



## REPORT CHEAT SHEET Diagnostic Results (Student)



Reading

**A comprehensive picture of student instructional needs based on data from each Diagnostic with specific recommendations and resources for differentiating instruction for each student.**

**Use for:**

- Planning instruction
- Setting student growth goals

**When:**  
After an administration of a Diagnostic assessment

**Related Reports:**  
*Instructional Groupings:*  
for possible student instructional groups

**1 This Placement and Diagnostic Growth chart** visually represents a student's initial placement, growth across their Diagnostics, and progress toward their growth measures.

**1a The green band** shows the On Grade Level range for this grade and subject.

**1b The solid line** shows the student's Typical Growth measure and the **dashed line** shows the student's Stretch Growth measure, which are based on the initial Diagnostic placement level.

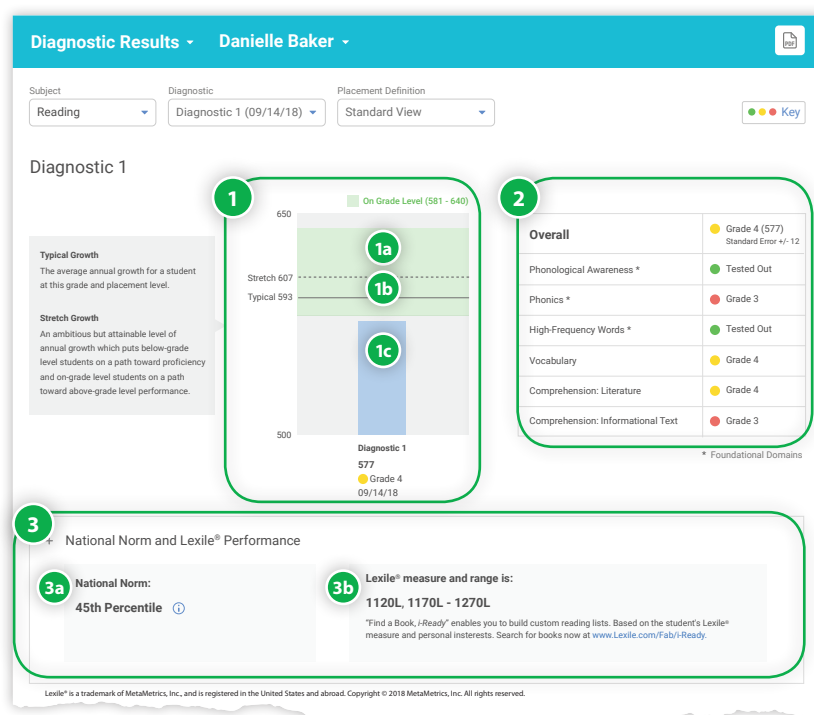
**1c The blue bar** shows the student's score and placement level for the Diagnostic.

**2 Placement by Domain:** This shows the grade-level placement for this student for each subject domain.

**3 National Norm and Lexile® Performance:** Select the plus icon to open the row and see the National Norm and Lexile measure and range for this student.

**3a National Norm:** specifies the student's position relative to a group of nationally representative *i-Ready* students who are in the same grade and who took the tests at the same time of year as the student. For example, if a student's percentile rank is 90%, this means the student scored better than or equal to 90% of her peers.

**3b Lexile measure and range:** The Lexile Framework® for Reading uses one scale to measure students' reading ability and text complexity, to help you identify reading materials at each student's level. A student's Lexile measure is his or her reading ability score. The Lexile range indicates the range of texts that will be easy to more challenging but still readable for the student. In *i-Ready*, students' Reading Diagnostic scores are used to approximate Lexile measures and ranges.



Report continued on next page.

### Understanding Growth in *i-Ready*:

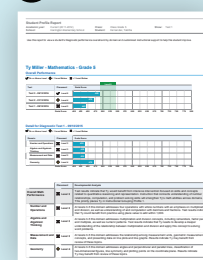
**Typical Growth and Stretch Growth measures** are provided for each student based on their placement on the first Diagnostic assessment of the year.

