



North Pike School District

Web-Based Language Arts and Mathematics Diagnostic Instructional Program with Corresponding Printed Instructional Materials for the 2025-2026 School Year

RFP# 5711-26

Due: April 24, 2025 at 10:00 AM

Submitted via Central Bidding to:

North Pike School District

Submitted by:

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Date: 04/23/2025

Curriculum Associates®

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Configuration Summary

For North Pike School District (NPSD), Curriculum Associates proposes an integrated blended learning solution that addresses the MCCRS in reading/ELA and mathematics and consists of ***i-Ready® Assessment and Personalized Instruction*** (*i-Ready*) for reading and mathematics **K–8**, ***Magnetic Foundations K–2***, ***Magnetic Comprehension™ 3–5***, ***Ready Mississippi® Reading K–8***, ***Phonics for Reading™ 3–8*** and the online ***Teacher Toolbox*** associated with each digital program as well as **Professional Learning** to support fidelity throughout implementation.

Signature:  Date: 04/23/2025

Proposal Guidelines Requirements

Introduction to Proposed Solutions for NPSD

As the primary focus of the RFP is a web-based program, our responses focus on *i-Ready Assessment* and *Personalized Instruction*. We also propose continued use of our print-based products. See Table 1 for a description of the proposed programs.

Table 1. Curriculum Associates Proposed North Pike ELA and Mathematics Solution	
Product	Description
Digital	
<i>i-Ready Assessment</i> (Grades K–12)	<i>i-Ready Assessment</i> is an online suite of assessments featuring the adaptive <i>i-Ready Diagnostic</i> (K–12), which leverages advanced technology to provide a deep, customized evaluation of every student and to track student growth and performance in reading and mathematics consistently and continuously over a student’s entire K–12 career. The <i>i-Ready Assessment</i> platform includes additional assessment, progress monitoring, and instructional resources—including <i>Growth Monitoring</i> (grades K–8), <i>Standards Mastery</i> (2–8), <i>i-Ready Assessment of Spanish Reading</i> (K–6), and <i>Literacy Tasks</i> (K–6)—as well as a robust management and reporting suite.
<i>i-Ready Personalized Instruction</i> (Grades K–8)	<i>i-Ready Personalized Instruction</i> for ELA and mathematics helps teachers pinpoint areas where students need instruction, using the web-based <i>i-Ready</i> platform. <i>Personalized Instruction</i> , driven by results from <i>i-Ready Assessment</i> , auto-assigns students lessons and provides access to <i>Tools for Instruction</i> to inform teacher-led instruction for whole-class, small-group, and individual settings.
<i>Teacher Toolbox</i> (Grades K–8)	<i>Teacher Toolbox</i> provides teachers with digital access to <i>i-Ready</i> and <i>Ready</i> materials. Educators can use <i>Teacher Toolbox</i> to get instant access to thousands of digital lessons and instructional resources for ELA, mathematics and writing to provide instruction for students performing below, on, or above grade level.
Print	
<i>Magnetic Foundations*</i> (Grades K–2)	<i>Magnetic Foundations</i> (formerly <i>Magnetic Reading Foundations</i>) is a comprehensive foundational skills program that covers all the foundational skills standards, including phonological awareness, concepts of print, letter formation, phonics, high-frequency words, word analysis, and fluency. The included <i>Teacher Toolbox</i> for <i>Magnetic Foundations</i> K–2 provides educators with digital access to lessons and assessments to differentiate instruction for individuals and small-groups, plus digital interactive tutorials and supplemental resources to support student achievement.
<i>Magnetic Comprehension*</i> (Grades 3–5)	<i>Magnetic Comprehension</i> (formerly <i>Magnetic Reading</i>) is a print-based reading comprehension program with a digital collection of lessons, activities, and instructional supports, designed to be used either as a core component for reading comprehension or as a supplemental ELA program. <i>Magnetic Comprehension</i> builds knowledge through complex and rich texts, scaffolds instruction to support all learners, and uses actionable data to save teachers time. The included <i>Teacher Toolbox</i> for <i>Magnetic Comprehension</i> 3–5 provides educators with digital access to lessons and assessments to differentiate instruction for individuals and small-groups,

Table 1. Curriculum Associates Proposed North Pike ELA and Mathematics Solution	
Product	Description
	plus interactive tutorials and supplemental resources to support student achievement.
<i>Ready Mississippi Reading*</i> (Grades K–8)	<i>Ready Reading</i> is a print reading program designed to build student capacity in the rigorous academic behaviors of reading standards. <i>Ready Reading</i> requires close reading of complex, authentic text from a wide range of genres, while supporting students with a proven-effective, gradual-release instructional model that builds confidence.
<i>Ready Writing*</i> (Grades 2–5)	Through teacher-led instruction and active engagement with a variety of texts, the print-based <i>Ready Writing</i> helps students develop life-long strategies to use writing as a tool for thinking and clearly communicating their knowledge. <i>Ready Writing</i> engages students with research and interweaves the writing standards with grade-level science and social studies themes to develop thoughtful, analytical writers.
<i>Phonics for Reading</i> (Grades 3–12)	<i>Phonics for Reading</i> is a systematic, research-based intervention program that helps students rapidly build the skills they need to become fluent, independent readers. The print-based <i>Phonics for Reading</i> provides explicit instruction in phonics and phonemic awareness, as well as support for fluency and comprehension. An updated program is anticipated for back-to-school 2024, with much of the core instruction remaining but enhancements added to provide additional decoding practice, to increase the amount of decodable informational text, and to provide more explicit progress monitoring and formative assessment opportunities.

*Program can be combined with optional purchase of *i-Ready Assessment and Personalized Instruction*, as a blended program. With the purchase of *Teacher Toolbox*, educators will have access to *Magnetic Comprehension*, *Ready Mississippi Reading*, and *Ready Writing*. *Magnetic Foundations* and *Phonics for Reading* materials are also accessible through the *Teacher Toolbox* with the purchase of the program's print materials.

Compliance Table of Required Specifications

The following table includes how our proposed blended solution meets the **Specifications** listed on pages 7-9 of the RFP. As the primary focus of this RFP is a web-based program, responses focus on *i-Ready Assessment and Personalized Instruction*. However, item 17 asks for offline resources, which are met by the proposed print programs. The point-by-point responses include these print programs, when relevant.

Table 2. Compliance with the Required Specifications				
#	Specification	✓ Does Not Meet	✓ Meets	Points
1	Online, offline, and printed lessons, activities, and assessments designed to meet the rigor of the Mississippi College-and-Career Readiness Standards (MCCRS) that target English-Language Arts instruction to the sub-skill level for grades K–3		✓	20 pts.
2	Online, offline, and printed lessons, activities, and assessments designed to meet the rigor of the Mississippi College-and-Career Readiness Standards (MCCRS) that target Mathematics instruction to the sub-skill level for grades K–6		✓	20 pts.
3	Appropriate embedded scoring procedures and printable reports including student, class, school, and district level real-time reporting		✓	10 pts.
4	Acceptable normed statistical characteristics including evidence of validity and reliability as well as appropriateness of use with all students		✓	20 pts.
5	Online, vendor hosted, adaptable diagnostic assessment for students in grades K–8 in English-Language Arts on the Mississippi Department of Education approved list of academic intervention, HQIM, or universal screeners		✓	15 pts.
6	Online, vendor hosted, adapted diagnostic assessment for students in grades K–8 in Mathematics on the Mississippi Department of Education approved list of academic intervention, HQIM, or universal screeners		✓	15 pts.
7	Online customizable learning progressions for individual students, classes, and grade levels with instructional grouping capabilities		✓	10 pts.
8	Automated individual learning progressions that are supported with computer-assisted instruction, which also provide and assign additional point-of-use instructional support material and activities based on skill progression		✓	20 pts.
9	Longitudinal data reports available for multiple years for individual students, instructional groups, class, school, and district levels		✓	5 pts.
10	User-friendly report system with easy-to-read reports with standard and flexible performance level bands		✓	5 pts.
11	Addresses the 5 components of reading at the appropriate level: comprehension, phonics, phonemic awareness, vocabulary, and fluency		✓	5 pts.
12	Addresses at least 3 components of mathematics at the appropriate level: numeracy, computation, and problem solving		✓	5 pts.

Table 2. Compliance with the Required Specifications				
#	Specification	✓ Does Not Meet	✓ Meets	Points
13	Addresses Response to Intervention requirements by providing online progress monitoring assessments with flexible scheduling weekly or monthly as needed		✓	10 pts.
14	Emphasis on complex, authentic texts with informational and literary texts included equally and separately		✓	5 pts.
15	Supports the eight mathematical practices with a focus on conceptual math understanding and procedural fluency		✓	5 pts.
16	Online instruction must provide the ability for teachers/administrators to customize the sequence of instruction for enrichment or remediation across grade levels		✓	10 pts.
17	Offline, printed accessibility to paper/pencil teacher and student supplemental resources aligned to the MCCRS for Mathematics and English Language Arts across grade levels		✓	10 pts.
18	Online accessibility to printable teacher and student resources aligned to MCCRS for Mathematics and English Language Arts across grade levels		✓	10 pts.
19	Compatible with Chrome OS 64 or greater; iOS 11.3 or greater, MAC OS 10 or greater, and Windows 10 or greater		✓	10 pts.
20	Data must be protected under Student Confidentiality and Privacy Rights		✓	10 pts.
21	API with automated data sync daily or with custom scheduling with Student Information System		✓	10 pts.
22	Provides unlimited customer service and technology support at no cost		✓	10 pts.
23	Vendor must provide onsite professional development and ongoing support for teachers and administrators to assist with fidelity of implementation		✓	10 pts.

Program Specifications

Point-by-point Responses

In this section, we provide a point-by-point response to illustrate how our proposed blended solution meets the specifications listed on pages 7-9 of the RFP.

1. Online, offline, and printed lessons, activities, and assessments designed to meet the rigor of the Mississippi College and Career-Readiness Standards (MCCRS) that target English-Language Arts instruction to the sub-skill level for grades K-3.

i-Ready Assessment and Personalized Instruction


Designed and developed to meet the rigor of today's college- and career-ready standards, *i-Ready* is strongly aligned to the Mississippi College- and Career-Readiness Standards (MCCRS) for reading/ELA.



Following are examples of how the MCCRS are embedded throughout *i-Ready*.

MS Standards Report

The MS Standards report provides educators with a standard-by-standard analysis that details student performance against the MCCRS. The report shown in Figure 1 is at the student level; it is also available at the class level.

The green check marks signify likely understanding of the skill aligned to the standard, and the clear check marks signify only some understanding (or only partial alignment of the skill to the standard). A standard with an X means that the student has not demonstrated sufficient understanding of the skill.

MS Standards ▾ **Cyprus K-8** ▾ **Abby F. Sanchez** ▾ **Grade 5** 

Subject: **Reading** ▾ Grade(s) of Standards: **Grade 5** ▾ to **Grade 5** ▾ Diagnostic: **Diagnostic 1 (0...** ▾ Comparison Diagnostic: **None** ▾   **Key**

Grade 5 *Mississippi College- and Career-Ready Standards for English Language Arts*

Standard	Standard Description	Diagnostic 1
<i>Reading Literature Key Ideas and Details</i>		
+ RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	✓
+ RL.5.1	Quote accurately from a text when . . . drawing inferences from the text.	✓
+ 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.	✓
+ RL.5.2	. . . Summarize the text.	✓

Figure 1. In the MS Standards report, educators can quickly assess student skills as they relate to the standards. Clicking on the standard provides more detail.

Diagnostic Results Report

Skills listed in the “Can Do” section of the Diagnostic Results (Student) report are aligned to the MCCRS. Educators simply click Standards under the skill, and information on the standard displays in a new window, as illustrated in Figure 2.

Can Do ⓘ

Decode multisyllabic words.
Decode five-syllable words and less common three- and four-syllable words.

[Standards](#)

Identify syllable sounds.
Identify syllable sounds in multisyllabic words.

[Standards](#)

Standards

Mississippi College- and Career-Ready Standards for English Language Arts

Related Standard(s)

RF.3.3c - Decode multisyllable words.

Figure 2. Educators can see the associated Mississippi Standard for each skill listed in the “Can Do” section of the Diagnostic Results (Student) report.

i-Ready Personalized Instruction

i-Ready provides multiple ways for educators to identify *Personalized Instruction* lessons that provide support for students on specific MCCRS for reading (Figure 3). Educators can access the alignment documents embedded in *i-Ready* to search for lessons aligned to each standard. Additionally, clicking on a specific lesson opens a window that displays details about the lesson, including the MCCRS it supports.

The screenshot shows the 'Personalized Instruction' interface. At the top, there's a 'Subject' dropdown set to 'Reading'. Below this, there are three main sections: 'Monitor Instruction', 'Adjust Instruction', and 'Reading Alignments'. The 'Reading Alignments' section is highlighted with a purple box and contains a link to 'Mississippi Standards'. Below these sections are buttons for 'Create Assignments' and 'Manage Schedule'. A 'Filter to show' dropdown is set to 'All Lessons'. A table lists lessons with columns for Lesson Name, Language, Domain, and a search icon. The first lesson, 'Reading Multisyllabic Words with Prefixes in-, im-', is highlighted with a purple box. Below the table, there are three more lessons listed.

Lesson Name	Language	Domain	
Reading Multisyllabic Words with Prefixes in-, im-	English	Phonics	Early 3
Reading Multisyllabic Words with Prefixes dis-, mis-, non-	English	Phonics	Early 3
Reading Multisyllabic Words with Suffixes -less, -ful	English	Phonics	Early 3

Figure 3. When assigning or previewing lessons, teachers can quickly access the alignment to the MCCRS at the top right corner of the screen. Additionally, by clicking on a particular lesson name (highlighted in blue) *i-Ready* opens a window that shows the related MCCRS.

As evidence of alignment, NPSD reviewers can refer to our correlations documents for each product in the links below.

- ***i-Ready Diagnostic Correlations to MCCRS***
 - Reading: <https://www.curriculumassociates.com/-/media/mainsite/files/i-Ready/mississippi-reading-assessment-correlations-k-8.pdf>
- ***i-Ready Personalized Instruction Correlations to MCCRS***
 - Reading: <https://www.curriculumassociates.com/-/media/mainsite/files/i-Ready/mississippi-reading-personalized-instruction-correlations.pdf>

- **Ready Mississippi Correlations to MCCRS**
 - Reading: <https://www.curriculumassociates.com/-/media/mainsite/files/ready/ready-mississippi-reading-correlations-ccrs.pdf>
- **Ready Writing Correlations to the Common Core State Standards (CCSS)**
 - <https://www.curriculumassociates.com/-/media/mainsite/files/ready/ready-writing-correlations.pdf>

Correlations are one of the most commonly used and widely accepted forms of validity evidence. A high correlation between two assessments provides evidence that the two assessments are measuring related constructions. These correlations, all surpassing the .70 standard considered to be strong in education research, provide evidence of a substantial relationship between the *i-Ready Diagnostic* and the MAAP.

Magnetic Foundations

Magnetic Foundations for grades K–2 is a MCCRS-aligned, foundational skills program that includes everything educators need to deliver explicit, systematic foundational skills instruction to K–2 students. The program aligns with MCCRS for English Language Arts—Reading Foundational Skills Strands. Please see the **MCCRS standards correlations** to *Magnetic Foundations* provided here: [Mississippi to MRF K-2 Correlations](#).

Magnetic Comprehension

Our proposed print-based *Magnetic Comprehension* is standards-based, providing rigorous, yet scaffolded lessons and activities for grades 3–5 with a focus on comprehension. The program is aligned with MCCRS. Please see the **MCCRS standards correlations** to *Magnetic Comprehension* provided here: [Mississippi to Magnetic Reading 3-5 Correlations](#).

Ready Mississippi Reading

Ready Mississippi Reading was built from the ground up with no repurposed content—each offers a coherent curriculum linked across the grades, and each lesson specifically reflects the same focus as the MCCRS (Figure 4).

MS CCRS Correlations

MS CCR Standards for ELA Coverage by *Ready® Reading*

The table below correlates each Mississippi College- and Career-Readiness Standard for English Language Arts to the *Ready® Reading* lesson(s) that offer(s) comprehensive instruction or additional practice on that standard.

For a crosswalk of *Ready® Reading* to the Mississippi Science and Social Studies Frameworks, see the Program Implementation tab on the **Online Teacher Toolbox**.

MS CCRS for Grade 3		
Reading Standards for Literature	Comprehensive Instruction	Additional Practice
Key Ideas and Details		
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Lesson 5: SB/TRB: pp. 78–91	Lesson 6: TRB: p. 101; Lesson 8: TRB: p. 130; Lesson 13: TRB: p. 224; Lesson 14: TRB: p. 233; Lesson 15: TRB: pp. 252, 254; Lesson 16: TRB: pp. 266, 268; Lesson 21: TRB: p. 362; Lesson 22: TRB: pp. 378, 379
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Lesson 7: SB/TRB: pp. 106–119; Lesson 8: SB/TRB: pp. 120–133	Lesson 5: TRB: p. 83; Lesson 6: TRB: pp. 97, 101; Lesson 12: TRB: p. 209; Lesson 13: TRB: p. 223; Lesson 14: TRB: p. 237; Lesson 16: TRB: p. 265
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Lesson 6: SB/TRB: pp. 92–105	Lesson 5: TRB: pp. 88, 90; Lesson 7: TRB: pp. 111, 116; Lesson 8: TRB: pp. 125, 130; Lesson 13: TRB: p. 223; Lesson 14: TRB: p. 237; Lesson 15: TRB: p. 252; Lesson 21: TRB: pp. 357,

Figure 4. Correlations to the MCCRS are provided in the Teacher Guides for *Ready Mississippi Reading*.

With purchase, *Ready Mississippi Reading* can also be accessed digitally via *i-Ready Learning Teacher Toolbox*, which provides teachers with online accessibility to printable teacher and student resources.

Phonics for Reading

Phonics for Reading is an intervention program designed to teach students at grade 3 and above the decoding skills typically taught in younger grades. The skills in *Phonics for Reading* most closely align with the foundational skills standards in phonics and word recognition for grades K–2.

2. Online, offline, and printed lessons, activities, and assessments designed to meet the rigor of the Mississippi College and Career-Readiness Standards (MCCRS) that target Mathematics instruction to the sub-skill level for grades K-6.

i-Ready

Designed and developed to meet the rigor of today's college- and career-ready standards, *i-Ready* is strongly aligned to the Mississippi College- and Career-Readiness Standards (MCCRS) for mathematics.

MS Standards Report

The MS Standards report provides educators with a standard-by-standard analysis that details student performance against the MCCRS. The report shown in Figure 1 is at the student level; it is also available at the class level.

The green check marks signify likely understanding of the skill aligned to the standard, and the clear check marks signify only some understanding (or only partial alignment of the skill to the standard). A standard with an X means that the student has not demonstrated sufficient understanding of the skill.

MS Standards ▾
Cyprus K-8 ▾
Abby F. Sanchez ▾
Grade 5

Subject
Grade(s) of Standards
Diagnostic
Comparison Diagnostic

Math ▾
Grade 5 ▾ to Grade 5 ▾
Diagnostic 1 (0... ▾
None ▾

✓✗× Key

Grade 5
Mississippi College- and Career-Readiness Standards for Mathematics

Standard	Standard Description	Diagnostic 1
Operations and Algebraic Thinking Write and interpret numerical expressions		
+ 5.OA.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols	✓
+ 5.OA.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	✗
Operations and Algebraic Thinking Analyze patterns and relationships		
+ 5.OA.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.	✓

Figure 5. In the MS Standards report, educators can quickly assess student skills as they relate to the standards. Clicking on the standard provides more detail.

Diagnostic Results Report

Skills listed in the “Can Do” section of the Diagnostic Results (Student) report are aligned to the MCCRS. Educators simply click Standards under the skill, and information on the standard displays in a new window, as illustrated in Figure 6.

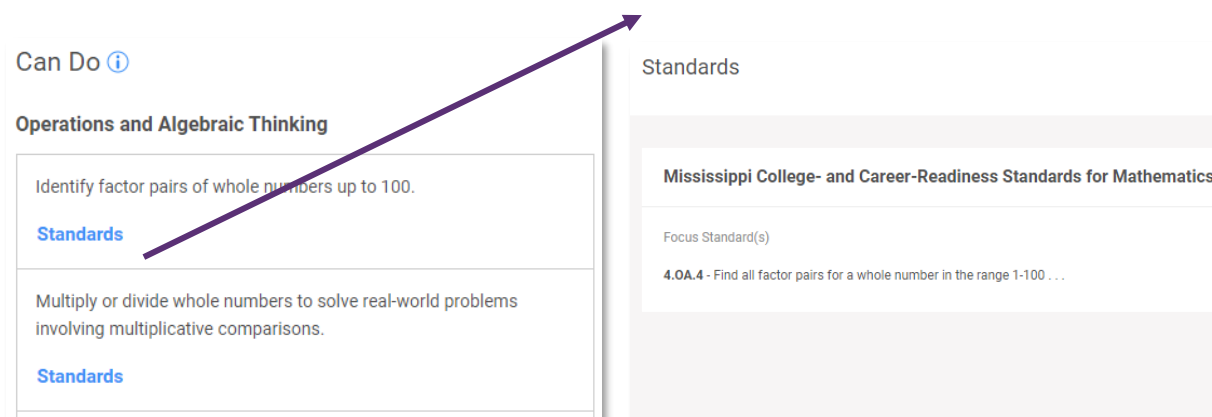


Figure 6. Educators can see the associated Mississippi Standard for each skill listed in the “Can Do” section of the Diagnostic Results (Student) report.

i-Ready Personalized Instruction

i-Ready provides multiple ways for educators to identify *Personalized Instruction* lessons that provide support for students on specific MCCRS for (reading and) mathematics (Figure 3). Educators can access the alignment documents embedded in *i-Ready* to search for lessons aligned to each standard. Additionally, clicking on a specific lesson opens a window that displays details about the lesson, including the MCCRS it supports.

Personalized Instruction

Subject: Math

Monitor Instruction
Students are working on the lessons automatically assigned to them based on their Diagnostic performance. Monitor students' progress to inform how to support their learning.
[View Class Progress](#)

Adjust Instruction
After monitoring instruction, if you identify a student not working on the lessons most appropriate for them, you can adjust their My Path lesson placement and/or the domains they are working in. You may also change the language students receive their instruction in.
[Turn Domain On/Off](#)
[Adjust Lesson Placement](#)
[Select Math Instruction Language](#)

Math Alignments
Standard Alignments
[Mississippi Standards](#)

Preview or Assign Lessons ⓘ
[Create Assignments](#) [Manage Schedule](#)

Filter to show ⓘ
All Lessons

The Diagnostic assigns a set of i-Ready lessons to each student. You may preview these lessons or assign some to complement in-class learning or target specific skills. [Assign Lessons](#)

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Lesson Name	English	Domain	3
<input type="checkbox"/> Multiply by Multiples of 10	English	Number and Operations	Mid 3
<input type="checkbox"/> Understand What a Fraction Is	English	Number and Operations	Late 3
<input type="checkbox"/> Model Fractions	English	Number and Operations	Late 3

Figure 7. When assigning or previewing lessons, teachers can quickly access the alignment to the MCCRS at the top right corner of the screen. Additionally, by clicking on a particular lesson name (highlighted in blue) *i-Ready* opens a window that shows the related MCCRS.

As evidence of alignment, NPSD reviewers can refer to our correlations documents for each product in the links below.

- ***i-Ready Diagnostic Correlations to MCCRS***
 - Mathematics: <https://www.curriculumassociates.com/-/media/mainsite/files/i-Ready/mississippi-math-assessment-correlations-k-8.pdf>
- ***i-Ready Personalized Instruction Correlations to MCCRS***
 - Mathematics: <https://www.curriculumassociates.com/-/media/mainsite/files/i-Ready/mississippi-math-personalized-instruction-correlations.pdf>

3. Appropriate embedded scoring procedures and printable reports including student, class, school, and district-level real-time reporting.

i-Ready

The goal of *i-Ready* reporting is to provide actionable, detailed reports that are useful to administrators and teachers as they support student learning. Going far beyond merely compiling scores and time-on-task, *i-Ready's* intuitive reports provide developmental analyses, group students who need additional support with the same concepts, make instructional recommendations to target specific skills, and monitor progress and growth as students follow their individualized instructional paths.

Embedded in the program and included with the license fee, *i-Ready's* robust scoring, analysis and reporting platform presents all data in practical, intuitive reports that educators can access through their *i-Ready* dashboard in real time—this means that teachers do not need to spend precious time analyzing or organizing data themselves. Always up-to-date, reports are printable and accessible at four levels:

- **1) District- and 2) School-Level Reports:** A district- or school-level view gives administrators a clear indication of overall performance and the extent of intervention needed in the district or school. This visibility enables immediate and effective course corrections.
- **3) Class-Level Reports:** Class reports provide teachers with a wealth of information to monitor and drive student growth. Teachers can quickly see which students need intervention, the key areas to target for each student, and how to group students for instruction.
- **4) Student-Level Reports:** *i-Ready* provides teachers with a detailed, easy-to-read analysis of every student's proficiency levels. Reports detail which skills students have mastered and those skills to prioritize next for instruction, thereby supporting success for every student. Additionally, the For Families report is specifically designed to put student performance data into family-friendly terms to help facilitate teacher-family conversations.

Magnetic Foundations

For teachers using *i-Ready* along with *Magnetic Foundations*, the list of recommended Tools for Instruction is updated after each *Diagnostic* (core component of *i-Ready Assessment*) based on the student's or instructional group's performance. Both the Diagnostic Results and the Instructional Groupings reports include downloadable Tools for Instruction at point-of-use. Tools for Instruction can also be accessed from the *i-Ready* teacher and administrator dashboards, as well as by grade and instructional session in the *Teacher Toolbox*.

Magnetic Comprehension

Magnetic Comprehension is complemented by the *i-Ready* product suite, giving educators the resources and flexibility to meet their instruction and assessment needs. The *i-Ready* suite has the tools for diagnosing and monitoring progress, providing whole-class instruction, and setting students on a personalized learning path. The *i-Ready Diagnostic* assessment empowers *Magnetic Comprehension* teachers to make data driven instructional decisions.

Teachers can consult *i-Ready's* Grade-Level Planning (Scaffolding) report (Figure 8) before teaching each *Magnetic Comprehension* lesson to plan reading and standards-based instructional scaffolds with students' individual needs in mind. This report that links student data to the content and skills in each *Magnetic Comprehension* lesson.

Oral Reading Fluency, Comprehension, and Vocabulary Instructional Pathways

Our supplemental program focuses on Vocabulary and Comprehension and does not explicitly teach oral reading fluency. The Grade-Level Planning (Scaffolding) report provides teachers with data-driven student pairings to be used when implementing buddy reading with *Magnetic Comprehension*. Data-driven pairings (shown in the Reading Buddies section of the report) create well-matched, mixed-level partnerships that are a research-based scaffold for improving reading fluency, helping all students who decode proficiently read grade-level texts. These pairings are strategically designed to provide students with just the right level of support, such that the less proficient reader benefits from hearing the more proficient reader read aloud, while the more proficient reader can practice reading. Both partners contribute to text-based partner discussion as they read. Students requiring more support are also identified in this report. For these students, teacher read-aloud and shared reading is recommended.

The report also provides data-driven student groupings based on skill readiness for the focus skill that is taught in each *Magnetic Comprehension* lesson. Students are sorted into one of three groups: ready for the instructional rigor of the grade-level skill, below-level, or in need of support in decoding (shown in the Skill Scaffolding section of the report). In addition to student groupings, teachers also have point-of-use additional resources, accessible digitally via the report, that they can use with the groupings to provide students with the right level of support for pre-teaching or re-teaching ahead of engaging with grade-level texts.

To learn more about this report visit <https://cdn.bfldr.com/LS6J0F7/at/schzrghgi7mm6zxsrtjj7js/iready-reference-sheet-grade-level-scaffolding-report-magnetic-reading.pdf>.

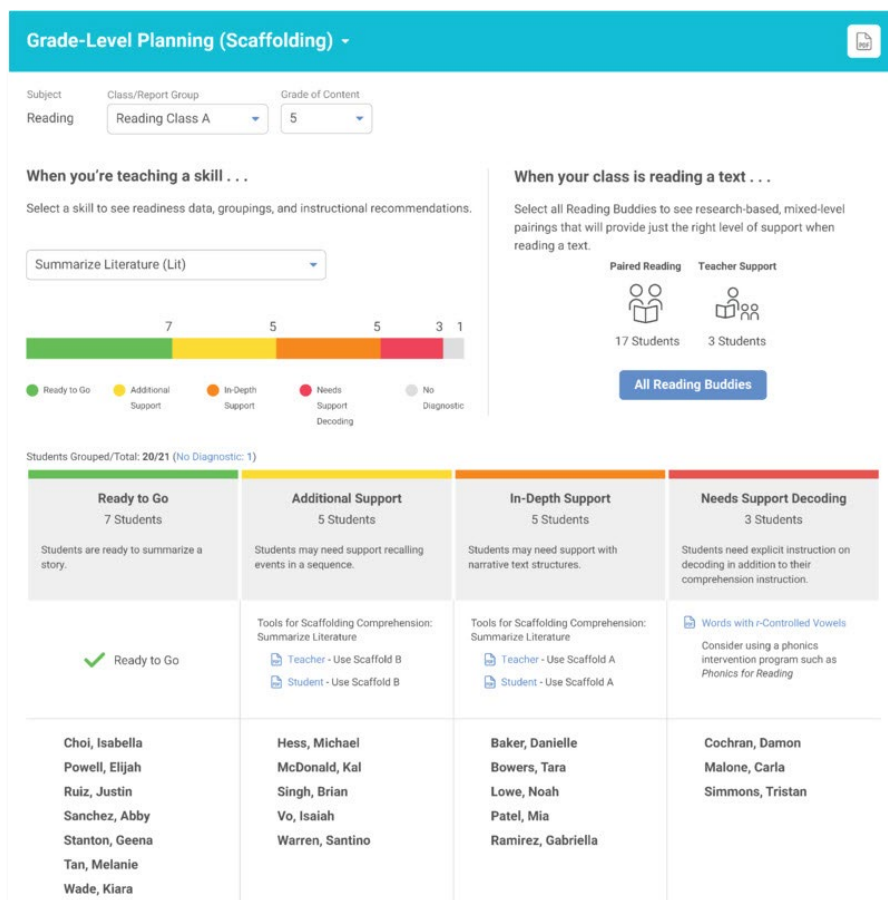


Figure 8. *i-Ready's* Grade-Level Planning (Scaffolding) report supports differentiated *Magnetic Comprehension* instruction based on *i-Ready* assessment data.

4. Acceptable normed statistical characteristics including evidence of validity and reliability as well as appropriateness of use with all students.

i-Ready

Designed and developed to meet the rigor of today's college- and career-ready standards, *i-Ready* combines a valid and reliable assessment suite with instructional recommendations and resources targeted to each child's specific academic needs to support students in their path toward proficiency. *i-Ready Diagnostic* ultimately promotes equitable access and growth for every student—no matter their background. It is appropriate to use with all students.

Proven Valid and Reliable

i-Ready Diagnostic is continuously evaluated for its content and psychometric quality and for gathering research-based validity evidence for its intended purposes and uses.

In designing and developing *i-Ready*, we follow the *Standards for Educational and Psychological Testing* (2014) for best practices in assessment development established by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education. *i-Ready Diagnostic* assessment items are field tested using an embedded field test model, which allows us to evaluate item quality via item analysis and Rasch calibration prior to including the item in the item bank.

Documentation of validity and reliability evidence in accordance with the *Standards for Educational and Psychological Testing* is provided in the *i-Ready Assessment Technical Manual*, which is available upon request. The *Technical Manual* also offers detailed information about supported purposes, item and test development procedures, scoring, equating, scaling, standard setting, piloting, reporting, and interpreting test data, among other topics. Teachers and administrators can be assured that *i-Ready* provides accurate, reliable, and valid measures of students' reading and mathematics knowledge.

Rigorous Assessment Development Guided by Classroom Experts

In designing and developing *i-Ready*, we have followed guidelines outlined by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education for best practices in assessment development. *i-Ready* demonstrates an exemplary standard of validity and reliability.

Numerous teachers and lifelong educators played an integral part in the creation, review, and ongoing improvement of *i-Ready Diagnostic*. In addition to the extensive input teachers provided in the initial development of the program, we also solicit teacher review in the critical item development and standard setting processes that underpin the program.

All *i-Ready* assessment items undergo final review from subject matter experts and others which may include classroom teachers, authenticity panel members, etc. Additionally, the *i-Ready* bank has been reviewed by third parties such as stakeholders that include teachers and principals in states, state education agency personnel, and other independent organizations.

The student placements available in *i-Ready* (determination of students' above, on, and below grade-level placements) are based on an intensive, iterative process designed to create placement levels that translate into classroom actionability. In this process, teacher determinations of student performance are the primary factor in determining how scale scores translate to *i-Ready* placement levels. More than 100 teachers and principals participated in the most recent standard-setting exercise.

Curriculum Associates is continually developing new items as candidates for inclusion in the *Diagnostic*. Using an embedded field-test model, we widely field test many new items with the appropriate demographic samples of students. From extensive field-testing of *i-Ready* items, there exists a very strong and reliable foundation for determining the difficulty level of each item, as well as each indicator group.

From the performance level of the student and the difficulty level of these indicators, *i-Ready* can make probabilistic inferences about what students know and can likely do. Using this information, the assessment can accommodate students of far-ranging performance levels. Moreover, the results from *i-Ready Diagnostic* pinpoint students' strengths and provide teachers with meaningful, actionable information regarding what students should work on next.

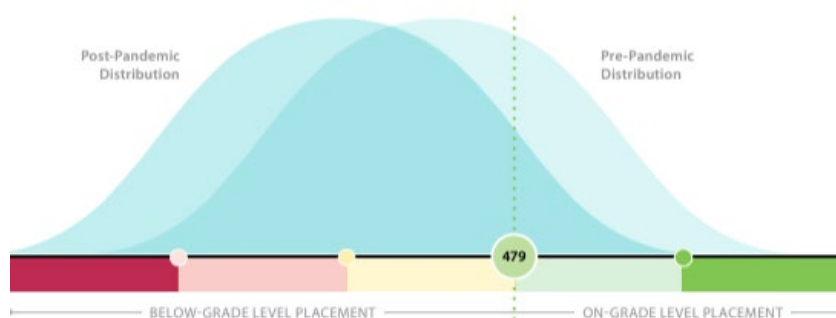
Normed Scores

For Back-to-School 2024, new norm scores were available for *i-Ready* in both reading and mathematics. These updated norms more accurately represent student performance after the interrupted learning experienced during the pandemic and the years that followed.

i-Ready's new, post-pandemic, national norms are based on a nationally representative sample (including English learners and students with disabilities) from over 11 million students who took *i-Ready Diagnostic* during the 2022–2023 school year. These norms are key to understanding how student performance has shifted since the interrupted learning experienced as a result of the pandemic. The changes underscore the need for criterion-referenced data as a benchmark to ensure all students receive rigorous instruction and support as they work to achieve and maintain grade-level proficiency. As always, the *Diagnostic* will continue to report both norm-referenced and criterion-references scores.

What to know about the new norms in *i-Ready*:

- New norms are available on *i-Ready Diagnostic* reports for the 2024–2025 school year.
- Findings from the norms study indicate that overall student performance has shifted. These changes are seen in the percentile ranks associated with each *i-Ready Diagnostic* scale score.
- Generally, the same scale score now results in a higher percentile rank, with moderate shifts in reading and larger shifts in mathematics. This indicates that more students are performing at a lower proficiency level than students in prior years.
- To ensure students are receiving the instructional support they need, using criterion-referenced data—such as *i-Ready Diagnostic* grade-level placements—is essential to understanding what skills and knowledge students need next to be successful.



These new norms for the 2024–2025 school year replace those norms that were in place previously. As is common for national norms, it is expected that these norms will remain in use for several school years, although Curriculum Associates will continue to monitor the norms each year to determine when new norms are needed. For additional information on *i-Ready*'s new norms, visit <http://www.curriculumassociates.com/norms>.

5. Online, vendor-hosted, adaptable diagnostic assessment for students in grades K-8 in English-Language Arts on the Mississippi Department of Education approved list of universal screeners.

i-Ready Diagnostic for reading and for mathematics provides an online, vendor hosted, adaptive assessment for students in grades K–12. *i-Ready Diagnostic* for reading is on the Mississippi Department of Education approved list of universal reading screeners (<https://mdek12.org/studentassessment/usda/>).

6. Online, vendor-hosted, adaptable diagnostic assessment for students in grades K-8 in Mathematics on the Mississippi Department of Education approved list of universal screeners.

i-Ready Diagnostic for reading and for mathematics provides an online, vendor hosted, adaptive assessment for students in grades K–12. *i-Ready Diagnostic* for mathematics is on the Mississippi Department of Education approved list of universal reading screeners (<https://mdek12.org/studentassessment/usda/>).

7. Online customizable learning progressions for individual students, classes, and grade levels with instructional grouping capabilities.

i-Ready

Customizable Learning Progressions

Each student is placed into their personalized *i-Ready Personalized Instruction* lesson path on the basis of their *Diagnostic* results, and placements are adjusted in response to subsequent *Diagnostic* assessments. For example, should a student's *Diagnostic* determine that they are in need of a more advanced level of instruction in a particular domain, the lesson path will reflect relevant lessons to support this need.

Of note, for students automatically assigned to *i-Ready Pro* Essential Lessons—grade 6+ students placing two or more grade-levels below in mathematics or three or more grade-levels below in reading that need foundational skills support—those students will only work on Essential Lessons until that lesson path is complete. If a student completes all Essential Lessons, they then seamlessly move on to *i-Ready Elevate* Lessons that are more closely aligned to middle school grade-level work.

Reports also include recommended strategies and resources for students in need of more support or challenge, listing resources both within *i-Ready* and our other products.

Students Track Their Progress

The student dashboard in *i-Ready* provides an engaging experience for learners and gives them the autonomy to find information regarding their progress. *Diagnostic* assessments, *Growth Monitoring* assessments, *Standards Mastery* checks, and automatically assigned *Personalized Instruction* lessons appear on the dashboard under My Path. If the student has any teacher-assigned lessons, they will appear in the Teacher Assigned part of their dashboard.

An example of the To Do tab in the student dashboard is provided in Figure 9.

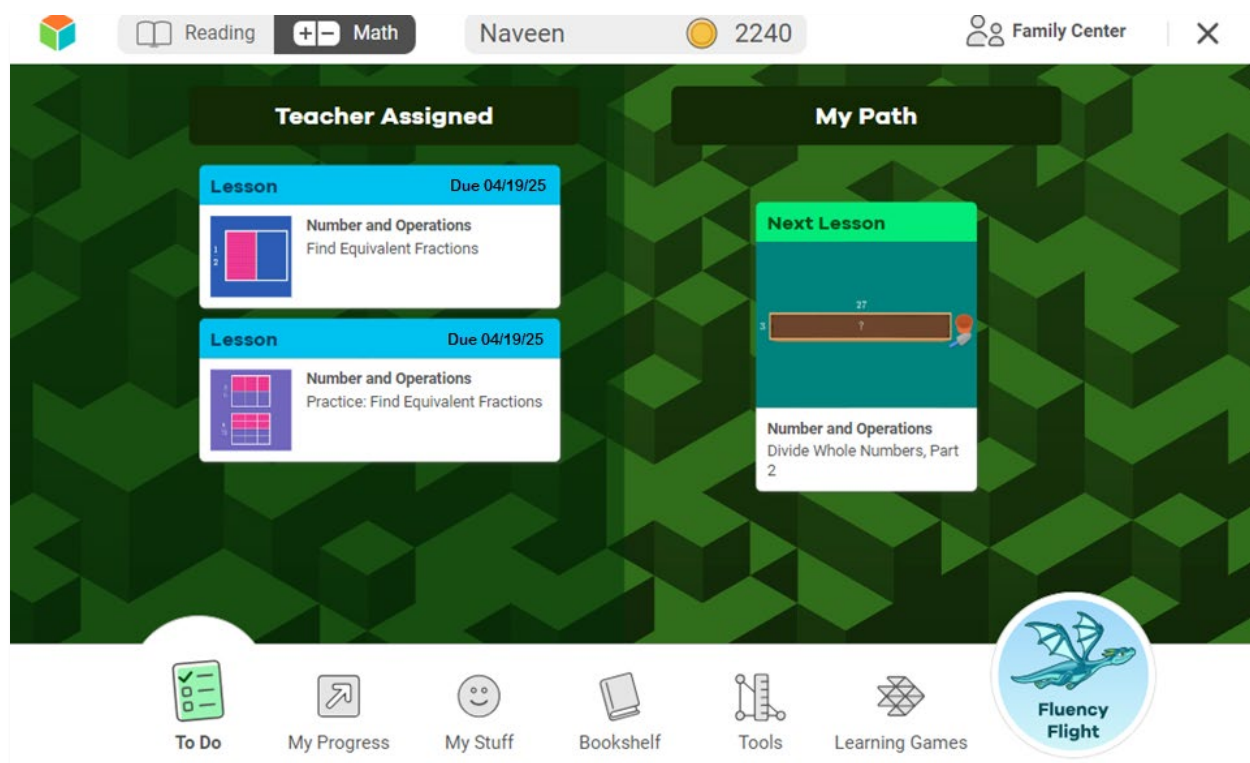


Figure 9. *i-Ready's* user-friendly student dashboard, shown here for the grade 3–8 band, can be customized. Shown here is “My Path” with automatically assigned lessons in the student’s queue, alongside Teacher Assigned lessons.

While taking a *Diagnostic* or *Growth Monitoring* assessment, students can see how far along they are via the My Progress of the screen (Figure 10). *Personalized Instruction* lessons have a similar progress bar.

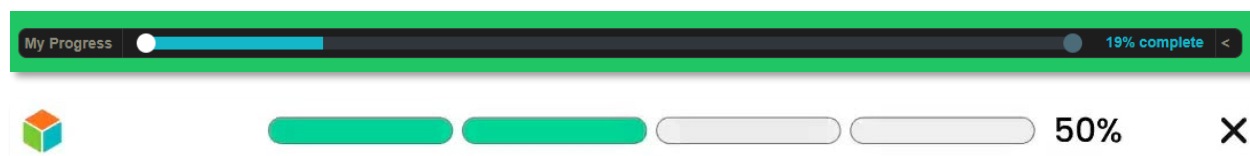


Figure 10. In this grade K–5 example (top), the student has completed 19 percent of their assigned assessment. In this grade 6+ example (bottom), the student has visibility not only into their progress, but they can clearly see when the next break is coming—a feature older students have asked to see.

As soon as a student completes an activity (assessment or instruction), they see an age-appropriate completion screen which varies by grade band. Using the *Diagnostic* as an example, in grades K–2, student see a confirmation that they completed the assessment. In grades 3–5, students see their *Diagnostic* scale score. In grades 6–12, students see their results at the domain level (Figure 11).

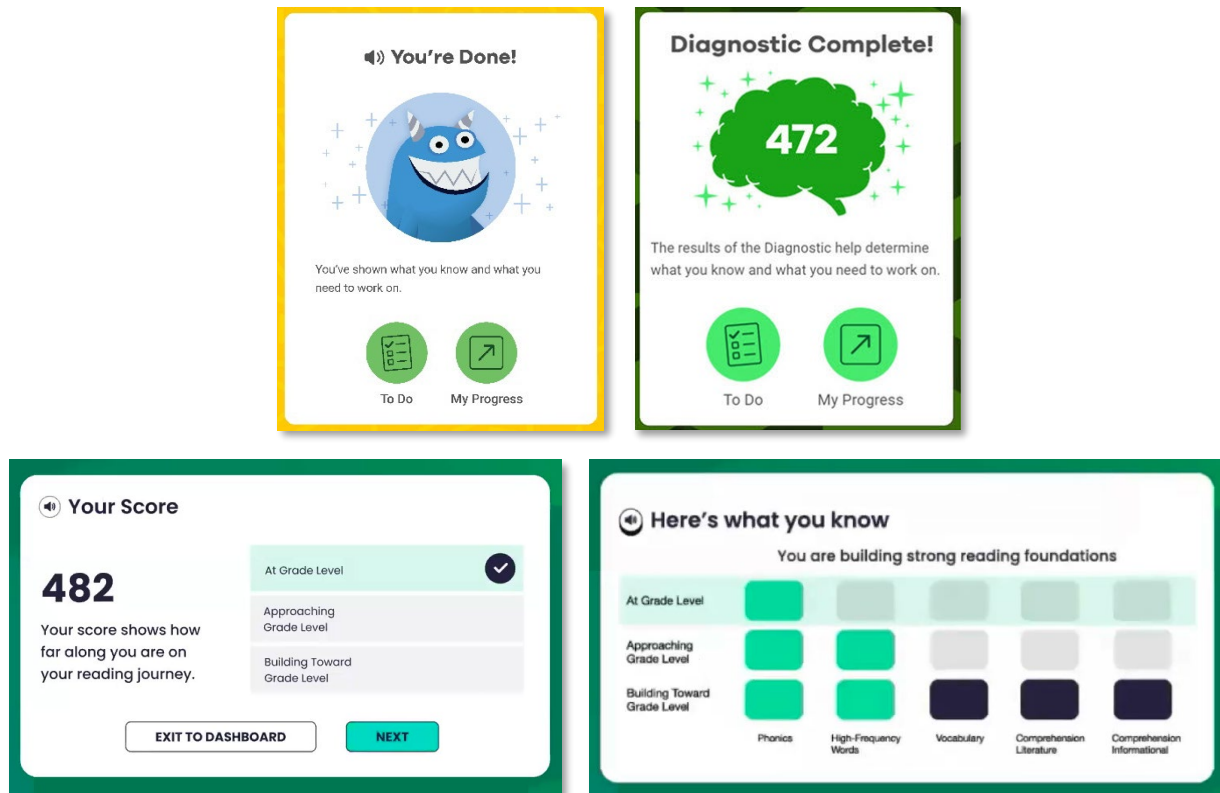


Figure 11. For the *Diagnostic*, students in grades K–2 see a completion screen (top left), students in grades 3–5 see their scale score (top right), and students in grades 6–12 see their domain level performance (bottom).

