methods of modeling and computing quotients by building on place-value understanding and the relationships of division to multiplication and subtraction. Students should gain an understanding of what division is as a mathematical operation, which will help them to make sense of fraction concepts, and to identify applications of division in real-world scenarios.

Three Ways to Teach

Use Repeated Subtraction to Divide 15–20 minutes

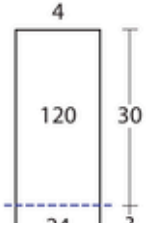
Write "144 ÷ 4" on the board. Have the student estimate the quotient. (between 30 and 40) Explain that the goal is to separate 144 into groups of 4. Help the student choose a multiple of 4 that is easy to subtract, such as 40. Explain that it would take too long to subtract 4 over and over, and that subtracting 40 is the same as subtracting 4 ten times. Have the student perform repeated subtraction by 40, keeping track of steps as shown. When the student finds that less than 40 remains, have her determine how many 4s are left and how many 4s were subtracted in all. (36) Compare the quotient to the estimate and use multiplication to check.

144
− 40 (4 × 10)
104
− 40 (4 × 10)
64
− 40 (4 × 10)
24 (4 × 6)

10 + 10 + 10 + 6 = 36
144 ÷ 4 = 36

Use an Area Model to Divide 15–20 minutes

Use the same problem, 144 ÷ 4. Draw a rectangle on the board. First, label the top, side, and area as shown. Ask the student to identify a multiple of 4 that can be multiplied by 10 to get close to 140, such as (4 × 3) × 10, or 120. Walk the student through the steps for completing the labeling, adding the numbers and symbols as you go. Ask the student to identify the number that is multiplied by 4 to get an area of 24. Replace the ? with 6. Then remind the student that the total length of the rectangle can be found by adding the two segments together: 30 + 6 = 36, which represents what is multiplied by 4 to get 144.

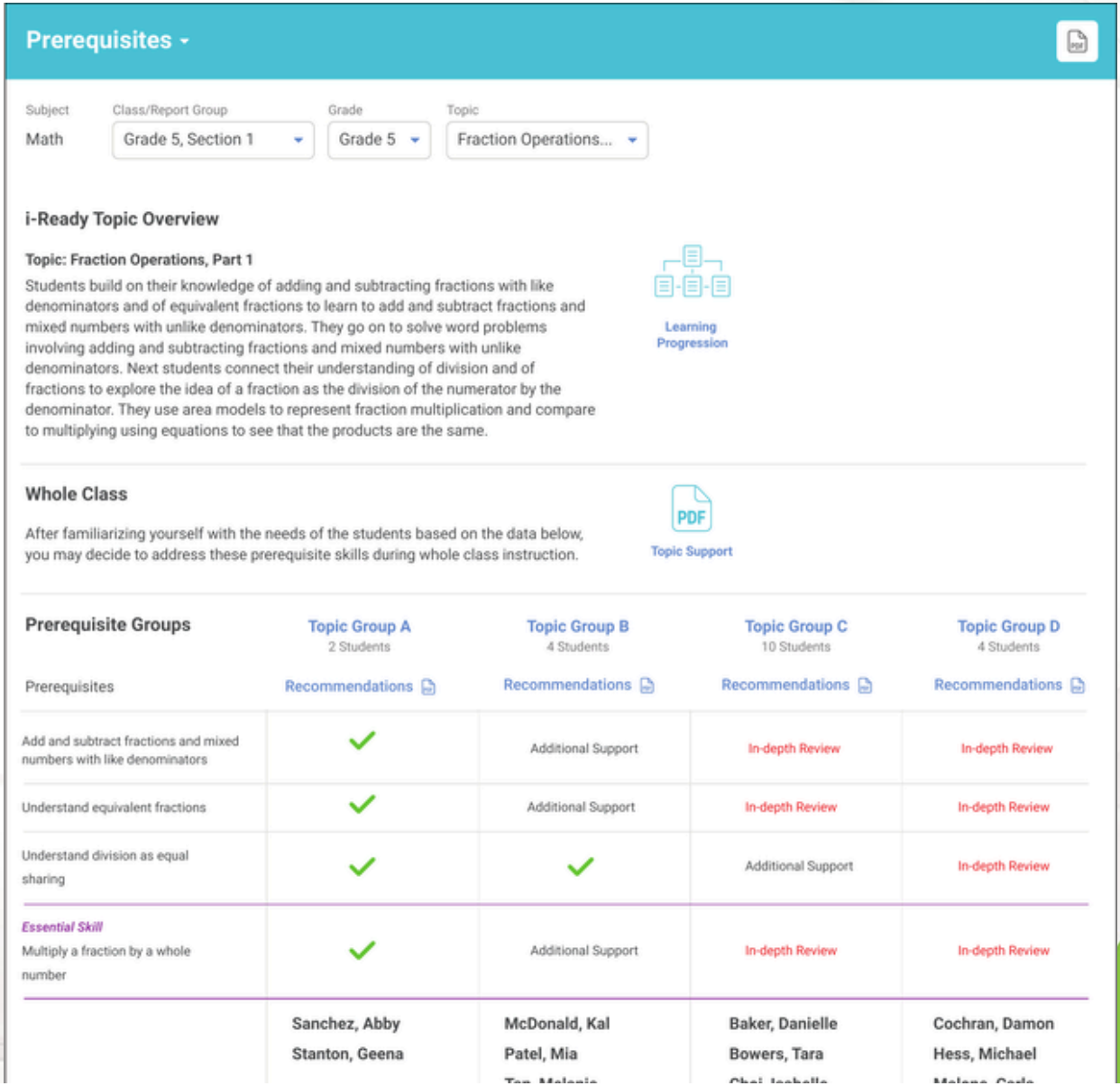


Prerequisites

Identifies unfinished learning and provides instructional resources to address prerequisites, either during small group instruction or whole class instruction, depending on the needs of the class

Educators use this report to answer:

- What are my students' learning needs for upcoming grade-level mathematics instruction?