**Typical Growth** is the average annual growth for students at this grade and placement level.

**Stretch Growth** for below-grade level students is an ambitious but attainable level of annual growth that puts below-grade level students on a path toward proficiency. Stretch Growth for on- or above-grade level students is an ambitious but attainable level of annual growth that puts on-grade level students on a path to achieve/maintain advanced proficiency levels.

For more information, visit [i-ReadyCentral.com/GrowthGoals](http://i-ReadyCentral.com/GrowthGoals).

### Replaces the Reports:



Information in the Diagnostic Results (Student) report was previously found in the **Student Profile (Student-level) report**.

## REPORT CHEAT SHEET | Diagnostic Results (Student), Cont'd.

## Continued report.

**4 Overall Developmental Analysis:** This section gives you insight into what the students' overall and domain placements mean. It highlights the most important areas of need to help you to make decisions about instruction.

**5 Domain Tabs:** Each tab shows a student's placement and score for that domain. Select a tab to display the student's developmental analysis, Can Dos, and Next Steps & Resources for Instruction for that domain.

**6 Developmental Analysis:** This section gives more insight into the domain placement level, highlighting the most important areas of need.

**7 Can Do:** This section identifies student strengths in this domain.

**8 Next Steps & Resources for Instruction:** This section identifies the skills that students can and should learn next and offers resources to help you plan direct instruction for that student.

**8a Tools for Instruction:** Use these targeted, skill-based mini-lesson plans as tools for teaching individual, small group, or whole class lessons. These appear under the skills students need to learn.

**8b Additional Resources:** A reference to the appropriate section of relevant resources from Curriculum Associates is provided so you can utilize those resources if you have access to them in your classroom.

## Placement by Domain

**4** Results in Phonics indicate that Danielle has difficulty decoding words accurately. Vocabulary is another cause for concern. This score indicates that Danielle has gaps in grade-level word knowledge. Targeting Phonics and Vocabulary instruction is the best way to support this student's growth as a reader. Taken together, this information places Danielle in Instructional Grouping 1.

**5**

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

## Developmental Analysis

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

## Can Do

**7** Danielle is developing proficiency with below-grade level informational texts in skills such as:

- sequencing events
- identifying cause-and-effect relationships
- demonstrating understanding of key ideas and details
- comparing and contrasting
- identifying main idea
- retelling the most important ideas

Standards

## Next Steps and Resources for Instruction

**8**

— **Teach about author's point of view and purpose.**  
Support Danielle in applying these skills to Grade-Level 3 text:

- Determine an author's point of view in an informational text by looking for stated opinions.
- Distinguish one's own point of view from that of the author of the text.
- Determine an author's purpose for writing an informational text, including to inform, to persuade, and to entertain.

**8a** Tools for Instruction  
[Determine Author's Purpose](#)

**8b** Additional Resources  
*Ready® Reading Instruction* or digital access to *Ready* through Teacher Toolbox  
[Learn More](#)

- Grade 3  
Lesson 11: Author's Point of View

— **Provide additional strategies for determining word meaning.**  
Support Danielle in using these steps to figure out the meaning of unfamiliar words in Grade-Level 3 text:

- Look around the word for context clues.
- Break the word apart and look for clues in the parts (base word, prefix, suffix).
- Guess the meaning of the word.
- Try out the meaning in the original sentence and see if it makes sense in context.
- Use the dictionary, if needed, to confirm this meaning.

**Tools for Instruction**  
[Teach New Word Meanings](#)  
[Use Context to Find Word Meaning](#)

**Additional Resources**  
*Ready Reading Instruction* or digital access to *Ready* through Teacher Toolbox  
[Learn More](#)

- Grade 3  
Lesson 9: Unfamiliar Words  
Lesson 12: Words in Context

— **Build understanding of how to connect text and visuals.**  
Explain that readers get information from words in a text as well as from pictures, photographs, maps, and other types of illustrations.

- Using a Grade-Level 3 informational text containing plenty of visuals, model thinking about how the visuals support the text and sometimes give additional information that does not appear in the text.
- Prompt Danielle to connect the text and visuals. Ask questions such as, "What do you see in the illustration that matches what we just read about? What details in this illustration tell you more about what we just read?"

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