For all grades, the *Diagnostic* score is accessible in the Completed Work section of the My Progress tab in the student dashboard.

An example of the My Progress tab in the student dashboard is presented in Figure 12.

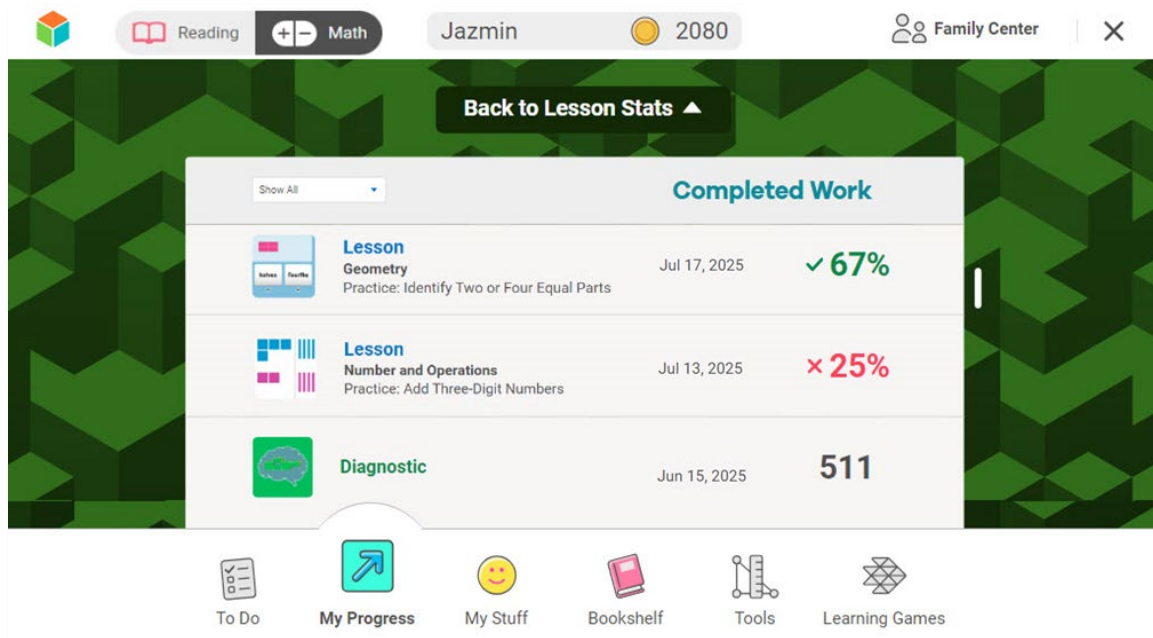


Figure 12. Students can see their *Diagnostic* and lesson scores on the My Progress > Completed Work page of their dashboard.

Additionally, students using *Personalized Instruction* can view their lesson statistics in their dashboard. This screen will show how many minutes the student has used *Personalized Instruction* that week, how many total lessons they have passed in the current school year, and how many lessons they have passed in a row.

An example of the My Progress tab in the student dashboard is presented in Figure 13.

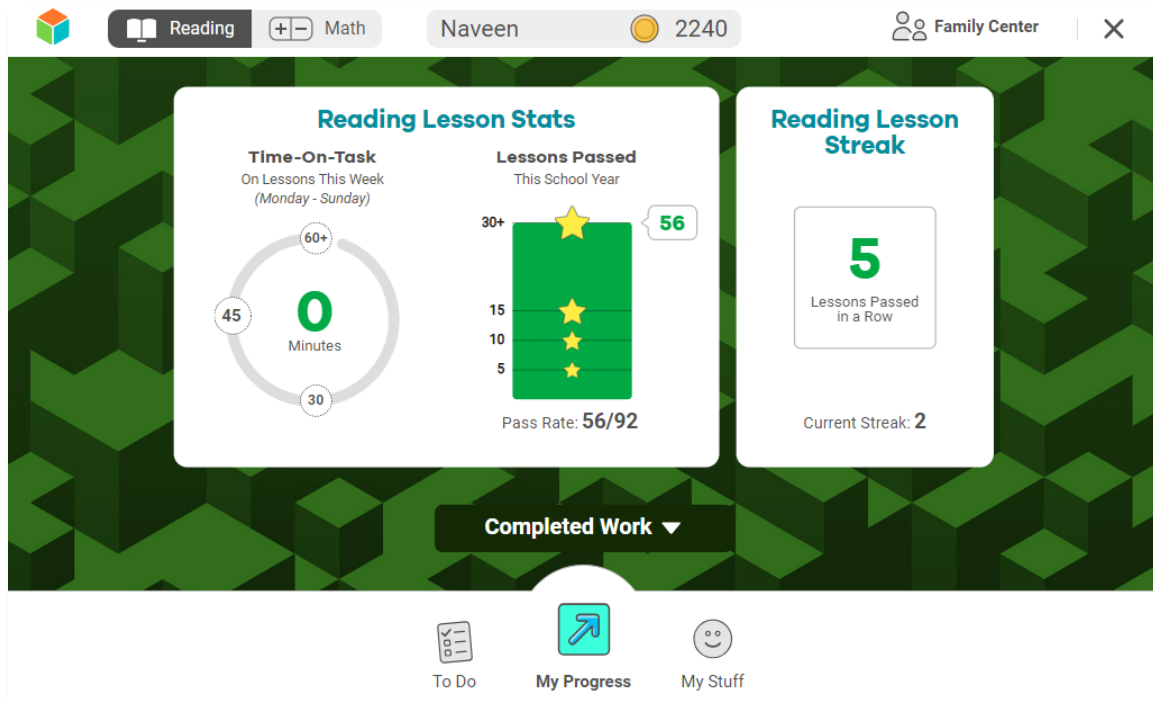


Figure 13. With the interactive, and graphical student dashboard, students can track their progression through *Personalized Instruction* lessons and towards their goals.

Instructional Groupings Report Capabilities

Educators use *i-Ready's* Instructional Groupings report at the class or school level to offer targeted support to students performing at different levels after instruction. This report guides teachers in grouping students so that those who need support with the same skills can get the most out of small-group instruction. It affords educators flexibility in categorizing students and targeting effective remediation.

An excerpt from this report at the class level is provided in Figure 14.

Instructional Groupings

Subject

Reading

School

Cyprus K-8

Teacher

All Teachers

Class/Report Group

B. Santana - Grade 3, ...

Diagnostic

Most Recent

Grade

3

View All Groupings

Grouping 1
2 Students

Grouping 2
2 Students

Grouping 3
6 Students

Grouping 4
2 Students

Grouping 5
8 Students

Overview of Students: by clicking on each group, the educator can see domain level placements for each student in the group

Students

Showing 6 of 6

Student

Overall Placement & Scale Score

PA

PH

HFW

VOC

Show Comp: Overall

COMP

LIT

INFO

Combs, Natalie*	Grade 2 (487)	Not Assessed	Surpassed Level	Surpassed Level	Grade 1	Grade 2	Grade 2	Grade 2
Holland, Tarak	Grade 2 (509)	Not Assessed	Mid 3	Surpassed Level	Grade 2	Grade 2	Grade 2	Early 3
Jenkins, Deven	Grade 2 (504)	Not Assessed	Early 3	Surpassed Level	Grade 2	Grade 2	Grade 2	Early 3
McDaniel, Jazmin	Early 3 (511)	Not Assessed	Surpassed Level	Surpassed Level				
Moreno, Nicolas	Grade 2 (481)	Not Assessed	Surpassed Level	Surpassed Level				
Phillips, Austin	Early 3 (511)	Not Assessed	Early 3	Surpassed Level	Grade 2	Early 3	Early 3	Early 3

Priorities and Recommendations: for each group, there are identified instructional priorities, along with specific resources for instruction

Instructional Priorities

Vocabulary

Students in this profile are likely to have difficulty not only with word meanings but also with using words in context.

Read more

Recommendations for Teacher-Led Instruction

VOCABULARY

Use read-alouds.

Using read-alouds is a highly effective approach to increasing students' vocabulary.

- Target in advance your words for instruction.
- Explain each targeted word in context. Use clear and simple language. Look for pictures.

Resources

Tools for Instruction

Vocabulary

Teach New Word Meanings

Use Context to Find Word Meaning

Recognize Multiple-Meaning Words

Priorities and Recommendations: for each group, there are identified instructional priorities, along with specific resources for instruction

Figure 14. The Instructional Groupings report groups students with similar instructional needs and, for each group, provides detailed instructional guidance and classroom resources to support differentiated instruction.

At the class level, the report groups students with similar instructional needs and, for each group, provides detailed instructional priorities and classroom resources to support differentiated instruction. This report helps to answer: Which students fall into each of the tiers, based on their performance? How do I plan differentiated instruction and identify the right resources to best support my students' needs?

At the school level, the report groups students in each grade with similar instructional needs. The report provides detailed instructional priorities and classroom resources to support differentiated instruction for each group. This report answers the question: Across classes within a grade level at a specific school, which students have similar instructional needs, and how can they be grouped for instruction?

Magnetic Comprehension

Although *Magnetic Comprehension* is print-based, the Grade-Level Planning (Scaffolding) report, available on *i-Ready*, provides recommendations for differentiation based on students' skill readiness for each grade 3–5 *Magnetic Comprehension* lesson. This report is based on students' results on *i-Ready Diagnostic* and helps students access grade-level texts in *Magnetic Comprehension*. Students are divided into groups according to how prepared they are to tackle each lesson's focus standard, based on data from the *Diagnostic*. Students are placed based on their understanding of the comparable skill in previous grade levels. In addition, students are strategically placed in well-matched, mixed-level pairs. This research-based scaffold provides an opportunity for readers to gain fluency as they move toward reading independence.

Teachers have access to resources to support students who place in the "Additional Support," or "Needs Help Decoding" groups within the report. These include Tools for Scaffolding Comprehension (grades 3–5), which provide a pathway to grade-level instruction by targeting the most important concepts and skills and teaching them efficiently. These lessons are designed to be approximately 20–30 minutes in length and can be used in whole class or small group settings.

Tools for Instruction (grades K–8), accessed by teachers digitally via both *i-Ready* and *i-Ready Learning Teacher Toolbox*, are lesson planning resources for addressing comprehension or vocabulary skills. These lessons are designed to be approximately 30 minutes in length and can be used in whole class or small group settings.

Additionally, each unit includes the learning progression and content objectives for each lesson. The Learning Progression section within the *Teacher's Guide* in *Magnetic Comprehension* provides educators with a list of MCCRS standards, which help teachers to fully understand the content objectives and the standard progression across grade levels. The graphic shows the skills upon which students are building, skills of focus in the current lesson, and the skills for which they are preparing (Figure 15).

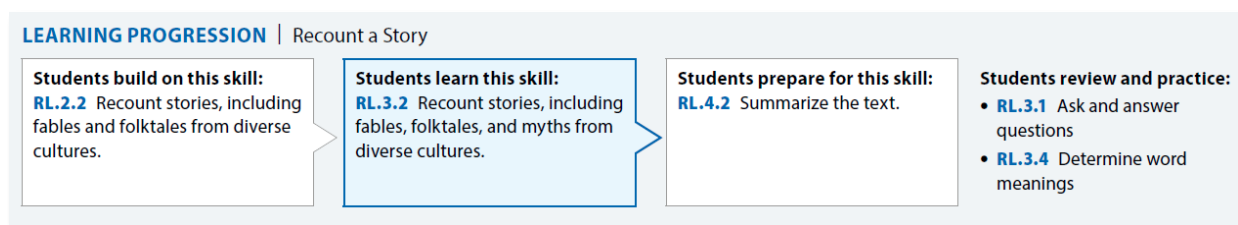


Figure 15. The *Magnetic Comprehension* learning progression above details the skills students build, step-by-step.

8. Automated individual learning progressions that are supported with computer-assisted instruction, which also provide and assign additional point-of-use instructional support material and activities based on skill progression.

i-Ready

Automated Individual Learning

Together in one unified platform, *i-Ready Assessment* and *Personalized Instruction* combines a valid and reliable assessment suite with instructional resources targeted to each student's specific academic needs. The programs work together to ensure that lessons meet students where they are in their learning journey and encourage students as they develop new skills.

Once each student has completed their first *i-Ready Diagnostic* assessment, *i-Ready* builds a unique lesson plan consisting of online *i-Ready Personalized Instruction* lessons based on assessment performance, with a personalized starting point for every student called My Path (this supports student skills across grades, whether they are below-, on-, or above-grade level). In this way, students receive instruction and practice in areas where they need the most support.

When the student completes a subsequent *Diagnostic* assessment, *i-Ready* automatically adjusts their position within the recommended sequence of lessons based on their most recent *Diagnostic* results, ensuring students are being adequately challenged. Additionally, the teacher may adjust any student's position within the recommended sequence of lessons, and/or may add Teacher-Assigned *Personalized Instruction* lessons to ensure students develop specific skills in conjunction with the core curriculum.

Reports Assign Additional Point-of-Use Instructional Support Material

The hard work of connecting digital and classroom resources is often left to the teacher. *i-Ready* is different because it uses rich assessment data to provide teachers with a complete picture of student performance and ties this data directly to resources that will accelerate growth.

Tools for Instruction—included with the *i-Ready Assessment* license—are actionable, in-the-moment lesson plans for addressing skill needs identified by *i-Ready Diagnostic*. These lessons, available at point-of-use in *i-Ready* reports, or searchable via *i-Ready Connect*, are perfect for:

- Delivering differentiated small group and one-on-one instruction, informed by data
- Reteaching challenging skills and standards using new strategies and activities
- Flexible usage by a lead teacher, intervention specialist, or classroom aid

Tools for Instruction are designed for 20–30 minutes of instruction and are available for students performing at grades K–8 (Figure 16). The resources are also available in Spanish for reading (K–6) and mathematics (K–8).

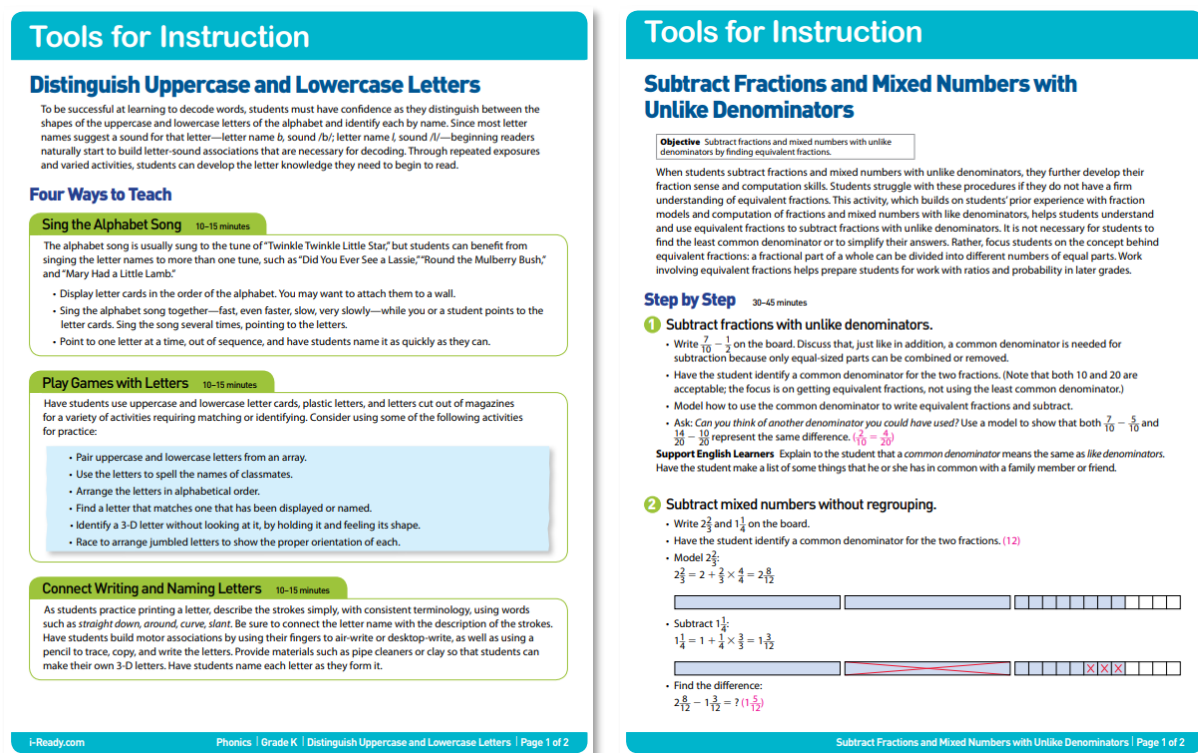


Figure 16. Tools for Instruction are teacher-led lessons that focus instruction on areas of need. Shown here are grade K reading (left) and grade 5 mathematics (right) Tools for Instruction excerpts.

All Tools for Instruction follow the same clear structure, allowing these lesson plans to be implemented again and again with little preparation time. Each step-by-step lesson includes an introduction, an activity, and a Check for Understanding to ensure that students master each concept.

Tools for Instruction can be accessed multiple ways in *i-Ready*, including at point-of-use in reports, and by searching the full catalog of lessons.

Point-of-Use: The list of recommended Tools for Instruction for each student is updated after each *Diagnostic* based on the student’s performance. Both the *Diagnostic* Results report and Instructional Groupings report include direct links to recommended Tools for Instruction.

Search the Catalog: In addition to being available at point-of-use in reports, Tools for Instruction can be accessed from the *i-Ready* teacher and administrator dashboards, from the Assess & Teach menu (Figure 17). Teachers have access to all these resources across grades K–8, and can search by objective, domain, and grade level to deliver differentiated small group instruction, and review or reteach prerequisite skills during whole class or small group instruction.

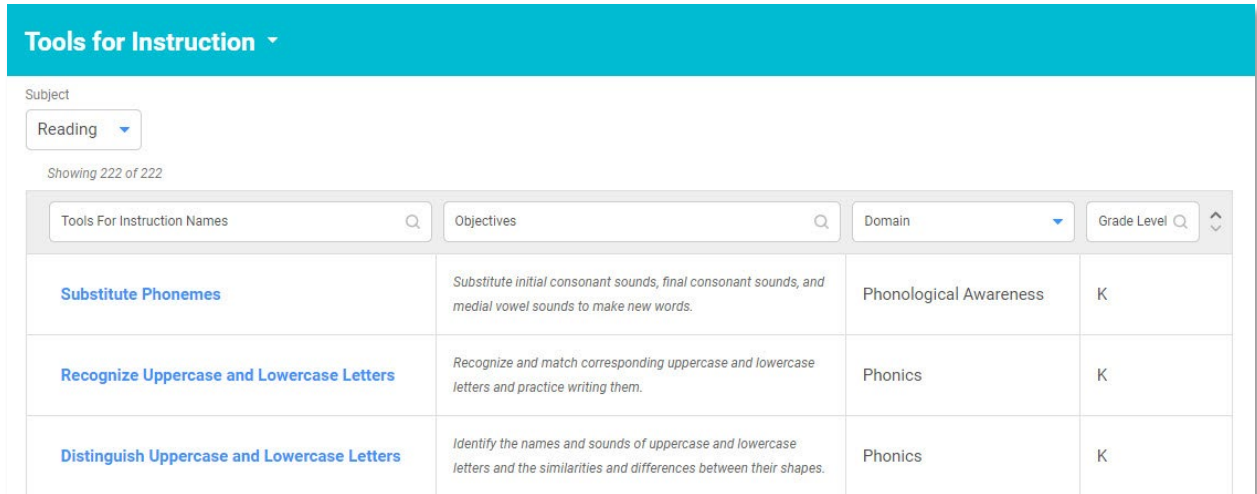


Figure 17. Tools for Instruction can be quickly accessed from the teacher and administrator dashboards and are easily searchable.

9. Longitudinal data reports available for multiple years for individual students, instructional groups, class, school, and district levels.

i-Ready Longitudinal Data

A continuum of scale scores from kindergarten through high school offers powerful longitudinal data by tracking student progress within and across years—essential to evaluating program efficacy, differentiating instruction, and supporting every learner in reaching their potential.

Longitudinal Data Across Years:

Once a school has used *i-Ready* for more than one year, data from previous years are available in the Historical Results report. Available for K–12, the report provides a comprehensive view of performance in *i-Ready* for up to three of the most recent academic years. Data include *Diagnostic* results for the first and last test taken, placement levels, and final scale score. *i-Ready* includes a Historical Results report, available at the student-level (Figure 19) and class-level (Figure 20).

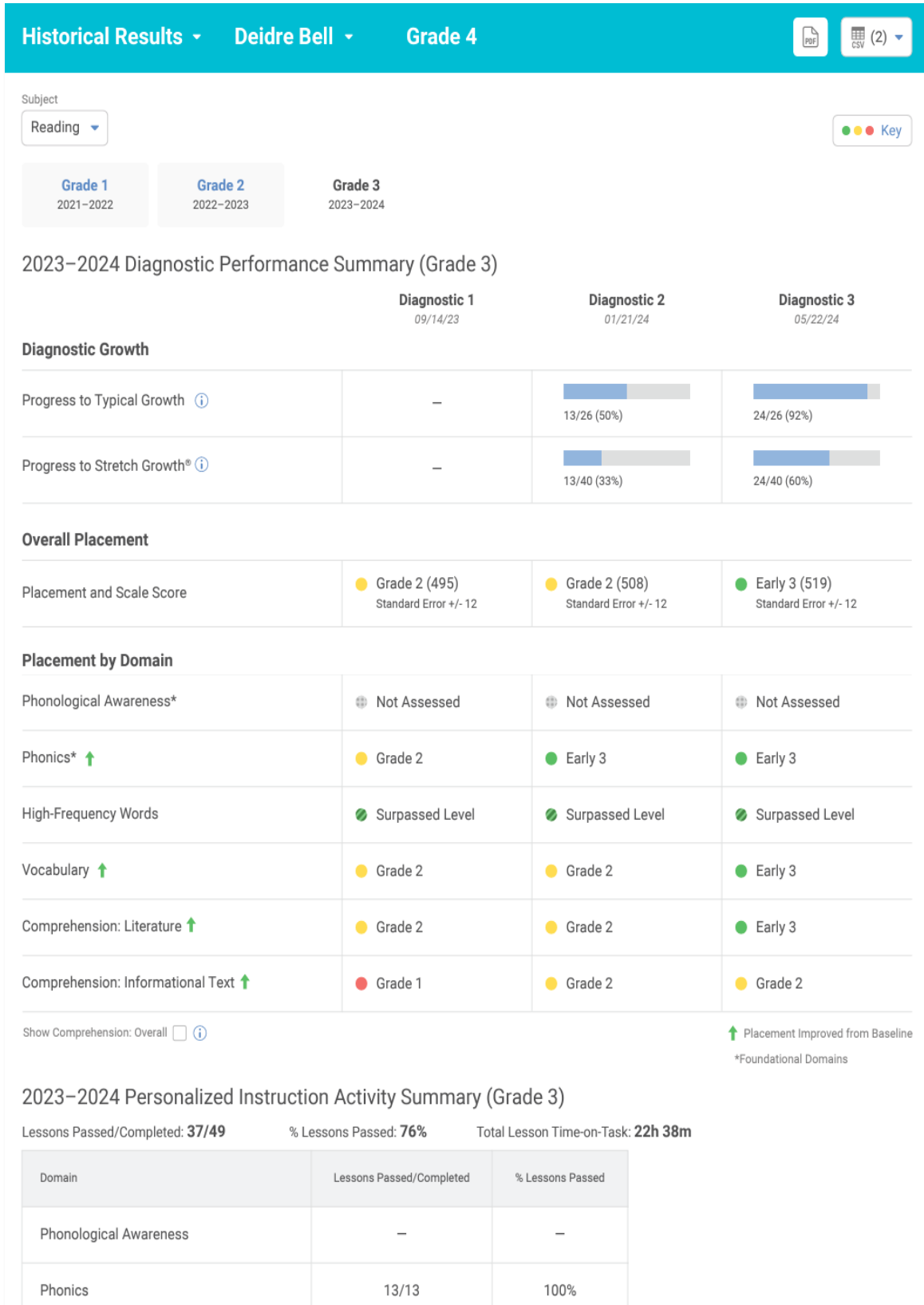


Figure 18. The Historical Results (Student) report displays a student’s progress in *i-Ready* across years.

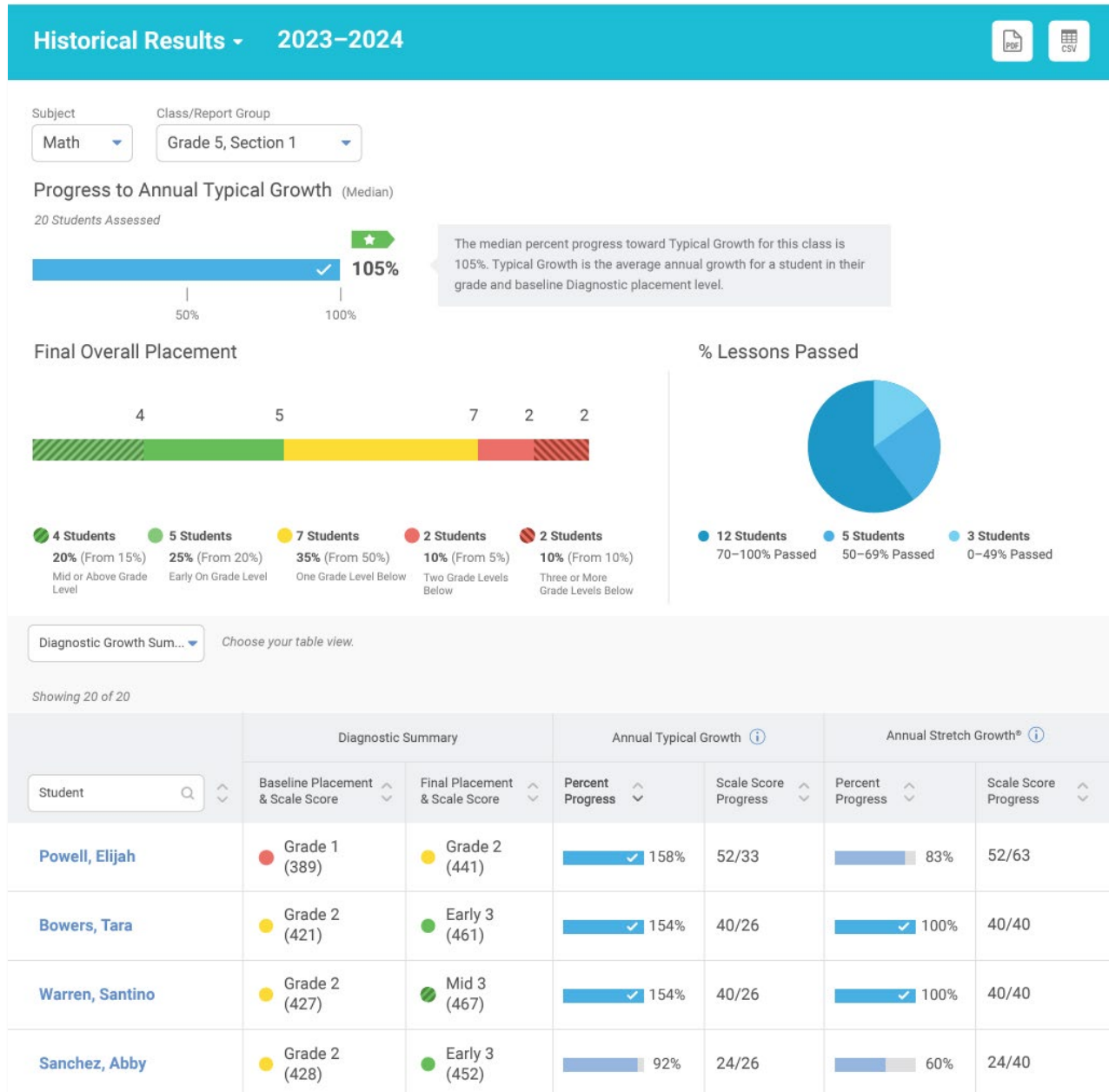


Figure 19. The Historical Results (Class) report is also available. In addition to *Diagnostic* data, the educator can filter to view *Personalized Instruction* data (if implemented in prior years).

Longitudinal Data Across One Year: For within the same academic year, administrators can use the Diagnostic Results comparison view, allowing for a parallel visual analysis across overall tier distribution, domain placement, and domain-level details. This feature compares student gains between *Diagnostic* assessments.

The Diagnostic Results report is available at the district level (Figure 21) and school level.

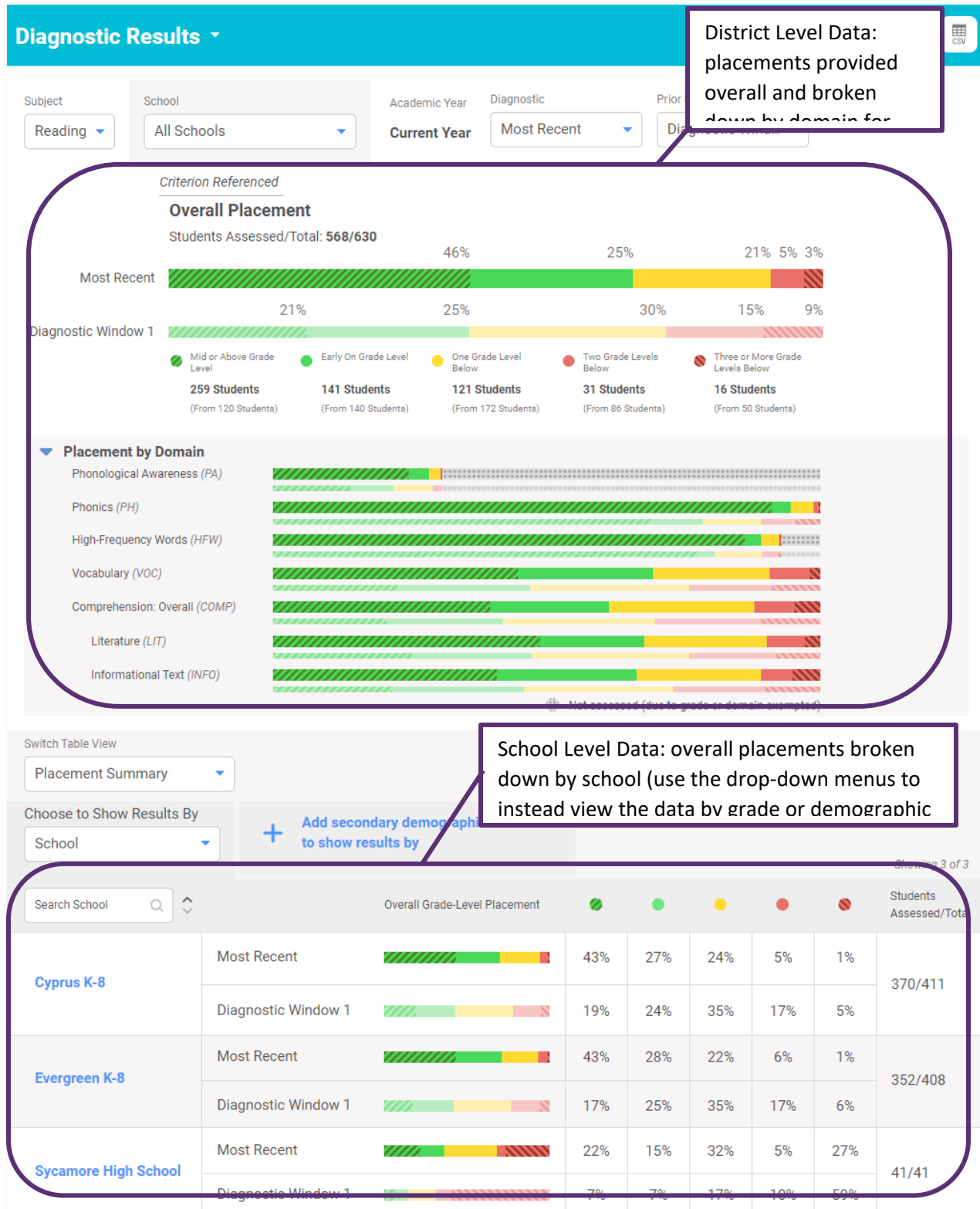


Figure 20. This excerpt from a sample Diagnostic Results (District) report compares two *Diagnostic* scores, making it easier to understand student gains between *Diagnostics*. Administrators can see data of all grade levels in the district or can see data broken down by school.

10. User-friendly reporting system with easy-to-read reports with standard and flexible performance level bands.

The user-friendly educator dashboard shows at-a-glance relevant information about students' *i-Ready* performance. Built with input from educators, the dashboard makes readily available the key data and actionable information that teachers and administrators need to help students succeed. Among many activities, educators can easily access reports and other data and resources to differentiate instruction, actively monitor their students' progress in *i-Ready*, and quickly get to support resources. Multiple click-paths save educators time and effort.

The user-friendly educator dashboard shows at-a-glance relevant information about students' *i-Ready* performance. Built with input from educators, the dashboard makes readily available the key data and actionable information that teachers and administrators need to help students succeed. Among many activities, educators can easily access reports and other data and resources to differentiate instruction, actively monitor their students' progress in *i-Ready*, and quickly get to support resources. Multiple click-paths save educators time and effort.

Administrators can see key insights right away, along with direct links to useful reports (Figure 22).

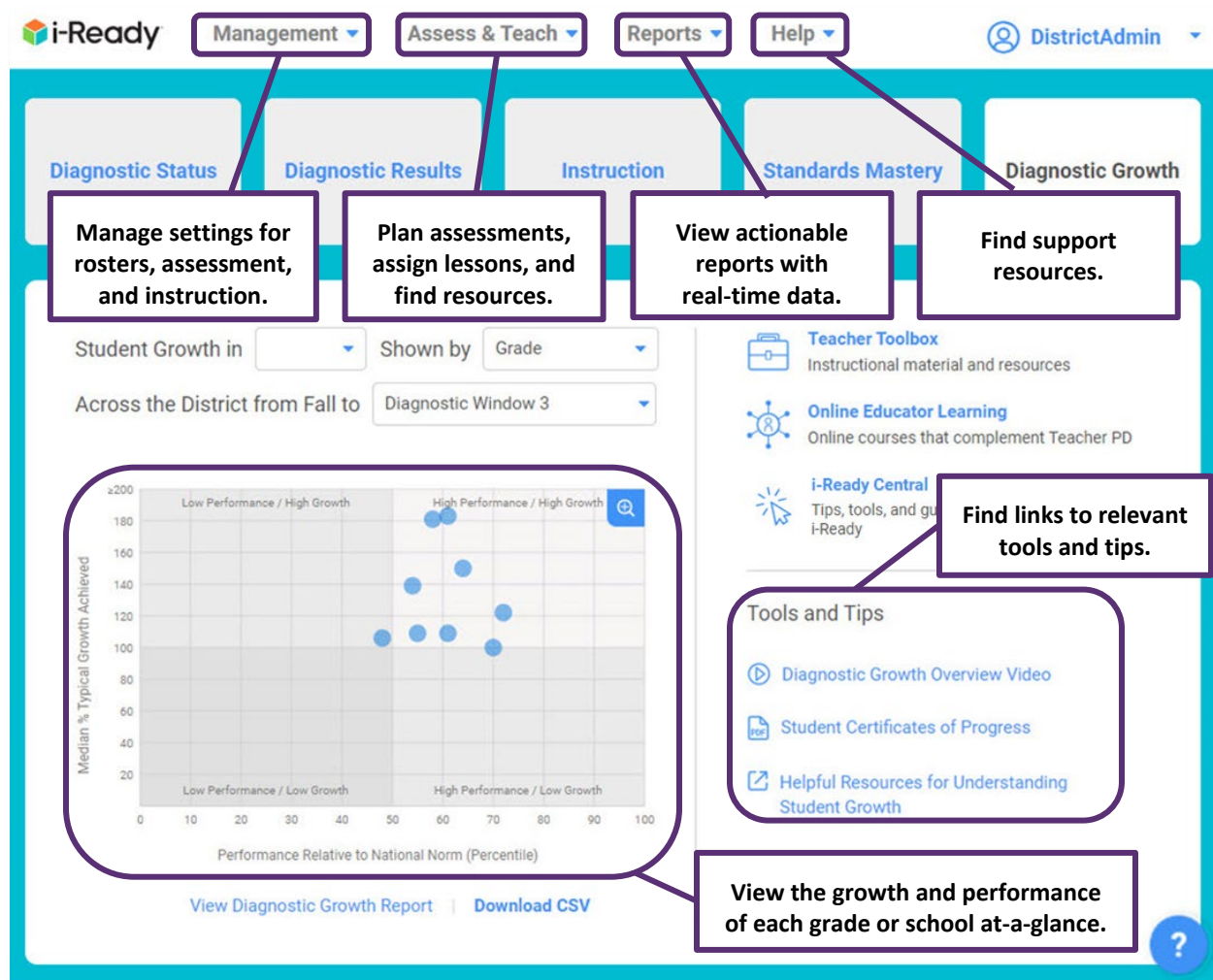


Figure 21. *i-Ready's* easy-to-use administrator dashboard provides intuitive data and actionable information in a streamlined format. Use the top tabs to manage rosters and enrollments or set Diagnostic Windows (Management tab), plan upcoming assessments and assign online lessons (Assess & Teach tab), view actionable data to inform instruction (Reports tab), or find support resources (Help tab).

Within the user-friendly dashboard, reports are easy to access through the Reports tab. We set up the tab so that it organizes reports in the way educators need and want. Reports are always up-to-date, and users can drill-down/filter into the data through the robust and interactive interface and easily change the view of the data.

Figure 23 presents the *Diagnostic* reports available at the district or school level for administrators.

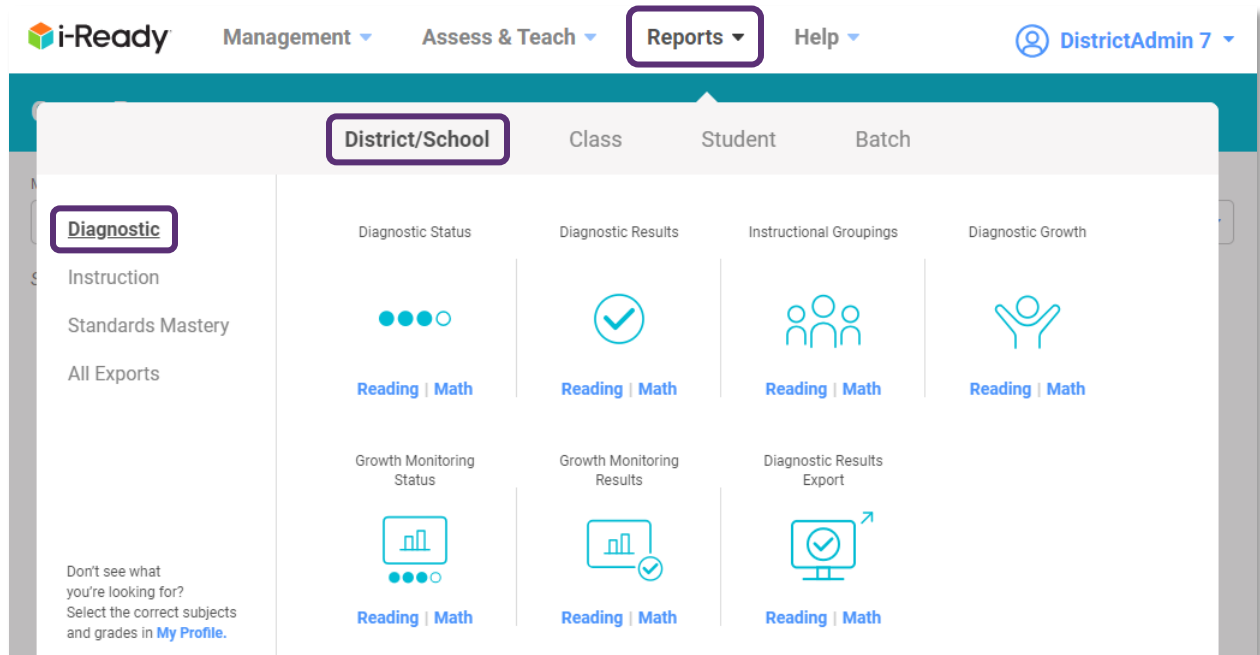


Figure 22. *i-Ready's* user-friendly reports provide intuitive data at the educator's fingertips. Shown here are the *Diagnostic* reports at the district or school level that are available to administrators.

Going far beyond merely compiling scores and time-on-task, *i-Ready's* intuitive reports provide developmental analyses, group students who need additional support with the same concepts, make instructional recommendations to target skill needs, and monitor progress and growth as students follow their individualized instructional paths.

Presented in Figure 24 is an example of the easy-to-read Diagnostic Results (Student) report.

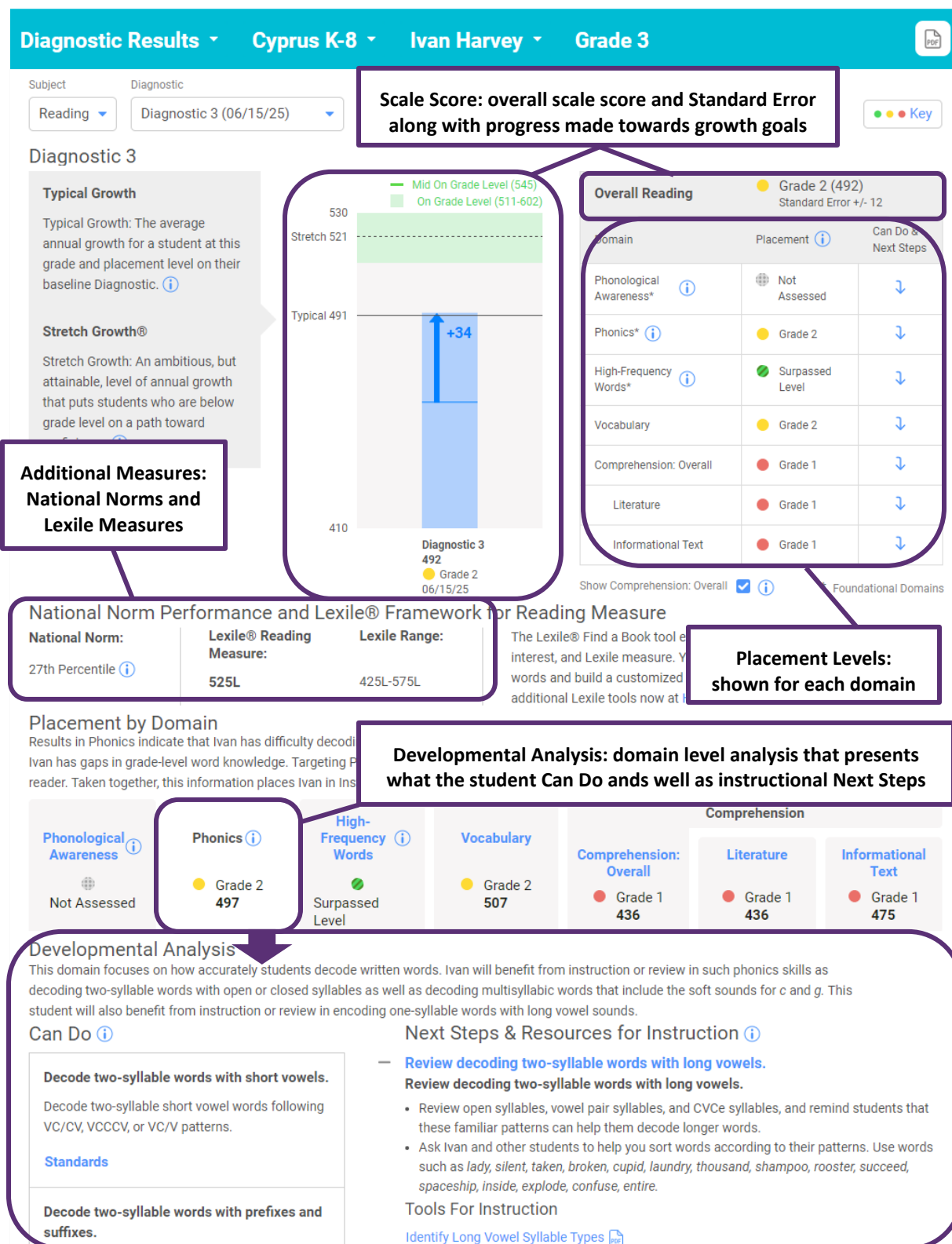


Figure 23. The Diagnostic Results report for a student lists the total score and a score for each domain assessed. The report also lists annual growth expectations, areas of strength (“Can Do”), and areas of need (Next Steps & Resources for Instruction).