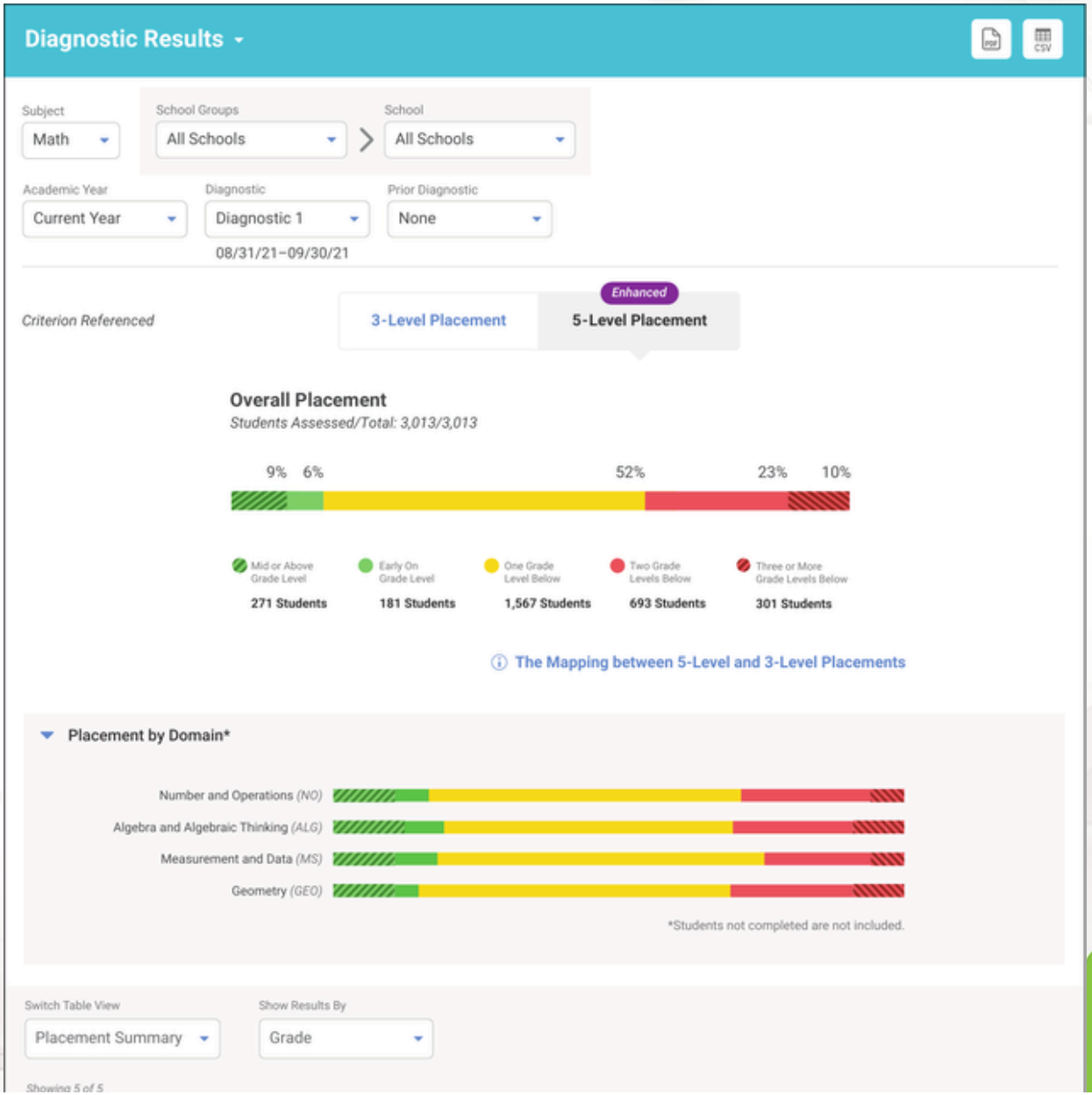
Diagnostic Results *for a District*

(Single Diagnostic View)

Gives a comprehensive picture of student performance at the school, grade, and class level, or by demographic, enabling administrators to set intervention strategies and inform resource allocation decisions. Also available at the school level.

Educators use this report to answer:

- How can I group my students into grade-level placements?
- What percentage of students is performing below or on/ above grade level, and who would benefit from support?
- In which domain(s) do certain grade levels or classes need the most support?



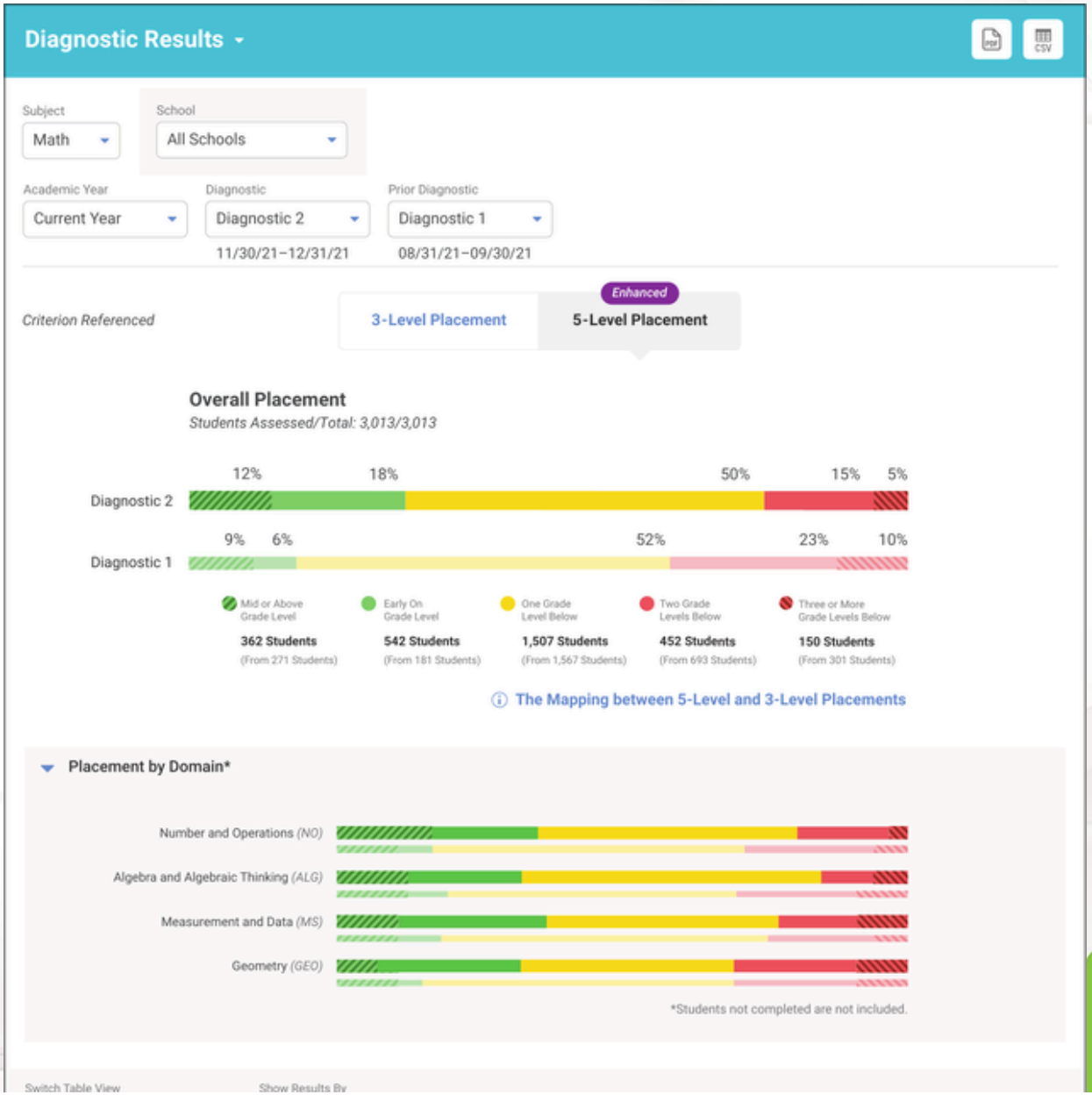
Diagnostic Results *for a District*

(Comparison View)

Gives a comprehensive picture of student performance at the school, grade, and class level, or by demographic, enabling administrators to set intervention strategies and inform resource allocation decisions. Also available at the school level.