All reports may be downloaded in PDF format and printed. School- and district-level data can be exported as CSV files and then saved to Excel or other CSV-compatible applications for external analyses.

11. Addresses the 5 components of reading at the appropriate level: comprehension, phonics, phonemic awareness, vocabulary, and fluency.

i-Ready

The reading domains and sub-skills measured by *i-Ready Diagnostic* and taught by *i-Ready Personalized Instruction* are listed in Table 3 (foundational skills) and Table 4 (vocabulary and comprehension skills).

Table 3. Foundational Reading Skills Assessed in <i>i-Ready Diagnostic</i> (K–3) and Taught in <i>i-Ready Personalized Instruction</i> (K–3)	
Grades K–2	Grade 3
Phonological Awareness (K–1)	
<ul style="list-style-type: none"> • Rhyme Recognition • Syllable Blending and Segmenting • Onset and Rime Blending and Segmenting • Phoneme Identification, Isolation, and Pronunciation • Phoneme Blending and Segmentation • Phoneme Addition and Substitution 	N/A
Phonics (K–3)	
<ul style="list-style-type: none"> • Alphabetic Knowledge <ul style="list-style-type: none"> ◦ Letter Recognition ◦ Letter–Sound Correspondence • Sound-Spellings <ul style="list-style-type: none"> ◦ Short and Long Vowels ◦ R-Controlled Vowels ◦ Digraphs and Diphthongs ◦ Vowel Patterns ◦ Silent Letters • Decoding and Encoding One-Syllable Words <ul style="list-style-type: none"> ◦ Sound-by-Sound Blending ◦ Beginning and Ending Blends • Decoding and Encoding Multi-Syllable Words <ul style="list-style-type: none"> ◦ Multi-Syllable Decoding Strategies ◦ Inflectional Endings ◦ Words with Prefixes ◦ Words with Suffixes 	<ul style="list-style-type: none"> • Decoding and Encoding Multi-Syllable Words, including with Affixes • Decoding/Encoding Multi-Syllable Words with Vowel Variants, Vowel Pairs, and Schwa Sounds • Identifying Syllable Sounds and Patterns • Decoding Irregularly Spelled Words
High-Frequency Words (K–2)	
<ul style="list-style-type: none"> • Words from Zeno, Dolch, and Fry lists 	N/A

Table 3. Foundational Reading Skills Assessed in *i-Ready Diagnostic* (K–3) and Taught in *i-Ready Personalized Instruction* (K–3)

Grades K–2	Grade 3
<ul style="list-style-type: none"> • Recognition of HFWs in isolation • Recognition of HFWs among other words • Spelling of HFWs 	

Table 4. Additional Reading Skills Assessed in *i-Ready Diagnostic* (K–12) and Taught in *i-Ready Personalized Instruction* (K–8)

Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12 (Assessed Only)
Vocabulary			
<ul style="list-style-type: none"> • Understand General Academic and Domain-Specific Vocabulary • Identify Word Relationships (Synonyms/ Antonyms) • Sort Images That Represent Words into Conceptual Categories 	<ul style="list-style-type: none"> • Understand General Academic and Domain-Specific Vocabulary • Determine Word Meaning Using Base Words and Affixes • Use a Glossary to Determine/ Clarify Word Meaning • Understand Word Families • Analyze Word Relationships 	<ul style="list-style-type: none"> • Understand General Academic and Domain-Specific Vocabulary • Determine Word Meaning Using Greek and Latin Roots and Affixes • Understand Word Relationships • Use Print and Digital Reference Guides to Determine Word Meaning 	<ul style="list-style-type: none"> • Understand General Academic and Domain-Specific Vocabulary • Determine Word Meaning Using Knowledge of Greek and Latin Roots and Affixes • Understand Word Relationships (e.g., Connotations) • Analyze Figurative Language
Comprehension: Informational Text			
<ul style="list-style-type: none"> • Ask/Answer Questions about Key Details • Identify the Main Topic or Main Idea • Identify Reasons That Support Specific Points • Recount or Retell Text • Determine Word Meanings • Connect Words and Pictures/Explain How Images Support Text • Use Text Features • Describe Connections between Ideas, Events, and Procedures • Identify Author’s Purpose 	<ul style="list-style-type: none"> • Ask Questions about Key Ideas • Identify Main Idea/Key Details • Cite Textual Evidence • Make Inferences • Retell or Summarize Text • Demonstrate Understanding of Unfamiliar Words • Describe or Analyze Relationships between Ideas and Events in Scientific, Historical, and Technical Texts • Demonstrate Understanding of Unfamiliar Words 	<ul style="list-style-type: none"> • Make Inferences • Cite Textual Evidence • Determine or Analyze Development of Central Ideas and Supporting Details • Summarize Text • Understand Unfamiliar Words/ Figurative, Connotative, Technical Meanings • Analyze Connections Among Events, Ideas, and Individuals in Text • Analyze Text Structure • Determine Author’s Point of View/Purpose • Evaluate Arguments/ Persuasive Techniques 	<ul style="list-style-type: none"> • Make Inferences • Cite Textual Evidence • Analyze Development of Central Ideas and Supporting Details • Summarize Text • Analyze Interactions Among Individuals, Events, and Ideas • Analyze the Impact of Text Structure on Meaning • Understand Unfamiliar Words/ Figurative, Connotative, Technical Meanings • Analyze Author’s Point of View, Purpose, and Rhetorical Techniques

**Table 4. Additional Reading Skills Assessed in *i-Ready Diagnostic* (K–12)
and Taught in *i-Ready Personalized Instruction* (K–8)**

Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12 (Assessed Only)
<ul style="list-style-type: none"> Compare and Contrast Key Details within and between Two Texts 	<ul style="list-style-type: none"> Identify or Analyze Author’s Point of View or Purpose Evaluate Arguments Connect Text and Visuals Use or Interpret Text Features Compare Author’s Point of View in Two Texts Analyze and Compare Text Structures within One Text or between Two Texts Find and Integrate Information from Multiple Sources 	<ul style="list-style-type: none"> Integrate Information from Different Print/Digital Sources Compare Informational Texts (e.g., historical fiction vs. nonfiction, texts on the same topic, etc.) 	<ul style="list-style-type: none"> Evaluate Arguments/ Persuasive Techniques Compare, Contrast, and Integrate Information from Various Print and Digital Sources
Comprehension: Literature			
<ul style="list-style-type: none"> Ask/Answer Questions about Stories Identify/Describe Characters, Setting, Events Describe Parts of a Story Recount Stories Determine Word Meanings Identify Sensory Words/ Phrases Describe How Authors Use Words/Sounds in Special Ways (e.g., alliteration) Connect Words and Pictures Determine Central Message Identify Point of View Compare and Contrast Story Elements within One Story or between Two Stories 	<ul style="list-style-type: none"> Ask Questions about Stories Make Inferences Cite Textual Evidence Determine Theme/Central Message of a Story/Poem Recount or Summarize Story Events Understand/Describe Characters, Settings, Events Interpret Figurative Language Determine Point of View in a Story Connect Words and Pictures Analyze Structure and Elements of Stories/Plays/Poems Compare and Contrast Stories (e.g., by Same Author, in Same Genre, Similar Topics/Themes) 	<ul style="list-style-type: none"> Make Inferences Cite Textual Evidence Identify/Analyze Theme Summarize Text Analyze How Plot/Characters Are Developed Analyze Structure/Elements of Poetry, Plays, Stories Interpret Figurative Language/ Allusions/Connotations Analyze Word Choice, Impact on Meaning and Tone Identify or Analyze Narrative/ Author’s Point of View Compare/Contrast Literary Texts (e.g., Autobiography to Biography, Story to a Poem, Modern Work to Traditional Story, Print to Multimedia) 	<ul style="list-style-type: none"> Make Inferences Cite Textual Evidence Analyze Development of Multiple Themes Summarize Text Analyze How Story Elements Interact Analyze Structure/Elements of Poetry, Plays, Stories Interpret Figurative Language, Allusions, and Connotations Analyze Word Choice, Impact on Meaning and Tone Analyze Point of View and How It Is Conveyed Compare and Contrast Literary Texts and Multimedia Presentations of the Texts

Table 4. Additional Reading Skills Assessed in <i>i-Ready Diagnostic</i> (K–12) and Taught in <i>i-Ready Personalized Instruction</i> (K–8)			
Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12 (Assessed Only)
	<ul style="list-style-type: none"> • Interpret Allusions • Summarize Text 		

The reading skills measured by *i-Ready Literacy Tasks* are listed in Table 4.

Table 5. Reading Skills Assessed in <i>i-Ready Literacy Tasks</i> (K–6)	
For Benchmarking	For Progress Monitoring
<ul style="list-style-type: none"> • Rapid Automatized Naming (RAN) <ul style="list-style-type: none"> ◦ RAN Objects for K fall to 1 spring ◦ RAN Colors for K fall to 1 spring ◦ RAN Letters for K spring to 3 spring ◦ RAN Numerals for 1 fall to 3 spring • Letter Naming Fluency (K fall to 2) • Letter Sound Fluency (K fall to 2) • Word Recognition Fluency (K–3) • Pseudoword Decoding Fluency (K–3) • Passage Reading Fluency (1 winter – 6 spring) • Phonological Awareness <ul style="list-style-type: none"> ◦ Syllables (K fall to 1 fall or later) ◦ Onset-Rime (K fall to 1 fall or later) ◦ Phoneme Blending (K fall to 1 spring or later) ◦ Phoneme Segmentation (K fall to 1 spring or later) ◦ Phoneme Segmentation Fluency (K fall to 1 spring or later) ◦ Phoneme Manipulation (K fall to 2 spring or later) • Spelling and Encoding Skills (1–3) 	<ul style="list-style-type: none"> • Letter Sound Fluency (K fall to 2) • Word Recognition Fluency (K–1) • Pseudoword Decoding Fluency (K–1) • Passage Reading Fluency (1–6) • Phoneme Segmentation Fluency (K fall to 1 spring)

The reading skills measured by *i-Ready Assessment of Spanish Reading* are listed in Table 5.

Table 6. Reading Skills Assessed in <i>i-Ready Evaluación</i> (K–8)	
Adaptive Assessment, K–6	Fixed-Form Assessment, 7–8
<ul style="list-style-type: none"> • Phonological Awareness (K–1; students may test into the domain in grade 2) • Phonics (K–2; students may test into the domain in grades 3–6) • Vocabulary (K–6) • Reading Comprehension (K–6) 	<ul style="list-style-type: none"> • Vocabulary (7–8) • Reading Comprehension (7–8)

Magnetic Foundations

Magnetic Foundations (K–2) is a foundational skills program that was designed to be used as a foundational skills component to a core reading program (a.k.a. "core component"). The program provides explicit and systematic instruction in several key areas of the five components of reading. Specifically, **phonics, fluency, and phonological awareness** make up core components of the foundational coverage. Figure 28 details the seven key areas of explicit systematic instruction.



Figure 24. *Magnetic Foundations* provides explicit and systematic instruction in the seven areas shown here.

Magnetic Comprehension

Magnetic Comprehension is designed to be used either as a core component for reading comprehension in the ELA block or as a supplemental program, in tandem with other programs used by the District. Units comprise texts that effectively build knowledge in critical areas. Regarding the vocabulary domain, students are prompted to use the word-learning routine at point of use during reading for many *Magnetic Comprehension* 3-5 lessons. This helps them internalize word-learning strategies through repeated use and transfer those skills to other texts. Students are prompted to use morphology (word parts), context clues, and resources such as dictionaries to determine the meaning of unfamiliar words.

Academic Talk words and phrases—the language that supports development of reading comprehension skills as students talk and write about texts—are taught, modeled, and used throughout each lesson to build proficiency with academic discourse, while engaging in class discussions. Teacher guidance includes prompts to help students determine word meanings. The Building Knowledge with Vocabulary resources—available digitally to teachers in *i-Ready Learning Teacher Toolbox* for each *Magnetic Comprehension* unit—include both a student and teacher printable packet with a bank of vocabulary activities. These activities explicitly teach and reinforce key concept vocabulary that students encounter throughout their *Magnetic Comprehension* texts.

Ready Mississippi Reading

Ready Reading was built-from-scratch to be evidence-based and is aligned to the Science of Reading. *Ready Mississippi Reading* leverages best practices for developing reading comprehension skills and knowledge-building through reading, with vocabulary development taught in service of reading comprehension.

Comprehension

Ready Mississippi Reading is a print-based comprehension program that is composed of texts at grade level with scaffolds built in at recurring intervals for students and teachers across every lesson to support students in reading the texts.

Ready Mississippi Reading provides a range of texts that are worth reading closely and exhibit exceptional craft and thought, or provide useful information:

- In grades K–1, trade books are a critical component of the reading program because they hold the majority of the text students will encounter. These books expose students to high-quality authentic texts. Each grade includes nine high-interest, read-aloud trade books that were carefully selected to meet the rigor of the standards. They include a balance of literary and informational award-winning books from acclaimed authors.
- In grades 2–8, *Ready Mississippi Reading* provides a broad range of high-quality informational and literary texts. Text selections encompass a range of genres and text types, including articles, poems, historical texts, technical texts, scientific texts, and dramas. A variety of real-world formats include newspaper and magazine articles.

Teachers are prompted to remind students to apply strategic reading habits, which are delineated for students in detail in the Student Instruction Book. These habits, also known as effective reading habits, cultivate reading behaviors that successful readers use, such as marking text and taking notes.

Four key routines—Academic Talk, Word Learning, Talk, and Response-Writing—support a successful implementation of Ready Reading in grades 2–5. Each routine is used in every lesson and is referenced at point of use in the Teacher Resource Book. Step-by-step instructions for each routine are included in the front matter of the book. For example, the Response-Writing Routine coaches students to 1) Read and Analyze the Prompt, identifying and circling key words or phrases and underlining evidence; 2) Gather Text Evidence; 3) Organize Idea and Evidence using a graphic organizer; 4) Write the Response; and 5) Evaluate the response, using the Check Your Writing checklist, or a provided rubric to be used with Independent Practice. The goal is for these routines to become so ingrained that students use them on a regular basis.

Vocabulary

Classroom routines include the Academic Talk routine (grades 2–5), in which students 1) Read the Academic Talk Words and Phrases from their books and listen as the teacher explains them; 2) Read the lesson’s Introduction, circling Academic Talk words and phrases as they read them; 3) Practice Academic Talk Words and Phrases, challenging themselves to use them three to four times in the day’s class discussions; and 4) Use the Words and Phrases when talking or writing about a given text.

Ready Reading emphasizes the use of text-based strategies, such as context and word structure, to determine word meaning. This type of instruction is provided in the *Teacher Resource Book* lessons by identifying challenging Tier Two words in a passage and giving the teacher explicit text-based strategies to support students in unlocking their meanings.

Phonological Awareness and Phonics

Ready Reading focuses on the reading standards for literature and informational text, with an emphasis on reading comprehension. In the younger grade levels (K–1), the program supports comprehension through read aloud activities, thus developing students’ oral comprehension skills.

For students needing additional phonics instruction, the online instructional modules in *i-Ready Personalized Instruction*, which is available separately, can offer additional support.

Fluency

Though *Ready Reading* does not explicitly address fluency, the program does instructionally address the primary drivers of improved fluency—including rigorous tasks in the comprehension domains and optional activities in the areas of foundational skills and vocabulary.

12. Addresses at least 3 components of mathematics at the appropriate level: numeracy, computation, and problem solving.

i-Ready

The mathematics domains and sub-skills measured by *i-Ready Diagnostic* and taught by *i-Ready Personalized Instruction* are listed in Table 7.

Table 7. Mathematics Skills Assessed in <i>i-Ready Diagnostic</i> (K–12) and Taught in <i>i-Ready Personalized Instruction</i> (K–8)		
Grades K–5	Grades 6–8	Grades 9–12 ¹ (Assessed Only)
Number and Operations		
Counting and Cardinality <ul style="list-style-type: none"> Number and Operations in Base Ten Whole numbers and decimals, place value, comparing, adding, subtracting, multiplying, and dividing Number and Operations <ul style="list-style-type: none"> Fractions modeling, comparing, adding, subtracting, multiplying, dividing 	The Number System <ul style="list-style-type: none"> Common factors, common multiples, positive and negative rational numbers including integers, fractions, decimals, approximating numbers that are not rational, irrational numbers 	Number and Quantity <ul style="list-style-type: none"> The real number system, quantities, the complex number system, vector and matrix quantities, operations on vectors
Algebra and Algebraic Thinking		
Operations and Algebraic Thinking <ul style="list-style-type: none"> Meaning of operations, number sense, number relationships, properties, solving word problems 	Ratios and Proportional Relationships <ul style="list-style-type: none"> Percentages, rates, ratios Expressions and Equations <ul style="list-style-type: none"> Variables, equivalent expressions, exponents, radicals and integer exponents, solving real-world problems, slope, equations, inequalities, graphs of lines Functions <ul style="list-style-type: none"> Defining, evaluating, and comparing functions, modeling relationships with functions 	Algebra <ul style="list-style-type: none"> Expressions, arithmetic with polynomial and rational expressions, interpreting, writing and solving equations, reasoning with equations and inequalities Functions <ul style="list-style-type: none"> Interpreting, modeling, and building functions: linear, exponential, quadratic, polynomial, logarithmic, trigonometric, rational

¹ In Diagnostic Results reports for grades 9–12, student data will be reflected in two domains: Algebra and Algebraic Thinking (includes topics shown in 9–12 Number and Operations) and Geometry (includes topics shown in 9–12 Measurement and Data).

Table 7. Mathematics Skills Assessed in <i>i-Ready Diagnostic</i> (K–12) and Taught in <i>i-Ready Personalized Instruction</i> (K–8)		
Grades K–5	Grades 6–8	Grades 9–12 ¹ (Assessed Only)
Measurement and Data		
Measurement and Data <ul style="list-style-type: none"> Customary and metric units, time, money, length, capacity, weight and mass, geometric measurement, area, perimeter, volume, creating and interpreting graphs 	Statistics and Probability <ul style="list-style-type: none"> Randomness, probability distributions, collecting and analyzing data, making inferences and conclusions based on random samples and measures of center and variability 	Statistics and Probability <ul style="list-style-type: none"> Interpreting categorical and quantitative data, making inferences and justifying conclusions, conditional probability, rules of probability, expected values, making decisions using probability
Geometry		
Geometry <ul style="list-style-type: none"> Two-dimensional figures, three-dimensional shapes, lines, segments, points, rays, angles, symmetry, coordinate plane, graphing points, perimeter, area, volume 	Geometry <ul style="list-style-type: none"> Relationship between geometric figures, angle measures, area, surface area, congruence, similarity, coordinate geometry, Pythagorean Theorem 	Geometry <ul style="list-style-type: none"> Congruence, similarity, transformations, right triangles, right triangle trigonometry, circles, proofs

13. Addresses Response to Intervention requirements by providing online progress monitoring assessments with flexible scheduling weekly or monthly as needed.

i-Ready Assessment and Personalized Instruction

i-Ready includes multiple forms of both formal and informal progress monitoring to help teachers effectively track student progress and inform instructional decision making, and support an RTI process.

- Formal Progress Monitoring: Monitor change over time, inform educators if students are benefiting from instruction and intervention, and understand where students might be in their learning by the end of the year.
 - i-Ready Diagnostic***, K–12 (adaptive universal screener): administer three times annually
 - i-Ready Growth Monitoring***, K–8 (optional): administer monthly, between *Diagnostics*
 - i-Ready Literacy Tasks, Progress Monitoring Forms***, K–6 (optional): offline (with digital data entry and digital scoring available), administer up to 20 times per year
- Informal Progress Monitoring: Use a variety of standardized and non-standardized measures, including curriculum materials, at frequent intervals as part of regular instruction to determine if students have learned the content and are improving their performance.
 - i-Ready Standards Mastery***, 2–8 (optional): use as needed to pinpoint misconceptions

- ***i-Ready Personalized Instruction***, K–8 (automatically assigned): scored section in each lesson
- **Tools for Instruction**, K–8 (optional): when recommended in *i-Ready* reports, use the Checks for Understanding in the lessons to measure student proficiency of a given skill

“Our district piloted *i-Ready* as the ongoing assessment piece to drive RTI. Teachers fell in love with the detailed data and the ease with which they could group and target instruction.”
—Assistant Superintendent in a District Using *i-Ready*

In the following sections, read more about *i-Ready*’s progress monitoring features.

i-Ready Diagnostic

i-Ready Diagnostic—the heart of *i-Ready Assessment*—is designed to be administered three times throughout the school year. Once students have completed more than one *Diagnostic*, educators can use the Diagnostic Growth report to learn more.

The Diagnostic Growth report (K–12), available for reading and math, compares scores over time (overall and by domain) and shows the scale score for each *Diagnostic*. This report is available after students have taken *i-Ready Diagnostic* more than one time. Also, for K–8, the report includes Typical and Stretch Growth measures, progress toward each measure, and estimated time to proficiency for the student to achieve Stretch Growth.

Figure 29 provides an excerpt of the Diagnostic Growth report at the student level.

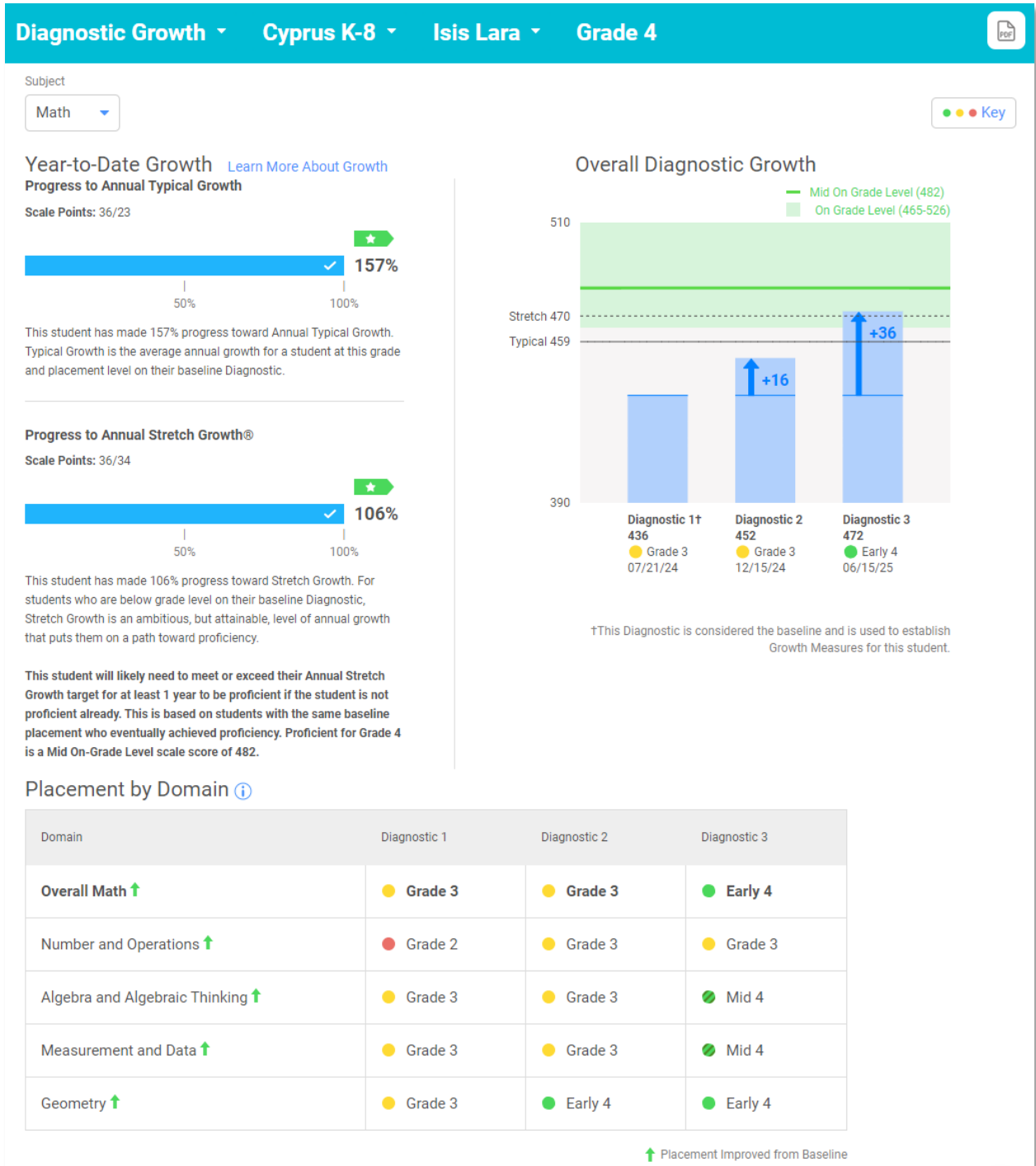


Figure 25. This excerpt from a Diagnostic Growth (Student) report shows student placements—overall and by domain—as well as Typical and Stretch Growth measures and progress toward each measure, and estimated time to proficiency for the student to achieve Stretch Growth.

i-Ready Growth Monitoring

i-Ready Diagnostic includes an optional *Growth Monitoring* feature that enables teachers to evaluate progress using short, adaptive assessments between full *Diagnostic* administrations as a general outcome measure form of progress monitoring. With *i-Ready Growth Monitoring*, educators can monitor students' progress to determine if they are on track to meet annual growth targets or if greater levels of intervention are needed. *Growth Monitoring* can be used as a tool for MTSS and RTI.

Growth Monitoring assessments draw items from the same bank of questions as the *Diagnostic* and, therefore, cover the same skills. *Growth Monitoring* assessments are adaptive, just like the *Diagnostic*, so they adjust up and down based on the student's responses. An assessment has approximately 20 questions and takes students about 15 minutes to complete. The first *Growth Monitoring* assessment starts item difficulty where the student placed on the last *Diagnostic*; subsequent *Growth Monitoring* assessments start at the last test's levels (whether *Growth Monitoring* or *Diagnostic*).

We recommend administering *Growth Monitoring* assessments between administrations of the *Diagnostic*, no more frequently than monthly. *Growth Monitoring* assessments may be scheduled by administrators for the entire district, school, or for specific grades. They may also be assigned manually by teachers for specific students, classes, or reports groups. *Growth Monitoring* for reading is available in English and for mathematics in English or Spanish.

A sample of the Growth Monitoring (Student) report is presented in Figure 30.

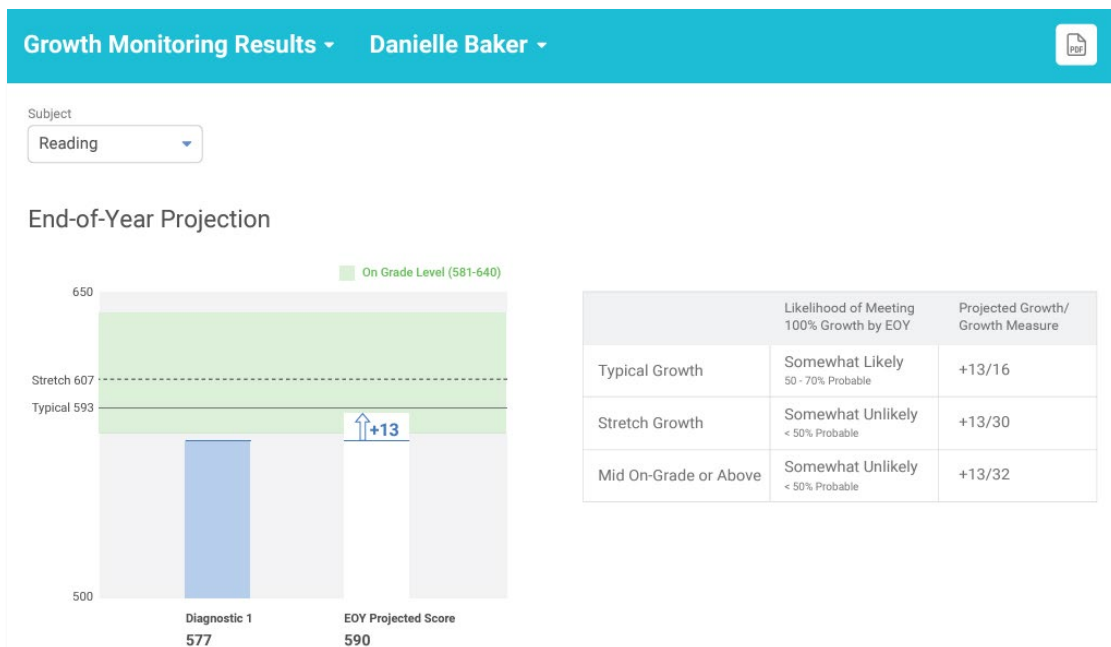


Figure 26. As students complete the Diagnostic and Growth Monitoring assessments during the year, i-Ready analyzes how the student's growth is trending and projects the progress toward growth measures, as shown in this Growth Monitoring Results (Student) report excerpt. This report also helps teachers prioritize which students may need additional intervention and support.

Third-Party Review

i-Ready Diagnostic and *i-Ready Growth Monitoring* received high ratings as a valid and reliable academic progress monitoring tool by NCII.

i-Ready Literacy Tasks, Progress Monitoring Tasks

i-Ready Literacy Tasks can be used as a complement to the *Diagnostic* for reading for students performing below grade level. *Literacy Tasks* offer a suite of educator-administered assessments including progress monitoring forms that assess discrete, foundational literacy and fluency skills in a one-on-one format. This allows for progress monitoring at various frequencies, including on a weekly, biweekly, or monthly schedule across five key areas:

- Letter Sound Fluency (20 forms per grade in grades K–2+)
- Phoneme Segmentation Fluency (20 forms per grade in grades K–2)
- Pseudoword Decoding–Fluency (30 forms per grade in grades K–3)
- Word Recognition Fluency (20 forms per grade in grades K–1)
- Passage Reading Fluency (24 forms per grade in grades 1–6, excluding fall grade 1)

With *i-Ready Literacy Tasks*, educators can identify individual student learning needs and chart a customized pathway toward proficiency. Monitoring progress with these tasks allows educators to track incremental progress on key foundational reading and fluency skills. The data from the tasks adds deeper detail to the snapshot of reading performance gained from the *Diagnostic*, to inform next steps and understand progress.

An example of the student-level report is provided in Figure 31.

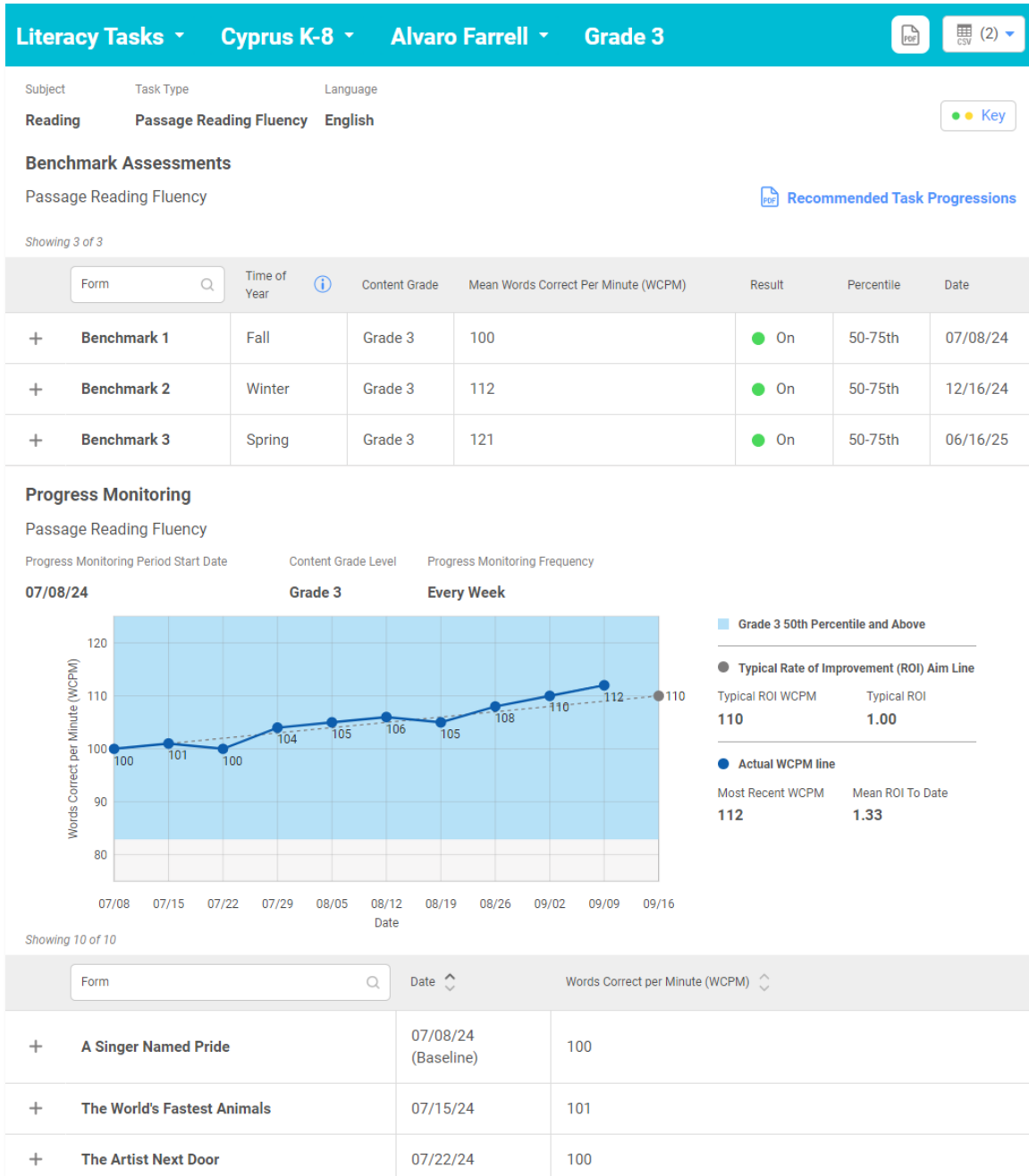


Figure 27. The Literacy Tasks (Student) report is shown here for Passage Reading Fluency. The progress monitoring chart includes two aim lines that help educators determine what goal to set for the student for the progress monitoring period.

i-Ready Standards Mastery

i-Ready Standards Mastery (2–8) provides digital, fixed-form assessments designed to measure specific grade-level standards for reading and mathematics as well as identify potential misconceptions that require targeted instruction. This tool makes it easy for teachers to obtain information on standards mastery as students progress in the curriculum. Teachers can choose to assess a specific standard, or administrators can combine several assessments to assess multiple standards in one administration.

Use Cases: There are two primary ways to use *Standards Mastery*.

- **Interim Assessment:** District administrators choose key standards to monitor throughout the year to inform resource allocation and instructional decisions. In this use case, administer the assessment approximately three times per year.
- **Formative Assessment:** Classroom teachers choose which assessments will help them gain insight into their students' understanding of specific concepts and skills. Use reports to determine the next steps in standards-based instruction. Administer up to six times per year.

Assessment Items: *Standards Mastery* offers two fixed-form assessments per mastery check, with each taking approximately 15 minutes to complete. Generally, each mastery check is aligned to one standard, with six to ten items per assessment. A wide range of items build comfort and familiarity with the types of items students will see on state tests.

- **Reading:** *Standards Mastery* measures reading comprehension in informational text, reading comprehension in literature, and language. The reading items (Figure 32) include technology-enhanced items such as Highlight Text, Selected Response (Multiple Choice, Multiple Response, Checklist), Drag and Drop, Cloze (Fill-in-the-Blank), Ordered List, and Choice Matrix. Assessment content includes multimedia passages with embedded audio, video, imagery, and animation.

i-Ready Grade 3

Read the poem. Then, answer the question that follows.

Surprise Garden

A bunch of seeds, small and brown,
Hard to believe they will spring from the ground.
But they will grow more than just flowers.
Our little seeds have super powers!

5 Just wait, just wait, and you will see
This garden will be as great as can be!
We'll add seeds for flowers of many sizes,
And hope we get a few surprises.

Colors will dance before your eyes—

10 Ready, and a magical prize

Read lines 13–24 of the poem. These three stanzas each add something new to the poem. Drag each event below to the order in which it happens.

- A butterfly visits the garden.
- A caterpillar goes to sleep.
- The gardeners plant seeds.
- The gardeners see a caterpillar.

1 2 3 4 5 6 > 1 of 6 Finish Later Submit

Figure 28. This sample grade 3 *Standards Mastery* reading item presents a poem and uses an order options item to assess the standard.

- Mathematics: *Standards Mastery* measures operations and algebraic thinking, number and operations in base ten, number and operations for fractions, measurement and data, geometry, ratios and proportional relationships, the number system, expressions and equations, statistics and probability, and functions. The mathematics items (Figure 33) include technology-enhanced items such as Selected Response (Multiple Choice, Multiple Response, Checklist), Short Constructed Response, Drag and Drop (Classification, Image Association, Ordered List), Drop-Down Menus (Cloze Dropdown, Image Dropdown), Graphing (Graph on Coordinate Grid, Data Graphs), Number Line (Number Line Plot, Number Line), Shading, and Hotspot. Additionally, virtual tools help answer questions (protractors, rulers, and calculators).

i-Ready Grade 5

A farmer plants 132 tomato plants in each row of his field. He plants 65 rows of tomatoes. How many tomato plants are there in all?

Part A
Fill in the area model to find the partial products and represent the problem.
Enter a number in each box to complete the model.

	100	+	30	+	2
60	<input type="text"/>		1,800		<input type="text"/>
+					
5	500		<input type="text"/>		10

Part B
In a different field, the farmer plants 35 rows of corn with 145 plants in each row and another 35 rows of corn with 105 plants in each row. Does he plant more tomato plants or corn plants?
Use the dropdown menus to explain your reasoning.

The farmer plants a total of tomato plants. The total number of corn plants that the farmer plants can be represented by the expression which is equal to corn plants.
Therefore, he plants a greater number of plants.

1 2 3 4 5 6 1 of 6 Finish Later Submit

Figure 29. This sample grade 5 *Standards Mastery* mathematics item presents a farmer planting tomatoes and uses a dropdown item to assess the standard.

Benefits of the Assessment: Some of the benefits of utilizing *Standards Mastery* assessments—available at no additional cost with an *i-Ready Diagnostic* license—include:

- Extensive Item Bank:** Includes more than 4,000 questions built by experts with deep knowledge of academic content. Many items require critical thinking or involve complex processes.
- Response Analyses to Highlight Misconceptions:** For each item, the response analysis explains what misunderstandings students may have depending on the response they select or input.
- Differentiated Instructional Support:** Mastery Checks are connected to Differentiated Instructional Support resource documents that help teachers adjust and determine next steps.
- Robust Reports:** Reports are informative, actionable, and easy to understand.

DOK

Depth of Knowledge (DOK): Across items within a *Standards Mastery* assessment, approximately 20 percent are DOK 1, 60 percent are DOK 2, and 20 percent are DOK 3.

An excerpt of the Standards Mastery Results by Test (Student) report is provided in (Figure 34).

Standards Mastery Results



Item 2

Marcia has a bag of marbles. The bag weighs one and fifty-two hundredths ounces.

0.25/1 point

Determine whether each expression is equivalent to the weight of the bag of marbles in ounces.

Choose Yes or No for each expression.

$1 \times 1 + 5 \times \frac{1}{10} + 2 \times \frac{1}{1,000}$	<input checked="" type="radio"/> Yes ✗	<input type="radio"/> No ✓
$1 + \frac{5}{10} + \frac{2}{100}$	<input type="radio"/> Yes ✓	<input checked="" type="radio"/> No ✗
152	<input type="radio"/> Yes	<input checked="" type="radio"/> No ✓
100.52	<input checked="" type="radio"/> Yes ✗	<input type="radio"/> No ✓

- 1) Students may have only considered the first two terms in the expanded form of the number, not realizing that the third term should be $2 \times \frac{1}{100}$.
- 2) Students may have not realized that $\frac{52}{100}$ is equal to $\frac{5}{10} + \frac{2}{100}$.
- 4) Students may have determined that fifty-two hundredths is represented correctly in the decimal form of the number without considering the whole number portion.

Figure 30. Teachers can use the response analysis in the Standards Mastery Results by Test (Student) report to learn what misconception might be getting in the way of a student's understanding. It provides rich information that educators can use in day-to-day instruction.

i-Ready Personalized Instruction

Based on *Diagnostic* performance, *i-Ready Personalized Instruction* builds a unique lesson plan consisting of online instruction, with a personalized starting point for every student. Scored sections within each online lesson are designed to assess students' understanding of the focus skill of that lesson, serving as embedded progress monitoring.

Results from the scored sections populate the Personalized Instruction reports, available at the student, class, school, and district levels. These reports help teachers assess instruction effectiveness.

An example of the Personalized Instruction Summary (Student) report is provided in Figure 35.

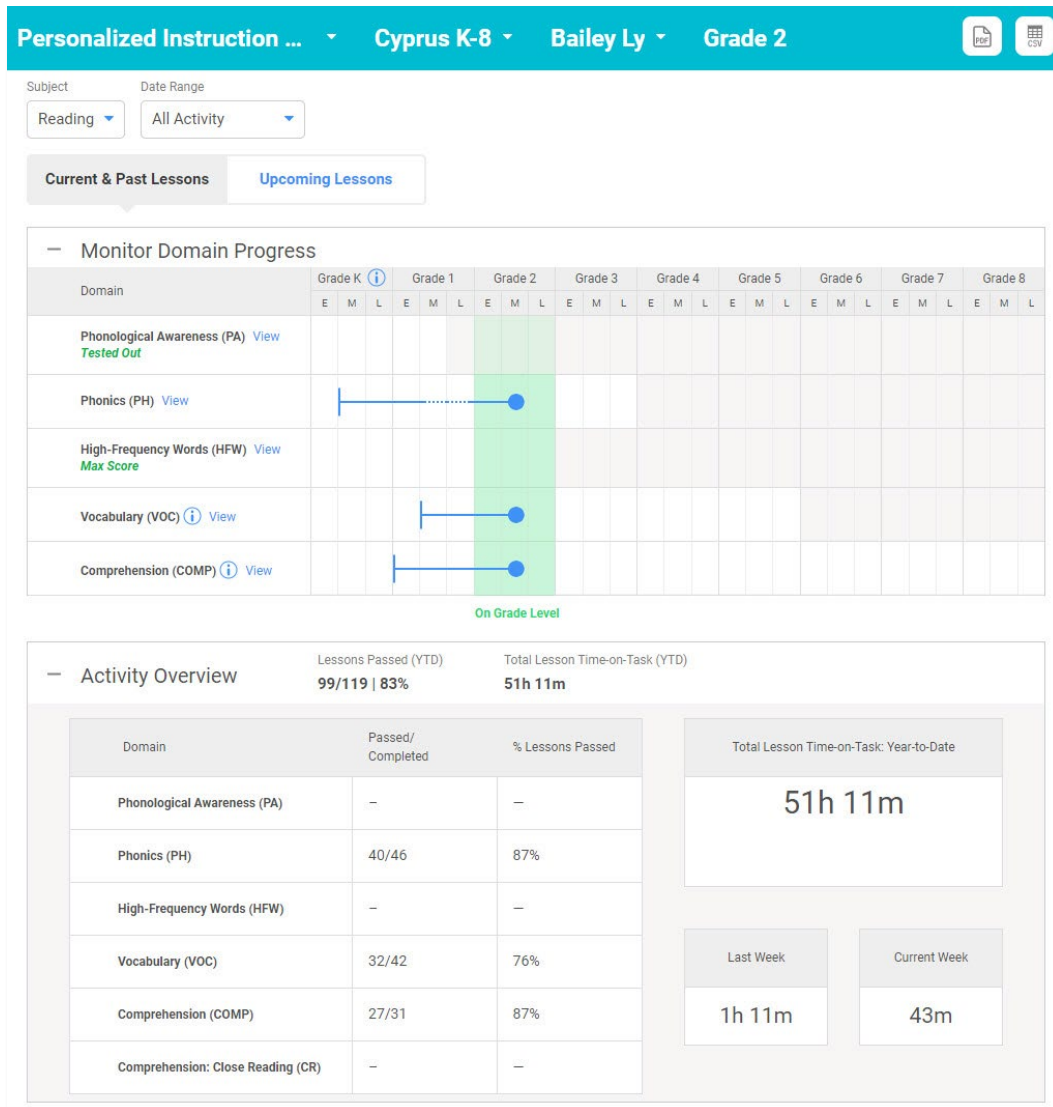


Figure 31. The Personalized Instruction Summary (Student) report synthesizes a wealth of data about an individual student's performance in *i-Ready Personalized Instruction* lessons. It reports progress by domain, the number and percentage of lessons the student has passed, and their time-on-task (for year-to-date, previous week, and current week).

Tools for Instruction

Tools for Instruction—included with the *i-Ready Assessment* license—are actionable, in-the-moment lesson plans for addressing skill needs identified by *i-Ready Diagnostic* reports. Each lesson includes a section titled Check for Understanding as an informal way to measure student proficiency of the target skill (Figure 36).

Check for Understanding

Give verbal descriptions of shapes and ask the student to draw the shapes. Say: *A hexagon has 6 sides and 6 angles. Draw a hexagon. Draw a quadrilateral with 4 square corners and sides that are not all the same length. Draw a triangle with 2 sides the same length.*

For the student who struggles, use the table below to help pinpoint where extra help may be needed.

If you observe...	the student may...	Then try...
the student draws shapes that are not polygons,	not understand that polygons are closed figures with straight sides.	showing samples of figures that are and are not polygons, explaining why each is or is not a polygon. Repeat the descriptions and have the student try again.
the student draws shapes that do not have the given attributes,	not understand the geometry terminology.	using drawings to review <i>square corners, sides that are (not) the same length, and angles.</i>

Figure 32. Included in each Tools for Instruction is a Check for Understanding for informal progress monitoring.

Magnetic Foundations

Magnetic Foundations provides ongoing opportunities to assess student skills and to monitor and track student progress. Formative assessment opportunities are embedded within sessions at the end of each week (Weekly Assessments) and include Instructional Next Steps to provide teacher guidance to support student learning.

Formative assessment accompanies each instructional moment. At regular intervals in the *Teacher's Guide*, the CHECK feature offers a formative assessment moment for teachers to monitor students' progress toward mastery and independence. Formative assessment for letter formation is based on review of activities in the *Student Worktext*. Suggestions for reteaching and supporting the skill for students who have not yet mastered it are provided at point-of-use.

Each section of instruction includes an opportunity for students to practice what they have learned or are reviewing. Teachers complete observational formative assessment by reviewing *Student Worktexts* alongside provided Answer Keys to ensure students are demonstrating progress toward mastery of these skills. Examples include *Student Worktext* practice pages and corresponding Answer Keys located in the *Teacher's Guide* at the end of each Week's Session 4 or in the Instruction Book column of *Magnetic Foundations Teacher Toolbox*.

Weekly Assessments and Unit Assessments provide more formal opportunities for regular assessment. Weekly Assessments are designed to assist teachers in quickly identifying any skill weaknesses from the previous week, and Instructional Next Steps are provided for reteaching. Unit Assessments provide an opportunity to track student progress over the course of multiple weeks of instruction. Weekly and Unit Assessments in grade K, Units 1–3 include assessment of letter formation and letter recognition, as well as concepts of print.

Magnetic Comprehension

Magnetic Comprehension provides ongoing opportunities to monitor comprehension and track student progress throughout each lesson, in the form of both formative and summative assessment opportunities. In the *Student Worktext*, features including Reread/Think; Talk; Write; Writing Checklists, and Independent Practice give educators the opportunity to observe students as they participate in these activities; educators can then respond to individual student needs with targeted strategies for remediation and enrichment. In the *Teacher's Guide*, the Help & Go Supports feature is comprised of quick Check In, Look For, or Listen For tools to help educators identify individual student needs and provide immediate support. The *Answer Analysis* feature provides an explanation of why each student answer choice is correct or incorrect, along with a depth-of-knowledge (DOK) level, aiding teacher evaluation and helping students understand reasons for their errors. Unit Assessments target the standards covered within a unit, evaluating students' cumulative understanding of the concepts and skills across a unit to inform upcoming instruction or differentiation. They include: a variety of item types, an extended written response, a writing rubric for scoring written responses, and answer keys that show depth-of-knowledge level for each item and the corresponding *Magnetic Comprehension* lesson being assessed by each item.

Standards Mastery assessments are available via the *i-Ready* platform. These are fully digital assessments used to determine learning of a specific, targeted standard or set of standards in reading. Each assessment offers two forms per standard and takes approximately 15 minutes to complete. Responses are instantly scored, and a report provides educators with specific feedback about what students know and can do with respect to a targeted standard or set of standards.

Ready Mississippi Reading

Ready Mississippi Reading offers educators multiple approaches to ongoing progress monitoring. The program addresses the need for formative and summative assessments, with multiple, timely informal and formal tools for measuring students' understanding and performance.

Teachers may use the features in the *Teacher Resource Book* and the *Student Instruction Book* for in-classroom progress checks of students' understanding and mastery of concepts and skills:

- **Problems that assess understanding** appear throughout the student lessons and create ongoing formative assessment opportunities.
- **Answer Analysis** explains why an answer is correct or incorrect, and identifies the types of errors students commonly make when choosing the incorrect answer.
- **Error Alert** addresses common errors or misconceptions that lead students to an incorrect answer. The **Rubrics** for the short-response items and **Performance Task** help teachers score items, while **Sample Responses** provide examples of elements a top-scoring response should include.

The Interim Assessments at the end of each *Ready Mississippi Reading* unit measure student progress on the unit standards and diagnose problem areas. The assessment items match expectations of the statewide assessments and include a performance task for each unit.

- **Multiple-Choice** and **Short-Response** items assess all the unit's standards.
- **Performance Task—Extended Response** items ask student to write a longer essay, citing evidence from the text to support their response.
- **Rubrics** for the short-response items and **Performance Task** help teachers score items, and **Sample Responses** provide examples of what a top-scoring response should include.

The questions in the *Ready* assessment books (grades 2–8, available via the *Teacher Toolbox*) provide an opportunity for summative assessment. While these assessments can be used throughout the year to benchmark student progress, teachers can also choose all or specific items as homework, or to review specific standards. The PDFs may be downloaded and printed locally from *Teacher Toolbox*, so educators can choose just the right assessment to gauge each student's progress.

***Ready Mississippi Reading* Assessment Materials for Progress Monitoring**

Ready Mississippi Reading is a print program, so there is no automatic data reporting. Information is gathered by teachers via classroom interactions. *Ready Mississippi Reading* offers educators multiple approaches to ongoing progress monitoring. Teachers may use the features in the *Teacher Resource Book* for in-classroom progress checks of students' understanding and mastery of concepts and skills. Problems that assess understanding appear throughout the student lessons and create ongoing formative assessment opportunities. Within the *Teacher Resource Book*, detailed solutions, at point-of-use, provide at least one correct response option.

The Interim Assessments at the end of each *Ready Mississippi Reading* unit measure student progress on the unit standards and diagnose problem areas. The assessment items match expectations of the end-of-year state test and include a Performance Task for each unit. Multiple-choice and short-response items assess all of the unit's standards, while the Performance Task—Extended Response item asks students to write a longer essay, citing evidence from the text to support their response.

Monitor Understanding at the end of lessons provides a quick if/then diagnostic for students who are having difficulty and offers specific remediation strategies to help teachers differentiate instruction. The Answer Analysis section in the *Teacher Resource Book* explains why an answer is correct and identifies the types of errors students commonly make when choosing the incorrect answer.

The Rubrics for the short-response items and Performance Tasks help teachers score items, while Sample Responses provide examples of elements a top-scoring response should include.

Phonics for Reading

Educators are encouraged to monitor student progress regularly once instruction begins in *Phonics for Reading*. Different students will progress at different rates.

Unit Check-Ups indicate whether students are ready to move on to the next unit or if they need additional support and practice in solidifying the current unit's skills.

Data driven instruction is an important part of *Phonics for Reading*. The Unit Check-Up data can be used to see student progress with the skills introduced and make decisions on instructional next steps. The Unit 1 Check-Up in each Level's *Teacher's Guide* provides a table called "Analysis of Formative Assessment Data." This table provides possible responses and next steps based on the data collected. Each Unit Check-Up refers to this table for Next Steps in instruction.

Optional Fluency Checks are included in Levels B and C. These checks measure students' reading fluency using a one-minute timer. The texts can be found in the *Student Book* or downloaded from *Teacher Toolbox* or from the included *Phonics for Reading* Digital Resource Site. Students can be grouped in one of the following ways to complete the Fluency Checks:

- Partners – Pairs of students exchange text copies. The teacher assigns a reader to read the text aloud and a recorder to circle errors. The process is repeated with the partners changing roles.
- Individuals – Students read the text aloud to the teacher in a one-on-one setting.
- Self-Monitored – Students read the text to themselves.

Fluency Checks time the reader for one minute while errors made are circled. When the time is up, underline the last word read. Determine the number of words read correctly by counting on from the numbers at the beginning of each line. Then, have students grade their Correct Words Per Minute on their Reading Fluency Graph at the back of their *Student Book*. The Fluency Graph allows teachers and students to see growth across time in reading fluency.

14. Emphasis on complex, authentic texts with informational and literary texts included equally and separately.

i-Ready

i-Ready Comprehension lessons feature high-interest texts of appropriate complexity and rigor to build student knowledge and vocabulary and ensure college and career readiness. Based on *i-Ready Diagnostic* performance, the program automatically places students into online lessons in *i-Ready Personalized Instruction* Comprehension lessons that are right for them—lesson texts could be at, below, or above the student’s chronological grade level. To determine and manage the level of complexity of a text, we apply quantitative and qualitative text complexity measures and consider the age and likely background knowledge of the student

i-Ready Comprehension lessons provide a roughly 50–50 balance between informational and literary reading. The texts include a wide variety of genres and expose students to content that expands students’ knowledge about the world. Examples include:

- **Informational Texts:** biographies, history or science articles, narrative nonfiction, persuasive essays, speeches, and technical texts
- **Literary Texts:** contemporary/ historical/ science fiction texts, folktales, fables, myths, poetry, plays, mysteries, fantasy, and drama

Comprehension lessons include excerpts from published trade books by well-known authors to bring more culturally authentic and historically relevant texts into lessons (**Figure 37**). Lessons include different time periods. For example:

- Grade 1, Describe Connections Between Ideas, *Play Ball* describes a game—Pok-ta-Pok—played by Mayans in Mexico and Central America that was made up thousands of years ago.
- Grade 2, Describe How Characters Act, *Racing for Olympic Gold* tells the story of Florence Griffith Joyner, a Black Olympian who won gold in 1988.
- Grade 3, Understanding Historical Texts, *Boston’s Great Molasses Flood* describes how a Boston neighborhood was flooded by 2.3 million gallons of thick molasses in 1919.
- Grade 5, Inferences About Informational Text, *The Great Exhibition* describes the first world's fair, in London, in 1851.
- Grade 7, Historical Fiction Versus Nonfiction, *The Newsboys’ Strike* tells the story of when the newsies staged a strike in 1899.



Figure 33. These examples of *i-Ready* texts and visuals highlight a variety of time periods.

Magnetic Foundations

This program, which focuses on foundational skills, provides ample opportunities for students to practice and apply the skills they've learned so far in a variety of texts. The program contains the right texts for students as they grow through the program. Students read different types of texts depending on their grade level. In all grades, word complexity increases throughout the year. Texts are explicitly aligned to the program scope and sequence so that students regularly practice new grade-level skills and review skills in authentic reading situations.

Students can read about real things as they practice new phonics and high-frequency word skills. They practice foundational skills with colorful, high-interest decodable texts on connected topics and themes, which gives them authentic reading experiences that are relevant to their lives. *Magnetic Foundations* (K–2) incorporates 75 unique Magnetic Readers, which are authored by a plethora of authors reflecting diverse cultures, traditions, languages, values, and beliefs.

Texts in *Magnetic Foundations* (K–2) are 50 percent fiction and 50 percent informational. Texts found in the *Student Worktext*, Alphabet Books, and Magnetic Readers represent different genres such as fiction, information, and poetry. They are about science, social studies, and literature topics that connect across units and build from grade to grade.

Magnetic Comprehension

Magnetic Comprehension supports students to build knowledge in key content areas and relevant literary themes. Literary texts represent a range of backgrounds, experiences, and text types. Each literary text explores themes that students will relate to and learn from, such as conflict resolution, building empathy and awareness, and dealing with emotions. Informational texts offer fresh perspectives on science, social studies, technology, and the arts.

Magnetic Comprehension is comprised of six units. Unit 1 is comprised entirely of fictional texts while Unit 2 is comprised entirely of informational texts. Units 3–6 mix literary and informational text, drawing on the value of both fiction and non-fiction in building content knowledge for each unit. The balance of authentic literary and informational texts is approximately 50/50.

Rich and varied texts build knowledge in key content areas, and act as both windows into new worlds and mirrors in which students see themselves. Content in *Magnetic Comprehension* portrays different rings of culture (multiple and different cultural identities) so students see something of themselves and their worlds represented in school. Some texts illuminate the authentic cultural beliefs and experiences of a particular group.

These texts may address nuances associated with socioeconomic status, gender, ethnicity, nationality, disability, or geographic location. In other texts, cultural background plays a lesser role. Cultural identities may also be shown more through “surface” details such as food and dress than through representation of deeper beliefs and customs.

When choosing texts or authors for assigned texts, as well as illustrations, our editorial team seeks writers, artists, and illustrators from the cultural group they are asked to portray. We seek contributors from historically marginalized communities, including people with disabilities and English learners, whenever possible. Also, we use Sensitivity and Authenticity Review Panels to vet content for appropriateness and for accurate, unbiased representations of rings of culture, race, or language.

Ready Mississippi Reading

Ready Mississippi Reading lessons address standards’ emphasis on effective reading of complex, authentic text from a wide range of genres, while supporting students with a proven-effective, five-part, instructional model that builds confidence.

Ready Mississippi Reading ensures students have access to complex text that meets state expectations, and it uses an extensive amount of authentic text from informational and literary (fiction and non-fiction) genres from acclaimed authors.

Phonics for Reading

Phonics for Reading meets your students where they are. Longer, decodable texts (Figure 38) – both informational and literary – help students build confidence while engaging with age-appropriate information and sophisticated ideas.

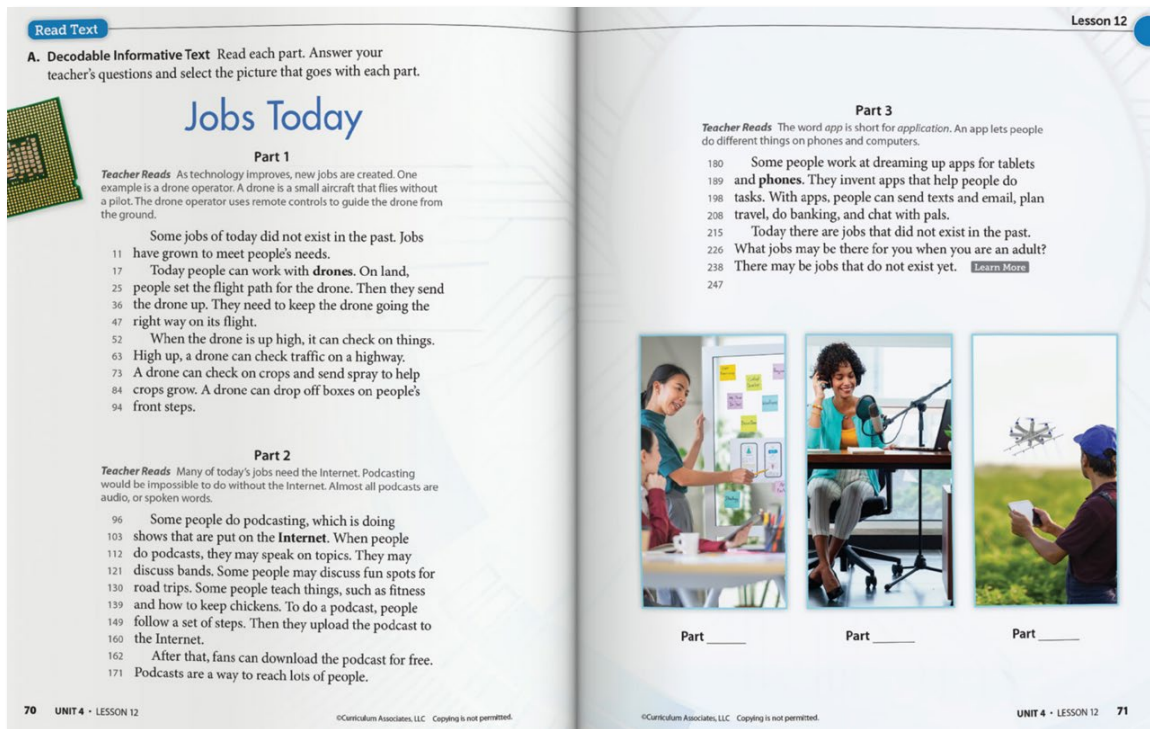


Figure 34. Decodable texts are developmentally appropriate. Texts affirm the range of cultures and communities in our schools.

15. Supports the eight mathematical practices with a focus on conceptual math understanding and procedural fluency.

i-Ready

i-Ready Personalized Instruction supports the Common Core's eight Standards for Mathematical Practice (SMPs) as outlined in the following sections.

SMP 1: Make sense of problems and persevere in solving them

Personalized Instruction lessons include open and guided explorations that pose a problem to solve and use it as the context for developing students' understanding of new concepts or procedures, with scaffolded instructional feedback provided as needed.

Independent practice activities provide students with multiple opportunities to practice previously learned concepts, promote deeper understanding, and develop procedural fluency. Students continue to receive instructional feedback as necessary. *i-Ready* instruction encourages students to persist in their efforts to understand mathematics concepts and solve problems, and they are praised for their efforts and perseverance.

SMP 2: Reason abstractly and quantitatively

Personalized Instruction lessons present students with tools to use in modeling the problem at hand. The introduction of the tools helps students understand the relationship between concrete representations of problems and more abstract representations.

For example, the progression of lessons focusing on multiplication starts with problem-specific objects in groups. After gaining experience with objects in groups, students start to see objects organized in arrays and focus on the dimensions of the arrays in order to represent the multiplication problem at hand. From problem-specific images in arrays, the lessons transition to the use of dots in arrays (an abstract representation). Finally, as numbers get increasingly large, multiplication is shown as the relationship of an array of squares to the area model, in which the dimensions become lengths rather than counts of rows and columns.

SMP 3: Construct viable arguments and critique the reasoning of others

In *i-Ready*, students solve and contemplate tasks that promote mathematical reasoning and problem solving through student interactions with onscreen characters acting out real-world examples. *i-Ready* embeds the SMPs, and students use the SMPs through the course of working through the assessments and online instruction. For example, *i-Ready Diagnostic* includes items that are phrased so students must choose the best explanation or prove (construct viable arguments) a point about a mathematics topic. SMP 5 (choosing tools strategically) is especially highlighted in the *Diagnostic* when students have various tools available to them, and students choose an appropriate tool to help them with the problem.

The *i-Ready* team understands that classroom discussions provide the best opportunities for students to share their mathematics problem-solving strategies with their peers and teacher. To support this, *i-Ready* includes Tools for Instruction. These short, targeted resources for teacher-led instruction are tied directly to students' instructional needs.

SMP 4: Model with mathematics

Personalized Instruction problem-solving activities involve representation of problems in mathematical models. Instruction lessons present students with tools to use in modeling the problem at hand. In word problem lessons, students have access to a toolbox and can choose which tool is most appropriate for modeling the current problem. If students need help in their use of representational tools, the system provides scaffolded support.

In some of the early lessons, students are presented with problems involving “how many” of certain objects. For example, a word problem lesson focused on addition presents the problem: “Rico has 4 toy cars. He gets 3 more cars. How many cars does Rico have now?” The student is given a *counters* tool in which the counters look like two different types of cars. The student can model the situation with four cars of one type and three cars of the other. As the student’s facility and familiarity with the counters tool progresses, counters that look like objects mentioned in the word problem are replaced with generic circle counters, and the student learns to use those in modeling any type of situation a problem presents.

SMP 5: Use appropriate tools strategically

SMP 5 (choosing tools strategically) is especially highlighted in the *Diagnostic* when students have various tools available to them, and students choose an appropriate tool to help them with the problem.

While working across the grade levels and mathematics domains, students are exposed to a broad collection of representations, including counters, array tools, bar models, measurement tools, inch tiles, area models, solid figures, tables, number lines, coordinate grids, base ten blocks, place value charts, decimal grids, and fraction tiles. If students need help in their use of representational tools, the system guides them on a walkthrough of the process of using one of the tools to build a model of the current problem.

SMP 6: Attend to precision

i-Ready supports precise communication and vocabulary acquisition by providing students with opportunities to build their own working definitions based on the use of new vocabulary in context.

For example, in the grade K lesson “Understand Addition,” students connect the meaning of new vocabulary terms with action and repetition. Every time students tap the plus sign, they hear “add” while they see a pickle slice added to the sandwich. When students choose how many pepper slices to add to the sandwich, they are encouraged to say “add” aloud with the lesson character.

Another example is the grade 6 lesson “Least Common Multiple (LCM)” which begins with a three-question exploratory activity meant to activate prior knowledge and reinforce understanding of the terms *multiples* and *common multiples* from grade 5. After students complete the exploratory activity, the new mathematical term is formally defined.

SMP 7: Look for and make use of structure

By actively building meaning of mathematical concepts before big ideas are formalized, students can better understand and connect the structural relationships among mathematical concepts, facts, procedures, and notation.

For example, in Number and Operations lessons focused on multiplying one- and two-digit numbers, students explore the distributive property, using the area model for multiplication as a way of breaking larger numbers into simpler problems. They break two-digit numbers by place value, creating partial products they add together for the final answer. By the time they are introduced to the standard algorithm for multiplication, their experience with partial products allows them to see the standard algorithm as a more efficient way of carrying out familiar operations. They come to understand the standard algorithm as a meaningful procedure.

SMP 8: Look for and express regularity in repeated reasoning

We know from extensive user research that the best time to give a student feedback is after an incorrect response. Students literally lean closer to their screens to figure out what to do next and are well-positioned to listen to guidance. We aim to include feedback in all our problems. Feedback is typically given after the student attempts the problem incorrectly before making a subsequent attempt. Feedback is also given once the student has reached the maximum number of attempts in order to show the student how to solve the problem and arrive at the correct answer. Some problems like Yes/No or True/False questions give students only one chance to answer, so feedback is given after the student has submitted their final answer in these problems.

Some lessons include interactive walkthroughs that scaffold the student through solving a challenging problem. Walkthroughs are offered when we want to give students the opportunity to try solving a problem on their own without the scaffolds before offering more supports. This usually occurs in multi-step problems, problems that cover particularly challenging ideas, or problems where we may offer additional problem-solving tools.

16. Online instruction must provide the ability for teachers/administrators to customize the sequence of instruction for enrichment or remediation across grade levels.

i-Ready

i-Ready, makes differentiated instruction a reality by finding a personalized pathway for each student—whether they are below-, on-, or above-grade level—to learn and grow.

i-Ready: Differentiation with Confidence

Years of research, classroom experience, and educator partnerships have led us to create assessment tools that “see” what the human eye cannot. This insight complements—with surgical precision—what educators know about their students and immediately allows them to connect to multiple, targeted instructional materials—for remediation or enrichment—built by the same company. Having materials available in the same best-in-class program saves time and energy for both educators and students.



- ***i-Ready Assessment*** uses tools to pinpoint and report on student strengths, identify specific areas of need with actionable next steps, and measure proficiency of on-grade level standards.
- ***i-Ready Personalized Instruction*** provides online, personalized instruction and practice that promotes productive struggle to help all learners achieve proficiency.
- ***i-Ready Learning Teacher Toolbox*** gives educators access to thousands of digital K–8 resources for teacher-led differentiated instruction, catered to each student’s needs.

i-Ready gives teachers a complete system of programs that were fundamentally designed to work together to enhance their instruction and lead to student growth. For schools around the country, *i-Ready* is proving to deliver on the promise of differentiated instruction in reading and mathematics classrooms, helping students of every level, from every background, grow and achieve more.

i-Ready Assessment

When educators log into *i-Ready*, the user-friendly dashboard immediately shows relevant information about their students' *i-Ready* performance. *i-Ready's* comprehensive reports synthesize enormous amounts of data, assisting teachers in truly differentiating instruction and providing each student with what they need to progress to the next level. The reports support Response to Intervention (RTI) by providing data that map student performance to intervention tiers and assigns students to appropriate instructional groups. The program supports:

- Data-based problem-solving to implement and evaluate RTI implementation.
- Placing students in tiers as well as determining the impact of instruction and intervention.
- Skill-specific instructional resources targeted to the skills where students need added support.

i-Ready Reports Provide Data to Differentiate Instruction

i-Ready's comprehensive reports assist teachers in truly differentiating instruction by detailing what each individual student—or group of students—needs to progress to the next level. Here, we present key reports that are incredibly helpful for differentiation. For example, at the group level, use the Grade-Level Planning (Scaffolding) report for reading or the Grade-Level Planning (Prerequisites) report for mathematics *before* instruction to accelerate learning or pre-teach skills. Then, *after* instruction, use the Instructional Groupings report for differentiation.

Diagnostic Results Report: The Diagnostic Results (Student) report provides a comprehensive picture of student instructional needs, based on data from each *Diagnostic*, with specific recommendations and resources for differentiating instruction. This report answers the questions:

- What are the strengths and areas of need for the individual student?
- How can I tailor instruction and identify the right resources to support individual students?

The scores reported include scale score, placement level, norm scores, and Lexile (reading) or Quantile (mathematics) measure. The student's latest *Diagnostic* placement level and progress toward their Typical and Stretch Growth measures are also reported. Lastly, the report includes a list of what the student can do as well as specific Next Steps and Resources for Instruction—the next skills in a developmental progression that the student needs to master.

- **Can Do:** The *Diagnostic* reports a set of statements called “Can Do” based on student placement scores for each domain. The “Can Do” statements are the *i-Ready* indicators, which contain the knowledge and skills that are measured by the items. Further, the teacher can click the Standards link for more details on the standard(s) for a given “Can Do” statement.
- **Next Steps & Resources for Instruction:** This section identifies the skills the student can and should learn next and offers resources to help educators plan direct instruction for the student:
 - **Tools for Instruction:** Included with the *i-Ready* license, teachers can use these targeted, skills-based mini-lesson plans, available in English and Spanish, for teaching to an individual, small group, or whole class.
 - **Additional Resources:** Reports sometimes reference resources from other Curriculum Associates products so teachers can utilize those resources if they have access.

Presented in Figure 39 is an example of the easy-to-read Diagnostic Results (Student) report.



Figure 35. The Diagnostic Results report for a student lists the total score and a score for each domain assessed. The report also lists annual growth expectations, areas of strength ("Can Do"), and areas of need (Next Steps & Resources for Instruction).

Grade-Level Planning (Scaffolding) Report, 3–8: The Grade-Level Planning (Scaffolding) report helps educators (1) understand learning needs for upcoming reading comprehension instruction, and (2) identify resources to help students access grade-level texts. Designed for students in grades 3–8, the Grade-Level Planning (Scaffolding) report is based on results from the reading *Diagnostic* and is available at the class-level.

Teachers select the skill they are preparing to teach in core instruction. The report then divides students into groups according to how prepared they are to tackle the selected skill. Teachers can view which students are likely “Ready to Go” and which students would benefit from different levels of support. The report also recommends Reading Buddies—matched, mixed-level recommended reading pairs.

Figure 40 provides an example of this report, and Figure 41 presents recommended reading pairs.

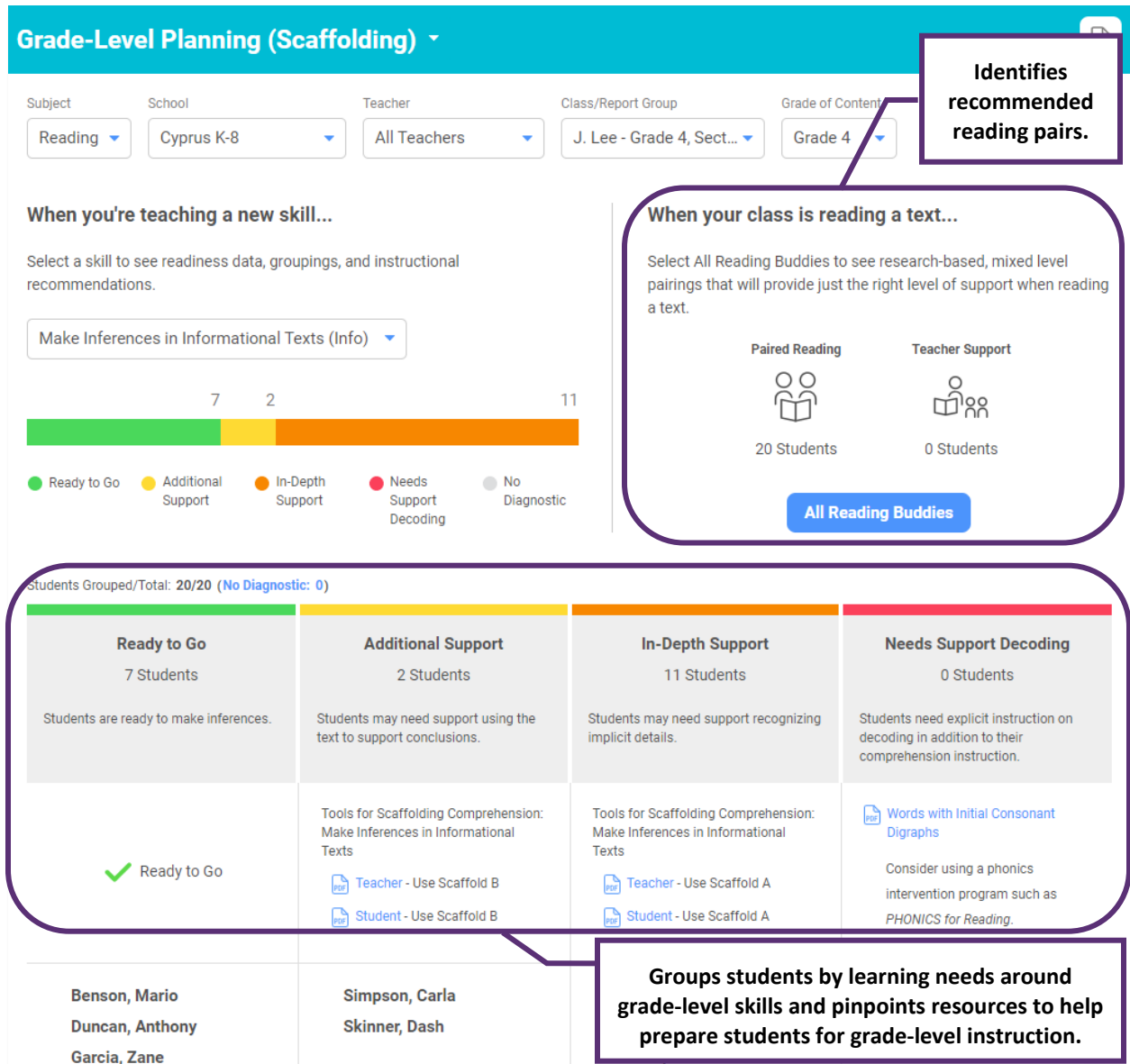


Figure 36. The Grade-Level Planning (Scaffolding) report helps teachers plan for upcoming on-grade level reading comprehension instruction.

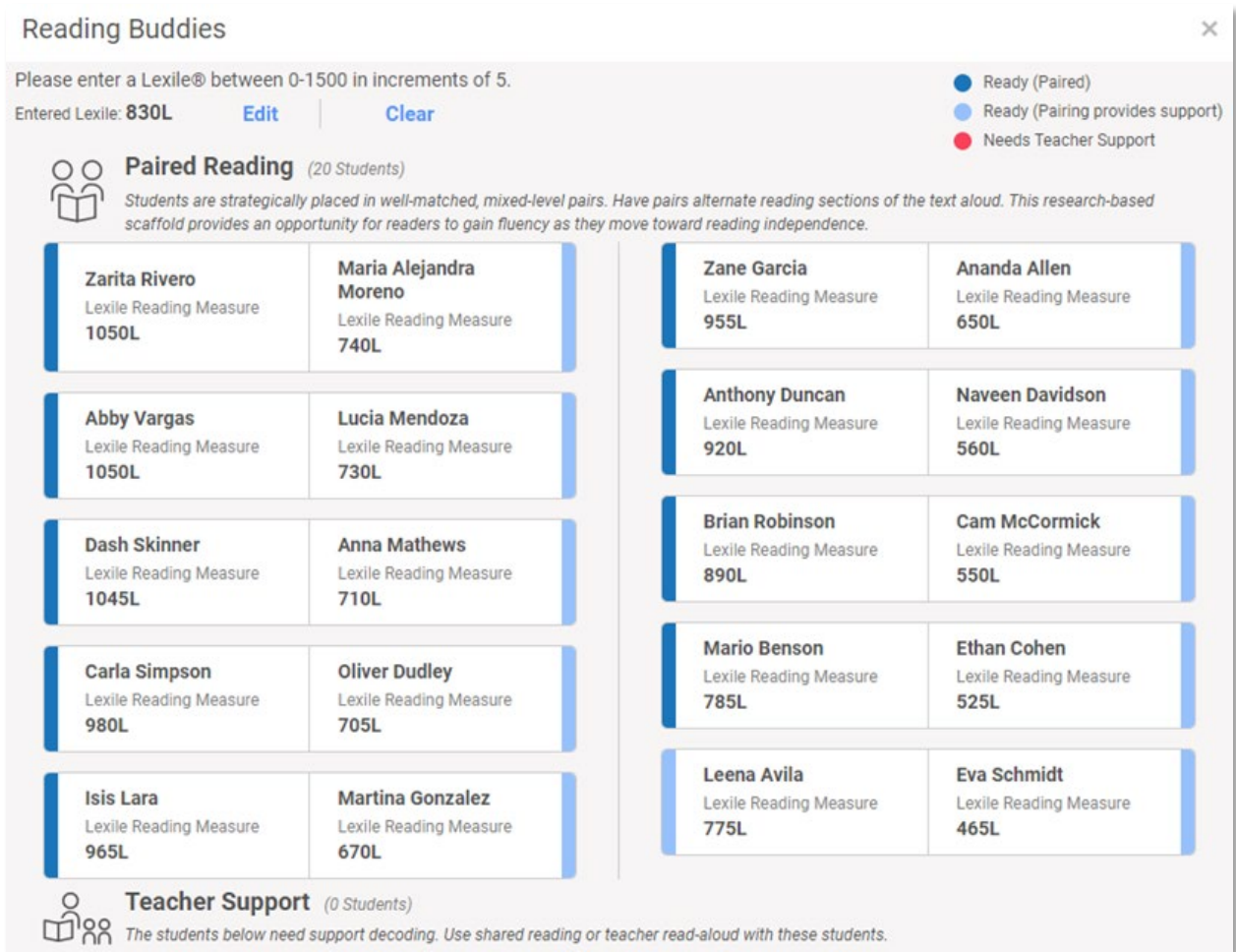


Figure 37. In the Grade-Level Planning (Scaffolding) report, students are strategically placed in research-based, mixed-level pairs based on their Lexile Measures.

For each grouping that needs further support, the instructional resources provided are as follows:

- The “Additional Support” and “In-Depth Support” groups link to applicable Tools for Scaffolding Comprehension. These downloadable resources help educators teach the most critical skills for grade-level instruction and position students to participate in grade-level content. Tools for Scaffolding Comprehension contain two different scaffolds: Scaffold A is for students working two or more grade levels below; Scaffold B is for students working one grade level below.
- The “Needs Support Decoding” group links to applicable Tools for Instruction. These resources are short, targeted lesson plans for teacher-led instruction that are tied directly to students’ foundational skills needs and areas for improvement.

Grade-Level Planning (Prerequisites) Report, 1–8: The Grade-Level Planning (Prerequisites) report for mathematics (1–8) accelerates learning for all students by understanding their learning needs in relation to upcoming grade-level mathematics content. Based on students’ results on the *Diagnostic*, this data-driven method quickly and strategically addresses the prerequisite skills most likely to make grade level instruction successful. Data are reported at the class-level, broken down by individual student, and groups students based on their skill needs. Teachers can use the report data to make instructional decisions about how to best support students during the upcoming lesson and directly access recommended resources.

A sample report is provided in Figure 42.

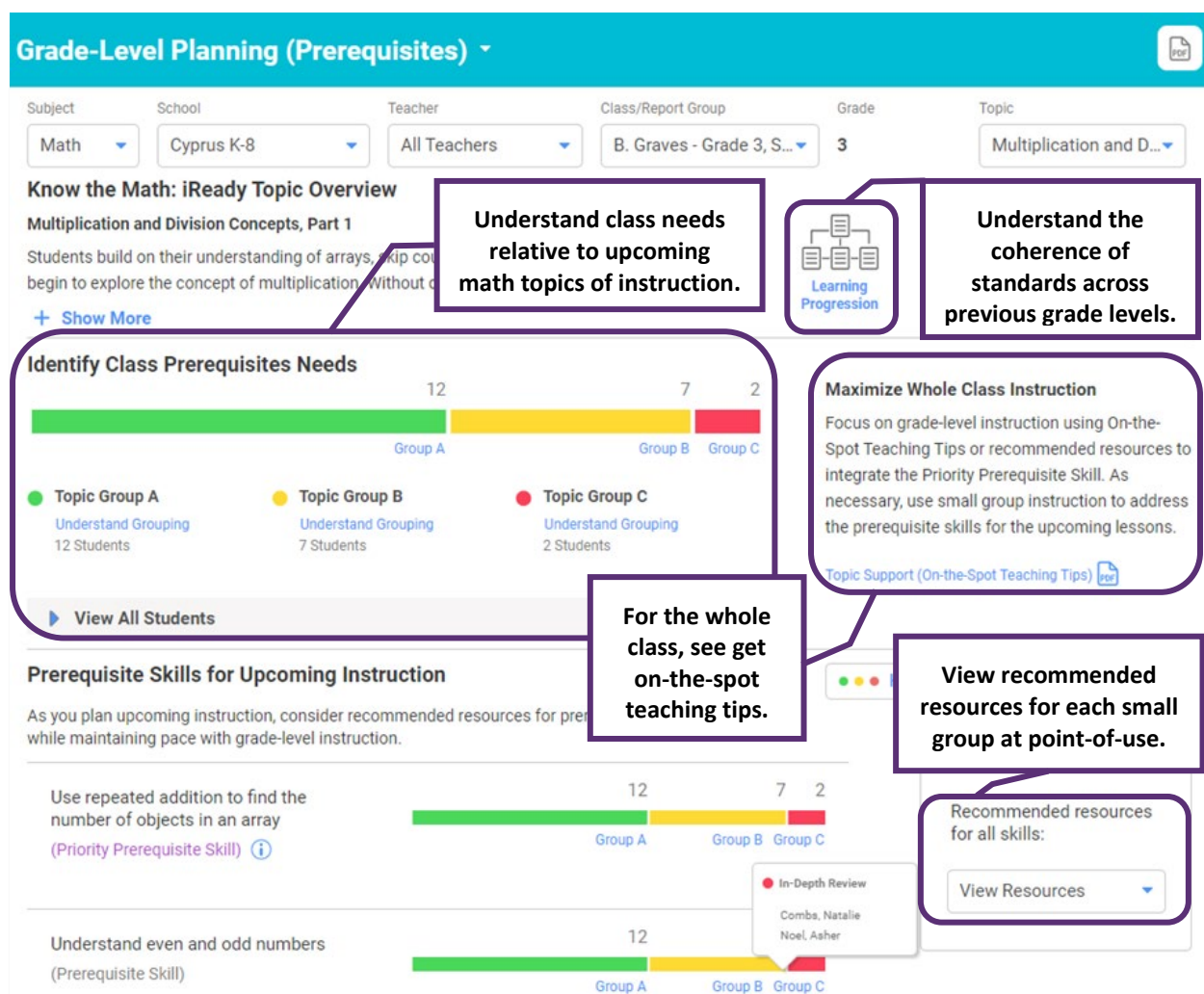


Figure 38. This enhanced Grade-Level Planning (Prerequisites) report makes it easier for teachers to select and use the best resources—like Tools for Instruction and Learning Games—that align to and advance grade-level mathematics instruction.

The Prerequisites report includes the following support and resources:

- **Whole Class:** Gain better insight into class-level prerequisite needs with tips on how to maximize whole class, grade-level instruction. Access the Learning Progression chart that illustrates the path of mathematical concept and skill acquisition to understand the coherence of skills across previous grade levels to help uncover and address students' unfinished learning.

Small Group: Understand students' needs for every prerequisite skill and view resources for individual skills at point of use. From the report, select the most appropriate resources for your students with access to Tools for Instruction and recommendations for mathematics Learning Games. This guidance allows teachers to strategically pace the recommended resources throughout the unit with small groups of students to address their similar learning needs.

Instructional Groupings Report, K–8: Educators use the Instructional Groupings report at the class or school level to offer targeted support to students performing at different levels after instruction. This report guides teachers in grouping students so that those who need support with the same skills can get the most out of small-group instruction. It affords educators flexibility in categorizing students and targeting effective remediation.

An excerpt from this report at the class level is provided in Figure 14.

At the class level, the report groups students with similar instructional needs and, for each group, provides detailed instructional priorities and classroom resources to support differentiated instruction. This report helps to answer: Which students fall into each of the tiers, based on their performance? How do I plan differentiated instruction and identify the right resources to best support my students' needs?

At the school level, the report groups students in each grade with similar instructional needs. The report provides detailed instructional priorities and classroom resources to support differentiated instruction for each group. This report answers the question: Across classes within a grade level at a specific school, which students have similar instructional needs, and how can they be grouped for instruction?

Included with the *i-Ready Assessment* license are downloadable lessons plans for teacher-led instruction that target a specific skill. These resources include Tools for Instruction (reading and mathematics), Tools for Scaffolding Comprehension (reading), and Passage Reading Fluency Practice (reading).

Tools for Instruction: The hard work of connecting digital and classroom resources often falls to the teacher. *i-Ready* alleviates that burden with rich assessment data to provide teachers with a complete picture of student performance and ties data directly to included resources that accelerate growth.

Tools for Instruction—included with the *i-Ready Assessment* license—are actionable, in-the-moment lesson plans for addressing skill needs identified by *i-Ready Diagnostic*. These lessons, available at point-of-use in *i-Ready* reports, or searchable via *i-Ready Connect*, are perfect for:

- **Introducing or Reviewing a Skill:** Use as a morning warm-up for the whole class

- **Additional Practice:** Apply emerging skills in new contexts for the whole class or in small groups
- **Enrichment:** Introduce advanced skills to those ready for a challenge in small groups
- **Intervention:** Use teacher-facing checks for understanding in intervention and support programs

Tools for Instruction are designed for 20–30 minutes of instruction for students performing at grades K–8 (Figure 43). The resources are also available in Spanish for reading (K–6) and mathematics (K–8).

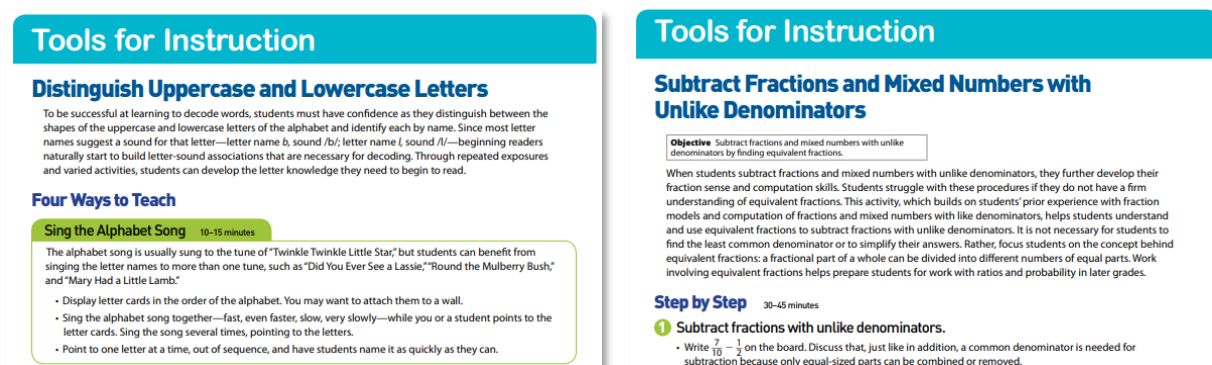


Figure 39. Tools for Instruction are teacher-led lessons that focus instruction on areas of need. Shown here are grade K reading (left) and grade 5 mathematics (right) Tools for Instruction excerpts.

Each step-by-step lesson includes an introduction, an activity, and a Check for Understanding to ensure that students master each concept. All Tools for Instruction follow this structure, allowing these lesson plans to be implemented again and again with little preparation time. They are designed to be flexible so they can be used by a lead teacher, intervention specialist, or classroom aide.

Tools for Scaffolding Comprehension: Included with the *i-Ready Assessment* for reading license, Tools for Scaffolding Comprehension (3–8) provide a pathway to grade-level instruction by targeting priority comprehension skills, guiding the need for review and intervention in critical topics, and identifying differentiation resources (Figure 44).

2 Meet the Texts

Review the complexity of the text for the chosen scaffold to anticipate where students may struggle.

TEXT A

Unlikely Animal Friends

- The text assumes an understanding of crocodiles as carnivores who eat birds in order to recognize how plovers and crocodiles have an unusual relationship

Lexical Demands

- Vocabulary: *bonds, screeches, attract*
- Friendship is described using multiple terms: *buddies, team, pals*

KNOWLEDGE DEMANDS

TEXT B

A Clingy Relationship

- The text assumes basic knowledge of predator and prey relationships
- The text relies on an understanding of hitchhiking and knowledge of how suction cups work to recognize how a remora moves through the water, attached to a shark

Lexical Demands

- Vocabulary: *predators, nurturing, prey*

Syntax Demands

- Many complex sentences with a prepositional phrase at the beginning of the sentence

LANGUAGE DEMANDS

Figure 40. Tools for Scaffolding Comprehension teach critical skills—such as “Identify Main Idea” in this excerpt.