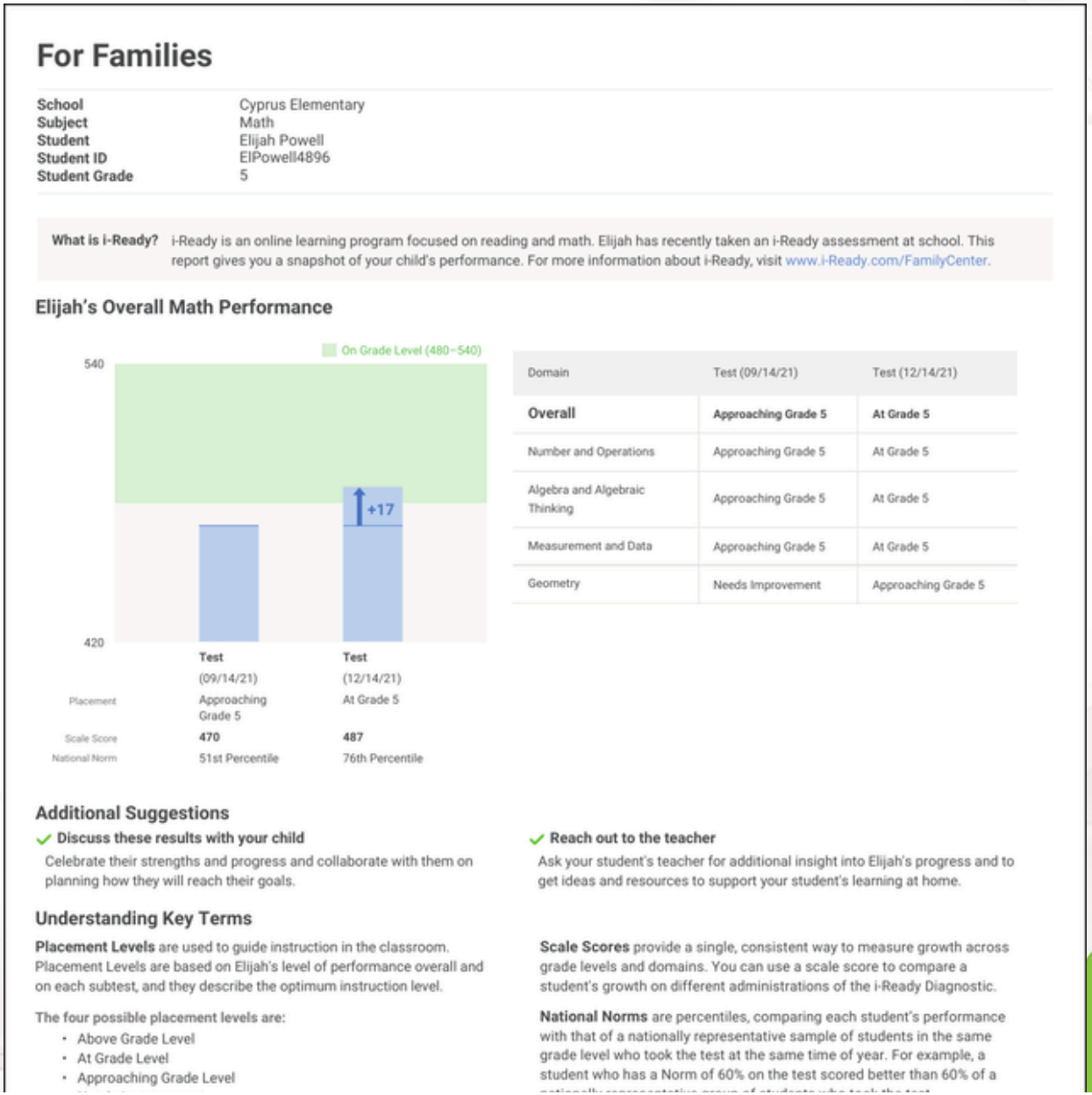
Educators use this report to answer:

- How has student performance changed during the school year?
- How can I group my students using their placement levels?
- What percentage of students is performing below or on/ above grade level, and who would benefit from support?



For Families

Provides teachers with a report they can share with families and caregivers to help them better understand how to support their child. Available in English and Spanish.



For Families

School	Cyprus Elementary
Subject	Math
Student	Elijah Powell
Student ID	ElPowell4896
Student Grade	5

What is i-Ready? i-Ready is an online learning program focused on reading and math. Elijah has recently taken an i-Ready assessment at school. This report gives you a snapshot of your child's performance. For more information about i-Ready, visit www.i-Ready.com/FamilyCenter.

Elijah's Overall Math Performance

Domain	Test (09/14/21)	Test (12/14/21)
Overall	**Approaching Grade 5**	**At Grade 5**
Number and Operations	Approaching Grade 5	At Grade 5
Algebra and Algebraic Thinking	Approaching Grade 5	At Grade 5
Measurement and Data	Approaching Grade 5	At Grade 5
Geometry	Needs Improvement	Approaching Grade 5

Additional Suggestions

✓ **Discuss these results with your child**

Celebrate their strengths and progress and collaborate with them on planning how they will reach their goals.

✓ **Reach out to the teacher**

Ask your student's teacher for additional insight into Elijah's progress and to get ideas and resources to support your student's learning at home.

Understanding Key Terms

Placement Levels are used to guide instruction in the classroom. Placement Levels are based on Elijah's level of performance overall and on each subtest, and they describe the optimum instruction level.

The four possible placement levels are:

- Above Grade Level
- At Grade Level
- Approaching Grade Level

Scale Scores provide a single, consistent way to measure growth across grade levels and domains. You can use a scale score to compare a student's growth on different administrations of the i-Ready Diagnostic.

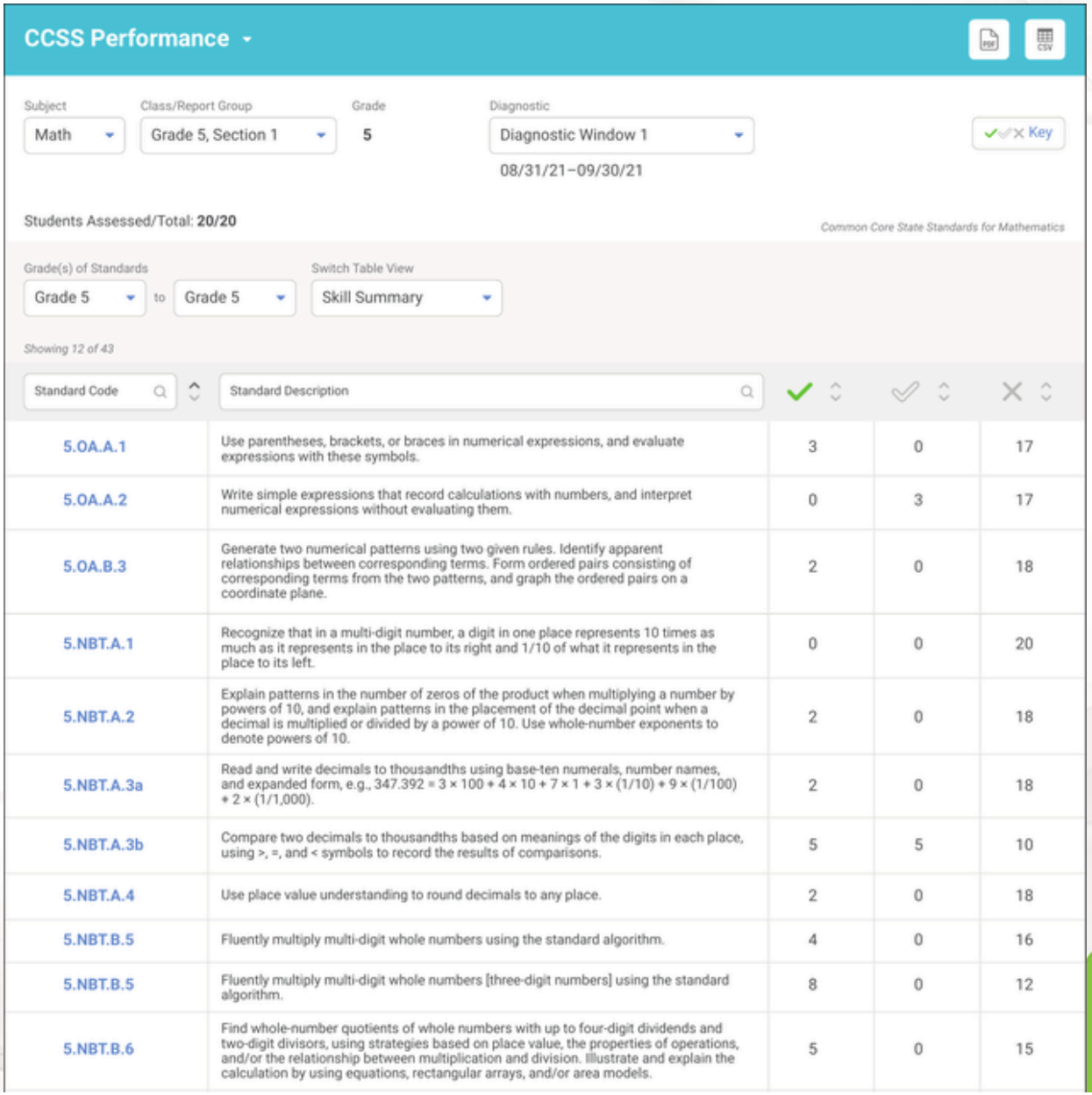
National Norms are percentiles, comparing each student's performance with that of a nationally representative sample of students in the same grade level who took the test at the same time of year. For example, a student who has a Norm of 60% on the test scored better than 60% of a