Tools for Scaffolding Comprehension contain two scaffolds: one for students who are performing two or more grade-levels below (Scaffold A) and one for students who are performing one grade-level below (Scaffold B). Teachers use the Diagnostic Results report to map students to the appropriate scaffold.

In the lessons, teachers are provided with information about likely challenging lexical demands in the texts students will be reading so that they can address them before or during reading. Teachers can be aware of how these challenging words, phrases, or syntax might impact if students can participate successfully in the discussion activities so they can support the students as needed.

Available for both scaffolds, the lessons are divided into four sections:

- **Meet the Texts:** Challenging vocabulary words are highlighted
- **Before Reading:** Preview the text with students and encourage discussion
- **During Reading:** Students partner-read and engage in “turn-and-talk” activities

After Reading: There are extensive opportunities for rich, reflective discussion

Passage Reading Fluency Practice: Passage Reading Fluency Practice helps students develop their oral reading fluency. Available as downloadable PDFs, passages cover both fiction and nonfiction, and feature increasing levels of difficulty. Passage Reading Fluency Practice is available in English (1–8) and Spanish (1–4). The passages can be used as repeated readings or as formative assessments with feedback during the task.

Students practice by reading passages aloud, while teachers informally observe and coach. It supports teachers in their understanding of their students’ reading fluency skills by allowing teachers to:

- Provide additional passage reading fluency practice to students

- Coach students on their performance with reading fluency tasks in real time
- Gather information about how their students execute and demonstrate their skills

Materials include Teacher Forms (Figure 45), Student Forms, and the Passage Reading Fluency Practice Quick Guide, all available in the platform. Forms available by grade band are as follows:

- **Grades 1–4:** 18 passages per grade level (three levels of difficulty with six passages each)
- **Grades 5–6:** 18 passages per grade level (one level of difficulty per grade)
- **Grades 7–8:** 12 passages per grade level (one level of difficulty per grade)

FORMATIVE ASSESSMENT SCORING SHEET
Passage Reading Fluency Practice **LEVEL 3A**

Introduction: You will read a passage about an animal that can survive freezing temperatures.

The Amazing Wood Frog

	word count
The simple wood frog may seem like just another frog that hops around,	13
makes funny sounds, and sticks out its tongue to get food. But there is	27
something wood frogs can do that is quite amazing.	36
During the summer, the wood frog spends most of its time near ponds, but as	51

Figure 41. Passage Reading Fluency Practice can be used when teacher observation or performance on Passage Reading Fluency *Literacy Tasks* indicate reading fluency practice could be beneficial.

Teachers can use Passage Reading Fluency Practice to identify reading patterns, such as the types of errors, when the student self-corrects, how expressively the student reads, and how accurately the student retells what they have read. The passages for practice only; data is not collected or reported.

i-Ready Personalized Instruction

The online lessons in *i-Ready Personalized Instruction* tap into the rich data from *i-Ready Diagnostic* and provide tailored instruction. Each student is initially placed on a unique, personalized learning path, based on the results of the year's first *Diagnostic* assessment. The *Diagnostic* informs a unique placement in each domain, so the automatically assigned lessons in My Path meet students where they are in their learning journey. The second *Diagnostic* of the year generates an updated lesson pathway based on student performance.



Learning Games

Included with *i-Ready Personalized Instruction* for mathematics—and easily available via the student dashboard—Learning Games supplement existing mathematics instruction and provide mathematics fluency and skills practice for students in grades K–8 (Figure 46). Learning Games helps students to:

- Receive mathematics fluency and skills practice in either English or Spanish.
- Nurture their understanding of mathematical concepts in a low stake setting
- Foster a positive relationship with challenging mathematics standards

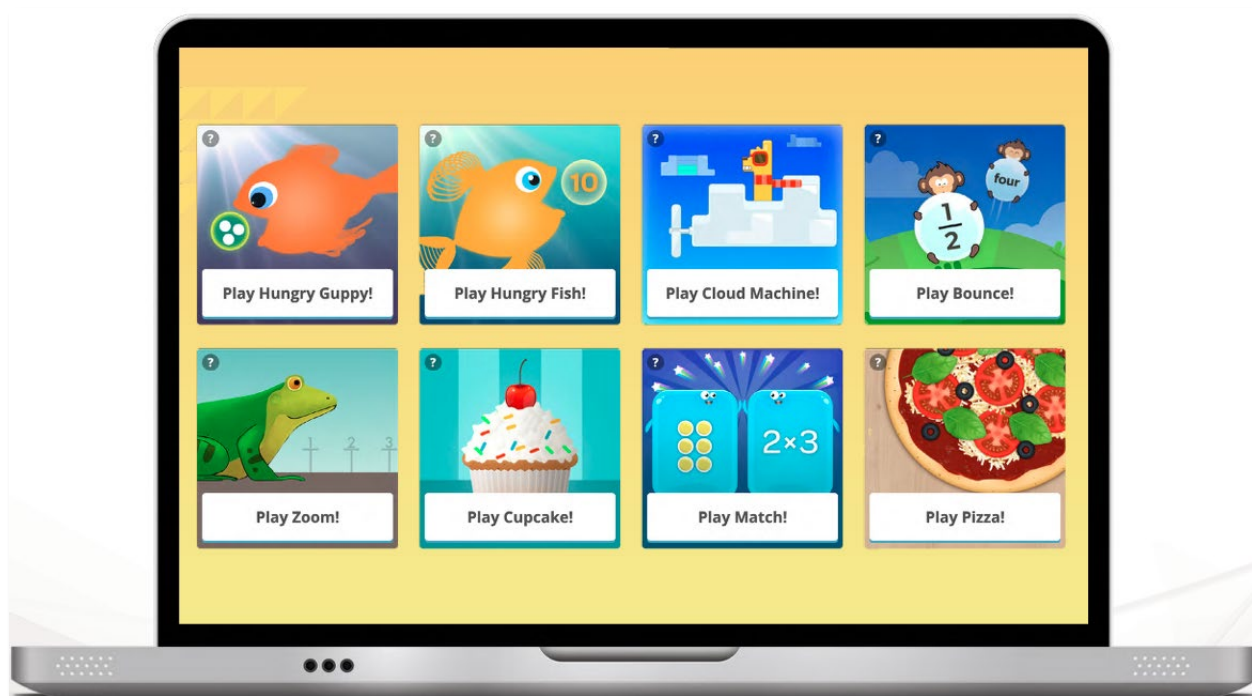


Figure 42. *i-Ready's* Learning Games help students build their fluency and skills practice in a fun, interactive, low-stakes setting, right from their familiar student dashboard.

The range of Learning Games available to a student is determined by their chronological grade level. The levels within those games are determined by the student's placement on the most recent *Diagnostic*, as well as their performance on the games. Adaptivity within Learning Games meets students where they are and provides challenges, scaffolding, and feedback to build skills and confidence.

Learning Games are available at district and teacher discretion; the games can be turned on or off at the account level, or teachers can turn them on or off for an entire class or at the student level. Learning Games provide valuable insight for educators too. Through report data, educators see in real time a snapshot of student performance: how much time they spend playing the games, their skills progress, and their factors of learning—how students approach the games based on their choices.

i-Ready Learning Teacher Toolbox

Thousands of schools and districts across the country are using our blended learning solution of *i-Ready* with *i-Ready Learning Teacher Toolbox* (*Teacher Toolbox*). *Teacher Toolbox* makes *i-Ready* even more powerful by providing digital access to a wealth of lessons and resources for teacher-led individual, small-group, and whole-class instruction (Table 8).

Table 8. Overview of *i-Ready Learning Teacher Toolbox* Features and Benefits


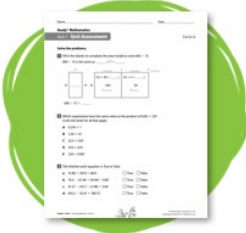

	<p>Lessons: Digital access to teacher-led lessons and step-by-step support include:</p> <ul style="list-style-type: none"> • Ready Reading (K–8), a supplemental comprehension program, requires effective reading of complex, authentic text from real-world source texts. Lessons scaffold to build confidence, develop critical thinking skills, and analytical skills. • Magnetic Comprehension (3–5), a reading comprehension series, is composed entirely of texts at grade level and developed to meet the rigor of today’s reading standards. Scaffolds are built in at recurring intervals across every lesson. • Ready Writing (2–5), a supplemental writing program, interweaves writing standards with grade-level science and social studies themes to develop thoughtful, analytical writers. • Ready Mathematics (K–8), a supplemental program top-rated by EdReports, engages students in discourse, builds strong mathematical habits, and develop a deeper understanding of mathematics concepts through embedded SMPs.
	<p>Assessments: <i>Teacher Toolbox</i> contains a range of evaluation tools and assessments that allow students to demonstrate mastery of today's standards while supporting teachers in identifying skill areas that may need reinforcement. The assessments challenge students through test structures that mirror those of high-stakes state assessments.</p>
	<p>Multimedia Content: <i>Teacher Toolbox</i> includes interactive whiteboard lessons for whole class or small group instruction for grades K–8. These digitally animated lessons are available at teachers' fingertips and can help them introduce new concepts or reteach prerequisite standards. Teachers can lead students through the engaging online lessons together, while sharing the lesson on the computer screen or projector, pausing to engage in conversation and using the practice section and/or scored section as a group activity to check for understanding and address misconceptions.</p>

Table 8. Overview of *i-Ready Learning Teacher Toolbox* Features and Benefits



Additional Resources: Instruction and practice resources include:

- Implementation supports (routines, discourse supports, and sequencing guides)
- Tools for Instruction help teachers target specific skills gaps
- Tools for Scaffolding Comprehension support students in accessing grade-level text
- Math Center Activities promote exploration into problem-solving challenges

The comprehensive model combining *i-Ready* with *i-Ready Learning Teacher Toolbox* provides:

- **Diagnostic Assessment:** *i-Ready Diagnostic* can be administered three times per year to gain detailed insight into student needs and inform both online and teacher-led instruction.
- **Online Personalized Learning:** Based on results of the *Diagnostic*, *i-Ready* automatically places students into online instruction customized to their placement levels. *Personalized Instruction* provides highly scaffolded, interactive lessons that allow students to work independently.
- **Teacher-Led Differentiated Instruction:** Various *i-Ready* reports detail students' current strengths and instructional needs, and then recommends aligned instructional supports, such as Tools for Instruction, as well as resources available in *Teacher Toolbox*. With *Teacher Toolbox*, educators can access the full range of detailed lesson plans and digital tutorials, thereby supporting differentiated instruction for students performing below-, on-, or above-grade level.
- **Growth and Progress Monitoring:** Educators can track student progress using *i-Ready Diagnostic*, interim *Growth Monitoring*, and the scored section in each *Personalized Instruction* lesson, along with assessments downloaded from *Teacher Toolbox*.
- **Standards Mastery Monitoring:** Educators can administer *Standards Mastery* assessments for regular, flexible monitoring of specific standards. These assessments provide formative and benchmark information on standards mastery and help educators quickly identify when re-teaching is needed as students progress throughout the year.



Magnetic Foundations

Magnetic Foundations Teacher Toolbox provides targeted resources aligned to each week of skill instruction. These resources can be found in the Classroom Resources tab on *Teacher Toolbox* in the weekly-aligned columns labeled Small Group Differentiation. Lesson-aligned Interactive Tutorials provide additional skills practice to be leveraged in small groups. Tools for Instruction can be used to teach or reteach skills to students who need additional support with grade-level expectations. Interactive tutorials provide skill-aligned interactive activities for reviewing and reteaching.

In *Magnetic Foundations*, during Word-Level Reading Fluency practice in the *Student Worktext*, students encounter a row of “challenge words.” These words include the currently taught sound-spelling along with a skill or sound-spelling that has not yet been taught, providing a stretch opportunity for students. Guidance in the *Teacher’s Guide* makes this stretch opportunity clear by stating, e.g., “Line 4 is intended for students who are ready for a challenge.”

During weekly formative assessment in Session 5 across Units 1–3 students may demonstrate their above-level skills so teachers can plan instruction accordingly. In grade 1, during the Whole-Class portion of the Weekly Assessment across Units 1–3, Part 4, Write Connected Text is noted as optional and intended to be used at the teacher’s discretion. This is because while students have not yet explicitly been taught to encode full sentences at this point in the year, many students will be ready for it. Using this portion of the assessment helps teachers make decisions about when and with whom to use the embedded stretch opportunities during instruction and with whom to use the additional small-group differentiation resources that are provided within *Magnetic Foundations Teacher Toolbox*.

As with activities for reteaching in small groups, activities for extension for those students who are ready for more during small-group instruction are provided in *Teacher Toolbox*. The Extend column in the Small Group Differentiation section provides multiple resources educators can use to extend instruction. These resources are provided for each week of instruction.

Magnetic Comprehension

Additionally, teachers may select Tools for Scaffolding Comprehension and/or Tools for Instruction in *i-Ready Learning Teacher Toolbox*, to prepare students for each grade-level lesson.

The Grade-Level Planning (Scaffolding) report, available in *i-Ready*, provides recommendations for differentiation based on students’ skill readiness for each *Magnetic Comprehension* lesson. Teachers have access to resources to support students who place in the “Additional Support,” or “Needs Help Decoding” groups within the report.

Tools for Scaffolding Comprehension provide a pathway to grade-level instruction by targeting the most important concepts and skills and teaching them efficiently. These lessons are designed to be approximately 20–30 minutes in length and can be used in whole class or small group settings.

Tools for Instruction provide instruction to address comprehension or vocabulary skills. These lessons are designed to be approximately 30 minutes in length and can be used in whole class or small group settings. Each *Magnetic Comprehension* Connect It lesson offers options for additional projects that extend learning. Included under the Program Implementation Tab of *Teacher Toolbox* are *Magnetic Comprehension* Extended Reading Lists. These curated lists offer additional full-length recommended texts for students to extend learning with a particular focus on extending the knowledge that students have built on the unit topic. Options for Unit Projects also offer opportunities to extend learning.

Ready Mississippi Reading

Teachers who have access to *Ready Mississippi Reading* materials via the online *i-Ready Learning Teacher Toolbox* can access all available grades of the program (as well as grades 2–5 of *Ready Writing* and grades 3–5 of *Magnetic Comprehension*) and potentially select materials from a higher grade level for students in need of further challenge. These materials include Tools for Instruction lesson planning resources—short, targeted resources for teacher-led instruction. Also, additional activities are included at the end of many *Ready Mississippi Reading* lessons, offering opportunities for extension. Options are provided for Writing, Listening, Media, and Discussion.

Phonics for Reading

Teachers can use *i-Ready* to help determine *Phonics for Reading* placement, an intervention product with three levels of explicit phonics instruction. *i-Ready's* adaptive *Diagnostic* helps identify which older students (grades 3+) need phonics support, and information in reports directs educators to the appropriate level within the *Phonics for Reading* series. Then, a brief oral assessment within *Phonics for Reading* helps pinpoint the right lessons to start instruction with the student. Instructional Groupings reports based on *Diagnostic* results also provide helpful data and recommendations to teachers.

17. Offline, printed accessibility to paper/pencil teacher and student supplemental resources aligned to the MCCRS for Mathematics and English Language Arts across grade levels.

i-Ready

i-Ready is powered by cutting-edge research on the best assessment and learning practices in digital environments. Available from the digital *i-Ready Connect* platform are also several useful printable resources, including:

- **Offline Literacy Assessments**
 - *i-Ready Literacy Tasks* downloadable offline assessments (available for grades K–6)
- **Reports and Exports**
 - *i-Ready* reports can be downloaded in PDF format and printed. Additionally, *i-Ready* offers several exports where data can be downloaded as a CSV file and printed.
- **Offline Teacher-Led Instructional Resources**
 - Tools for Instruction downloadable PDF teaching strategies (available for grades K–8)
 - Tools for Scaffolding Comprehension downloadable PDF teaching strategies (available for grades K–8)
 - Reading Fluency Practice downloadable reading passages (available for grades 1–8)
 - *i-Ready Learning Teacher Toolbox* (available for students performing at grades K–8)

- Digital lesson pages from both student- and teacher-facing print-books
- ELA Discourse Cube, ELA Discourse Cards, and Math Discourse Questions
- Assessment Practice

Magnetic Foundations

Magnetic Foundations consists of several component types: teacher and student print materials (Figure 47); the Classroom Decodable Library Set, consisting of books and card sets; and digital components accessed via the educator-facing *Magnetic Foundations Teacher Toolbox*.



Figure 43. *Magnetic Foundations'* *Teacher's Guide* and *Student Worktext* work together. The *Teacher's Guide* includes 30 weeks of explicit, systematic, and highly routinized skills sessions. The *Student Worktext* includes skill-based activities for daily practice.

Teacher and Student Print Materials

The *Teacher's Guide* (2 volumes per grade) provides everything teachers need for explicit, systematic foundational skills instruction, including:

- Direct instruction, application, and practice of foundational skills
- Easy-to-follow “soft scripting” and routines
- Helpful teacher tips, including English Learner supports
- Frequent opportunities to check student progress
- On-the-spot recommendations for differentiation
- Weekly and Unit Assessments
- Actionable Instructional Next Steps to support each learner

The *Student Worktext* (2 volumes per grade) contains engaging and purposeful skill-based activities and reading for daily practice and weekly cumulative review opportunities.

Teachers are also provided with several types of cards (Figure 48—contained in the Classroom Decodable Library Set)—to use with students, along with the *Student Worktext*:

- Teachers use the Sound Spelling Cards daily to introduce and review sound spellings. Sound Spelling Cards include a list of spellings for each sound, along with an image to represent the sound.
- Articulation Cards provide clear directions and visual examples of proper mouth formation for each sound taught in the program.
- There is one Super Word Card for each high-frequency word taught in the program to help students say, spell, and write each word. The cards include the word and context sentences to support meaning and usage.
- Word Building Cards can be used to practice letter recognition and spelling. Teachers use the Word Building cards to model word building, blending, and changing letters to spell new words before students practice writing words. Teachers can also use these cards as additional supports during other parts of the lesson, such as the Phonemic Awareness activities or the Blend Words Routine.

Classroom Decodable Library Set

Magnetic Foundations provides ample opportunities for students to practice and apply the skills they've learned in a variety of texts. The print-based Classroom Decodable Library Set contains the right texts for students as they grow through the program. Students read different types of texts depending on their grade level. In all grades, word complexity increases throughout the year. In grades 1–2, some words are multisyllabic. At the end of grade 2, everything is decodable. Figure 48 details the different types of texts that students read in each grade level, as well as the cards included in the set.

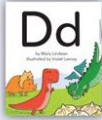







Classroom Books: Grade K		Card Sets: Grades K-2	
	Alphabet Books <ul style="list-style-type: none"> 26 books in total (actual size: 7" x 7") Six copies of each Alphabet Book = 156 books per classroom 		Sound Spelling 46 cards (actual size: 9" x 6")
	Alphabet Tales (Big Book) Magnetic Reading Foundations' program-specific Big Book (one book per classroom; actual size: 18" x 15")		Articulation 46 cards (actual size: 9" x 6")
	Magnetic Readers (Program-Specific Decodable Readers) 15 titles with six copies of each = 90 books per classroom (actual size: 8" x 6.5")		Word Building 207 cards (actual size: 6" x 4.5") <ul style="list-style-type: none"> Two of every lowercase letter (52) One of every uppercase letter (26) One of each blend (29) One of other sound spellings (53) Three extra of a, i, o, u, t, n, s, h, r, d, l, c, m, f (42) Four extra of e (4) One cover card
Classroom Books: Grades 1-2			
	Magnetic Readers (Program-Specific Decodable Readers) <ul style="list-style-type: none"> 30 titles in total (actual size: 8" x 6") Six copies of each book = 180 books per classroom Packaged by unit (i.e., 30 books) 		Super Word (Program-Specific High-Frequency Words) Each grade has a unique set of double-sided Super Word Cards for that particular grade (actual size: 6" x 9"). <ul style="list-style-type: none"> Grade K: 60 cards Grade 1: 120 cards Grade 2: 130 cards

Figure 44. *Magnetic Foundations K-2 Classroom Decodable Library Set* includes a library of books, as well as supporting Card Sets.

Magnetic Comprehension

The hard copy *Teacher's Guide for Magnetic Comprehension* includes everything teachers need all in one book, including standards-aligned curriculum, content roadmap, scaffolded activities, and assessments. The print *Student Worktext* is a powerful resource for students to become better readers. Embedded scaffolds throughout help students to build stamina to reading grade-level content.

Ready Mississippi Reading

We offer offline accessibility to paper/pencil teacher and student resources via purchase of our print *Ready Mississippi Reading* books. These programs provide rigorous, on-grade level print instruction and practice designed to help educators pinpoint areas where students need supplemental support and to provide the resources to deliver that support.

Ready Mississippi Reading was built from the ground up with no repurposed content—each offers a coherent curriculum linked across the grades, and each lesson specifically reflects the same focus as the Mississippi College- and Career-Readiness Standards (MCCRS) (Figure 49).



Correlation Charts

Mississippi College- and Career-Readiness Standards for Mathematics Coverage by Ready® Instruction

The table below correlates each Mississippi College- and Career-Readiness Standard for Mathematics to the Ready® Instruction lesson(s) that offer(s) comprehensive instruction on that standard. Use this table to determine which lessons your students should complete based on their mastery of each standard.

Mississippi College- and Career-Readiness Standards for Mathematics for Grade 3		Ready® Instruction Lesson(s)
Operations and Algebraic Thinking (OA)		
Represent and solve problems involving multiplication and division		
3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .		1
3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.		4
3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.		11
3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$		6
Understand properties of multiplication and the relationship between multiplication and division		
3.OA.5 Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$ then $15 \times 2 = 30$, or by $5 \times 2 = 10$ then $3 \times 10 = 30$. (Associative		2, 3

Ready® Mathematics Standards Correlations

MS CCRS Correlations

MS CCR Standards for ELA Coverage by Ready® Reading

The table below correlates each Mississippi College- and Career-Readiness Standard for English Language Arts to the Ready® Reading lesson(s) that offer(s) comprehensive instruction or additional practice on that standard.

For a crosswalk of Ready® Reading to the Mississippi Science and Social Studies Frameworks, see the Program Implementation tab on the **Online Teacher Toolbox**.

MS CCRS for Grade 3		
Reading Standards for Literature	Comprehensive Instruction	Additional Practice
Key Ideas and Details		
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Lesson 5: SB/TRB: pp. 78–91	Lesson 6: TRB: p. 101; Lesson 8: TRB: p. 130; Lesson 13: TRB: p. 224; Lesson 14: TRB: p. 233; Lesson 15: TRB: pp. 252, 254; Lesson 16: TRB: pp. 266, 268; Lesson 21: TRB: p. 362; Lesson 22: TRB: pp. 378, 379
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Lesson 7: SB/TRB: pp. 106–119; Lesson 8: SB/TRB: pp. 120–133	Lesson 5: TRB: p. 83; Lesson 6: TRB: pp. 97, 101; Lesson 12: TRB: p. 209; Lesson 13: TRB: p. 223; Lesson 14: TRB: p. 237; Lesson 16: TRB: p. 265
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Lesson 6: SB/TRB: pp. 92–105	Lesson 5: TRB: pp. 88, 90; Lesson 7: TRB: pp. 111, 116; Lesson 8: TRB: pp. 125, 130; Lesson 13: TRB: p. 223; Lesson 14: TRB: p. 237; Lesson 15: TRB: p. 252; Lesson 21: TRB: pp. 357,

Figure 45. Correlations to the MCCRS are provided in the Teacher Guides for *Ready Mississippi Mathematics* (top) and *Ready Mississippi Reading* (bottom).

With purchase, *Ready Mississippi Reading* can also be accessed digitally via *i-Ready Learning Teacher Toolbox*, which provides teachers with online accessibility to printable teacher and student resources.

18. Online accessibility to printable teacher and student resources aligned to MCCRS for Mathematics and English Language Arts across grade levels.

i-Ready

Included with the *i-Ready Assessment* license—Tools for Instruction—are actionable, in-the-moment lesson plans for addressing skill needs identified by *i-Ready Diagnostic*.

i-Ready Learning Teacher Toolbox for Mississippi

Teacher Toolbox offers Mississippi educators an extensive digital collection of K–8 instructional resources to support mathematics and ELA/writing instruction and intervention (Figure 50).

With *Teacher Toolbox*, teachers can quickly find lessons and resources to provide on-level instruction while differentiating instruction to meet the unique needs of each student. Regardless of the grade they teach, educators can access the full range of resources for all available grade levels, thereby supporting differentiated instruction for students performing on-, below-, or above-grade level.

Teacher Toolbox provides a wealth of resources in one easy-to-use online platform, including:

- Digital access to PDF versions of *Ready Mississippi Reading*, and *Ready Writing*. *Ready Mississippi Mathematics* and *Ready Mississippi Reading* specifically reflect the same focus as the Mississippi College- and Career-Readiness Standards (MCCRS); correlations to the MCCRS are provided in *Teacher Toolbox*, on the Program Implementation tab.
- Interactive tutorials to help increase student participation and engagement.
- Tools for Instruction, which are targeted lesson resources to support the review and reinforcement of specific mathematics and ELA skills.
- Ability to project lessons onto whiteboards for whole-class and small-group instruction.
- Access to read-aloud trade books for ELA grades K–1.
- Benchmark and formative assessments for mathematics, reading, and writing.

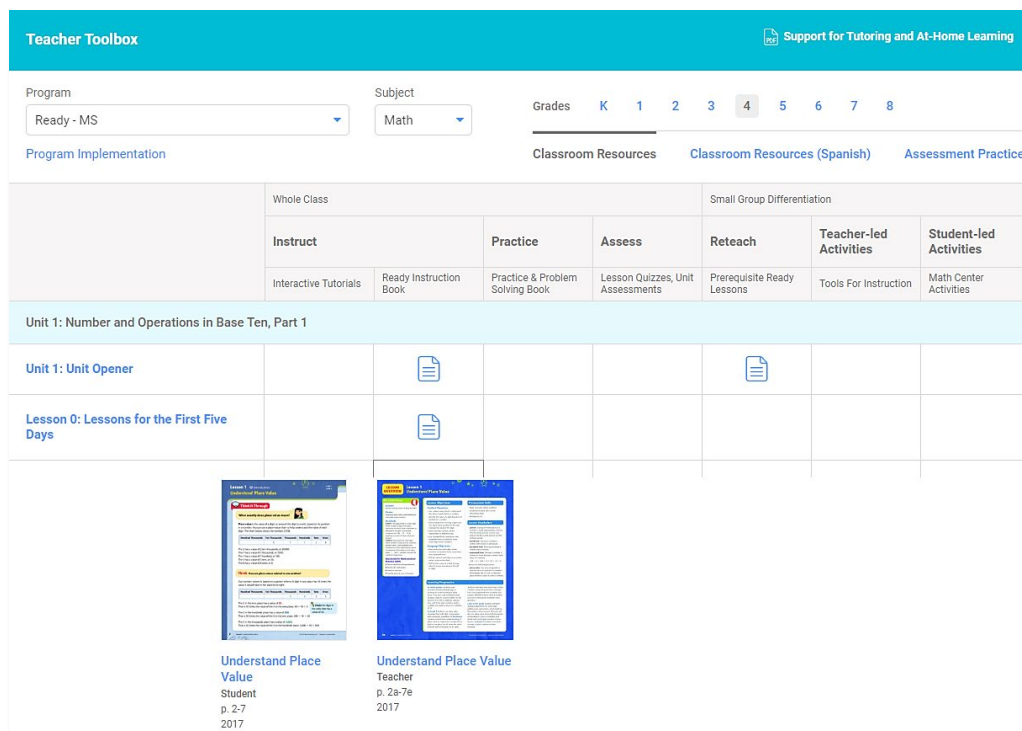


Figure 46. Teacher Toolbox provides digital access to *Ready Mississippi* student- and teacher-facing books, interactive tutorials, Discourse Cards, Fluency and Skills Practice, Assessment Practice, and more.

Magnetic Foundations

Digital Access for *Magnetic Foundations* is available through *Magnetic Foundations Teacher Toolbox*, a digital library of instructional resources for *Magnetic Foundations*. Teachers are able to access and print the materials for all grade levels that the program addresses (K–2). The resources in *Teacher Toolbox* are conveniently organized into two tabs across grades K–2:

- Program Implementation
- Classroom Resources

In addition, grades 1 and 2 include a Fluency Practice & Assessment tab.

Program Implementation

The Program Implementation tab includes resources to support teachers with implementing *Magnetic Foundations*. The resources are organized into four categories:

- Differentiate with Teacher Toolbox Resources
- Program Overview
- Plan Instruction

- Learner Variability and English Learners

Classroom Resources

The Classroom Resources tab is organized into resources to support whole class instruction, small group instruction, and assessment.

Fluency Practice & Assessment

The Fluency Practice & Assessment tab provides structured practice and assessment for fluency. The tab includes an implementation guide to help educators make decisions about when and how to implement Fluency Practice & Assessment as students are working in *Magnetic Foundations*.

For each fluency skill (Phrasing, Expression, Intonation/Inflection, and Rate & Accuracy), teachers are provided with an instructional packet and guidance on choosing appropriate passages. Initial modeling and scaffolding are removed as sessions progress, and each packet ends with an assessment corresponding to that skill.

Magnetic Comprehension

Digital learning materials are accessed via the teacher-facing *i-Ready Learning Teacher Toolbox* for reading. *Teacher Toolbox* is like a digital filing cabinet of support for teachers. With this resource as a complement to the student and teacher print editions, NPSD educators can further simplify planning and differentiation using a digital collection of lessons, activities, and instructional supports. *Teacher Toolbox* is for educators; students do not log into the program directly and no user-end data are collected or stored in the application. In addition to digital *Magnetic Comprehension* materials, *Teacher Toolbox* includes access to *Ready Mississippi Reading* (K–8) and *Ready Writing* (2–5) materials, as well.

Based on *Magnetic Comprehension* assessments, along with general insights the teacher gains about their students' skill development throughout the year, *Teacher Toolbox* for reading ensures teachers have the support they need for each student's unique skill level, all in one place.

For example, a teacher preparing to teach Lesson 8: Protecting the Ocean, could log into *Teacher Toolbox* and first look at the instruction books (teacher and student) for the lesson, as well as a PowerPoint presentation that can be used to aid the teacher in teaching the lesson. The PowerPoint uses the same images and text as the *Student Worktext* to seamlessly integrate with the lesson.

Teacher Toolbox is available via the Assess & Teach tab in *i-Ready*. *Teacher Toolbox* is organized into two tabs: Program Implementation (educator planning and support for the overall program), and Classroom Resources (day-to-day educator support for each unit and lesson within the program, including differentiation resources for students in need of additional support).

Digital materials in *Magnetic Comprehension* are easy to access. They are easy to use because they are organized by unit and lesson. Educators can schedule and assign printable, student-facing PDF resources directly from *Teacher Toolbox* to Google Classroom or a Learning Management System.

Watch this brief *Teacher Toolbox* Navigation Tutorial video for an overview of how to navigate the digital resources available: <https://i-Readycentral.com/videos/how-to-navigate-your-teacher-toolbox/>.

The Language Handbook is available as an optional support for students needing further practice. To access the Language Handbook, simply login to *Teacher Toolbox*, select the Classroom Resources tab, and scroll to the bottom (past the *Magnetic Comprehension* curriculum).

Digital versions of program materials support remote or blended learning. Lesson slides are provided for each session. In the *Teacher Toolbox*, teachers can also find Interactive Tutorials to further engage their students.

Ready Mississippi Reading

Teachers are provided with online accessibility to printable *Ready Mississippi Reading* (K–8) teacher and student resources via the *i-Ready Learning Teacher Toolbox*. This resource also includes *Magnetic Comprehension* materials. The online *Teacher Toolbox* is a digital resource that includes robust instruction, assessment, practice, digital tutorials, and interactive whiteboard lessons for individual, small-group, and whole-class instruction. It provides teachers with all student and teacher lessons for *Ready Mississippi Reading* (grades K–8) and *Magnetic Comprehension*, in a PDF format. *Ready Mississippi Reading* resources are aligned to the standards for English language arts, and correlations can also be accessed via *Teacher Toolbox*.

19. Compatible with Chrome OS 64 or greater; iOS 11.3 or greater, MAC OS 10 or greater, and Windows 10 or greater.

Current System Requirements

Supported Browsers and Operating Systems for the 2024-2025 School Year

i-Ready Connect—which provides access to our web-based programs is compatible with modern browsers and operating systems, as shown in Table 9.

Table 9. Supported Browsers and Operating Systems				
Operating System	Edge®	Safari®	Firefox®	Chrome®
Windows® 10 22H2	124 or higher	N/A	125 or higher	124 or higher
Windows 11 22H2	124 or higher	N/A	125 or higher	124 or higher
MacOS® 10.15 or higher		17.1 or higher	125 or higher	124 or higher

Table 9. Supported Browsers and Operating Systems				
Operating System	Edge®	Safari®	Firefox®	Chrome®
MacOS 11 or higher		17.1 or higher	125 or higher	124 or higher
Google Chrome™ OS*	N/A	N/A	N/A	124 or higher

*The current ChromeOS LTS version is always supported.

**Edge on MacOS has not been fully tested and is not supported for use with *i-Ready* at this time.

Upcoming System Requirements for Back to School 2025

Next School Year's (i.e., 2025-2026) Supported Browsers and Operating Systems

i-Ready Connect—which provides access to our web-based programs is compatible with modern browsers and operating systems, as shown in Table 10.

Table 10. Supported Browsers and Operating Systems				
Operating System	Edge®	Safari®	Firefox®	Chrome®
Windows® 10 22H2	136 or higher	N/A	136 or higher	136 or higher
Windows 11 22H2	136 or higher	N/A	136 or higher	136 or higher
MacOS® 10.15 or higher		18.1 or higher	136 or higher	136 or higher
MacOS 12 or higher		18.1 or higher	136 or higher	136 or higher
Google Chrome™ OS*	N/A	N/A	N/A	136 or higher

*Edge on MacOS has not been fully tested and is not supported for use with *i-Ready* at this time.

**Our fully supported ChromeOS version is 136+. However, LTS (Long-Term Support) version 132 will be fully supported until ChromeOS LTS advances to 138, expected in October 2025.

20. Data must be protected under Student Confidentiality and Privacy Rights.

We adhere to strict standards for student data security and accessibility, including the Family Educational Rights and Privacy Act (FERPA) and the Children's Online Privacy Protection Act (COPPA). All employees with access to student data are required to complete FERPA training, and we maintain a detailed security plan, an overview of which can be found here:

<https://www.curriculumassociates.com/support/privacy-and-policies/i-ready-data-handling-privacy>.

Our data integration process is FERPA-compliant and never shares student data with unauthorized outside parties. Additionally, Curriculum Associates has signed the Future of Privacy Forum and the Software & Information Industry Association Student Privacy Pledge to safeguard student privacy (<http://studentprivacypledge.org/privacy-pledge>). The pledge outlines commitments regarding collection, maintenance, and use of student personal information.

Industry Best Practices

i-Ready adheres to an extremely high degree of data security in its operations and data management. We follow specific procedures to maintain secure and reliable data for our customers and to protect against unauthorized access and use. All staff, teacher, and student logins require valid credentials.

All data transfers are conducted using a secure Internet protocol (SSL and https). Continuous maintenance plans are in place to keep all servers optimized.

Online servers are connected to the Internet by one of the most redundant networks in the industry. Additionally, we follow specific procedures to maintain secure and reliable data for our customers.

- Teachers, administrators, and students are timed out after 30 minutes of no activity.
- Our servers are protected by one of the best Service Level Agreements (SLA) in the industry.
- Our data hosting facility does not allow any physical access to the server area by non-authorized outside visitors at any time.
- Data traffic is continuously monitored for malicious activity.

21. API with automated data sync daily or with custom scheduling with Student Information System.

Automated provisioning is our recommended method of rostering, with roster synchronization available through a nightly comma-separated values sync, a direct SIS extract/API (for select Student Information Systems), Clever, or OneRoster. We support SSO for clients using an automated provisioning option, via SAML 2.0. Our SAML 2.0 offering for SSO can be used in conjunction with any AP rostering method: the CSV sync, SIS extract/API, Clever, OneRoster, or ClassLink. PowerSchool integrates with Clever. We have numerous client districts that use PowerSchool with *i-Ready*.

22. Provides unlimited customer service and technology support at no cost.

To ensure a high level of service for our clients, Curriculum Associates offers full-time, U.S.-based, non-outsourced Technical Support and Customer Service teams. The cost of support is included in the licensing fee, and unlimited access is provided throughout the life of a contract. Both teams have Spanish-speaking specialists.

- Technical Support: Our Technical Support team provides support specific to technical issues. Via phone and email, this one-on-one support is available Monday through Friday, 6:00 a.m.–8:00 p.m. Central Time (excluding holidays). Inquiries received outside business hours receive priority attention the next business day.
- Customer Service: Our Customer Service team provides a range of direct support to users. Customer Service is available Monday through Thursday, 7:30 a.m.–5:00 p.m. Central Time, and Friday, 7:30 a.m.–4:00 p.m. Central Time (excluding holidays). Calls to Customer Service are answered immediately during business hours—directly by a person, not an automated system.

We track all customer inquiries using our Customer Relationship Management (CRM) system and employ a tiered escalation process to ensure any client challenges are resolved as quickly as possible.

Our Support page at <https://www.curriculumassociates.com/support> provides contact information for the Technical Support and Customer Service teams, along with a range of self-support resources: FAQs, videos, printable resources, planning tools, and more.

23. Vendor must provide onsite professional development and ongoing support for teachers and administrators to assist with fidelity of implementation.

Professional Learning and Ongoing Support

Curriculum Associates partners with you to guide and strengthen instructional practices based on your classrooms' unique assessment and learning data, all powered by *i-Ready Assessment*. Both teachers and leaders develop muscles ready to flex to make the leap to identify growth opportunities and reinforce daily data-driven instructional strategies. Sustained in-person or virtual courses drive educator engagement with a partner there to work alongside NPSD. Educators can inform and make adjustments to their instruction and watch their practice improve with real-time feedback from assessment data and instruction that mirrors what is happening in the classroom.

Create professional learning plans that can be updated and modified along the way. *i-Ready Partners* work alongside you to understand your needs and goals, outlining pathways to measurable and visible growth as your needs and goals change, product enhancements launch, and new educators onboard. We offer a system of support to meet in-the-moment needs throughout the year to drive student growth. This includes:

- **Leader Support:** Leaders are an essential component of a strong *i-Ready* implementation, and building their capacity is part of our plan. We offer leader support through focused courses as well as ongoing consultations via Tailored Support courses. Our specialized tools for data analysis, learning walks, and feedback discussions enable leaders to better manage their implementations to success.
- **Teacher Support:** Led by expert former educators, our live courses use active, hands-on learning and engagement with data to build practical knowledge and pedagogical change.
- **Additional Resources:** On-demand, engaging Online Educator Learning (OEL) courses complement *i-Ready* professional learning courses by reinforcing key concepts. Gain access to the *Success Central* support website, filled with a wealth of resources for teachers, coaches, and leaders. Further, Collaborative Learning Extensions (CLEs) are designed to help you explore key steps and strategies to facilitate collaborative meetings with colleagues.

Our proposed professional learning can be delivered remotely or onsite and is purposefully designed to help move educators along the path to success with *i-Ready*. Our professional learning and training plan offers NPSD a full suite of in-person, hybrid, synchronous, and asynchronous professional learning.

Vendor Profile and Questions

Provide a brief history and description of your company/organization including years in business and total number of employees.

Company History: Curriculum Associates

Like many great ideas with humble beginnings, Curriculum Associates was launched in a garage. In 1969, four passionate educators—including an elementary school principal, the Curriculum Coordinator for Wellesley Public Schools, and two education publishers—founded an education company that would put students first.

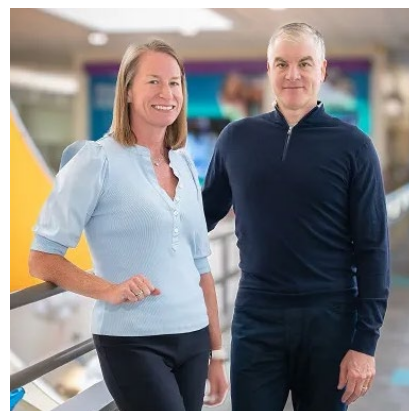
Frank Ferguson, who would later take the reins as President, was involved from the start as a founding investor and advisor to the other founding members: G. Willard Woodruff, George Moore, Andrew Macalaster, and Christopher Sims. From day one, Curriculum Associates was committed to providing classrooms with the most innovative instructional materials, many of which were shaped by the work of preeminent Boston University professor Donald Durrell and his students. Inspired by the new company's mission, Frank burned the candle at both ends, spending early morning hours with the Curriculum Associates team before heading to his day job as President of the Bose Corporation. In 1979, Frank took over as President of Curriculum Associates and later oversaw the company's move to its current headquarters in North Billerica, Massachusetts. From this office, Curriculum Associates would grow to become one of the leading education technology companies in the country.

Same Mission: New Leadership



After leading Curriculum Associates for 34 years and establishing its reputation as a small but respected print publisher, Frank turned his focus on the future of the company. Deeply committed to giving back and preserving the company's founding mission to serve classrooms with a long-term focus, Frank began the search for his successor with

these values in mind. Enter Rob Waldron, bringing experience from both for-profit and non-profit education worlds as former CEO of the K–12 tutoring division of Kaplan Education and CEO of Jumpstart, a national nonprofit preparing preschoolers from low-income backgrounds for success. Rob joined the company as CEO in 2008, committed to preserving its philanthropic, classroom-focused values and long-term success.



As part of a long-term succession plan, Rob—after serving 17 years as CEO—announced Kelly Sia would be promoted to CEO while Rob transitions to Chairman of the Board. Kelly joined Curriculum Associates in 2020, having served as Chief Financial Officer, Chief Operating Officer, and President before assuming her role as CEO in 2025. Prior to joining Curriculum Associates, Kelly worked at Procter & Gamble and Iron Mountain, bringing more than two decades of financial and operational leadership experience. Rob explained this choice saying, “Her passion for our purpose and our people fuels her leadership. I promised Frank Ferguson that my successor would carry our mission forward as he had and as I have. Kelly is the clear answer to that promise.”

Moving Forward: Developing New Products to Meet Today's Needs

Under Rob’s leadership, Curriculum Associates expanded its print product offerings and made an exciting move into the technology space, effectively evolving from a small print workbook company to one of the largest players in the industry. One of the first major undertakings was the development of the *Ready Reading* and *Ready Mathematics* print products in 2010. Both products were created from scratch to align with new, more rigorous college- and career-ready standards. Around that time, the company also introduced *Phonics for Reading*, authored by renowned reading expert Dr. Anita Archer.

In 2011, Curriculum Associates moved into the digital age with the development of an online *Diagnostic* and instruction tool called *i-Ready*, designed to pinpoint student needs and deliver personalized instruction. This blended solution completely changed the way in which Curriculum Associates could support students, and efficacy studies show that using *Ready* and *i-Ready* accelerate student growth.

With the release of this combined print and digital learning solution, Curriculum Associates secured its place as a pioneer in the EdTech industry. Combining what has been learned from developing these world-class products along with assessing needs from our educator partners, Curriculum Associates launched its first core math product, *i-Ready Classroom Mathematics* in 2019 (Top-Rated by EdReports).

The company invested heavily in literacy in 2021 with the new *Magnetic Comprehension* product and in 2022 with the new *Magnetic Foundations* product (Top-Rated by EdReports). Soon after, *i-Ready Classroom Mathematics 2024* (Top-Rated by EdReports) and the new *Phonics for Reading* were released—bringing new student-centered, culturally relevant learning opportunities to today’s classrooms. Built from the ground up to meet the needs of today’s learners and provide data to save educators time, these award-winning programs exemplify the company’s founding mission to improve classrooms.

Figure 51 highlights just some of Curriculum Associates’ milestones since its founding.

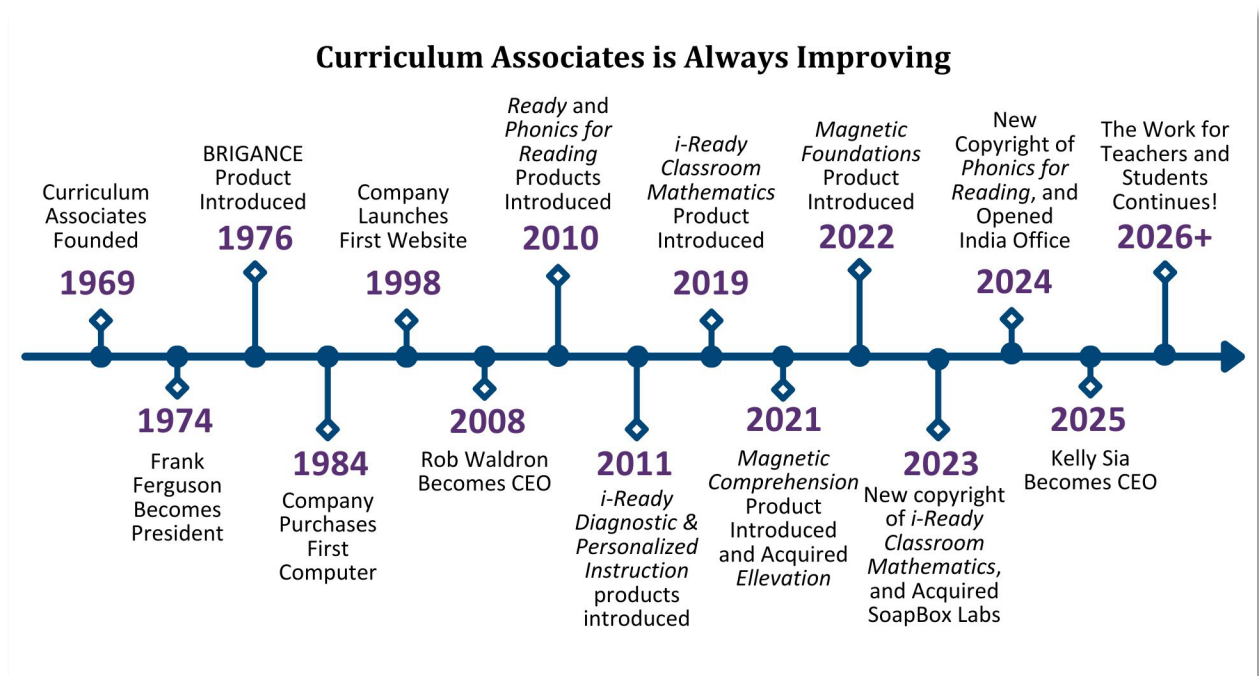


Figure 47. Curriculum Associates is always improving for educators and students.

Qualifications and Expertise

Curriculum Associates has the experience and capacity to effectively implement our proposed solutions for LSD that will help prepare students for college- and career-ready expectations. As of December 2024 (SY 2024-2025), we work with 1,049,480 educators to serve more than approximately 13.5 million students in urban, suburban, and rural schools across all 50 states, as well as internationally.



With 2,560 highly trained staff members, Curriculum Associates is headquartered in Massachusetts, with satellite offices in Arizona, New York, North Carolina, Texas, Ireland, and India. Additionally, we offer local representation in Mississippi and nationwide across the United States.

Our programs include both print and web-based resources, aligned to the latest standards and informed by the needs and requirements of state education agencies, national assessment consortia, and school systems across the country.

We also provide targeted, classroom-proven professional learning and training resources to help educators effectively implement our programs to drive student learning. Our professional learning is educator-approved—95 percent of those who have used our professional learning say it helped them gain important knowledge.

We are the sole source publishers and providers of:

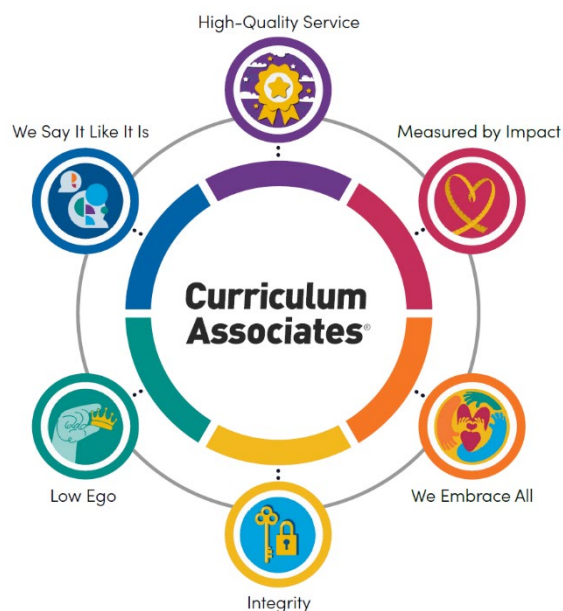
- **Assessments:** *i-Ready Assessment* for reading and mathematics (K–12), and BRIGANCE for early childhood and special education (children birth through high school)
- **Core Curriculum:** *i-Ready Classroom Mathematics* (K–8)
- **Supplemental Instruction and Intervention:** *i-Ready Personalized Instruction* for reading and mathematics (K–8), *Ready Reading* (K–8), *Ready Mathematics* (K–8), *Ready Writing* (2–5), *Magnetic Foundations* (K–2), *Magnetic Comprehension* (3–5), *Phonics for Reading* (3–12), *i-Ready Learning Teacher Toolbox* (K–8), and *Ellevation* (K–12) for English language learners.

For a full product listing, please refer to our website: www.curriculumassociates.com.

Service That Inspires

Our people-first commitment to service extends to our stakeholders at every level, from the passionate, talented employees within our organization to the communities in which we operate. We hold ourselves to high standards, with six simple yet powerful values guiding our teams' decisions and interactions:

- **High-Quality Service:** The quality of our service is as important as the quality of our products. We define our success through our customers' success and satisfaction.
- **Measured by Impact:** We measure ourselves by the impact we have on teachers and students, not by the size of our pocketbooks.
- **We Embrace All:** Our commitment is to build an inclusive and diverse workplace where we all benefit from each other's differences in thought, experience, and contributions.
- **Integrity:** We lead with integrity, ensuring every action by every employee could appear on a newspaper cover.
- **High Confidence, Low Ego:** We are high in confidence, but keep our egos low. Humility makes us more curious to better listen and learn.
- **We Say it Like it Is, with Grace:** We listen first, and communicate respectfully with empathy.



While we remain committed to developing high-quality assessment and instructional programs that drive measurable student achievement, what truly differentiates us is our **commitment to be the best service provider in the publishing industry.**

By choosing Curriculum Associates, LSD will be served by a connected team that we call *i-Ready Partners* who are focused on meeting the needs of your educators, students, and communities, while fully supporting a successful implementation.

Our dedication to world-class service is evident in our team composition. We employ nearly four times as many service staff as sales representatives, and **close to 40 percent of our employees are involved in service roles**. Based on available data, this percentage is **double the industry average**—underscoring the importance we place on superior service and support.

Through ongoing, personalized support, our award-winning service team ensures successful program implementation tailored to each school’s specific needs, giving all students the potential for maximum growth.

Partnerships with Mississippi School Districts

We are proud to partner with many Mississippi school districts to make classrooms better places for students and educators (Figure 52). The following are the number of students and educators using Curriculum Associates products across the state as of December 2024 (SY 2024-2025).

Students Served in Mississippi

- *i-Ready Diagnostic*: Over 200,300 for reading and 197,000 for mathematics
- *i-Ready Personalized Instruction*: Over 182,800 for reading and 178,800 for mathematics
- *i-Ready Classroom Mathematics*: Over 63,900

Districts/Schools Served in Mississippi

- *i-Ready*: 125 districts (over 690 schools)
- *i-Ready Classroom Mathematics*: Over 35 districts (over 190 schools)
- *Magnetic Comprehension*: 13 districts (over 60 schools)
- *Magnetic Foundations*: Over 35 districts (over 100 schools)
- *Ready Reading*: Over 75 districts (over 320 schools)
- *PHONICS for Reading*: Over 40 districts (over 100 schools)
- *Teacher Toolbox*: Over 115 districts (555 schools; 16,795 teachers)

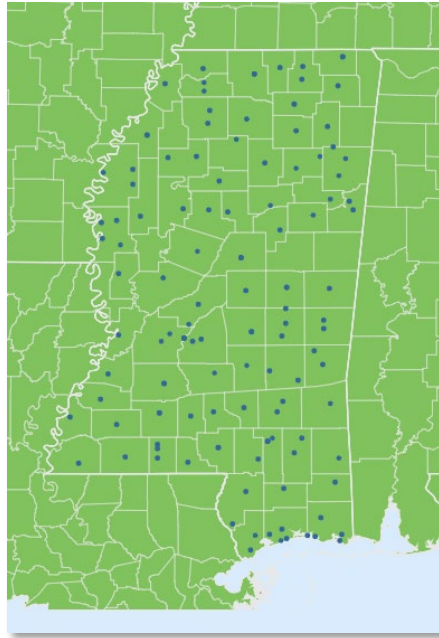


Figure 48. This map of Mississippi highlights the districts that used Curriculum Associates products as of December 2024 (SY 2024-2025).

Product Overview

Provide a brief overview of your product solution addressed in this bid that outlines how the product meets the specifications.

i-Ready Assessment and Personalized Instruction

Designed and developed to meet the rigor of today's college- and career-ready standards, Curriculum Associates' award-winning ***i-Ready® Assessment and Personalized Instruction*** (*i-Ready*) for reading and mathematics combines a valid and reliable assessment suite with instructional resources targeted to each student's specific academic needs. Decision-making at the student, group, class, school, and district levels is explicitly driven by comprehensive, actionable reports—helping educators *assess less and know more*.

We designed *i-Ready* to meet not only the *skills* outlined in the standards but also their *intent*. *i-Ready* mitigates the challenges of what's next (and how much of it is required) to meet each student's unique needs—whether their performance is below-grade, on-grade, or above-grade. The program helps teachers efficiently and effectively provide targeted, differentiated instruction to help each student reach their academic potential and monitors their progress in reading and mathematics over time.

Our research-based, classroom-proven program was designed to get students excited about learning, and to support teachers in the challenge of meeting the needs of all learners. Through the power of one intuitive system with pieces built from the ground up to work together, teachers have the tools they need to ensure students are on the road to proficiency.

Magnetic Foundations

Magnetic Foundations is a Science of Reading- and standards-aligned foundational skills program that includes everything educators need to deliver explicit, systematic foundational skills instruction to K–2 students. *Magnetic Foundations* is considered a foundational skills program and a supplemental resource. It is a foundational skills program because it covers all the foundational skills domains within a research-based scope and sequence, including phonological awareness, concepts of print, letter formation, phonics, high-frequency words, word analysis, and fluency. The program’s routines at point of use support easy implementation with fidelity, and assessments ensure teachers know what to do next. Students read about real topics, and decodable texts are 100 percent readable. Students build background on the unit topic through activities in the unit opener and topically connected texts.

Magnetic Foundations provides research-based instruction informed by practical classroom experience. Guidance from our program authors and advisors ensures that the program is rigorous for children and manageable for teachers to implement.

Digital Access for *Magnetic Foundations* (through *Magnetic Foundations Teacher Toolbox*) provides educators with digital access to session materials and assessments to differentiate instruction for individuals and small-groups, plus interactive tutorials and supplemental resources (e.g., slides for every session, articulation videos, Fluency Practice & Assessment) to support student achievement.

Magnetic Foundations has earned perfect scores and an exemplary “all-green” rating from EdReports, receiving all possible points across all indicators in both Foundational Skills Gateways.



Magnetic Comprehension

Curriculum Associates’ *Magnetic Comprehension* for grades 3–5 is designed to be used either as a core component for reading comprehension in the ELA block or as a supplemental program, in tandem with other programs used by the district. We developed the program to meet the rigor of today’s reading standards.

Magnetic Comprehension is a print-based comprehension series, composed entirely of texts at grade level. Scaffolds built in at recurring intervals for students and teachers across every lesson support students at different levels in reading the texts. The *Teacher’s Guide* provides in-depth implementation support alongside images of lesson pages in the *Student Worktext*.

On the path to skilled, confident reading, *Magnetic Comprehension* also plays a critical role in your work to ensure every student feels validated—as a learner and a member of your school community. *Magnetic Comprehension* engages every student with grade-level content and provides rich, culturally relevant texts that honor the experiences of diverse learners

Ready Mississippi Reading

Ready Mississippi Reading, available for grades K–8, is a print-based comprehension program that can be used for intervention. It is composed of texts at grade level with scaffolds built in at recurring intervals for students and teachers across every lesson to support students in reading the texts. The *Teacher Resource Book* provides in-depth implementation support alongside images of the *Student Instruction Book* lesson pages. The *Teacher Resource Book* offers explicit guidance on diagnosing student needs and differentiating instruction for a diverse range of learners, including English learners (ELs), as well as for a range of learning styles.

Ready Reading's rigorous yet supportive content is proven to make today's demanding college- and career-ready standards reachable for all students. Its complex, authentic texts engage students in opportunities to practice effective reading strategies across a variety of genres and formats.

Phonics for Reading

Authored by Dr. Anita Archer, *Phonics for Reading* is an intensive phonics intervention program designed for students in grades 3–12. The program provides systematic, explicit instruction to accelerate student acquisition of foundational skills—phonemic awareness, phonics, high-frequency words, and spelling—in service of decoding, word recognition, and fluency. *Phonics for Reading* also provides instructional support for vocabulary, background knowledge, and comprehension.

A Digital Resource Site accompanies the program and includes resources for educators to enhance and deepen instruction, such as articulation videos and practice, multimodal learning enhancements, and various instructional supports. *Teacher Toolbox* for *Phonics for Reading* is available as a site license purchase and provides exclusive *Student Book* and *Teacher's Guide* lesson PDFs, in addition to the online resources available on the Digital Resource Site.

Notable features of *Phonics for Reading* include:

- Instructional design informed by the most recent reading research
- Explicit, systematic instruction with embedded routines that allows for seamless implementation
- Proven scope and sequence that accelerates the acquisition of decoding skills
- Plentiful targeted practice
- Close monitoring of student performance with immediate feedback

- Embedded strategic support for vocabulary and comprehension
- Designed to support older students, students with dyslexia, and English Learners

Material samplers can be accessed at the following:

<https://ebooks.curriculumassociates.com/story/phonics-for-reading-sampler/page/1>

Professional Learning Support Systems

Describe the professional development services provided with the product. Be sure to indicate whether the services are imbedded, onsite, virtual, etc.

Provided on page 93, is an overview of our Professional Learning for NPSD educators and administrators, along with a proposed professional learning plan and a Professional Learning Brochure in Appendix A.

Sustained in-person or virtual courses drive educator engagement with a partner there to work alongside you as you move along the continuum from product to practice. Educators can inform and make adjustments to their instruction and watch their practice improve with real-time feedback from assessment data and instruction that mirrors what is happening in the classroom.

Curriculum Associates' Partner Success Manager is solely focused on making NPSD's implementation successful. As such, they will be the primary point of contact for contract deliverables, including monitoring *i-Ready* usage throughout the school year to ensure established procedures are being followed and conduct regular check-ins. The Partner Success Manager also connects the District in a timely manner to appropriate *i-Ready Partners* team members when needed (e.g. Professional Learning, Educational Consultant, Program Management, Technical Support, Custom Analytics).

In addition to embedded support and professional learning with *i-Ready Partners*, with the purchase of *i-Ready*, users have access to the following resources in every year of the contract.

- **Success Central:** Comprehensive and easy to access, *Success Central* is filled with a wealth of resources for teachers, coaches, and leaders. The platform is carefully curated to help the novice get just what they need in the moment or the expert dive deeply into the many facets of *i-Ready*. Every educator is welcome to stop by and get inspiration or an answer.
- **Collaborative Learning Extensions (CLEs):** Dive deep into the areas of *i-Ready* that are most useful to your implementation. CLEs are designed to help you explore key steps and strategies in professional learning communities (PLCs), grade-level or team meetings, or other collaborative settings. The CLEs include all necessary resources for educators—including leaders, coaches, or teachers— to facilitate collaborative meetings with colleagues.
- **Online Educator Learning (OEL):** Engaging OEL courses complement *i-Ready* professional learning sessions by reinforcing key concepts. Educators learn best practices by completing modular courses at the right time, at their own pace. Detailed course completion reports offer school and district leaders insight into their staff's professional learning.

- The **Educator Prep Series** is a flexible complement to and extension of our live professional learning. Available on demand to help educators extend or refresh their learning, these short modules are interactive vehicles for learning that ask educators to think critically and deeply about how they are using the program in their classroom. Focus areas include setting and measuring growth goals, using data to plan instruction, differentiating instruction, and more.
- **Teacher Toolbox:** With the purchase of *Teacher Toolbox* in addition to *i-Ready*, the Program Implementation tab in *Teacher Toolbox* provides a wide array of resources to support implementation, such as background information on the curriculum and routines, glossaries, rubrics, and more.

Research Foundation

Describe your product's research base to include in-house and third-party studies that outline significant findings. Include recommended usage to obtain desired results.

i-Ready

i-Ready is backed by the most practical and applicable efficacy research in education. *i-Ready Personalized Instruction* has been studied by numerous third-party and independent organizations, as well as Curriculum Associates' own Research team, in partnership with educators throughout the country. An overview of *i-Ready* efficacy research is provided in Table 11.

For more information on these studies, see our web page Evidence for *i-Ready's* Efficacy at <https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact>.

Table 11. Recent Efficacy Research for Curriculum Associates Products										
	Study Population				Description/Methodology					
Study Name Author (Year)	Subject		Grades		Meets ESSA		Large Sample Size (<i>N</i> = 350 or More Students)	Positive, Statistically Significant Results <i>for Some or All Grades</i>	Independent Author	Disaggregated Results*
	Reading	Math	K–5	6–8	Level 2 (Moderate)	Level 3 (Promising)				
<i>i-Ready</i>										
1. Impact of <i>i-Ready Personalized Instruction</i> on MCAS ELA Scores in Grades 4 and 5 Curriculum Associates (2023)	●		●		●		●	●		

Table 11. Recent Efficacy Research for Curriculum Associates Products

Study Name Author (Year)	Study Population				Description/Methodology					
	Subject		Grades		Meets ESSA		Large Sample Size (N = 350 or More Students)	Positive, Statistically Significant Results for Some or All Grades	Independent Author	Disaggregated Results*
	Reading	Math	K–5	6–8	Level 2 (Moderate)	Level 3 (Promising)				
2. Impact of <i>i-Ready Personalized Instruction</i> on the MCAS for Grade 5 in ELA and Mathematics Curriculum Associates (2022)	●	●	●		●		●	●		
3. The Impact of <i>i-Ready Personalized Instruction</i> with Fidelity on 2021 MCAS ELA Achievement Cook & Ross (2022)	●		●	●	●		●	●	●	
4. The Impact of <i>i-Ready Personalized Instruction</i> with Fidelity on 2021 MCAS Mathematics Achievement Cook & Ross (2022)		●	●	●	●		●	●	●	
5. The Impact of <i>i-Ready Personalized Instruction</i> during the 2020–2021 School Year: Evidence to Support Historically Marginalized Student Groups Curriculum Associates (2022)	●	●	●			●	●	●		●
6. The Impact of <i>i-Ready Personalized Instruction</i> on Student’s Reading and Mathematics Achievement Curriculum Associates (2020)	●	●	●	●		●	●	●		●
7. Impact of <i>i-Ready Personalized Instruction</i> Time and Lesson Pass Rates on Student Learning Gains Curriculum Associates (2021)	●	●	●	●			●	●		

Table 11. Recent Efficacy Research for Curriculum Associates Products

Study Name Author (Year)	Study Population				Description/Methodology					
	Subject		Grades		Meets ESSA		Large Sample Size (N = 350 or More Students)	Positive, Statistically Significant Results for Some or All Grades	Independent Author	Disaggregated Results*
	Reading	Math	K–5	6–8	Level 2 (Moderate)	Level 3 (Promising)				
8. Using <i>i-Ready Personalized Instruction</i> with Fidelity: Results from the 2018–2019 School Year Curriculum Associates (2022)	●	●	●	●			●	●		
9. An Impact Evaluation of <i>i-Ready Instruction</i> Using 2018–2019 Data Swain et al. (2020a–h)	●	●	●	●	●			●	●++	●
10. An Impact Evaluation of <i>i-Ready Instruction</i> for Striving Learners Using 2018–2019 Data Randal et al. (2020a–b)	●	●	●		●		●	●	●++	●
11. An Impact Evaluation of <i>i-Ready Diagnostic and Instruction</i> Implementation for ELA at Grades K–2 Dvorak et al. (2019a)	●		●		●		●	●	●++	
12. <i>i-Ready</i> in 7th Grade Math Classes: A Mixed Methods Case Study Marple et al. (2019)		●		●	●+		●	●	●	
Ready Blended Supplemental										
14. An Impact Evaluation of Supplemental Blended Implementation for Reading at Grades K–2 Dvorak et al. (2019e)	●		●		●		●	●	●++	

*Specific student groups include students with disabilities, students who were ELs, and students who were economically disadvantaged.

**Reported for students with disabilities only.

†Study includes characteristics for meeting ESSA Level 2 (Moderate) evidence. However, because the authors did not specify which ESSA evidence level the study meets in the report, nor has it been reviewed by an independent clearinghouse such as the What Works Clearinghouse, educators should review the full research report in order to determine if it meets their own interpretations for ESSA evidence.

††Third-party studies are defined as those that were conducted by external research organizations that were contracted by Curriculum Associates to independently perform the research to industry-recognized standards. Studies by independent authors (without ††) were conducted and funded entirely independently of Curriculum Associates.

Additional Third-Party Reviews

We present summaries of national, third-party reviews of *i-Ready* in the following.

National Center on Intensive Intervention

i-Ready was reviewed under three of the National Center on Intensive Intervention (NCII) Tools Charts: Academic Screening, Academic Progress Monitoring, and Academic Intervention. The high ratings in **Academic Screening** signify that *i-Ready Diagnostic* meets NCII's rigorous technical standards and can be used to identify students at risk of poor academic outcomes, including those who may need intensive instruction. These ratings (Figure 53) provide external evidence of *i-Ready Diagnostic*'s rigorous design. The full results are posted on the NCII website at: <https://charts.intensiveintervention.org/ascreening>.

Legend								
	<div></div>	Convincing evidence	<div></div>	Partially convincing evidence	<div></div>	Unconvincing evidence	<div></div>	Data unavailable

Academic Screening Tools Chart

An Overview of *i-Ready Diagnostic*'s Results

Grade	Classification Accuracy			Reliability	Validity	Sample Representativeness	Bias Analysis Conducted
	Fall	Winter	Spring				
<i>i-Ready Diagnostic for Reading</i>							
K	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	National with Cross-Validation	Yes
1	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>		
2	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>		
3	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>		
4	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>		
5	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>		
6	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>		
7	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>		
8	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>		
<i>i-Ready Diagnostic for Mathematics</i>							
K	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	National with Cross-Validation	Yes
1	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>		
2	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>		
3	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>		
4	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>		
5	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>		
6	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>		
7	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>		
8	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>		

Figure 49. *i-Ready Diagnostic* received high ratings for classification accuracy, reliability, and validity.

Additionally, NCII conducted a Bias Analysis of *i-Ready Diagnostic* to ensure the assessment tool is free from bias and rated it “yes” in every grade for both subjects. Read the full analysis on NCII’s website:

- Reading: <https://charts.intensiveintervention.org/screening/tool/?id=4c5fbfb725845db3>
- Mathematics: <https://charts.intensiveintervention.org/screening/tool/?id=dbb425fc248db8fd>

The high ratings in **Academic Progress Monitoring** signify that *i-Ready Diagnostic* and *Growth Monitoring*, when used together, (Figure 54), as well as *i-Ready Literacy Tasks* (Figure 55), satisfied NCII's standards for technical rigor and can be used to monitor the academic progress of students. These ratings should give educators confidence that it is appropriate to use these *i-Ready* assessments to monitor students' academic progress. The full results are posted on the NCII website at: <https://charts.intensiveintervention.org/aprogressmonitoring>.

Academic Progress Monitoring Tools Chart								
An Overview of <i>i-Ready Diagnostic</i> and Growth Monitoring's Results								
Grade	Reliability	Validity	Bias Analysis Conducted	Sensitivity		Alternate Forms	Decision Rules	
				Reliability of the Slope	Validity of the Slope		Setting and Revising Goals	Changing Instruction
<i>i-Ready Diagnostic</i> and Growth Monitoring for Reading								
K	●	●	Yes	—	—	●	—	—
1	●	●		—	—	●	—	—
2	●	●		—	—	●	—	—
3	●	●		—	—	●	—	—
4	●	●		—	—	●	—	—
5	●	●		—	—	●	—	—
6	●	●		—	—	●	—	—
7	●	●		—	—	●	—	—
8	●	●		—	—	●	—	—
<i>i-Ready Diagnostic</i> and Growth Monitoring for Mathematics								
3	●	●	Yes	—	—	●	—	—
4	●	●		—	—	●	—	—
5	●	●		—	—	●	—	—
6	●	●		—	—	●	—	—
7	●	●		—	—	●	—	—
8	●	●		—	—	●	—	—

Figure 50. NCII gave *i-Ready Diagnostic* and Growth Monitoring the highest ratings in reliability and validity.

Academic Progress Monitoring Tools Chart								
An Overview of <i>i-Ready Literacy Tasks</i> Results								
Grade	Reliability	Validity	Bias Analysis Conducted	Sensitivity		Alternate Forms	Decision Rules	
				Reliability of the Slope	Validity of the Slope		Setting and Revising Goals	Changing Instruction
Passage Reading Fluency								
1	●	●	No	—	—	●	—	—
2	●	●		—	—	●	—	—
3	●	●		—	—	●	—	—
4	●	◐		—	—	●	—	—

Figure 51. NCII gave *i-Ready Literacy Tasks* for Passage Reading Fluency high ratings in reliability and validity.

The high ratings in **Academic Intervention** signify that two studies on the impact of *i-Ready Personalized Instruction* on striving students meet NCII’s rigorous study quality standards. These ratings (Figure 56) on study quality, in conjunction with the positive effect sizes, should give educators confidence that *i-Ready Personalized Instruction* is an appropriate intervention for striving students. The full results are posted on the NCII website at: <https://charts.intensiveintervention.org/aintervention>.

Academic Intervention Tools Chart
An Overview of *i-Ready Personalized Instruction’s* Results

	Participants	Study Design	Fidelity of Intervention	Targeted Measures	Broader Measures
<i>i-Ready Personalized Instruction</i> for Reading	●	●	●	●	—
<i>i-Ready Personalized Instruction</i> for Mathematics	●	●	●	●	—

Figure 52. *i-Ready Personalized Instruction* received high ratings in Academic Intervention.

Together, these NCII ratings support the use of *i-Ready* as a solution for serving all students with high-quality screening, progress monitoring, and instruction, including students who may be at academic risk and in need of intensive intervention.

Buros Center for Testing

i-Ready Diagnostic was reviewed in *The Twentieth Mental Measurements Yearbook* (MMY) published by the Buros Center for Testing (<http://buros.org/>), an independent, nonprofit organization with a mission to improve the science and practice of testing and assessment. According to the MMY review², “The *i-Ready K–12 Diagnostic* and *K–8 [Personalized] Instruction* is well designed and executed. The heart of the program—the pool of test items—is superb.”

² Due to copyright constraints, we are unable to directly link to the Buros review, but please contact an *i-Ready* Educational Consultant or Partner Success Manager for additional information.

Learning List

Learning List™ has independently reviewed *i-Ready* and other Curriculum Associates products. Learn more on their website: <https://www.learninglist.com>.

Digital Promise

i-Ready Personalized Instruction for reading and mathematics has earned the Research-Based Design Product Certification from Digital Promise. This rigorous certification is earned by educational technology products with a demonstrable research base and proven research. Curriculum Associates submitted evidence to confirm a link between research on how students learn and the design of *i-Ready*. Learn more at: <https://productcertifications.digitalpromise.org/research-based-certified-products>.

Magnetic Foundations

EdReports

Magnetic Foundations has earned perfect scores and an exemplary “all-green” rating from EdReports, receiving all possible points across all indicators in both Foundational Skills Gateways. Our complete EdReports review is available online at <https://edreports.org/reports/overview/magnetic-foundations-2022-> (Figure 55).



[2022.](https://edreports.org/reports/overview/magnetic-foundations-2022-)

- Gateway 1—Alignment to Standards and Research-Based Practices for Foundational Skills Instruction
- Gateway 2—Implementation, Support Materials, and Assessment

These perfect scores—the first given by EdReports to a foundational skills program—verify the program’s alignment to standards and research-based practices that help teachers deliver the explicit, systematic foundational skills instruction necessary to build fluent readers and accelerate student achievement.

Official *Magnetic Foundations* review results are posted on the EdReports website and may be viewed via our Landing Page: www.curriculumassociates.com/edreports.

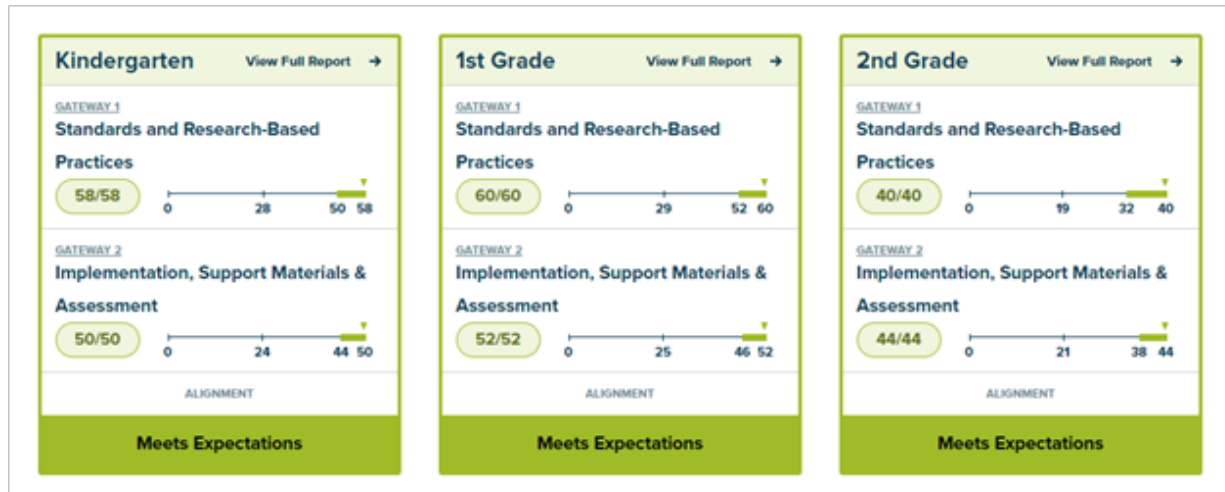


Figure 55. After an extensive review by EdReports, *Magnetic Foundations* was found to meet all their review criteria at grades K–2, with a “green” rating across both Foundational Skills gateways.

ESSA

***Magnetic Reading Foundations* meets the Every Student Succeeds Act (ESSA) Level 4 Evidence—**

Demonstrates a Rationale. *Magnetic Foundations* is a comprehensive foundational skills program that guides students with research-based, explicit, systematic instruction and rich, engaging decodable texts. The following claims serve as the theoretical underpinning for *Magnetic Foundations* and help educators understand the goals of *Magnetic Foundations* and how it might fit within a broader system of instructional practices and strategies.

- Teaching foundational literacy skills through an explicit and systematic approach and within a strategic scope and sequence.
- Providing authentic reading experiences that are supportive and meaningful through decoding isolated words and reading connected text.
- Using ongoing, formative, and responsive assessment to drive instruction.
- Committing to learner variability and equity, including an asset-based pedagogical approach, incorporating the Universal Design for Learning guidelines, providing opportunities for differentiation and supports for English learners, and ensuring students see themselves represented in the texts.

Included in Appendix B the How *Magnetic Foundations* Meets ESSA Level 4 Evidence research brief describes Curriculum Associates’ evidence base for *Magnetic Foundations* and our commitment to research. The brief is designed to meet the ESSA Level 4 definition of “demonstrates a rationale.”

Magnetic Comprehension

ESSA

As detailed in a report reviewed and accepted by Evidence for ESSA, *Magnetic Comprehension* meets Evidence for ESSA’s principles for “promising” evidence (Level 3) through a study that examined the program’s impact on reading achievement in grades 3–5 students across seven Iowa elementary schools. The study’s design aligns with “moderate” (Level 2) design principles. Findings suggest that *Magnetic Comprehension* usage is associated with an 11-point advantage on the *i-Ready Diagnostic* and supports students’ progress toward meeting their Stretch Growth® targets and grade-level proficiency. Please refer to the Impact of *Magnetic Comprehension* in Iowa Schools: Evidence from the 2021–2022 School Year in Appendix A, for more information.

Magnetic Comprehension also meets the criteria for ESSA Level 4 in that the program has a well-defined logic model that is informed by research and thus demonstrates a rationale for how using *Magnetic Comprehension* is likely to improve students’ reading achievement. Please refer to the Research Brief, How *Magnetic Comprehension* Meets ESSA Level 4 Evidence in Appendix B for details, as well as the Research Base document that provides a comprehensive description of the evidence base on which *Magnetic Comprehension* was built.

Ready Mississippi Reading

ESSA

Curriculum Associates has conducted several research studies examining the effectiveness of *Ready Reading*:

- In one study, the Human Resources Research Organization (HumRRO), a third-party research firm, conducted a quasi-experimental study designed to meet ESSA Level 2 criteria to examine the Supplemental Blended Program in Reading. The Supplemental Blended Program in Reading includes the *i-Ready Diagnostic*, *i-Ready Personalized Instruction*, and *Ready Reading* used as a supplement to the core instruction. The study examined the effectiveness of the Supplemental Blended Program for early elementary students in grades K–2 during the 2016–2017 school year. Analyses using propensity score matching and hierarchical linear modeling found that school-level implementation of the Supplemental Blended Program in Reading for grades K–2 resulted in increased student achievement compared with schools using only the *i-Ready Diagnostic*. The report is available here: <https://www.curriculumassociates.com/research-and-efficacy/i-Ready-evidence-impact>.

- In a second study, *Ready Reading* was implemented at Joseph W. Grier Academy elementary school in North Carolina with students in grades K–5 during the 2012–2013 school year. Results showed that students in grades 3–5 experienced a statistically significant higher percentile ranking on the North Carolina End-of-Grade assessment. Findings were reported for grades 3–5 (and not K–2) because these are the elementary school grades for which ESSA requires summative state assessments.
- In a third study, schools using *Ready Reading* (and *Ready Mathematics*) during the 2016–2017 school year achieved greater New York State Test scores in grades 3–8 compared to schools without *Ready*. In ELA (as well as mathematics), schools using *Ready* programs outperformed comparable schools not using these programs by roughly one decile. Because the study controlled for selection bias and key demographic characteristics, it serves as evidence for *Ready* program research that meets ESSA Level 3 evidence standards. The study was conducted in grades 3–8 (and not K–2) because these are the elementary and middle school grades for which ESSA requires summative state assessments. This study is summarized in the Impact of *Ready Reading* and *Ready Mathematics* on Student Learning Research Brief at <https://www.curriculumassociates.com/-/media/mainsite/files/ready/ready-essa-brochure-2018.pdf>.

Commitment to Future Research

Curriculum Associates is committed to supporting districts in the development of research evaluating the effectiveness of *Ready Reading*. Districts can evaluate the effectiveness of *Ready Reading* using their own data. Although research that meets the requirements of ESSA Level 2 can be challenging for most districts, there are many possible study designs that could meet ESSA Level 3. ESSA Level 3 requires promising evidence of a products' effectiveness when controlling for selection bias.

One possible study design that is feasible for a district to conduct examines the question of whether students in classrooms where the teacher has access to *Ready Reading* in addition to *i-Ready Assessment and Personalized Instruction* experience greater growth than students in classrooms that only use the *i-Ready Diagnostic*. To answer this question, a district can assign classrooms with *Ready Reading* to a treatment group and classrooms with *i-Ready Diagnostic* only to the comparison group. A district can use their students' *i-Ready Diagnostic* data to conduct the analysis, and decide whether they are interested in student growth scores or achievement scores. It is important to note that if a district is interested in measuring student growth, they must have *i-Ready Diagnostic* data from at least two years to be able to control for prior achievement.

Using an analysis of covariance (ANCOVA), the district can examine whether students in classrooms with access to the *Ready Reading* are associated with greater growth or achievement compared to students in classrooms without *Ready Reading*, when controlling for prior achievement. One of these options may yield promising evidence for the claim that students in classrooms with teachers using *Ready Reading* experience greater growth than students in classrooms without *Ready Reading*. Correlational studies in accordance with ESSA Level 3 requirements are viable options to generate evidence of effectiveness.

Quality Control

Describe your ability to provide consistent support of the program for an extended period.

In conjunction with formal training, we will also work with school and district leaders to develop a detailed adoption plan that will serve as a foundation for kick-off, ongoing implementation, and end-of-year program evaluation for each year of implementation. NPSD will have a dedicated, local *i-Ready Partner*. The *i-Ready Partner* will collaborate with District and school leaders to create a detailed implementation plan that will identify specific goals and outline key responsibilities and specific steps that are critical to the achievement of those goals. These goals and tasks are outlined in the Implementation Planning Guide, a living document that will be used as an ongoing implementation monitoring tool as well as a vehicle for end-of-year program evaluation.

Your Curriculum Associates Partner Success Manager, Angela Chambliss, will use the implementation plan throughout the school year as a guide for check-ins with the NPSD leadership team. Curriculum Associates will provide onsite mid-year and end-of-year data reviews and program evaluation. Over time, your dedicated *i-Ready Partner* will work to develop strong relationships with school leaders, providing assistance as needed. Some of the many useful tools provided to school leaders include observation tools and implementation discussion tools that can be used to support classroom observations and help facilitate discussions with instructional coaches and teachers to determine strengths and opportunities for improvement of the implementation. To help leaders stay focused on implementation best practices, we provide useful checklists that are designed to maintain focus on key tasks involved in a successful implementation throughout each school year.

Describe your policy and/or procedures for addressing the obsolescence of key components when under contract and when no longer under contract.

Since our technical solution is offered as a web-based, vendor-hosted, Software-as-a-Service (SaaS) application, all upgrades are pushed from our centrally hosted, secure servers directly to the application. If any obsolescence occurs during the contract term—for example, upcoming cessation of support for an outdated browser—we will provide advanced notice. Prior to the end of the contract, the District can request a data export in CSV format for future reference or archival. Obsolescence of key components when no longer under contract does not apply as NPSD would no longer have access to the *i-Ready* platform.

Additional information regarding our Data Handling Policy during and post-contract can be found online at <https://www.curriculumassociates.com/support/privacy-and-policies/i-Ready-data-handling-privacy>.

By what means does your company alert customers of impending program feature changes or upgrades? AND How often are components/features upgraded?

We are continually working to develop program features that enhance the overall user experience of students, parents, teachers, and administrators. We roll major updates, upgrades, and enhancements into new releases, which we deploy periodically throughout the year. As *i-Ready* is a web-based solution, no maintenance is required of districts; all upgrades are pushed from our centrally hosted, secure servers directly to the application.

Feature releases occur approximately every eight weeks. On average, we then have four or five software patches/updates between these feature releases. It should be noted that these patches are generally small in scope and usually targeted to a small enhancement versus a major bug fix.

Our goal is to minimize any downtime for users. We conduct releases off-hours to minimize the impact, and there are no periodic changes for districts that will impact system availability.

We alert customers of upcoming upgrades on the *i-Ready* site banner 1–2 weeks prior to a release. Unplanned events are also communicated on the banner, as well as on our system check page at <https://cdn.i-Ready.com/systemcheck>.

Educators can visit the *i-Ready* Always Improving webpage for featured improvements (<https://www.curriculumassociates.com/programs/features>). The webpage also includes a link to the Release Roundup page (<https://www.curriculumassociates.com/programs/features/release-roundup>) that captures updates from the most recent release. Customers can subscribe to this page (Figure 57). Users are also notified in *i-Ready Connect* via the Announcement Center. Additionally, your Partner Success Manager, Andrea Shane, will answer any questions users may have.

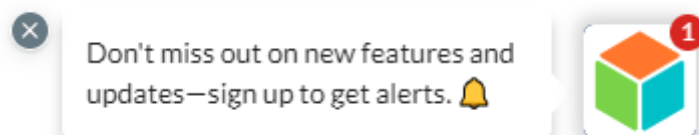


Figure 53. Customers will see this option at the bottom right corner of the Always Improving and Release Roundup pages. Once signed up to get alerts, customers will receive an email when the webpage is updated.

Customer Support

Describe your company's support capabilities as it relates to the product and performance including the hours of availability. AND Describe in detail your customer support.

To ensure a high level of service for our clients, Curriculum Associates offers full-time, U.S.-based, non-outsourced Technical Support and Customer Service teams. The cost of support is included in the licensing fee, and unlimited access is provided throughout the life of a contract. Both teams have Spanish-speaking specialists.

- **Technical Support:** Our Technical Support team provides support specific to technical issues. Via phone and email, this one-on-one support is available Monday through Friday, 7:00 a.m.–9:00 p.m. Eastern Time (excluding holidays). Inquiries received outside business hours receive priority attention the next business day.
- **Customer Service:** Our Customer Service team provides a range of direct support to users. Customer Service is available Monday through Thursday, 8:30 a.m.–6:00 p.m. Eastern Time, and Friday, 8:30 a.m.–5:00 p.m. Eastern Time (excluding holidays). Calls to Customer Service are answered immediately during business hours—directly by a person, not an automated system.

We track all customer inquiries using our Customer Relationship Management (CRM) system and employ a tiered escalation process to ensure any client challenges are resolved as quickly as possible.

Our Support page at <https://www.curriculumassociates.com/support> provides contact information for the Technical Support and Customer Service teams, along with a range of self-support resources: FAQs, videos, printable resources, planning tools, and more.

Is it located within the boundaries of the United States? Is it staffed with employees or third-party contractors?

As mentioned above, Curriculum Associates offers full-time, U.S.-based, non-outsourced Technical Support and Customer Service teams. The cost of support is included in the licensing fee, and unlimited access is provided throughout the life of a contract. Both teams have Spanish-speaking specialists.

Professional Learning Support Systems

Describe the professional development services provided with the product. Be sure to indicate whether the services are imbedded, onsite, virtual, etc.

Research Foundation

Describe your product's research base to include in-house and third-party studies that outline significant findings. Include recommended usage to obtain desired results.

Quality Control

Describe your ability to provide consistent support of the program for an extended period. Describe your policy and/or procedures for addressing the obsolescence of key components when under contract and when no longer under contract.

By what means does your company alert customers of impending program feature changes or upgrades?

How often are components/features upgraded?

Customer Support


Describe your company's support capabilities as it relates to the product and performance including the hours of availability.

Describe in detail your customer support. Is it located within the boundaries of the United States? Is it staffed with employees or third-party contractors?

Proposal Assurances

We do furnish and deliver the services and products as listed in the proposal according to your specifications and quantities at the unit prices listed. These prices will be guaranteed until 12/31/2025
(please enter date).

Both unit prices and total prices have been submitted with the understanding that we will be responsible for making complete deliveries accordingly. We also agree not to request permission to withdraw our bid after bids have been publicly opened.

Company/Vendor	
Company Name Curriculum Associates, LLC	Company Address 153 Rangeway Road, North Billerica, Massachusetts, 01862
Contact Name and Title (Print or Type) Erin Rush, VP, Adoptions and Proposals	Phone Number 800-225-0248
Signature 	Date 04//23/2025
Name Erin Rush	Title VP, Adoptions and Proposals

References

Please see the following references from partner districts whose administrators, teachers, and students have benefited from our products and services. These educators can speak to our quality programs, comprehensive professional learning, and responsive customer support.

Ocean Springs School District	
Contact Person	Dr. Christopher J. Williams, Sr., Assistant Superintendent
Address	2300 Government St., PO Box 7002, Ocean Springs, MS 39566
Phone / Email	228-875-7706 / cjwilliams@ossdms.org
Scope of Services	<i>i-Ready Assessment and Personalized Instruction</i> for Reading and Mathematics for all students K–6 and special education student use in grades 7–12, <i>i-Ready Classroom Mathematics</i> , the <i>Teacher Toolbox</i> for Mathematics and ELA, and <i>Ready Mississippi Reading</i>
Implementation Date	Fall 2014

Nettleton School District	
Contact Person	Kristy Keeton, Asst Superintendent
Address	179 Mullen Ave, Nettleton, MS 38858
Phone / Email	662-963-2151 / kkeeton@nettleton.k12.ms.us
Scope of Services	<i>i-Ready Assessment and Personalized Instruction</i> and <i>Teacher Toolbox</i> for Reading and Mathematics for grades K–8, and associated professional development
Implementation Date	2023

Leake County Schools	
Contact Person	Dr Kristina Pollard, Assistant Superintendent
Address	109 West Main Street, Carthage, MS 39051
Phone / Email	601-267-4579 / kpollard@leakesd.org
Scope of Services	<i>i-Ready Assessment and Personalized Instruction</i> for Reading and Mathematics for grades K–8, <i>Ready Mississippi Reading</i> , <i>i-Ready Classroom Mathematics</i> for grades K–8
Implementation Date	2014

Proposal Exception Summary Form

List and clearly explain any exceptions for all specifications and sections in the table below.

Curriculum Associates, LLC does not take any exceptions.

<input checked="" type="checkbox"/>	Bid Advertisement Reference (Reference the specification number and/or section number)	Vendor Proposal Reference (Reference the specification number and/or section number)	Brief Explanation of Exception	LBSD Acceptance (LBSD Signature if Accepted)

**North Pike School District
Central Office
Attn: Asst. Superintendent's Office
1036 Jaguar Trail
Summit, MS 39666**

**Request for Taxpayer
Identification Number and Certification**

Go to www.irs.gov/FormW9 for instructions and the latest information.

**Give form to the
requester. Do not
send to the IRS.**

Before you begin. For guidance related to the purpose of Form W-9, see *Purpose of Form*, below.

Print or type.
See Specific Instructions on page 3.