Standards Performance *for a Class*

Shows how students are performing against state standards, based on the results of each Diagnostic. This report is state specific in most states.

Educators use this report to answer:

- Which standards do my students likely understand and which standards do they likely not have sufficient understanding of yet?



CCSS Performance

Subject: Math | Class/Report Group: Grade 5, Section 1 | Grade: 5 | Diagnostic: Diagnostic Window 1 (08/31/21–09/30/21) | Key

Students Assessed/Total: **20/20**

Common Core State Standards for Mathematics

Grade(s) of Standards: Grade 5 to Grade 5 | Switch Table View: Skill Summary

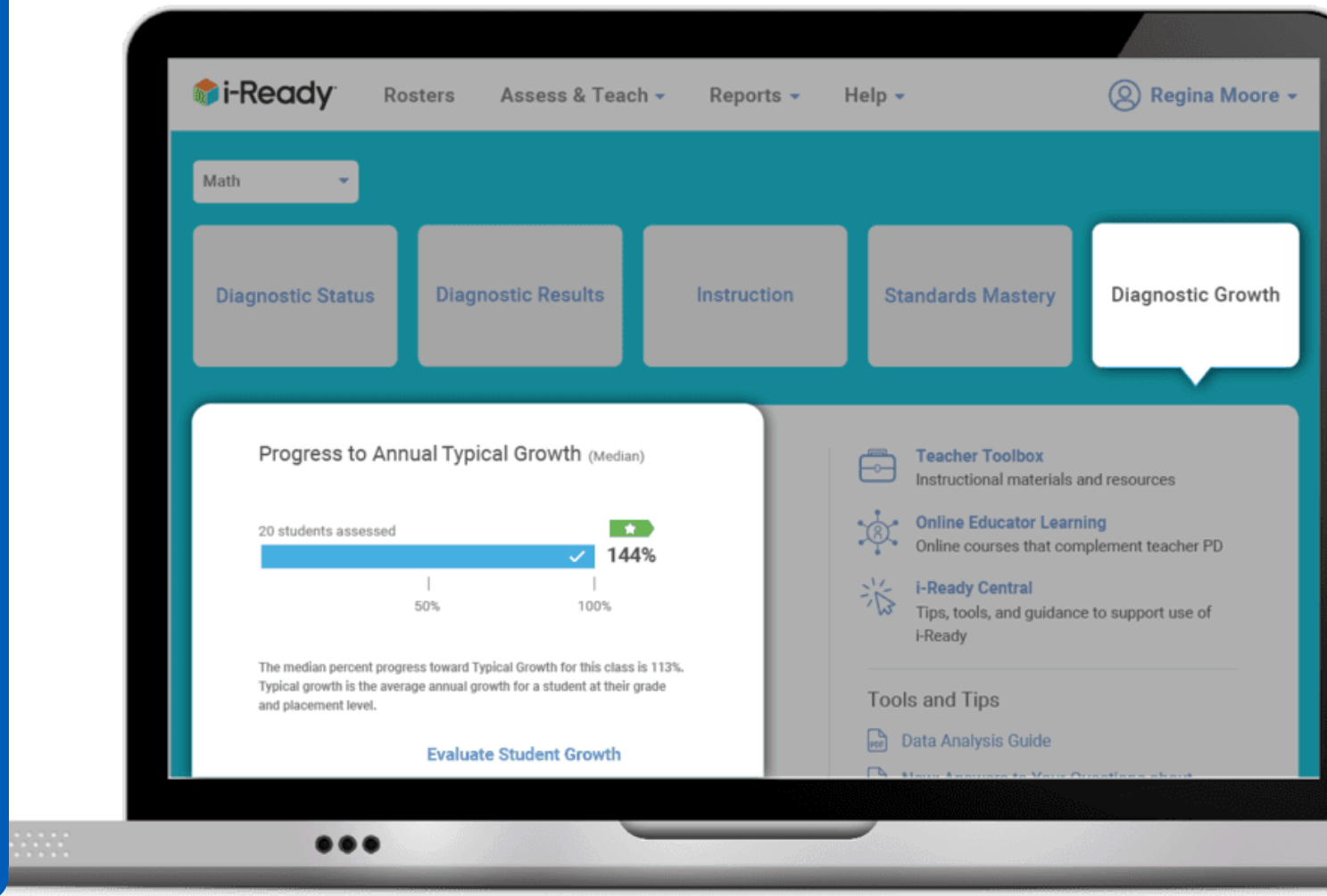
Showing 12 of 43

Standard Code	Standard Description	✓	✓✓	✗
5.OA.A.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	3	0	17
5.OA.A.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	0	3	17
5.OA.B.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.	2	0	18
5.NBT.A.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	0	0	20
5.NBT.A.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	2	0	18
5.NBT.A.3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1,000).	2	0	18
5.NBT.A.3b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	5	5	10
5.NBT.A.4	Use place value understanding to round decimals to any place.	2	0	18
5.NBT.B.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	4	0	16
5.NBT.B.5	Fluently multiply multi-digit whole numbers [three-digit numbers] using the standard algorithm.	8	0	12
5.NBT.B.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	5	0	15

Mathematics

Diagnostic Growth Reports

See student progress toward growth measures.

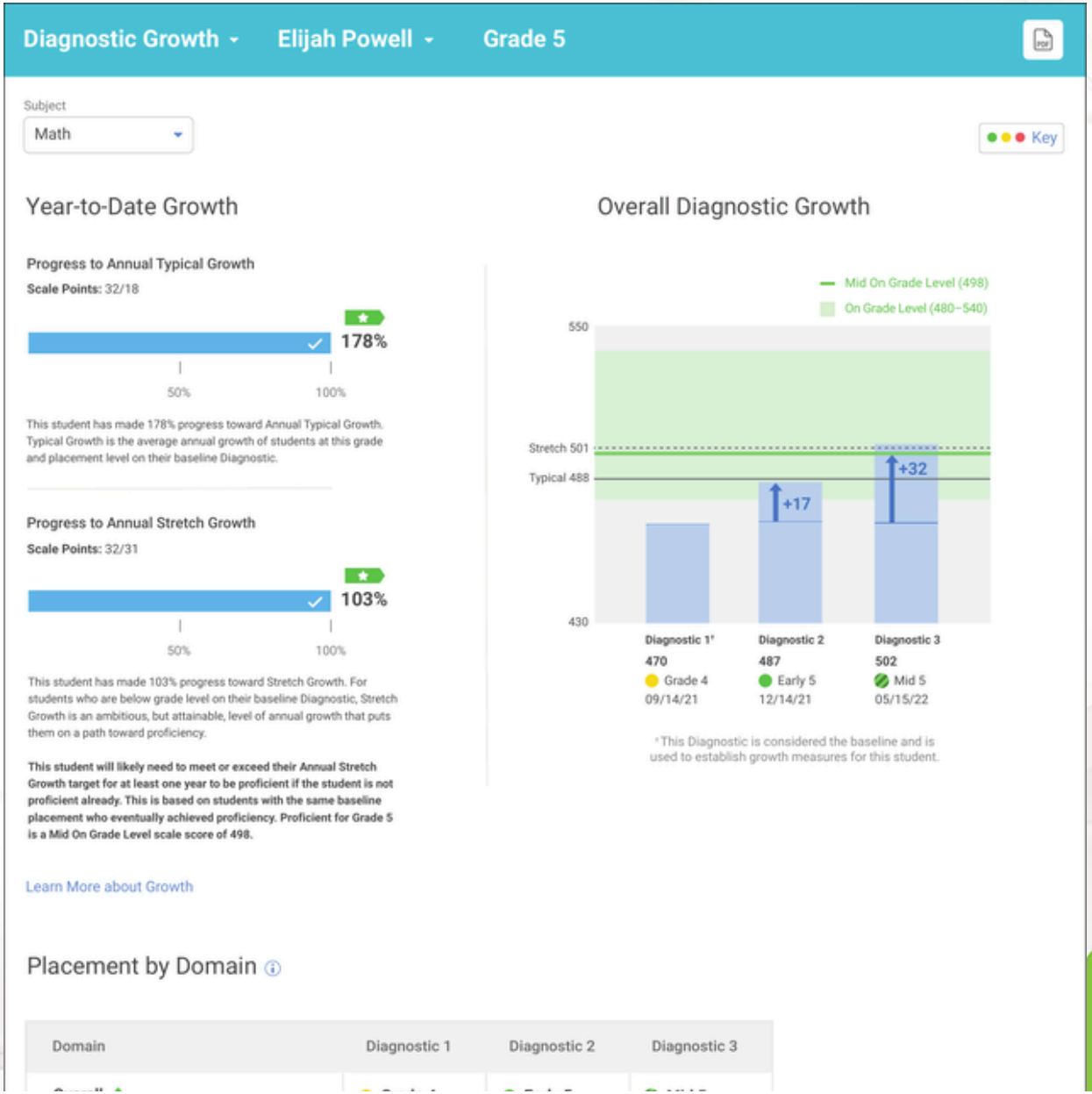


Diagnostic Growth *for a Student*

Gives a clear view of progress toward proficiency and annual growth expectations across a class and for each student

Educators use this report to answer:

- How is an individual student progressing toward their growth measures?
- How is an individual student progressing toward grade-level proficiency?

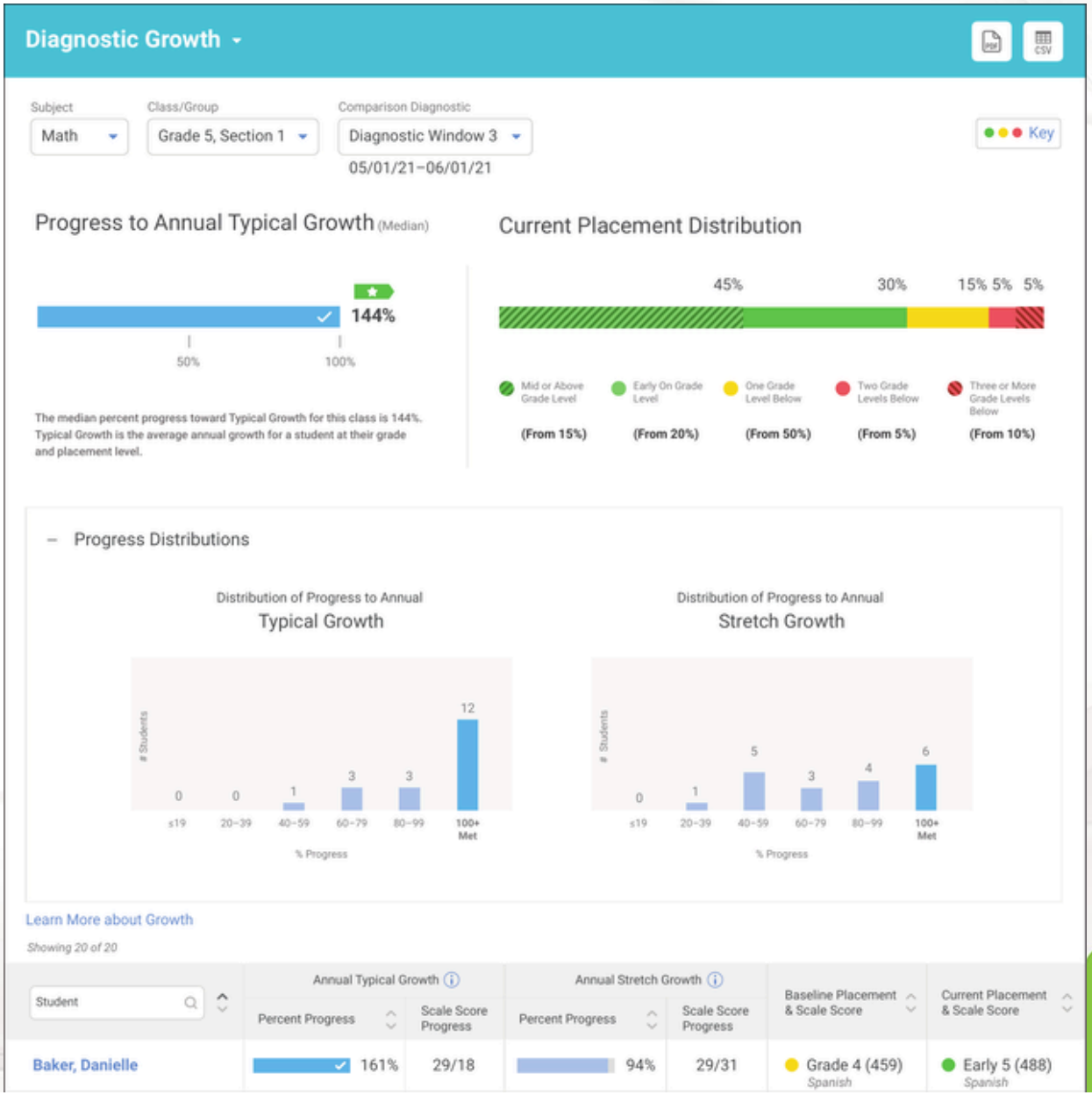


Diagnostic Growth *for a Class*

Gives a clear view of progress toward proficiency and annual growth expectations across a class and for each student

Educators use this report to answer:

- How is my class progressing toward Annual Typical
- Growth and grade-level proficiency?
- Which students would benefit from additional support to help achieve their growth measures?