1 Name of entity/individual. An entry is required. (For a sole proprietor or disregarded entity, enter the owner's name on line 1, and enter the business/disregarded entity's name on line 2.) Curriculum Associates, LLC	
2 Business name/disregarded entity name, if different from above.	
3a Check the appropriate box for federal tax classification of the entity/individual whose name is entered on line 1. Check only one of the following seven boxes. <input type="checkbox"/> Individual/sole proprietor <input type="checkbox"/> C corporation <input type="checkbox"/> S corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input checked="" type="checkbox"/> LLC. Enter the tax classification (C = C corporation, S = S corporation, P = Partnership) C Note: Check the "LLC" box above and, in the entry space, enter the appropriate code (C, S, or P) for the tax classification of the LLC, unless it is a disregarded entity. A disregarded entity should instead check the appropriate box for the tax classification of its owner. <input type="checkbox"/> Other (see instructions)	4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) _____ Exemption from Foreign Account Tax Compliance Act (FATCA) reporting code (if any) _____ (Applies to accounts maintained outside the United States.)
3b If on line 3a you checked "Partnership" or "Trust/estate," or checked "LLC" and entered "P" as its tax classification, and you are providing this form to a partnership, trust, or estate in which you have an ownership interest, check this box if you have any foreign partners, owners, or beneficiaries. See instructions <input type="checkbox"/>	
5 Address (number, street, and apt. or suite no.). See instructions. 153 Rangeway Road	Requester's name and address (optional)
6 City, state, and ZIP code North Billerica, MA 01862	
7 List account number(s) here (optional)	

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. See also *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number									
			-				-		
OR									
Employer identification number									
2	6	-	3	9	5	4	9	8	8

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and, generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here	Signature of U.S. person 
------------------	--

Date **04/23/2025**

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

What's New

Line 3a has been modified to clarify how a disregarded entity completes this line. An LLC that is a disregarded entity should check the appropriate box for the tax classification of its owner. Otherwise, it should check the "LLC" box and enter its appropriate tax classification.

New line 3b has been added to this form. A flow-through entity is required to complete this line to indicate that it has direct or indirect foreign partners, owners, or beneficiaries when it provides the Form W-9 to another flow-through entity in which it has an ownership interest. This change is intended to provide a flow-through entity with information regarding the status of its indirect foreign partners, owners, or beneficiaries, so that it can satisfy any applicable reporting requirements. For example, a partnership that has any indirect foreign partners may be required to complete Schedules K-2 and K-3. See the Partnership Instructions for Schedules K-2 and K-3 (Form 1065).

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS is giving you this form because they

Pricing

The price quoted in the proposal should be inclusive. Quoted prices should include applicable fees, and maintenance costs, as well as a detailed list of excluded fees with a complete explanation of the nature of the fees. (North Pike School District will provide tax exemption certificates for state and federal taxes when applicable.)

All bids should include item unit prices and total prices. Discrepancies between the unit price included in the bid proposal and the total price extension will be resolved by considering the unit price as binding and will adjust the total price accordingly. North Pike School District reserves the right to accept bid proposals based on an individual line item or total bid price, whichever will provide the maximum benefit to the school district.

Attached to this cost narrative are price quotes with detailed line items and total pricing for our proposed solutions.

- **North Pike ES – Price Quote ID #394344.9:** *i-Ready Assessment* for reading and math; *i-Ready Personalized Instruction* for reading; *Teacher Toolbox* for reading; *Magnetic Foundations*; *Magnetic Comprehension*; *Ready Mississippi Reading*; and *Phonics for Reading*
- **North Pike Upper ES – Price Quote ID #395240.8:** *i-Ready Assessment and Personalized Instruction* and *Teacher Toolbox* for reading; two professional learning sessions
- **North Pike ES – Price Quote ID #409993.4:** *Ready Mississippi Reading* student books for grades 7 and 8

i-Ready Assessment and Personalized Instruction

i-Ready Assessment and Personalized Instruction for reading and math is available to NPSD in a subscription-based, software-as-a-service (SaaS) pricing model. Our proposal includes:

- *i-Ready Partners Services*—provided at **no cost** to NPSD during the contract term, a savings of \$2,000/school/year
 - Initial Implementation Services: Provisioning, initial rostering, hosting, technology assessment
 - Partner Success Management: A Partner Success Manager you know on a first name basis, implementation guidance, real-time achievement data after every assessment, ongoing data management
 - Professional Learning Consultation and Resources: Consultative professional learning program planning, access to Online Educator Learning digital courses and *Success Central* self-service resources. Our fees for professional learning implementation are explained in the following section and detailed further in the attached quotes.

- Technical Support: Proactive network monitoring and issue notification, annual health check, technical support
- Unlimited access to *i-Ready Assessment* for authorized NPSD users to:
 - *i-Ready Diagnostic* assessments (available for grades K–12)
 - *i-Ready Growth Monitoring* assessments (available for grades K–8)
 - *i-Ready Standards Mastery* assessments (available for grades 2–8)
 - *i-Ready Literacy Tasks* offline assessments (available for grades K–6). Please note that *Literacy Tasks* are available for the initial contract term at no cost but are subject to change with renewal contract pricing.
 - Tools for Instruction downloadable PDF teaching strategies (available for grades K–8)
 - Robust online management and reporting system
- *i-Ready Literacy Tasks* Digital Task Administration (new for school year 2024–2025) are designed to help educators assess students more efficiently, with optional real-time digital scoring, rather than manually inputting data post-administration. This scoring enhancement is currently included in the *i-Ready Assessment* pricing at no additional charge.
- *i-Ready Personalized Instruction* online, interactive lessons (available for grades K–8)
- All program maintenance during the active license term.

There is no cost for shipping as delivery is entirely web-based. Volume and multi-year discounts are available. The only additional fee is for live professional learning, which is required to support implementation with fidelity.

Ready Mississippi Reading and Teacher Toolbox

Student editions are provided as write-in consumable books, along with the print-based teacher editions and online teacher-facing *i-Ready Learning Teacher Toolbox*. Applicable shipping fees for print materials are included in the attached price quote(s).

Teacher Toolbox is delivered as a subscription-based, vendor-hosted, SaaS application and includes access to our Technical Support team during business hours as well as all applicable program maintenance and updates during the active license term.

Teacher Toolbox for reading and math may be purchased as a site license. When purchased with *Ready* or *i-Ready*, we will apply a 15 percent *i-Ready* partnership discount to the *Teacher Toolbox* site license.

Magnetic Foundations (K–2) & Magnetic Comprehension (3–5)

Student editions are provided as write-in consumable books, along with the print-based teacher editions. Applicable shipping fees for print materials are included in the attached price quotes.

Magnetic Foundations for grade K–2 includes the *Teacher’s Guide* and *Student Worktext* sets, as well as the Classroom Decodable Library Set. The 2023 Classroom Decodable Library Set includes Alphabet Books, Alphabet Tales (Big Book), Magnetic Readers, Super Word Cards, Sound Spelling Cards, Articulation Cards, Word Building Cards, and Library Box. Teachers will also have access to the digital *Teacher Toolbox*.

Magnetic Comprehension for grades 3–5 includes the *Teacher’s Guides*, *Student Worktexts*, and teacher digital access to *Teacher Toolbox*. NPSD can purchase books and digital access for teachers and books for students grades 3–5 at either the district or school level.

When NPSD purchases *Magnetic* products with *i-Ready*, we will apply a 15 percent *i-Ready* partnership discount to those product components.

Phonics for Reading

Phonics for Reading is available in three levels, each covering different skills, for both Student Books and Teacher Guides. Phonics for Reading is taught using both the Student Book and Teacher Guide. The Teacher Guide includes a specific teacher script, and the Student Books are provided as write-in consumable books.

Professional Learning

For North Pike Upper Elementary School, we propose two professional learning sessions as educators continue to learn ways to use *i-Ready* and *Teacher Toolbox* with fidelity. We also provide a professional learning plan in **Appendix A** that shows two sessions per site, should the district opt for that.

The recommended time for each course is three hours, but we are flexible and can adjust session duration as needed to meet the District’s needs. There is a maximum of 30 participants at any one time during each session. With this flexible model, during one session our trainers can divide teachers into groups (e.g., two three-hour courses during one “session” depending on the implementation scope), cycle through planning periods, and adapt the session to meet participants’ specific needs—maximizing available resources.

Additional à la carte onsite or virtually delivered sessions may be purchased at the rate of \$2,300/each, if NPSD purchases our recommended package (Table 11). Please note that virtual sessions must be delivered within two weeks if opting for a two-day model.

Table 12. Delivery Options for Live Professional Learning		
Features	On-Site	Virtual
Price	\$2,300	\$2,300
Participant Max	30	30
Session Length	Up to 6 hours	Up to 6 hours
Scheduling	One Day	One/Two Days
Content	Any Session	Any Session
Products Discussed	Up to 2	Up to 2
Participant Q&A	✓	✓
Interactive Session	✓	✓
Content Customization	✓	✓
Flex to Virtual	✓	
Flex to On Site		✓

Our fee for professional learning includes our staff's time and travel, plus session development and any handouts. NPSD will host the sessions, coordinate participants' attendance, and provide any A/V needs (e.g., a compatible, Internet-enabled device for each participant).

If the District implements the minimum Professional Learning requirement for three (3) or more school sites, we will deliver a free centralized leadership session of up to three hours. Once the minimum threshold has been met, we will provide one free session for every ten (10) sites implementing. Leadership sessions may also be purchased à la carte for \$2,300 each.

We also offer a standard curriculum for Practicing Users and Advanced Users and will collaborate with NPSD to determine the best approach and delivery schedule in Year 2 and beyond.

Pricing Notes

- This pricing is valid through 12/31/25.
- If awarded, we will hold this proposal pricing for the initial contract term of one year [2025–2026]. Thereafter, pricing will be at then-current list price, less any applicable discounts.
- Curriculum Associates would like to clarify that it offers volume-based pricing and any change in quantity purchased may result in a change in the price per unit. Any included discounts are based on the purchase quantities and components specified in the attached price quote(s). If these quantities change, we will adjust the pricing and discounts as needed.
- Professional learning is required for all implementation years. Our pricing proposal includes the cost for Year 1 only; we will work with NPSD to craft the professional learning plan for Year 2 and beyond.
- Payment terms are net 30, with credit approval.

- Multi-year subscriptions are available upon request and are offered only when the full subscription term is purchased and paid upfront in Year 1.
- Site-license pricing is based on total student enrollment at a single school site, and all students and staff at that site will have access to the purchased program.
- Curriculum Associates would like to clarify that it offers volume-based pricing and any change in quantity purchased may result in a change in the price per unit.
- For any non-print products, subscription may be terminated for convenience, and District may request a pro-rata refund for unused services within 90 days of license start date. For Professional Learning services, District may request a refund for unused services within 90 days of purchase date. After 90 days, District's non-print products and Professional Learning purchase shall be final and no refunds are available."

Please see the attached price quote(s) for additional important notes.

Curriculum Associates®

Prepared For:

Michelle Smith
North Pike ES
1052 Jaguar Trl,
Summit, MS 39666

4/10/2025

Dear Michelle Smith,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and i-Ready Partner Services included. If you have any questions or would like any changes, please contact us.

Implementation Starting: 2025-2026 Quote ID: 394344.9 Quote Valid through: 12/31/2025

Product	List Price	Net Price
i-Ready	\$18,490.00	\$17,565.50
Magnetic Reading	\$18,795.00	\$15,975.75
Ready	\$5,175.00	\$4,398.75
Toolbox	\$4,080.00	\$3,468.00
Professional Learning	\$500.00	\$0.00
Phonics for Reading	\$1,350.00	\$1,147.50
i-Ready Partners Services	\$0.00	\$0.00
List Total:		\$48,390.00
Savings:		\$5,834.50
Shipping/Tax/Other:		\$1,747.68
Total:		\$44,303.18

Thank you again for your interest in Curriculum Associates.

Sincerely

Andrea Shane
(251) 455-7695
ashane@cainc.com

i-Ready Partners Services Includes:

- Initial Implementation Services: Provisioning, Initial Rostering, Hosting, Technology Assessment
- Implementation Management: Partner Success Manager You Know On A First Name Basis, Implementation Guidance, Realtime Achievement Data After Every Assessment, Ongoing Data Management
- Staff Development Consultation and Resources: Consultative services to help you plan and make the most of Professional Learning sessions; Access to Online Educator Learning (OEL) Digital Courses, and i-Ready Central Self-Service Resources
- Technical Support: Proactive Network Monitoring & Issue Notification, Annual Health Check, Technical Support

Please submit this quote with your purchase order

Curriculum Associates®

Quote ID: 394344.9

Date: 4/10/2025

Quote Valid through: 12/31/2025

Prepared For:

Michelle Smith
North Pike ES
1052 Jaguar Trl,
Summit, MS 39666
msmith@npsd.k12.ms.us
6012762646

Your Representative:

Andrea Shane
(251) 455-7695
ashane@cainc.com

North Pike ES 1052 Jaguar Trl, Summit, MS 39666

Total Building Enrollment: 775, Grade Range: K - 4

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Compliment Professional Learning Sessions	Multiple	40124.0	1	\$500.00	\$0.00	\$0.00
i-Ready Assessment Math and Reading Site License 501-800 Students 1 Year	K-8	28800.0	1	\$8,320.00	\$7,904.00	\$7,904.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	\$0.00	\$0.00	\$0.00
Teacher Toolbox Access Reading + Writing Per Site 501-800 students 1 Year	K-8	28348.0	1	\$4,080.00	\$3,468.00	\$3,468.00
Magnetic Foundations Common Core Teacher Guide Set Grade K 1 Year	K	34037.0	5	\$70.00	\$59.50	\$297.50
Magnetic Foundations Student Workbook Set Grade K 1 Year	K	34031.0	150	\$29.00	\$24.65	\$3,697.50
Magnetic Foundations Teacher Digital Access Set (CC) Grade K-2 1 Year	K-2	34041.0	15	\$75.00	\$63.75	\$956.25
i-Ready Personalized Instruction Reading Site License 501-800 Students 1 Year [Must buy corresponding Assessment Site License]	K-8	28830.0	1	\$10,170.00	\$9,661.50	\$9,661.50
Magnetic Foundations Common Core Teacher Guide Set Grade 1 1 Year	1	34038.0	5	\$70.00	\$59.50	\$297.50
Magnetic Foundations Student Workbook Set Grade 1 1 Year	1	34032.0	155	\$29.00	\$24.65	\$3,820.75
Magnetic Foundations Common Core Teacher Guide Set Grade 2 1 Year	2	34039.0	5	\$70.00	\$59.50	\$297.50
Magnetic Foundations Student Workbook Set Grade 2 1 Year	2	34033.0	175	\$29.00	\$24.65	\$4,313.75
Ready Mississippi Reading Instruction Grade 2 Student Book (2017 Copyright)	2	20107.0	175	\$15.00	\$12.75	\$2,231.25
Magnetic Comprehension Student Book Grade 4 (2022) 1 Year	4	30566.0	170	\$15.00	\$12.75	\$2,167.50
Magnetic Comprehension Teacher Guide Grade 4 (2022 CC) 1 Year	4	30569.9	5	\$30.00	\$25.50	\$127.50
Ready Mississippi Reading Instruction Grade 4 Student Book (2017 Copyright)	4	20109.0	170	\$15.00	\$12.75	\$2,167.50
Phonics for Reading 2025 Middle East EduEnhance Level A Student Book Single 1 Year	Multiple	40998.0	20	\$12.00	\$10.20	\$204.00
Phonics for Reading 2025 Middle East EduEnhance Level A Teacher Guide	Multiple	40998.9	2	\$30.00	\$25.50	\$51.00
Phonics for Reading 2025 Middle East EduEnhance Level B Student Book Single 1 Year	Multiple	40999.0	45	\$12.00	\$10.20	\$459.00
Phonics for Reading 2025 Middle East EduEnhance Level B Teacher Guide	Multiple	40999.9	2	\$30.00	\$25.50	\$51.00
Phonics for Reading 2025 Middle East EduEnhance Level C Student Book Single 1 Year	Multiple	41000.0	30	\$12.00	\$10.20	\$306.00
Phonics for Reading 2025 Middle East EduEnhance Level C Teacher Guide	Multiple	41000.9	3	\$30.00	\$25.50	\$76.50

Total		
	List Total:	\$48,390.00
	Savings:	\$5,834.50
	Merchandise Total:	\$42,555.50
	Voucher/Credit:	\$0.00
	Estimated Tax:	\$0.00
	Estimated Shipping:	\$1,747.68
	Total:	\$44,303.18

Special Notes	
5% discount applied to i-Ready based on scope of quote.	
15% i-Ready Partnership Discount applied to Toolbox, Magnetic Reading Foundations, and Ready products contingent upon purchase of i-Ready.	
All i-Ready purchases require professional learning.	

F.O.B.: N. Billerica, MA 01862
Shipping: Shipping based on MDSE total
Terms: Net 30 days, pending credit approval
Fed. ID: #26-3954988

Please submit this quote with your purchase order

N1

Curriculum Associates®

Notice for Usage of Teacher Toolbox Materials

Thank you for your interest in Teacher Toolbox! Teacher Toolbox is a digital collection of instructional materials, designed to support teachers in delivering research-based instruction, remediation, and enrichment to students in Grades K–8.

Your Teacher Toolbox subscription provides access to Teacher Toolbox content for Grades K–8. During this time, educators may use Teacher Toolbox materials during whole class and small group instruction, for individual assignments, and may post student-facing Teacher Toolbox PDFs on a password-protected learning management system (LMS). Please be aware that files expire on June 30 of each year for purposes of Teacher Toolbox maintenance and updates. If you add files to an LMS, this expiration date may require that you re-load these files after this date.



Unparalleled Service and Educator Support

The *i-Ready Partners* team was born from our core value: the quality of our services is as important as the quality of our products. Know that when you implement our programs, your local *i-Ready Partners* will be there to support your team every step of the way.

Service Components

Our *i-Ready Partners* team is tasked with helping you implement our programs to meet ambitious district goals. *i-Ready Partners* support includes:

- **An Account Manager You Know on a First-Name Basis:** Dedicated account managers are your point of connection to a powerful network of *i-Ready* experts focused on making your implementation successful.
- **Consultative Professional Development Planning:** Tailored professional development plans ensure that PD is tied to your implementation goals and that educators are equipped to optimize the use of our programs from day one.
- **Real-Time Achievement Data after Every Assessment:** Detailed student achievement analytics to empower data-driven practices in classrooms.
- **Educational Consultants to Help You Know What's Coming Next:** Educational consultants to keep you up to speed on our latest research, development, and best practices.
- **Technical Support and Health Checks:** Proactive support that anticipates and heads off issues before they start—and is there for you should they arise.



**Account
Management**



**Professional
Development**



**Educational
Consultants**



**Achievement
Analytics**



**Technical
Support**

Your *i-Ready* *Partners* Team

Dedicated to helping you implement *i-Ready* programs and achieve your district goals



Curriculum Associates®

Placing an Order

Email: Orders@cainc.com

Fax: 1-800-366-1158

Mail:

ATTN: CUSTOMER SERVICE DEPT.

Curriculum Associates LLC

153 Rangeway Rd

North Billerica, MA 01862-2013

Please visit CurriculumAssociates.com for more information about placing orders or contact CA's customer service department (1-800-225-0248) and reference quote number for questions.

Please attach quote to all signed purchase orders.

If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount
\$74.99 or less	Max charge of \$12.75
\$75.00 to \$999.99	12% of order
\$1,000 to \$4,999.99	10% of order

Order Amount	Freight Amount
\$5,000.00 to \$99,999.99	9% of order
\$100,000 and more	7% of order

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is 500lbs.

The enhanced shipping and handling services listed below are available upon request subject to the availability of our carrier partners. Please notify us of these delivery requests prior to submitting your PO so that we can include the service on your quote appropriately:

- White Glove Delivery Service \$500/shipment location

If our carrier partners are unable to deliver to the location instructed on the PO or you need to change the time or location of delivery, one or more of the following fees may be applicable:

- Delivery Address Change \$400/shipment location
- Freight Storage \$600 /shipment location
- Freight Carrier Redelivery \$100/pallet

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequent shipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH payments. If you would like to pay via ACH, please request remittance information by emailing AR@cainc.com.

Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under \$50,000.

Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at invoices@cainc.com or by fax (1-800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

Terms of Service

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at i-ready.com/support. Customer's professional-learning sessions will expire two years following the date of your purchase order or the implementation year noted on your quote, whichever comes first and are subject to the Professional Learning Terms of Service, which can be found at i-ready.com/support.

Return Policy

For any non-print products - your subscription may be terminated and you may request a pro-rata refund for unused services within 90 days of license start date. For Professional Learning services, you may request a refund for unused services within 90 days of purchase date. After 90 days, your non-print products and Professional Learning purchase shall be final and no refunds are available. Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased print materials with pre-approval from CA's Customer Service department within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1-800-225-0248 option 2) for return authorization and documentation. When returning material, please include your return authorization number and the return form that will be provided to you by CA's Return department. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready® student and teacher sets, Ready Classroom® student and teacher sets, and Magnetic Reading classroom kits.

Curriculum Associates®

Prepared For:

April Huff
North Pike Upper ES
1035 North Pike Circle,
Summitt, MS 39666

4/10/2025

Dear April Huff,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and i-Ready Partner Services included. If you have any questions or would like any changes, please contact us.

Implementation Starting: 2025-2026 Quote ID: 395240.8 Quote Valid through: 12/31/2025

Product	List Price	Net Price
i-Ready	\$8,550.00	\$8,122.50
Toolbox	\$2,360.00	\$2,006.00
Professional Learning	\$5,100.00	\$4,600.00
i-Ready Partners Services	\$0.00	\$0.00
List Total:		\$16,010.00
Savings:		\$1,281.50
Shipping/Tax/Other:		\$0.00
Total:		\$14,728.50

Thank you again for your interest in Curriculum Associates.

Sincerely

Andrea Shane
(251) 455-7695
ashane@cainc.com

i-Ready Partners Services Includes:

- Initial Implementation Services: Provisioning, Initial Rostering, Hosting, Technology Assessment
- Implementation Management: Partner Success Manager You Know On A First Name Basis, Implementation Guidance, Realtime Achievement Data After Every Assessment, Ongoing Data Management
- Staff Development Consultation and Resources: Consultative services to help you plan and make the most of Professional Learning sessions; Access to Online Educator Learning (OEL) Digital Courses, and i-Ready Central Self-Service Resources
- Technical Support: Proactive Network Monitoring & Issue Notification, Annual Health Check, Technical Support

Please submit this quote with your purchase order

Curriculum Associates®

Quote ID: 395240.8

Date: 4/10/2025

Quote Valid through: 12/31/2025

Prepared For:

April Huff
North Pike Upper ES
1035 North Pike Circle,
Summitt, MS 39666
ahuff@npsd.k12.ms.us

Your Representative:

Andrea Shane
(251) 455-7695
ashane@cainc.com

North Pike Upper ES 1035 North Pike Circle, Summitt, MS 39666

Total Building Enrollment: 306, Grade Range: 5 - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Compliment Professional Learning Sessions	Multiple	40124.0	1	\$500.00	\$0.00	\$0.00
Professional Learning Session (up to 6 hours) AY 25-26	Multiple	38558.0	2	\$2,300.00	\$2,300.00	\$4,600.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	\$0.00	\$0.00	\$0.00
Teacher Toolbox Access Reading + Writing Per Site 201-350 students 1 Year	K-8	28346.0	1	\$2,360.00	\$2,006.00	\$2,006.00
i-Ready Assessment and Personalized Instruction Reading Site License 201-350 Students 1 Year	K-8	14972.0	1	\$8,550.00	\$8,122.50	\$8,122.50

Total

List Total:	\$16,010.00
Savings:	\$1,281.50
Merchandise Total:	\$14,728.50
Voucher/Credit:	\$0.00
Estimated Tax:	\$0.00
Estimated Shipping:	\$0.00
Total:	\$14,728.50

Special Notes

All i-Ready purchases require professional learning.

15% i-Ready Partnership Discount applied to Toolbox contingent upon purchase of i-Ready.

5% discount applied to i-Ready based on scope of quote.

F.O.B.: N. Billerica, MA 01862

Shipping: Shipping based on MDSE total

Terms: Net 30 days, pending credit approval

Fed. ID: #26-3954988

Please submit this quote with your purchase order

N1

Curriculum Associates®

Information on Professional Learning Sessions and COVID-19

Protecting the health and safety of the educators we serve and their students, as well as the health and safety of our employees, is of paramount importance to Curriculum Associates. While it is our preference to deliver PL sessions in person, circumstances related to COVID-19 may require us to provide sessions virtually instead. Curriculum Associates' policy is to only provide PL sessions in person where one of our employees can reach the session site by car and where adequate safety measures are in place to protect the health of our session leaders and participants. Curriculum Associates reserves the right to switch any session from in-person to virtual if we cannot reach a session site by car, if adequate safety measures cannot be put in place, or if Curriculum Associates determines that it would otherwise put its employees at risk to provide an in-person session.

If your school or district will not permit visitors at the time of a scheduled session, Curriculum Associates would be happy to provide an equivalent live, virtual session via videoconference. Similarly, Curriculum Associates will comply with your school or district's health and safety requirements regarding on-site visitors if we are given adequate advance notice. Our PL Operations team will work with school or district personnel to hold sessions in a manner that protects the safety of educators and your school community as well as Curriculum Associates employees.

We are pleased to be able to serve you in these challenging times and look forward to providing productive learning sessions to your staff. Any questions regarding scheduling in-person or virtual training sessions should be directed to pdoperations@cainc.com.

Curriculum Associates®

Notice for Usage of Teacher Toolbox Materials

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Your Teacher Toolbox subscription provides access to Teacher Toolbox content for Grades K–8. During this time, educators may use Teacher Toolbox materials during whole class and small group instruction, for individual assignments, and may post student-facing Teacher Toolbox PDFs on a password-protected learning management system (LMS). Please be aware that files expire on June 30 of each year for purposes of Teacher Toolbox maintenance and updates. If you add files to an LMS, this expiration date may require that you re-load these files after this date.



Unparalleled Service and Educator Support

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Service Components

Our *i-Ready Partners* team is tasked with helping you implement our programs to meet ambitious district goals. *i-Ready Partners* support includes:

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**Account
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**Professional
Development**



**Educational
Consultants**



**Achievement
Analytics**



**Technical
Support**

Your *i-Ready* *Partners* Team

Dedicated to helping you implement *i-Ready* programs and achieve your district goals



Curriculum Associates®

Placing an Order

Email: Orders@cainc.com

Fax: 1-800-366-1158

Mail:

ATTN: CUSTOMER SERVICE DEPT.

Curriculum Associates LLC

153 Rangeway Rd

North Billerica, MA 01862-2013

Please visit CurriculumAssociates.com for more information about placing orders or contact CA's customer service department (1-800-225-0248) and reference quote number for questions.

Please attach quote to all signed purchase orders.

If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount
\$74.99 or less	Max charge of \$12.75
\$75.00 to \$999.99	12% of order
\$1,000 to \$4,999.99	10% of order

Order Amount	Freight Amount
\$5,000.00 to \$99,999.99	9% of order
\$100,000 and more	7% of order

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is 500lbs.

The enhanced shipping and handling services listed below are available upon request subject to the availability of our carrier partners. Please notify us of these delivery requests prior to submitting your PO so that we can include the service on your quote appropriately:

- White Glove Delivery Service \$500/shipment location

If our carrier partners are unable to deliver to the location instructed on the PO or you need to change the time or location of delivery, one or more of the following fees may be applicable:

- Delivery Address Change \$400/shipment location
- Freight Storage \$600 /shipment location
- Freight Carrier Redelivery \$100/pallet

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

Payment Terms

Payment terms are as follows:

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To ensure payment processing is timely and environmentally conscious, CA encourages ACH payments. If you would like to pay via ACH, please request remittance information by emailing AR@cainc.com.

Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under \$50,000.

Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at invoices@cainc.com or by fax (1-800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

Terms of Service

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at i-ready.com/support. Customer's professional-learning sessions will expire two years following the date of your purchase order or the implementation year noted on your quote, whichever comes first and are subject to the Professional Learning Terms of Service, which can be found at i-ready.com/support.

Return Policy

For any non-print products - your subscription may be terminated and you may request a pro-rata refund for unused services within 90 days of license start date. For Professional Learning services, you may request a refund for unused services within 90 days of purchase date. After 90 days, your non-print products and Professional Learning purchase shall be final and no refunds are available. Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased print materials with pre-approval from CA's Customer Service department within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1-800-225-0248 option 2) for return authorization and documentation. When returning material, please include your return authorization number and the return form that will be provided to you by CA's Return department. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready® student and teacher sets, Ready Classroom® student and teacher sets, and Magnetic Reading classroom kits.

Curriculum Associates®

Quote ID: 409993.4

Date: 4/10/2025

Quote Valid through: 12/31/2025

Prepared For:

Angela Benefield
North Pike MS
2034 Highway 44 NE,
Summit, MS 39666
abenefield@npsd.k12.ms.us
6016843283

Your Representative:

Andrea Shane
(251) 455-7695
ashane@cainc.com

North Pike MS 2034 Highway 44 NE, Summit, MS 39666

Total Building Enrollment: 346, Grade Range: 7 - 8

Product Name	Grade	Item #	Qty	Net Price	Total
Ready Mississippi Reading Instruction Grade 7 Student Book (2017 Copyright)	7	20112.0	180	\$15.00	\$2,700.00
Ready Mississippi Reading Instruction Grade 8 Student Book (2017 Copyright)	8	20113.0	200	\$15.00	\$3,000.00

Total

Merchandise Total:	\$5,700.00
Voucher/Credit:	\$0.00
Estimated Tax:	\$0.00
Estimated Shipping:	\$513.00
Total:	\$6,213.00

Special Notes

F.O.B.: N. Billerica, MA 01862

Shipping: Shipping based on MDSE total

Terms: Net 30 days, pending credit approval

Fed. ID: #26-3954988

Please submit this quote with your purchase order

N1

Curriculum Associates®

Placing an Order

Email: Orders@cainc.com

Fax: 1-800-366-1158

Mail:

ATTN: CUSTOMER SERVICE DEPT.

Curriculum Associates LLC

153 Rangeway Rd

North Billerica, MA 01862-2013

Please visit CurriculumAssociates.com for more information about placing orders or contact CA's customer service department (1-800-225-0248) and reference quote number for questions.

Please attach quote to all signed purchase orders.

If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount
\$74.99 or less	Max charge of \$12.75
\$75.00 to \$999.99	12% of order
\$1,000 to \$4,999.99	10% of order

Order Amount	Freight Amount
\$5,000.00 to \$99,999.99	9% of order
\$100,000 and more	7% of order

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is 500lbs.

The enhanced shipping and handling services listed below are available upon request subject to the availability of our carrier partners. Please notify us of these delivery requests prior to submitting your PO so that we can include the service on your quote appropriately:

- White Glove Delivery Service \$500/shipment location

If our carrier partners are unable to deliver to the location instructed on the PO or you need to change the time or location of delivery, one or more of the following fees may be applicable:

- Delivery Address Change \$400/shipment location
- Freight Storage \$600 /shipment location
- Freight Carrier Redelivery \$100/pallet

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequent shipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH payments. If you would like to pay via ACH, please request remittance information by emailing AR@cainc.com.

Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under \$50,000.

Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at invoices@cainc.com or by fax (1-800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

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Bid Proposal Response Checklist

✓	#	Response
X	1	One (1) original (marked) bid proposal
X	2	Submission Cover Sheet and Configuration Summary (signed and dated)
X	3	Proposal Guidelines and Requirements
X	4	Program Specifications (point-by-point)
X	5	Vendor Profile and Questions (completed responses)
X	6	Proposal Assurances (signed and dated)
X	7	Proposal Exception Summary Form (If applicable)
X	8	IRS W-9 Form



Lead the Charge for Impactful Learning

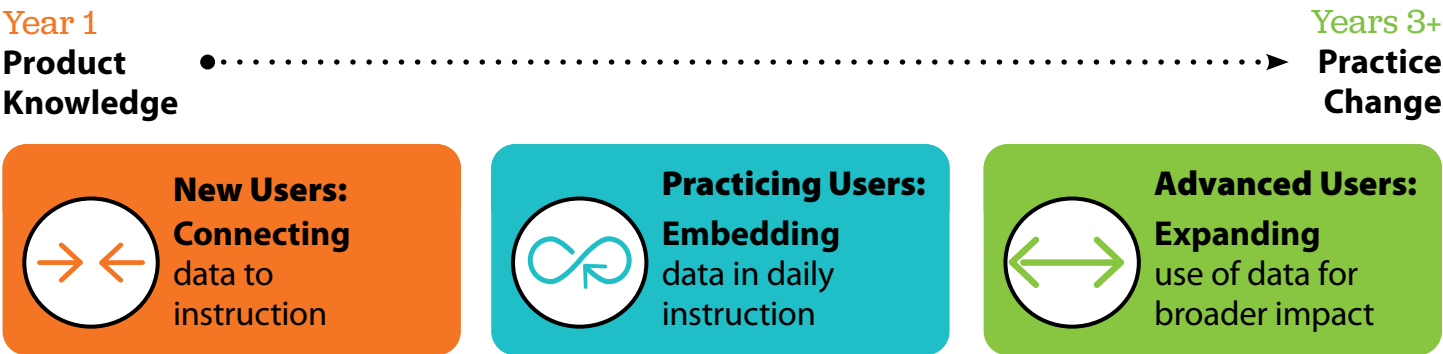


Looking for grants and funding support? Find out if you are eligible for *i-Ready* Professional Learning at: CurriculumAssociates.com/Grants-and-Funding.

Your Impact Is Our Purpose

Propel your team's professional learning growth to new heights. Curriculum Associates partners with you to guide and strengthen instructional practices based on your classrooms' unique assessment and learning data, all powered by *i-Ready Assessment*. Both teachers and leaders develop muscles ready to flex to make the leap to identify growth opportunities and reinforce daily data-driven instructional strategies. Sustained in-person or virtual sessions drive educator engagement with a partner there to work alongside you as you move along the continuum from product to practice. Educators can inform and make adjustments to their instruction and watch their practice improve with real-time feedback from assessment data and personalized instruction that mirrors what is happening in the classroom.

Create professional learning plans that can be updated and modified along the way. *i-Ready Partners* work alongside you to understand your needs and goals, outlining pathways to measurable and visible growth as your needs and goals change, product enhancements launch, and new educators onboard.



Energize Your Educators with Exceptional Professional Learning

“ My professional learning session taught me so much about *i-Ready*! Our [professional learning] specialist was prepared, knowledgeable, and showed me a lot of ways to use my data to inform my instruction. I feel so excited to go and use what I learned in my classroom!
—Teacher, Memphis, TN ”

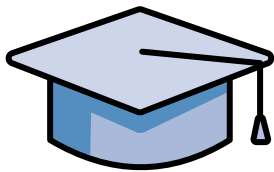
95%
of educators gained useful and relevant knowledge in their professional learning sessions.

Your *i-Ready Partners* team is your partner in learning, from successful implementation to data analysis, to improving day-to-day instructional routines.



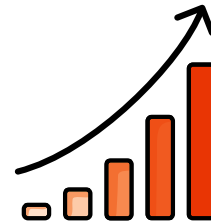
Partner Success Managers

Dedicated partners working with you to integrate *i-Ready* into your classrooms and create a data culture



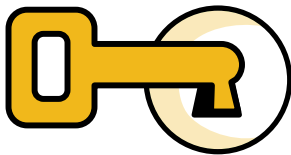
Professional Learning

Experienced educators delivering immersive experiences focused on best teaching practices to drive student achievement



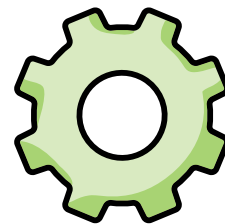
Achievement Analytics

Periodic placement and progress analyses with ongoing analytic support



Educational Consultants

Program design and pedagogy experts providing strategic guidance



Technical Support

Responsive technical support and proactive issue identification

What We Offer

A System of Support to Meet in-the-Moment Needs to Drive Student Growth

Leader Support

Building Leader Capacity for Successful Implementations

Leaders are an essential component of a strong *i-Ready* implementation, and building their capacity is part of our plan. We offer leader support through focused courses as well as ongoing consultations via Tailored Support sessions. Our specialized tools for data analysis, learning walks, and feedback discussions enable leaders to better manage their implementations to success.



Professional Learning Sessions

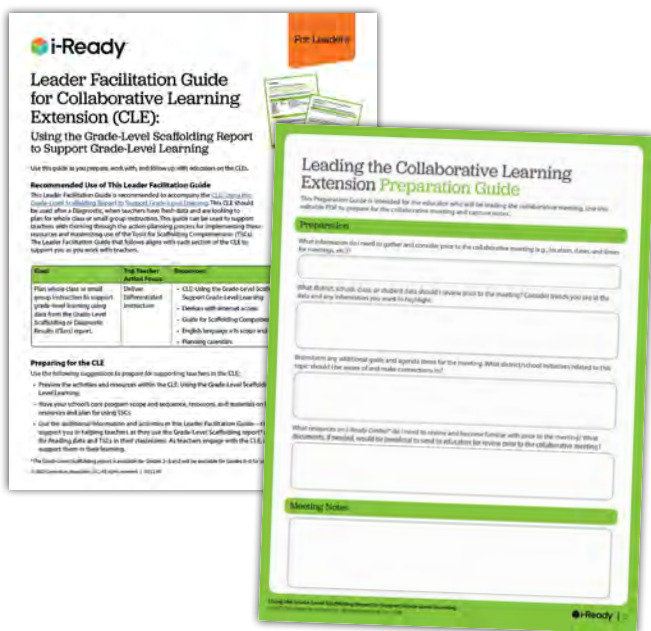
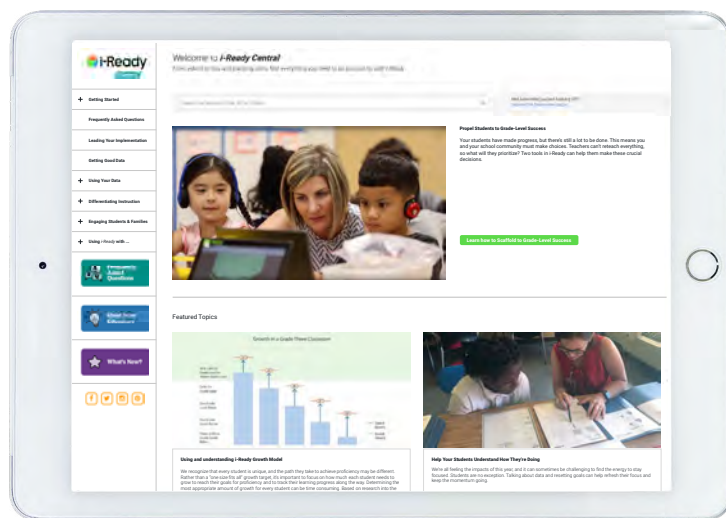
Expert-Facilitated, Sustained Support

Led by expert former educators, our live sessions use active, hands-on learning and engagement with data to build practical knowledge and pedagogical change. These sessions can be delivered on site or virtually. **See [pages 6–7](#) for scope and sequence and pricing.**

i-Ready Central®

Curated Resources on a Single Platform

Comprehensive and easy to access, *i-Ready Central* is filled with a wealth of resources for teachers, coaches, and leaders. The platform is carefully curated to help the novice get just what they need in the moment or the expert dive deeply into the many facets of *i-Ready*. Every educator is welcome to stop by and get inspiration or an answer.



Collaborative Learning Extensions

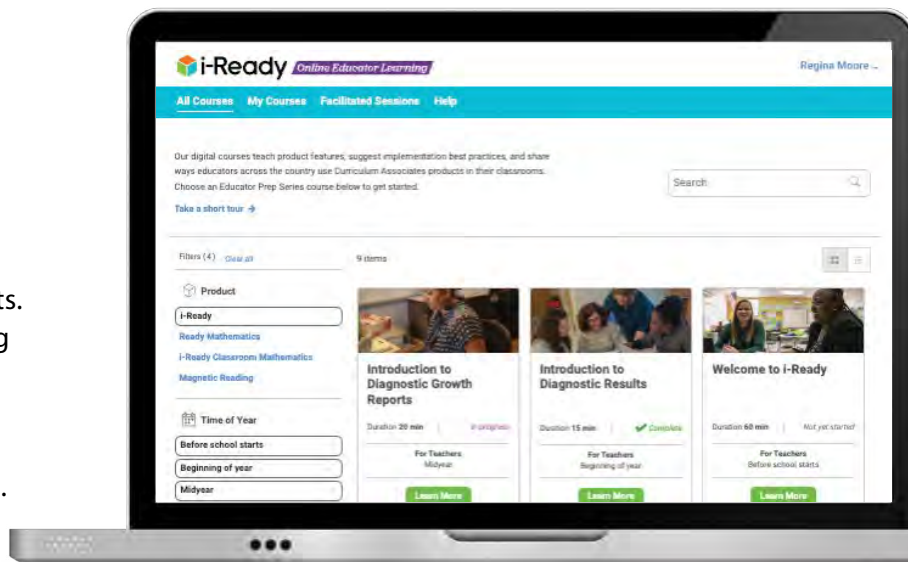
Tools to Build a Collaborative Learning Community

Dive deep into the areas of *i-Ready* that are most useful to your implementation. Collaborative Learning Extensions (CLEs) are designed to help you explore key steps and strategies in professional learning communities (PLCs), grade-level or team meetings, or other collaborative settings. The CLEs include all necessary resources for educators—including leaders, coaches, or teachers—to facilitate collaborative meetings with colleagues.

Online Educator Learning





On-Demand, Interactive Learning

Engaging Online Educator Learning (OEL) courses complement *i-Ready* Professional Learning sessions by reinforcing key concepts. Educators learn best practices by completing modular courses at the right time, at their own pace. Detailed course completion reports offer school and district leaders insight into their staff's professional learning.



Professional Learning Scope and Sequence

Our professional learning is designed to grow along with your implementation, meeting the learning needs and interests of educators at each phase of their development: New, Practicing, and Advanced. Our courses address a set of common learning outcomes, while our Tailored Support sessions deliver targeted outcomes specific to your needs. All sessions in this scope and sequence can be facilitated on site or virtually. Some sessions may be recommended for virtual facilitation depending on your implementation needs.

	 New Connecting Data to Instruction	3 Sessions* Total: \$6,600/Site	 Practicing Embedding Data in Daily Instruction
Back to School	For Leaders: Starting Strong with <i>i-Ready</i> For Teachers: Getting Good Data with <i>i-Ready</i>	Included** 	For Leaders: Analyzing School Data to Start Your Year Strong <i>This course can be delivered during Back to School or after the first Diagnostic.</i>
After the First Diagnostic	For Teachers: Using Data to Plan Instruction		For Teachers: Delivering Differentiated Instruction
After the Second Diagnostic	 Tailored Support Supporting Fidelity We identify data trends and recommend topics to get everyone on the path to <i>i-Ready</i> success. This session ensures that momentum from Using Data to Plan Instruction extends to the second Diagnostic and beyond.		For Teachers: Helping All Learners Succeed  Tailored Support† Supporting Classroom Impact We collaborate with you to gauge teachers' proficiency so we can build differentiated agendas to meet their needs and help develop internal coaching capacity in providing flexible support to educators as they implement <i>i-Ready</i> .

*Each à la carte session is \$2,200 (\$2,450 in Alaska and Hawai'i). See [pages 14–15](#) for details about our flexible scheduling and grouping.

**Districts with three or more implementing sites purchasing professional learning packages will receive a centralized leadership session (one per every 10 sites) of up to three hours in length.

†Practicing and Advanced Tailored Support sessions can be scheduled at any time during the school year.



New to Teaching Series!

The *i-Ready* New to Teaching series is a three-session*, in-person professional learning series designed for first-time teachers who have not participated in traditional teacher education coursework.

Before a Diagnostic

Session I: Getting and Understanding Good Data (2 hours)

- Prepare and motivate students.
- Collect meaningful data.
- Implement data practices.

After a Diagnostic

Session II: Using Data to Plan Whole Class Instruction (2 hours)

- Analyze data to strategically plan for whole class instruction.

Session III: Using Data to Plan Small Group Instruction (2 hours)

- Analyze data to strategically plan for small group instruction.

	3 Sessions* Total: \$6,600/Site	2 Sessions* Total: \$4,400/Site
	Included**	Included**
	✓	✓
	✓	✓
	✓	



Advanced

Expanding Use of Data for Broader Impact

2 Sessions*
Total: \$4,400/Site

1 Session*
Total: \$2,200/Site



Tailored Support†

Supporting Continuous Growth and a Culture of Data

We collaborate with you to deliver targeted support to address building- or classroom-level interests and issues, support new users, and ensure that all educators are evolving their practice using the latest and greatest updates and tools for *i-Ready*.

For Leaders:



Tailored Support

Included**

Included**

For Teachers:



Tailored Support





Your First Year with i-Ready Surrounded by Support

New: Connecting Data to Instruction

In your first year with *i-Ready*, our *i-Ready Partners* will support you every step of the way. Your first year of professional learning will include several expert-led sessions, along with just-in-time OEL resources, as well as resources for PLCs or other educator-led groups to deepen learning.