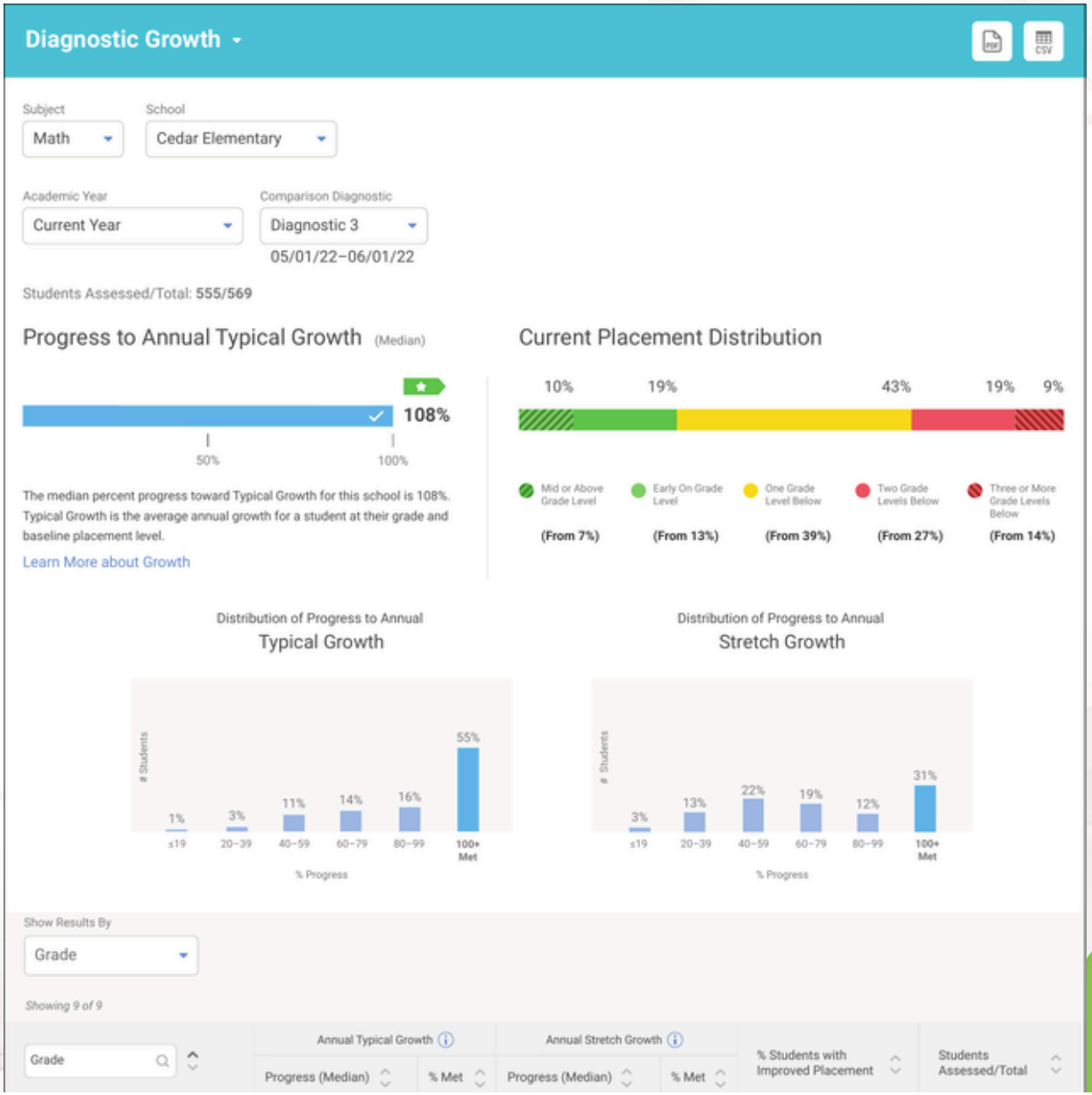


Diagnostic Growth *for a School*

Gives a clear view of progress toward proficiency and annual growth expectations across a school, grade, or class. Also available at the district level.

Educators use this report to answer:

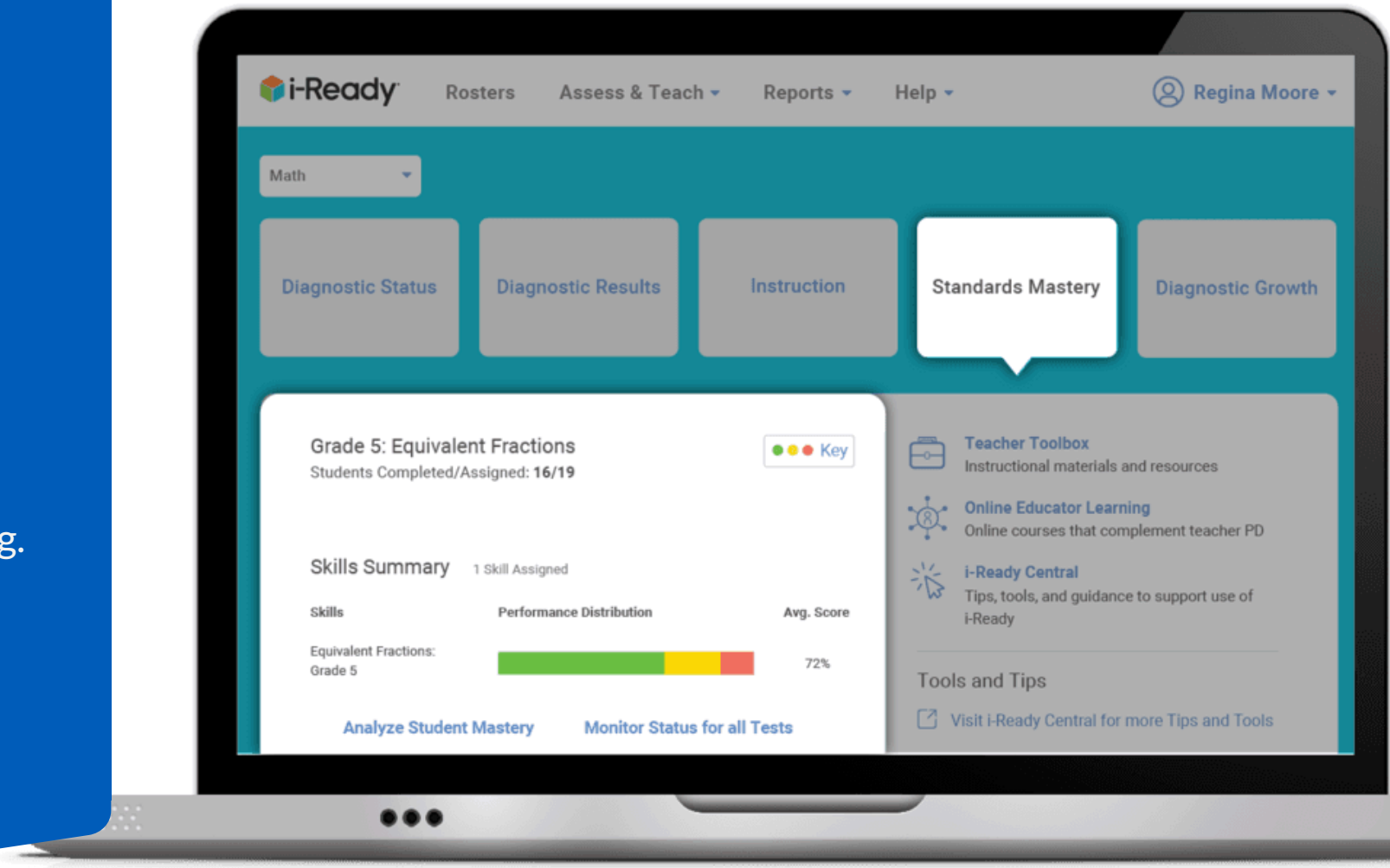
- How are students progressing toward their growth measures and grade-level proficiency?



Mathematics

Standards Mastery Reports

Target key standards for powerfully informed teaching.

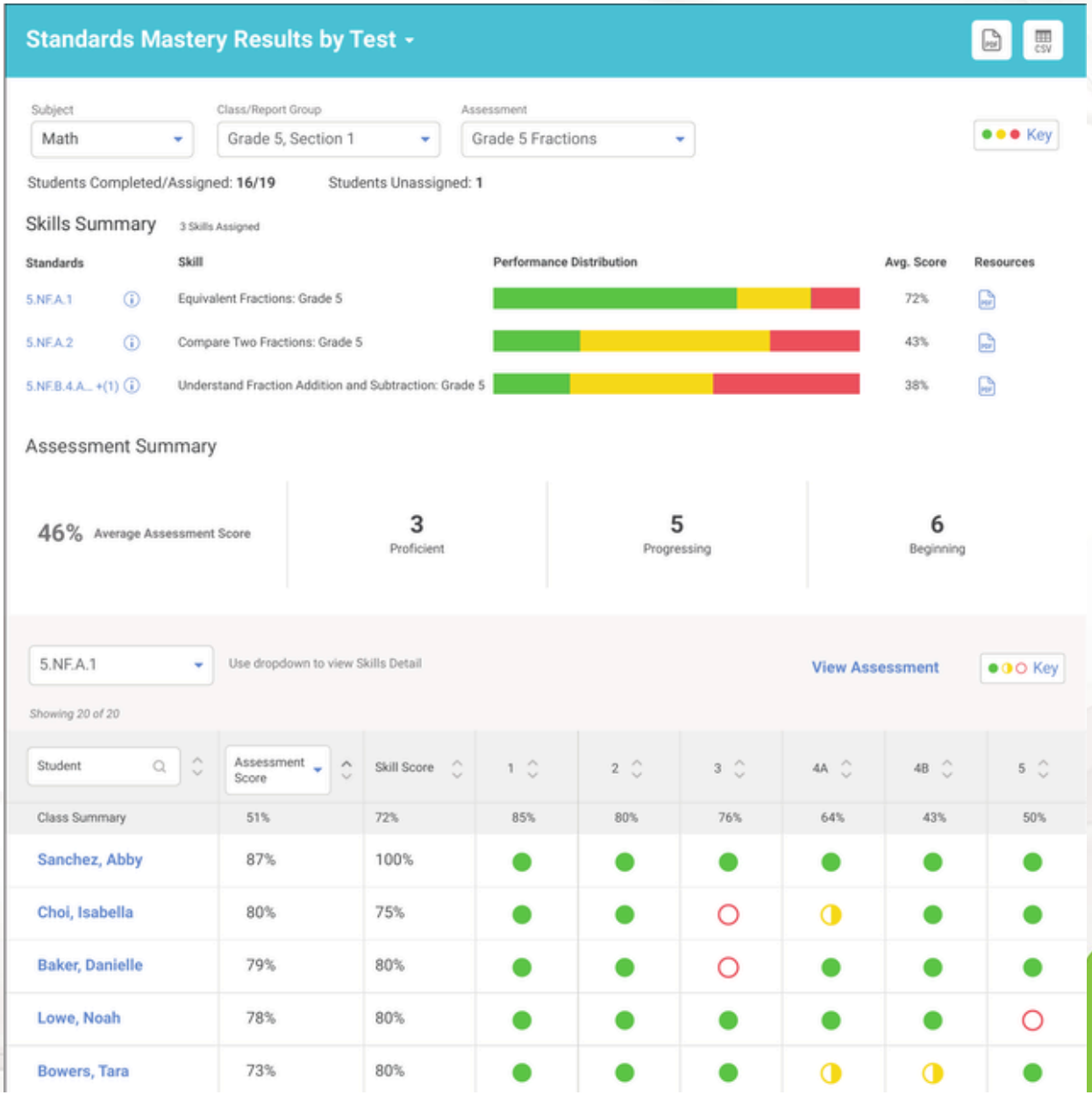


Standards Mastery Results by Test *for a Class*

Shows student performance on recently taught standards to inform reteaching, down to the question level. Also available at the district or school level.

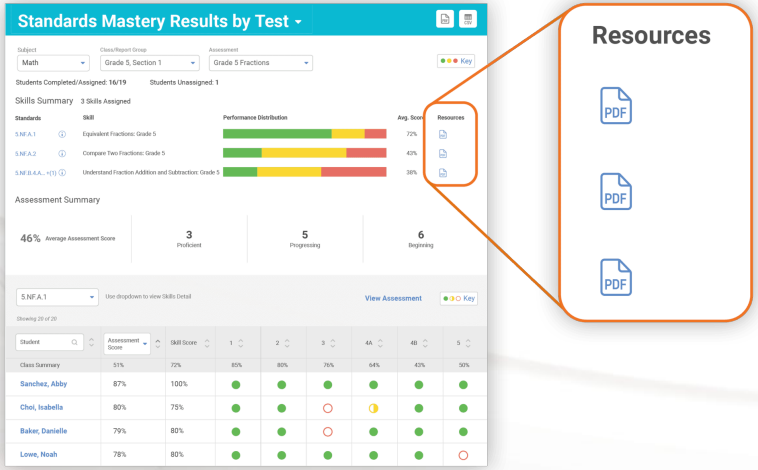
Educators use this report to answer:

- How did my class perform on a recently taught standard, and what are their instructional needs?
- Which items are my students performing well on or struggling with? Why?



Standards Mastery Differentiated Instructional Support

Available in the Standards Mastery Results by Test report, instructional recommendations for each standard help teachers support student progress toward understanding.



i-Ready Standards Mastery: Differentiated Instructional Support

i-Ready

Add and Subtract Fractions with Unlike Denominators

Standards

5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example,* $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. *(In general,* $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.*)*

Prerequisite Standards

3.NF.A.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.

4.NF.B.3c Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.

4.NF.B.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

Overview of Tested Skills

Problems on this assessment form require students to be able to find sums or differences of fractions or mixed numbers with unlike denominators by using equivalent fractions to rewrite them as sums or differences with like denominators, and by drawing area models or number lines to represent the sums or differences. Students will also need to be familiar with multiplying whole numbers, adding and subtracting fractions and mixed numbers with like denominators, reading measurements shown in inches, and writing fractions greater than 1 as both mixed numbers and improper fractions.