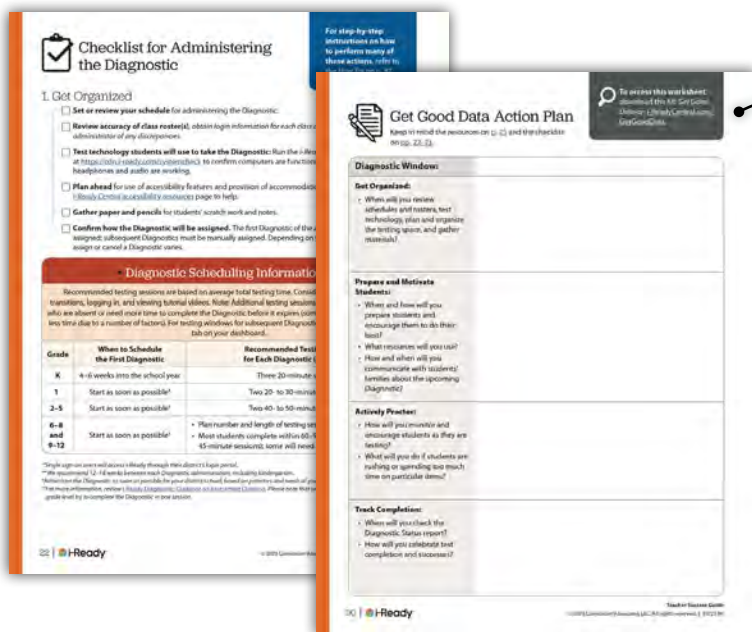
	Professional Learning Led by Our <i>i-Ready</i> Experts*	Online Educator Learning	Select Teacher and Leader Resources and Tools**
Before the First Diagnostic	For Teachers: Getting Good Data with <i>i-Ready</i> ① For Leaders: Starting Strong with <i>i-Ready</i>	For Teachers: Administering the Diagnostic	For Teachers: Kit: Get Good Data For Leaders: Top Teacher Actions ③ Classroom Visit Tool: Get Good Data
After the First Diagnostic	For Teachers: Using Data to Plan Instruction ④ For Leaders: Analyzing Grade-Level Data and Action Planning†	For Teachers: Introduction to Diagnostic Results	For Teachers: Kit: Use Data to Plan Instruction ④ For Leaders: Kit: Using Assessment and Data
Between the First and Second Diagnostic		For Teachers: Best Practices for Personalized Instruction ②	For Teachers: Kit: Actively Monitor and Respond For Leaders: CLE: Scheduling <i>i-Ready Personalized Instruction</i> in Your Building
After the Second Diagnostic	For Teachers: 🎯 Suggested Tailored Support Understanding and Responding to Student Growth Data		For Teachers: CLE: Using the Prerequisites or Grade-Level Scaffolding Reports to Support Grade-Level Learning For Leaders: CLE: Leader Facilitation Guides for Using the Prerequisites or Grade-Level Scaffolding Reports to Support Grade-Level Learning

Connect with your *i-Ready Partners* to learn more.

*Can be delivered on site or virtually

**We will recommend additional resources and tools during our courses.

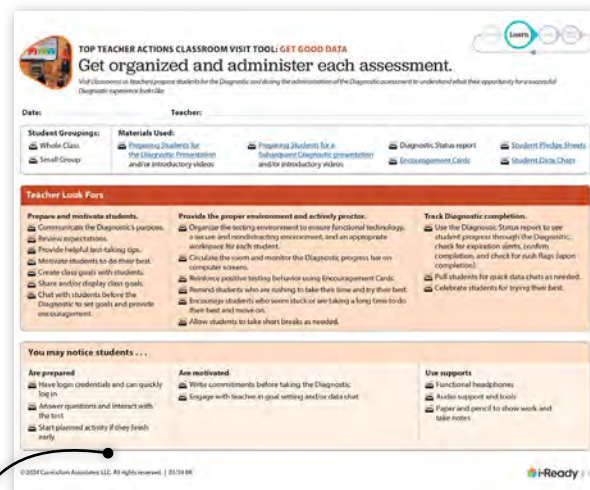
†Site-based leadership support provided before or after teacher session.



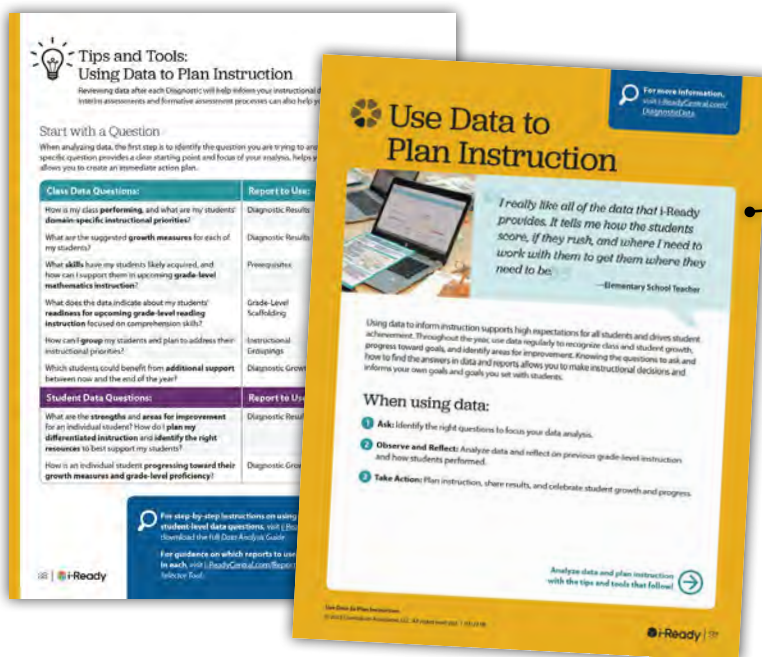
1 The foundation of a successful first year is high-quality, reliable data. In the first session, teachers learn how the *i-Ready Diagnostic* works and make a plan to get good data.



2 Educators use OEL to dive into the areas of *i-Ready* that are most applicable to their needs.



3 Right from the start, leaders are given the tools they need to give their implementation a solid foundation by helping educators establish effective strategies and foundations that unlock *i-Ready's* potential to drive student growth.



4 After the first Diagnostic, educators analyze their students' data, beginning to build their effective data analysis practices and planning instruction to accelerate student learning. They leave the session with a kit of materials to continue to home in on their students' instructional priorities.




Your Second Year with i-Ready

Making Change through Practice

Practicing: Embedding Data in Daily Instruction

In your second year with *i-Ready*, our *i-Ready Partners* take you deeper into using *i-Ready* to effect change and drive student growth. Professional learning sessions focus deeply on the daily work of data impacting everyday instructional practices, while OEL resources help educators understand all of the instructional materials available through *i-Ready* and how to use them most effectively.

	Professional Learning Led by Our <i>i-Ready</i> Experts*	Online Educator Learning	Select Teacher and Leader Resources and Tools**
Before the First Diagnostic	For Leaders: Analyzing School Data to Start Your Year Strong	For Teachers: Administering the Diagnostic	For Teachers: Preparing Students for the Diagnostic Presentations For Leaders: CLE: Examining School Historical Results
After the First Diagnostic	For Teachers: Planning for Instructional Coherence or Delivering Differentiated Instruction ②	For Teachers: Preparing for Small Group Instruction	For Teachers: Kit: Deliver Differentiated Instruction For Leaders: Classroom Visit and Implementation Discussion Tools
Between the First and Second Diagnostic	For Teachers:  Suggested Tailored Support Monitoring and Responding to Personalized Instruction or Empowering Students to Foster Ownership of Learning	For Teachers: <ul style="list-style-type: none">• Introduction to Diagnostic Growth• Engaging Students through Data Chats	For Teachers: Student Data Chats ④ For Leaders: CLEs on <i>i-Ready</i> instructional resources recommended for anytime during the school year
After the Second Diagnostic	For Teachers: Helping All Learners Succeed ① For Leaders: Analyzing School Growth and Performance Data or Supporting Grade-Level Instruction†	For Teachers: Using Data to Plan Instruction after the Second Diagnostic ③ For Leaders: Analyzing Growth to Inform Decision-Making	For Teachers: Student Growth and Performance Analysis Worksheet

[Connect with your *i-Ready Partners* to learn more.](#)

*Can be delivered on site or virtually

**We will recommend additional resources and tools during our courses.

†Site-based leadership support provided before or after teacher session.



Years 3 and Beyond

Growing and Changing with You

Advanced: Expanding Data Use for Broader Impact

From your third year on, our *i-Ready Partners* tailor your support to align with the needs you identify for your implementation. Professional learning sessions are carefully chosen to enrich areas of focus, while OEL resources deepen educator understanding and help experienced users keep pace with new *i-Ready* features.

	Professional Learning Led by Our <i>i-Ready</i> Experts*	Online Educator Learning	Select Teacher and Leader Resources and Tools**
Before the First Diagnostic	For Teachers or Leaders: Suggested Tailored Support Examining Historical Results	For Teachers: Administering the Diagnostic	For Teachers: CLE: Family Engagement ④ For Leaders: CLE: Strengthening Collaborative Planning in Your School
After the First Diagnostic	For Teachers: Suggested Tailored Support Using Data to Adjust or Create Small Groups ① For Leaders: Suggested Tailored Support Strengthening Your <i>i-Ready</i> Implementation or Using <i>i-Ready</i> Data to Support Your Implementation	For Teachers: <ul style="list-style-type: none">Using Tools for Scaffolding ComprehensionUsing the Prerequisites Report to Inform Instruction	For Teachers: Data Analysis Guide For Leaders: Kit: Use Data and Foster a Data-Driven Culture
Between the First and Second Diagnostic			For Teachers: Middle School Lesson Plans: Engaging Students with <i>i-Ready</i> For Leaders: CLE: Analyzing Diagnostic Results or CLE: Analyzing Personalized Instruction ④
After the Second Diagnostic	For Teachers: Suggested Tailored Support Using Multiple Data Sources to Drive Instruction ②, Accelerating Learning, or Special Group Support by Grade Band	For Teachers: Setting Goals with Students after the Second Diagnostic ③	For Teachers: CLE: Goal Setting For Leaders: Kit: Engage Stakeholders

[Connect with your *i-Ready Partners* to learn more.](#)

*Can be delivered on site or virtually

**We will recommend additional resources and tools during our courses.

“ Each time I receive professional [learning] to learn more about *i-Ready* from Curriculum Associates, I feel like I have new tools in my toolbox to support my students' growth. —Year 3 *i-Ready* Educator ”

Using Data to Adjust Small Group Instruction

Between Diagnostic administrations, use your Instructional Groupings and Personalized Instruction by Lesson reports to adjust small group instruction. Follow the directions below and record your observations on Part 1 of the Using Data to Adjust Small Group Instruction Worksheet. Then complete Part 2 of the worksheet, using the guide:

- Determine which existing small group will be your Report Group for these students in *i-Ready Connect*.
For step-by-step directions on building Report Groups, refer to the *i-Ready* Diagnostic User Guide.
- Write the group number or name and each student's name in the Report Group column of the Using Data to Adjust Small Group Instruction Worksheet.
- Navigate to your Instructional Groupings report, from the *Class/Report Group* dropdown. Indicate if you used to create this small group, and note each after the most recent Diagnostic.
- Review the Recommendations for Teacher-Led and note the skills you have not taught in whole class that students have not yet acquired during in-class instruction.
- Navigate to the Personalized Instruction by Lesson report from the *Class/Report Group* dropdown and note the skills you have not taught in whole class that students have not yet acquired during in-class instruction.
- From the *Domain* dropdown, select the domain to students' most recent placement level in Personalized Instruction.
- Search for keywords related to skills you listed in numbers by 10) in the All Lessons column and note:
 - X = Student did not pass the lesson(s) on all attempts
 - ✓ = Student has completed and passed the lesson
 - Blank = Student has not completed a lesson for the skill listed
- Repeat Step 7 for all skills listed.

Using Data to Adjust Small Group Instruction Worksheet

Part 1: Choose one small group to be your focus, and build a Report Group for these students in *i-Ready Connect*. Then review the Instructional Groupings and Personalized Instruction by Lesson reports and complete the table below.

Group Number or Name	Placement in Domain after Most Recent Diagnostic	Most Recent Placement in Personalized Instruction	Recommendations for Teacher-Led Instruction
Eva S.	Grade 3	Mid 3	Multiplying Single-Digit Numbers by 10
Mario B.	Grade 3	Late 3	

Continue to Part 2 on the next page.

1 As teachers advance their use of *i-Ready*, they use data to effectively work with students in small group instruction settings.

Student Growth and Performance Analysis Worksheet, Cont'd.

Class: _____ Date: _____ ☐ Reading ☐ Mathematics

Median Class Progress to Annual Typical Growth: _____ %

Quadrant 2: Higher Growth & Lower Performance
Growth Achieved at least 50% progress toward Typical Growth Performance: ☐ One Grade Level Below or ☐ Two or Three or More Grade Levels Below

Quadrant 3: Higher Growth & Higher Performance
Growth Achieved at least 50% progress toward Typical Growth Performance: ☐ Early On or Mid On or Above Grade Level

How can I continue to provide instruction to these students to provide enrichment and challenge for these students?

Part 2: Select one of the four quadrants from the previous page as your focus. Write in the quadrant and the corresponding question Focus Quadrant:

Ask: (Write in the question from the quadrant you selected in Part 1.) _____ Subject: ☐ Reading ☐ Mathematics

Report	What questions is this data answering?	Student	Student	Student	Student	Student
Diagnostic Results What are the student's strengths and areas for improvement?						
Personalized Instruction How is this student progressing in Personalized Instruction? • Weekly Average Time on Task for Last Month • % Lessons Passed YTD						
Other Data What other data indicates about this student's strengths and instructional priorities?						
Other Information about This Student What other factors may be impacting this student's growth and performance?						
Reflection What trends are you seeing in the data and your observations of these students? What questions can you raise about their instructional priorities?						

2 To make the most of every instructional moment, educators use their *i-Ready* data to make effective decisions about how to adjust instruction throughout the year using multiple sources of data.

Data Chats

Select each TAB on the left to review actions you can take.

- Give Context for Data
- Keep a Narrow Focus
- Connect Data to the Familiar
- Encourage Ownership

Tip: Focus on one area of strength and one area of improvement.

The *i-Ready* Diagnostic tells us how you are doing on certain Mathematics/Reading skills. It tells us what you know and what you need to learn to keep improving. Let's look at your data so we can figure out the best way to help you grow.

What is one thing you did well? _____

What is one area for improvement? _____

3 Educators use OEL to explore best practices for student data chats through video examples and preparation tips.

i-Ready Collaborative Learning Extension: Family Engagement

This Collaborative Learning Extension (CLE) includes all the necessary resources to facilitate a collaborative meeting with colleagues that focuses on engaging families with *i-Ready* throughout the school year.

Goal	Top Teacher Action Focus	Resources	Time
Engage families with <i>i-Ready</i> to broaden students' networks of support.	Set Goals and Engage Students	• Devices with internet access • Action Plan for Engaging Families • Planning calendar	45-60

Table of Contents

- CLE Guidance Documents
 - Leading the Collaborative Learning Extension: Preparation and Follow-Up Guides
- Collaborative Learning Extension: Agenda
- Resource
 - Action Plan for Engaging Families

Collaborative Learning Extensions

Collaborative Learning Extensions (CLEs) are created to help you explore strategies to ensure a successful *i-Ready* implementation. Each CLE includes all necessary resources for you to get started in collaborative meetings. For leaders, we've designed a two-part CLE specifically to help you promote prompting practices across your district and within school buildings.

Analyzing Personalized Instruction Data to Identify Trends CLEs

Having a strong data culture in which data is shared transparently and used equitably to collaborate and make data-informed decisions is critical in successful implementation. Review the following CLEs to support leaders and their educators in analyzing *i-Ready* Personalized Instruction data to look at trends across the district, school, and class levels to inform instructional planning and address student priorities.

Analyzing Personalized Instruction Data to Identify Trends at the District and School Levels 2

This CLE is designed for district leaders to use with school leaders and/or coaches to analyze district- and school-level Personalized Instruction data to identify trends and address school strengths and areas for improvement.

Analyzing Personalized Instruction Data to Identify Trends at the School and Class Levels 11

This CLE is designed for school leaders and/or coaches to use with their educators to analyze school- and class-level Personalized Instruction data to identify trends and address student instructional priorities.

Want to send this to your teachers? Download [Link]

4 Leaders, teachers, and coaches use CLEs to foster a productive data culture in their buildings and better foster collaboration and growth.

Flexible Scheduling, Differentiated Learning

While our professional learning scope and sequence is designed to move teachers and leaders along the continuum from product to practice, we continuously calibrate our approach because not everyone has the same needs at the same time. Our flexible days and grouping allow us to work with you to meet multiple sets of needs in one session, lasting up to six hours.



Scheduling Courses

The recommended time for our New and Practicing courses is three hours, but we work within the flexibility of up to six hours to meet your needs.

Scenario 1

The Need: Educators at a site have the same learning needs and can meet at the same time.



The Solution: Deliver a three-hour course to all teachers together.

3 hr. Course delivered to up to 30 teachers

Break

3 hr. Analyzing Grade-Level Data and Action Planning

Scenario 2

The Need: All educators need the same learning, but scheduling prevents them from meeting as one group.



The Solution: Rotate teacher groups through the same course.

90 min. Courses for Grades K–1 educators

90 min. Courses for Grades 2–3 educators

90 min. Courses for Grades 4–5 educators

Break

90 min. Analyzing Grade-Level Data and Action Planning

Scenario 3

The Need: Educators at a site have varying levels of *i-Ready* experience or other differentiated learning needs.



The Solution: Rotate teacher groups through different courses.

2 hr. Condensed course delivered to group with similar learning needs

2 hr. Different, condensed course delivered to group with separate learning needs

Break

2 hr. Analyzing Grade-Level Data and Action Planning



“Curriculum Associates becomes your family, and it’s all because of the service you receive.”

—Rosemary V.,
Resource Specialist



Scheduling Tailored Support

Tailored Support sessions last up to six hours and are designed in cooperation with leaders and coaches based on implementation goals and educator needs.

Scenario 1

The Need: All teachers at a site need support reviewing their midyear data after the second Diagnostic.



The Solution: Rotate grade-level teams through PLCs.

50 min.	PLC to analyze midyear data with Grade K and plan for accelerated growth
50 min.	PLC to analyze midyear data with Grade 1 and plan for accelerated growth
50 min.	PLC to analyze midyear data with Grade 2 and plan for accelerated growth
Break	
1 hr.	Analyzing School Growth and Performance Data with site-based leadership
50 min.	PLC to analyze midyear data with Grade 3 and plan for accelerated growth
50 min.	PLC to analyze midyear data with Grade 4 and plan for accelerated growth
50 min.	PLC to analyze midyear data with Grade 5 and plan for accelerated growth

Scenario 2

The Need: Advanced *i-Ready* users need to work on data-driven collaboration strategies specific to their roles.



The Solution: Rotate like-role teams through advanced learning modules.

2 hr.	Strengthening Your <i>i-Ready</i> Implementation for instructional coaches
2 hr.	Using Multiple Data Sources to Drive Instruction for all general education teachers
Break	
2 hr.	Using <i>i-Ready</i> to Support Intervention for intervention specialists

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Professional Learning Plan – 2025-2026

North Pike Upper ES

The plan below is recommended based on our understanding of the district's needs. However, proposed courses and timelines are subject to change, and we will collaborate with the district to develop a plan upon award.

Sites Included in Plan:

- North Pike Upper ES

Professional Development Plan		
Timeframe / Dates	Training Topic	# of Sessions
North Pike Upper ES July 29	<i>i-Ready Back-to-School Session</i> <ul style="list-style-type: none">• <i>Beginning-of-Year Instructional Planning: Starting Your Year Strong with Historical Results</i><ul style="list-style-type: none">○ Teachers examine their Historical Results report for their current students to create beginning-of-year action plans.○ Review both Diagnostic and Personalized Instruction data for up to three previous years from the beginning to end of the academic year.○ Using a data analysis process, educators dig into last year's data to plan for beginning-of-year instruction.• <i>Product Features & Enhancements</i>	1 PL Day
North Pike Upper ES August 24	<i>i-Ready Post-Diagnostic 1 Session</i> <ul style="list-style-type: none">• <i>Data-Drive Instructional Planning: Analyzing and Accelerating Learning</i><ul style="list-style-type: none">○ Explore the Using i-Ready to Accelerate Learning Kit.○ Analyze Diagnostic data, identify resources and plan grade-level instruction to support accelerated learning.○ Examine how they can create or adjust schedules for this instruction.	1 PL Day

Total Professional Learning Days = 2onsite PL days



How *Magnetic Reading Foundations* Meets ESSA Level 4 Evidence

Curriculum Associates Research Brief | March 2023

Overview

This research brief describes Curriculum Associates' evidence base for *Magnetic Reading Foundations* as well as our commitment to research. This research brief is designed to meet the Every Student Succeeds Act (ESSA) Level 4 definition of demonstrates a rationale.

About *Magnetic Reading Foundations*

Magnetic Reading Foundations is a Grades K–2 foundational skills program that leverages research-based, explicit systematic instruction and rich, engaging decodable texts. The program utilizes scripted routines with a predictable, strategic flow that intentionally embeds explicit instruction, teacher modeling, and student application. Students then practice their developing literacy skills with authentic reading experiences through high-interest, decodable readers on connected topics. Built on the extensive Science of Reading evidence-base, *Magnetic Reading Foundations* will help students learn foundational reading skills and gain motivation to continue reading independently.

Magnetic Reading Foundations Key Claims and Logic Model

Magnetic Reading Foundations is a comprehensive foundational skills program that guides students on that journey with research-based, explicit, systematic instruction and rich, engaging decodable texts. The following claims serve as the theoretical underpinning for *Magnetic Reading Foundations* and help educators understand the goals of *Magnetic Reading Foundations* and how it might fit within a broader system of instructional practices and strategies.

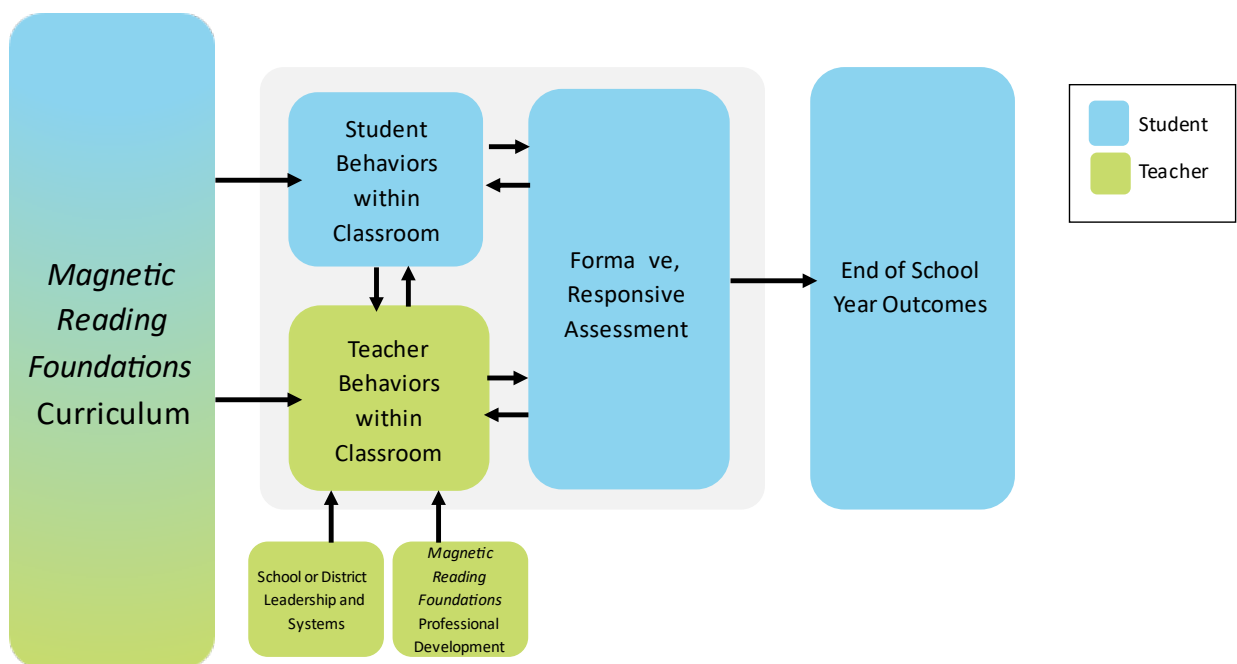
- Teaching foundational literacy skills through an explicit and systematic approach and within a strategic scope and sequence. As research has shown, mastering the foundational skills is essential to becoming a

skilled reader with the capability and passion for reading to learn as one progresses in school and beyond (National Early Literacy Panel, 2008; National Reading Panel, 2000).

- Providing authentic reading experiences that are supportive and meaningful through decoding isolated words and reading connected text. Regular practice with connected texts has been shown to increase accuracy and fluency so that students can become proficient readers (Foorman et al., 2016; Shanahan, 2019; Miller, 2012).
- Using ongoing, formative and responsive assessment to drive instruction. Collecting ongoing data is critical to inform personalized and meaningful instruction (Carol, 2019; Swan & Mazur, 2011; Hamilton et al., 2009; Halverson et al., 2007).
- Committing to learner variability and equity, including an asset-based pedagogical approach, incorporating the Universal Design for Learning guidelines, providing opportunities for differentiation and supports for English learners, and ensuring students see themselves represented in the texts. Informed by learning science research and cognitive neuroscience, learner variability suggests there is no average learner, and all students bring their own unique assets, backgrounds, and variables to their learning (Dockterman, 2018; Rose et al., 2013).

The logic model is another important resource in helping districts understand how *Magnetic Reading Foundations* is designed to work. This model visually depicts how *Magnetic Reading Foundations* can be used with various teaching strategies and activities to yield certain outputs, which in turn result in short-term outcomes, long-term outcomes, and generalized impacts. The logic model is presented first as an overview and then for each unique Grade K, 1 and 2.

***Magnetic Reading Foundations* Logic Model: Overview**



Magnetic Reading Foundations Logic Model: Grade K

Systems and Supports	Grade K Curriculum	Classroom Behaviors	Formative, Responsive	End-of-School Year Outcomes
<p>Professional Development Educators actively engage in professional development sessions to become familiar with <i>Magnetic Reading Foundations</i> components, pacing, practices, routines, assessment and resources</p> <p>Educators actively engage in professional development to learn how to successfully implement <i>Magnetic Reading Foundations</i> with students</p> <p>School/District Leaders Communicate clear vision and expectations for implementation of <i>Magnetic Reading Foundations</i> in schools</p> <p>Ensure opportunities for professional development</p> <p>Establish system-wide schedules and structures to implement <i>Magnetic Reading Foundations</i> as intended</p> <p>Ensure opportunities for observation, feedback, and collaboration</p> <p>Promote a culture of assessment literacy and data use to drive differentiated instruction and student learning</p>	<p>Each unit, week, and lesson is structured to provide explicit, systematic and connected instruction to build and reinforce foundational literacy skills. Skills are taught in sets, with built-in additional practice using multiple exemplars, review, and challenge opportunities</p> <p>Materials guide teachers to provide instruction in 7 key skills so that students gain conceptual and procedural knowledge in letter formation; concepts of print; phonological and phonemic awareness; fluency; phonics; word analysis; and high frequency words</p> <p>Step by step instructional routines for phonological awareness, high frequency words, phonics, and corrective feedback provide structure and predictability, thus freeing up cognitive space for learning</p> <p>Grade-level, engaging, decodable texts that unite topics, reinforce phonics skills, high frequency words, build and content knowledge</p> <p>Instruction is tied to formative, ongoing assessment to identify students' learning needs and drive instructional next steps</p>	<p>Students Authentically engage in each section of each lesson through choral response, individual oral response, and written response</p> <p>Learn and practice the sound, name, and forms of letters</p> <p>Read, build, spell and write words using the letters learned</p> <p>Read connected text aloud - individually or taking turns with an adult during duet passages</p> <p>Complete a weekly assessment (as a whole class and in small groups or 1:1 with an adult)</p> <p>Educators Four days per week, allocate up to 45 minutes of whole-class instruction and 15 minutes of small-group instruction using Magnetic Reading.</p> <p>One day per week, allocate 20-30 minutes to conduct formative assessment of students' progress.</p> <p>Provide explicit, systematic, well-paced instruction by leading each lesson and each section in sequence without skipping content.</p> <p>Provide multiple opportunities for each student to practice each new skill through listening, speaking, reading, and writing</p> <p>Consistently model and use instructional routines throughout each lesson</p> <p>Conduct ongoing, timely formative assessment</p> <p>Provide differentiated support driven by formative assessment</p>	<p>Students Identify concepts of print</p> <p>As new phonological awareness skills are introduced with each lesson, student can demonstrate understanding of:</p> <ul style="list-style-type: none"> • Blend and segment syllables • Blend and segment onset and rime • Isolate, identify, blend, and segment phonemes • Add, delete, and substitute phonemes <p>As letters and phonics skills are introduced with each lesson, students can:</p> <ul style="list-style-type: none"> • Identify letters • Write letters • Connect letters and sounds • Recognize letter sounds • Read decodable words • Encode target sound spellings • Encode target words • Identify high frequency words • Spell high frequency words <p>See themselves and their peers reflected in the texts</p> <p>Read connected text that uses decodable words and high frequency words</p>	<p>Students Understand the organization and basic concepts of print</p> <p>Count syllables</p> <p>Recognize and produce rhyming words</p> <p>Demonstrate syllable blending, onset/rime segmentation, and phonemes.</p> <p>Isolate and pronounce the initial, medial vowel, and final phonemes in CVC words</p> <p>Demonstrate letter recognition, letter-sound correspondence and decoding one-syllable words</p> <p>Associate the long and short sounds with the common spellings for the five major vowels</p> <p>Recognize and read high frequency words</p> <p>Read emergent-reader texts with purpose and understanding</p> <p>Read decodable words with fluency</p> <p>Become beginning readers</p> <p>Develop enjoyment for reading</p> <p>Develop motivation to read</p>

Magnetic Reading Foundations Logic Model: Grade 1

Systems and Supports	Grade 1 Curriculum	Classroom Behaviors	Formative, Responsive Assessment	End-of-school year Outcomes
<p>Professional Development</p> <p>Educators actively engage in professional development sessions to become familiar with <i>Magnetic Reading Foundations</i> components, pacing, practices, routines, assessment and resources</p> <p>Educators actively engage in professional development to learn how to successfully implement <i>Magnetic Reading Foundations</i> with students</p> <p>School/District Leaders</p> <p>Communicate clear vision and expectations for implementation of <i>Magnetic Reading Foundations</i> in schools</p> <p>Ensure opportunities for professional development</p> <p>Establish system-wide schedules and structures to implement <i>Magnetic Reading Foundations</i> as intended</p> <p>Ensure opportunities for observation, feedback, and collaboration</p> <p>Promote a culture of assessment literacy and data use to drive differentiated instruction and student learning</p>	<p>Each unit, week, and lesson is structured to provide explicit, systematic and connected instruction to build and reinforce early reading skills. Skills are taught in sets, with built-in additional practice using multiple exemplars, review, and challenge opportunities</p> <p>Materials guide teachers to provide direct instruction, application, and practice for phonological awareness, phonics, word analysis, spelling/encoding, high-frequency words and fluency</p> <p>Step by step instructional routines for phonological awareness, high frequency words, phonics, and corrective feedback provide structure and predictability, thus freeing up cognitive space for learning</p> <p>Grade-level, engaging, decodable texts that unite topics, reinforce phonics skills and high frequency words and content knowledge</p> <p>Flexible pacing recommendations that provide opportunities for whole class and small group instruction</p> <p>Instruction is tied to formative, ongoing assessment to identify students' learning needs and drive instructional next steps</p>	<p>Students</p> <p>Authentically engage in each section of each lesson through choral response, individual oral response, class and peer discussion, or individual written response</p> <p>Read connected text aloud using Magnetic Readers and apply Fix-Up Strategies for self-correction</p> <p>Complete weekly assessment with whole class and individual with adult</p> <p>Educators</p> <p>Four days per week, allocate up to 45 minutes of whole-class instruction and 15 minutes of small-group instruction using <i>Magnetic Reading Foundations</i>.</p> <p>One day per week, allocate 20-30 minutes to conduct formative assessment of students' progress.</p> <p>Provide explicit, systematic, well-paced instruction by leading each lesson and each section in sequence without skipping content.</p> <p>Provide multiple opportunities for each student to practice each new skill through listening, speaking, reading, and writing</p> <p>Consistently model and use instructional routines throughout each lesson. Model Fix up strategies to help children learn how to self-correct.</p> <p>Conduct ongoing, timely formative assessment</p> <p>Provide differentiated support driven by formative assessment</p>	<p>Students</p> <p>As new phonological awareness skills are introduced with each lesson, student can demonstrate understanding of:</p> <ul style="list-style-type: none"> • Blend and segment syllables • Blend and segment onset and rime • Isolate, identify, blend, and segment phonemes • Add, delete, and substitute phonemes <p>As new phonics skills are introduced with each lesson, student can demonstrate understanding of:</p> <ul style="list-style-type: none"> • Digraphs • Trigraphs • Beginning blends • Three letter blends • Ending blends • Short vowel sounds • Long vowel sounds • Variant vowel sounds • Controlled Vowel sounds • Diphthongs <p>Aligned with each lesson, students are able to:</p> <ul style="list-style-type: none"> • Encode target sound spellings • Encode target words • Spell high frequency words • Read and write connected text <p>Access, discuss, and make connections between decodable texts</p> <p>See themselves and their peers reflected in the texts</p> <p>Read connected text that uses decodable words and high frequency words</p> <p>Use phonics-based word-reading strategies to self-correct and context to confirm understanding, rereading as necessary</p>	<p>Students</p> <p>Recognize the distinguishing features of a sentence</p> <p>Demonstrate understanding of grade-level phonological skills such as long vs. short vowel sounds, blending phoneme, isolating vowel sounds in one syllable words</p> <p>Apply grade level phonics and word analysis skills in decoding words such as spelling-sound correspondence for common digraphs, common vowel team conventions for representing long vowel sounds and decode two-syllable words</p> <p>Recognize and fluently read grade-level high frequency words</p> <p>Read grade level text with purpose, understanding, accuracy, and fluency.</p> <p>Develop enjoyment for reading</p> <p>Develop motivation to read</p>

Magnetic Reading Foundations Logic Model: Grade 2

Systems and Supports	Grade 2 Curriculum	Classroom Behaviors	Formative, Responsive Assessment	End-of-school year
<p>Professional Development</p> <p>Educators actively engage in professional development sessions to become familiar with <i>Magnetic Reading Foundations</i> components, pacing, practices, routines, assessment and resources</p> <p>Educators actively engage in professional development to learn how to successfully implement <i>Magnetic Reading Foundations</i> with students</p> <p>School/District Leaders</p> <p>Communicate clear vision and expectations for implementation of <i>Magnetic Reading Foundations</i> schools</p> <p>Ensure opportunities for professional development</p> <p>Establish system-wide schedules and structures to implement <i>Magnetic Reading Foundations</i> as intended</p> <p>Ensure opportunities for observation, feedback, and collaboration</p> <p>Promote a culture of assessment literacy and data use to drive differentiated instruction and student learning</p>	<p>Each unit, week, and lesson is structured to provide explicit, systematic and connected instruction to build and reinforce early reading skills. Skills are taught in sets, with built-in additional practice using multiple exemplars, review, and challenge opportunities</p> <p>Materials guide teachers to provide direct instruction, application, and practice for phonics, word analysis, spelling/encoding, high-frequency words and fluency</p> <p>Step by step instructional routines for, high frequency words, phonics (decoding and encoding), and corrective feedback provide structure and predictability, thus freeing up cognitive space for learning.</p> <p>Grade-level, engaging, decodable texts that unite topics, reinforce phonics skills, high frequency words, and unit words, and content knowledge</p> <p>Flexible pacing recommendations that provide opportunities for whole class and small group instruction</p> <p>Instruction is tied to formative, ongoing assessment to identify students' learning needs and drive instructional next steps</p>	<p>Students</p> <p>Authentically engage in each section of each lesson through choral response, individual oral response, partner reads, class and peer discussion, or individual written response</p> <p>Read connected text aloud using Magnetic Readers and apply Fix-Up Strategies for self-correction</p> <p>Complete a weekly assessment (as a whole class and in small groups or 1:1 with an adult)</p> <p>Educators</p> <p>Four days per week, allocate up to 45 minutes of whole-class instruction and 15 minutes of small-group instruction using Magnetic Reading</p> <p>One day per week, allocate 20-30 minutes to conduct formative assessment of students' progress</p> <p>Provide explicit, systematic, well-paced instruction by leading each lesson and each section in sequence without skipping content.</p> <p>Provide multiple opportunities for each student to practice each new skill through listening, speaking, reading, and writing</p> <p>Consistently model and use instructional routines throughout each lesson. Model Fix up strategies to help children learn how to self-correct. Model and provide practice on blending syllables and building syllables</p> <p>Conduct ongoing, timely formative assessment</p> <p>Provide differentiated support driven by formative assessment</p>	<p>Students</p> <p>As new phonics skills are introduced with each lesson, student can demonstrate understanding of:</p> <ul style="list-style-type: none"> Beginning and Ending Digraphs Beginning and ending blends Three letter blends Short vowel sounds Long vowel sounds Variant Vowels R-controlled vowels Final e Soft c Diphthongs Silent letters Syllable patterns <p>Aligned with each lesson, students are able to:</p> <ul style="list-style-type: none"> Encode target sound spellings Encode longer words Spell high frequency words Write connected text Read words Read connected text <p>Access, discuss, and make connections between grade-level texts</p> <p>See themselves and their peers reflected in the texts</p> <p>Read connected text that uses decodable words, high frequency words, multi-syllabic words, and unit words</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	<p>Students</p> <p>Know and apply grade level phonics and word analysis skills in decoding words such as spelling-sound correspondence for common vowel team, decoding regularly spelled 2-syllable words with long vowels and decoding words with common prefixes and suffixes</p> <p>Read multi-syllabic words</p> <p>Identify words with inconsistent but common spelling-sound correspondence</p> <p>Recognize and read grade-appropriate irregularly spelled words</p> <p>Read grade level text with purpose and understanding, Read with accuracy, appropriate rate and expression</p> <p>Use context to confirm or self-correct word recognition and understanding</p> <p>Develop enjoyment for reading</p> <p>Develop motivation to read</p>

Commitment to Future Research

Curriculum Associates is committed to conducting research on *Magnetic Reading Foundations*, as well as supporting schools in their own research evaluating the effectiveness of *Magnetic Reading Foundations*. The Research team at Curriculum Associates is currently conducting an evaluation to collect preliminary efficacy evidence for *Magnetic Reading Foundations*. Two studies evaluating the impact of the program on student reading outcomes across several schools and designed to meet ESSA evidence requirements are underway. In addition to these studies, we encourage schools to evaluate the effectiveness of *Magnetic Reading Foundations* using their own data. It is important to note that if a school is interested in measuring student growth, they must have *i-Ready Diagnostic*, *i-Ready Standards Mastery*, or another benchmark assessment data from at least two time points to control for prior achievement.

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To learn more about *Magnetic Reading Foundations*:

[MagneticReading.com](https://www.MagneticReading.com)!

How *Magnetic Reading* Meets ESSA Level 4 Evidence

Curriculum Associates Guidance Brief | May 2021

Overview

This research brief describes Curriculum Associates' evidence base for *Magnetic Reading* as well as our commitment to research, and it is designed to meet the Every Student Succeeds Act (ESSA) Level 4 definition of demonstrates a rationale.

About *Magnetic Reading*

Magnetic Reading is an evidence-based, supplemental reading comprehension program designed to help students in Grades 3–5 become independent, lifelong readers. Through rich, engaging texts and lively classroom discourse, *Magnetic Reading* is designed to help students build confidence and master essential reading skills. *Magnetic Reading* engages every student with grade-level content and provides rich, culturally relevant texts that honor the experiences of all learners. In addition, *Magnetic Reading* includes specific scaffolds for teachers to support learner variability and make complex, grade-level texts accessible for all learners.

Each *Magnetic Reading* lesson focuses on a unique skill and includes three different but conceptually related texts. Teachers can use the Grade-Level Scaffolding report to inform instruction, which groups students based on their most recent *i-Ready Diagnostic* score and corresponding Lexile® Reading measure. Because each *Magnetic Reading* lesson focuses on a unique skill, the skill scaffolding groupings within the report are specific to each lesson.

Magnetic Reading Key Claims and Logic Model

The goal of *Magnetic Reading* is to help every student become a skilled and confident reader. Drawing on the literature of research-based practices in vocabulary, comprehension, and knowledge building, *Magnetic Reading* is designed to build students' knowledge base while addressing skills and standards. Teachers will have access to embedded scaffolds and routines to help differentiate instruction and support all students.

The following claims serve as the theoretical underpinning for *Magnetic Reading* and help educators understand the goals of *Magnetic Reading* and how it might fit within a broader system of instructional practices and strategies.

- Engaging, authentic, and culturally responsive texts, complex ideas, and structures in a grade-level text enrich readers' knowledge and vocabulary, which they can draw on in the future (Halladay, 2012).
- Exploring key vocabulary and mapping related words and concepts helps build essential background knowledge (Cervetti & Hiebert, 2005).
- Reading pairs provide good fluency practice for both partners (Meisinger, Schwanenflugel, Bradley, & Stahl, 2004).
- Responding to a prompt and talking with a reading partner facilitates reading comprehension (Zwiers, 2018).

The logic model is another important resource in helping districts understand how *Magnetic Reading* is designed to work. This model visually depicts how *Magnetic Reading* can be used with various teaching strategies and activities to yield certain outputs, which in turn result in short-term outcomes, long-term outcomes, and generalized impacts.

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Logic Model

Key Components/Features:

- Authentic texts that provide knowledge-rich content while addressing standards
- Culturally responsive texts, non-dominant narratives, and prevailing ideas
- Clearly identified scaffolds for teachers (such as the Help & Go boxes)
- New vocabulary frequently embedded within the text and introduced with context
- At least three different texts in a lesson, all conceptually related
- Consistent routines to address the standard of focus
- Prompts in final session to connect all texts for that lesson
- Teacher prompts to support discussion-based reading

Intermediate Outcomes

Students

- Encounter new vocabulary with context clues in each text
- See themselves reflected in the texts



- Build content knowledge
- Access grade-level texts
- Authentically engage in class
- Become more empowered readers
- Build reading stamina
- Draw parallels from texts to their own lives
- Synthesize learning through connecting all texts for a lesson
- Discuss thoughts, reactions, and learnings with fellow classmates
- Become more confident speakers
- Enjoy reading

Teachers

- Make complex, grade-level texts accessible to all students
- Leverage various routines according to different types of student behaviors
- Strategically address learning needs of their students
- Plan more efficiently and effectively
- Make the most of their instructional time



- Foster conversations between students regarding content and comprehension
- Respond more frequently to students' needs
- Address learner variability regularly and appropriately
- Uncover misunderstandings and student needs
- Develop English Learners' vocabulary and comfort with reading

Long-Term Outcomes/Impact

- Improved student proficiency in reading
- Improved student growth in reading
- Improved student reading comprehension
- Become independent readers
- Students love reading
- ALL students are able to read grade-level texts
- ALL students are able to comprehend grade-level texts

Assumptions: These relationships are hypothesized to exist when *Magnetic Reading* is used with fidelity throughout the full academic year.

Commitment to Future Research

Curriculum Associates is committed to conducting research on *Magnetic Reading*, as well as supporting districts in their own research evaluating the effectiveness of *Magnetic Reading*. The Research team at Curriculum Associates is currently conducting a pilot study to collect preliminary efficacy evidence and implementation information for *Magnetic Reading*. A study evaluating implementation across several districts is planned for the 2021–2022 school year, in preparation for a quasi-experimental design study meeting ESSA Level 2 requirements. In addition to these studies, we encourage districts who are able to evaluate the effectiveness of *Magnetic Reading* using their own data. A common study design that may be feasible for a district is to compare the growth or progress of students in classrooms using *Magnetic Reading* to students in classrooms that do not use *Magnetic Reading*. For example, a district can assign classrooms with *Magnetic Reading* to a “treatment” group and classrooms not using *Magnetic Reading* to a “comparison” group. A district can use their students’ *i-Ready Diagnostic*, *i-Ready Standards Mastery*, or other benchmark assessment data to conduct an impact analysis. It is important to note that if a district is interested in measuring student growth, they must have *i-Ready Diagnostic*, *i-Ready Standards Mastery*, or another benchmark assessment data from at least two time points to be able to control for prior achievement. Using an analysis of covariance (i.e., ANCOVA), the district can examine whether students using *Magnetic Reading* have greater growth or achievement compared to students not using *Magnetic Reading*, after controlling for prior achievement.

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Built to address the rigor of the new standards, *i-Ready* helps students make real gains. *i-Ready* collects a broad spectrum of rich data on student abilities that identifies areas where a student is struggling, measures growth across a student’s career, supports teacher-led differentiated instruction, and provides a personalized instructional path within a single online solution.

To learn more about evidence on the impact of *i-Ready*, please visit CurriculumAssociates.com/Research.



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