Common Misconceptions and Errors

Misconceptions and errors may result if students don't understand how to write a mixed number as a fraction greater than 1, how to find a common denominator, or how to find equivalent fractions.

Errors may also result if students:

- do not multiply each numerator by the factor used to create the common denominator.
- add the numerators and add the denominators.
- add instead of subtracting, or vice versa.
- make a basic multiplication fact error.
- find a common denominator, but then add or subtract the original numerators, instead of subtracting the numerators of equivalent fractions.

Ready & i-Ready Instructional Resources

Consider using the following as additional instructional resources for students who have placed on or above level in Number and Operations and Algebra and Algebraic Thinking. See additional recommendations on page 2 for students performing below grade level.

Beginning

Focus: Developing Underlying Concepts

Help students remember how to find equivalent fractions by multiplying the numerator and denominator of a fraction by the same number. Discuss how students can use equivalent fractions to make same-size parts that can then be added or subtracted. Then help students use equivalent fractions to find common denominators before adding or subtracting fractions.

Teacher-led Small Group

Toolbox: Ready Instruction
Grade 5, Lesson 10
- Add and Subtract Fractions

i-Ready: Tools for Instruction
Number and Operations, Level 5
- Add and Subtract Unlike Fractions and Mixed Numbers

Toolbox: Interactive Tutorial
Grade 5, Lesson 10
- Add and Subtract Fractions

Student-led Small Group

Toolbox: Center Activities
Grade 5, Lesson 10
- 5.21 ★Add and Subtract Fractions

Progressing

Focus: Practice and Building Confidence

Help students pay careful attention to the words and the numbers in each problem. Build confidence with independent practice with rewriting sums or differences of fractions with unlike denominators as sums or differences with like denominators.

Independent

Toolbox: Ready Practice and Problem Solving
Grade 5, Lesson 10
- Add and Subtract Fractions

i-Ready: Instruction
Level E
- Add and Subtract Fractions

Student-led Small Group

Toolbox: Center Activities
Grade 5, Lesson 10
- 5.21 ★★Add and Subtract Fractions

Proficient

Focus: Deepening Understanding

Encourage students to deepen their understanding of fraction addition and subtraction by finding multiple ways to rewrite sums and differences of fractions.

Student-led Small Group

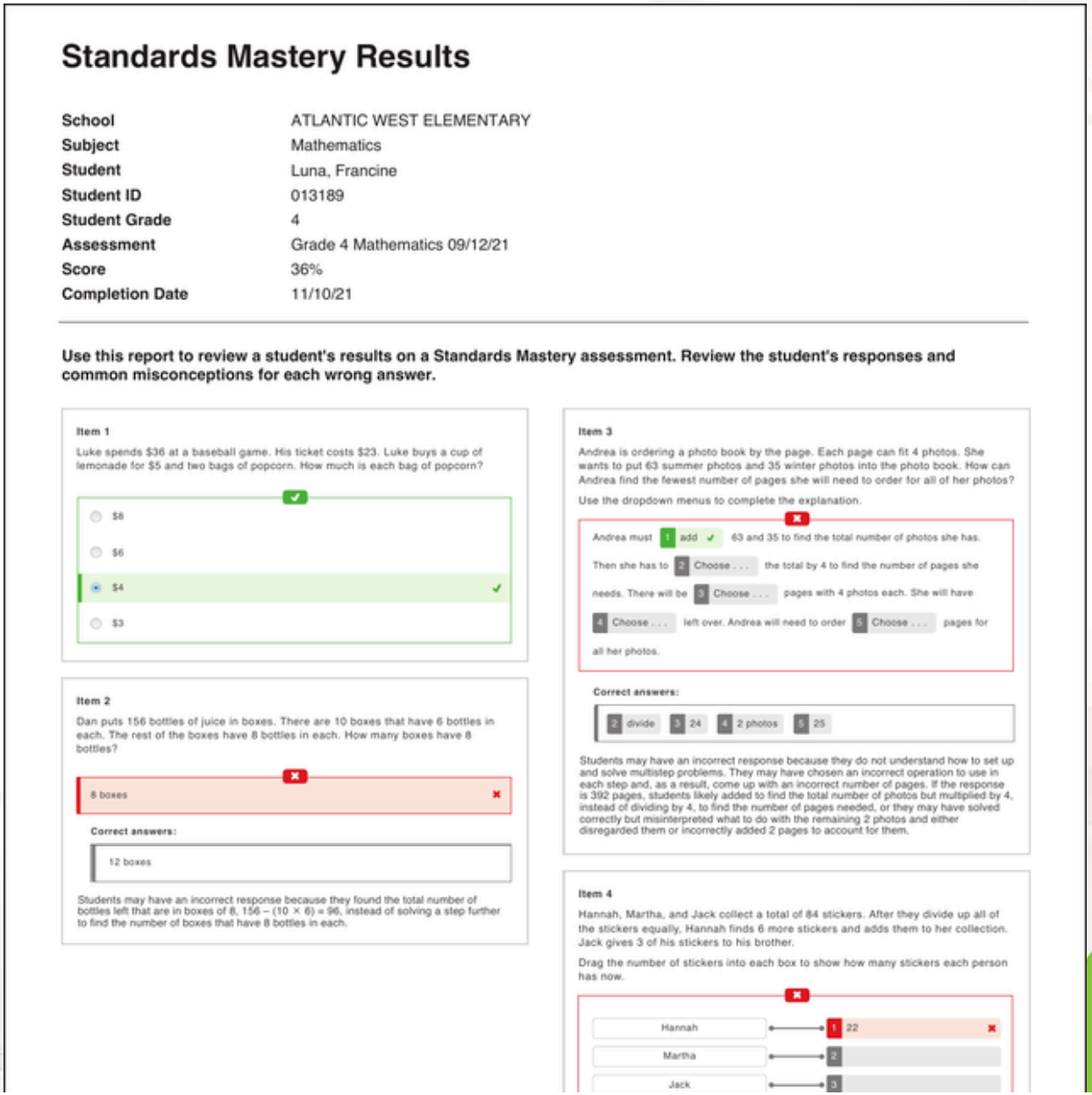
Toolbox: Center Activities
Grade 5, Lesson 10
- 5.21 ★★★Add and Subtract Fractions

Standards Mastery Results by Test *for a Student*

Detailed, student-level item analysis to understand student understanding and misconceptions

Educators use this report to answer:

- What are the strengths and areas of need for an individual student?
- What misconceptions might the student have based on their answer choices?



Standards Mastery Results

School	ATLANTIC WEST ELEMENTARY
Subject	Mathematics
Student	Luna, Francine
Student ID	013189
Student Grade	4
Assessment	Grade 4 Mathematics 09/12/21
Score	36%
Completion Date	11/10/21

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

Dan 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?

8 boxes ✖

Correct answers:

12 boxes

Students may have an incorrect response because they found the total number of bottles left that are in boxes of 8, 156 – (10 × 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 1 add ✓ 63 and 35 to find the total number of photos she has. Then she has to 2 Choose . . . the total by 4 to find the number of pages she needs. There will be 3 Choose . . . pages with 4 photos each. She will have 4 Choose . . . left over. Andrea will need to order 5 Choose . . . pages for all her photos. ✖

Correct answers:

2 divide 3 24 4 2 photos 5 25

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 392 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 has now. ✖

Hannah 1 22 ✖
Martha 2
Jack 3

Thank you!

Please contact your local representative for more information.

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(800) 225-0248
contact@cainc.com