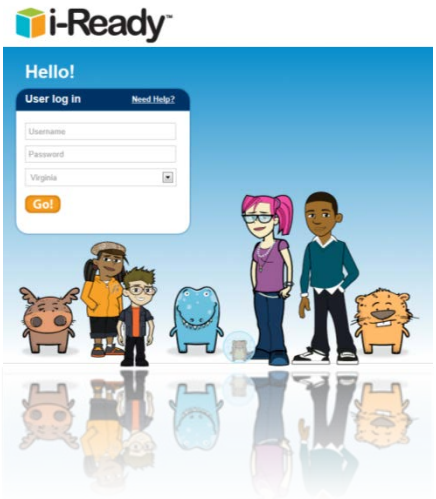
COPY

Virginia Department of Education

Student Growth Assessments
RFP #DOE-SGA-2012-15

Deadline: October 29, 2012 by 2:00 pm

James Monroe Building
Attn: Monique Robinson, Procurement Office
101 North 14TH Street, 21st Floor
Richmond, VA, 23219



Curriculum Associates

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
REQUEST FOR PROPOSAL (RFP)

Issue Date: September 25, 2012 RFP# DOE-SGA-2012-15

Title: Student Growth Assessments

Commodity Code: 92420

Issuing Agency: Commonwealth of Virginia
Virginia Department of Education
101 North 14th Street, 21st Floor
Richmond, Virginia 23219

Using Agencies: Local Education Agencies including
Virginia Public School Divisions and
Virginia Public Schools

Work to be Performed: Offsite

Initial Period Of Contract: From Date of Award Through November 15, 2014; (Renewable).

Sealed Proposals Will Be Received Until 2:00 PM October 29, 2012, For Furnishing The Goods/Services Described Herein.

All Inquiries For Information Should Be Directed To: Marie Williams, Contract Officer, at (804) 225-2040.

PROPOSALS MUST BE DELIVERED TO THE JAMES MONROE BUILDING, 101 N. 14TH STREET, RICHMOND, VA, 23219, 21ST FLOOR, PROCUREMENT OFFICE, TO THE ATTENTION OF MONIQUE ROBINSON (See Section VIII, C. Identification of Proposal Envelope.) This is NOT a mailing address. It is recommended that proposals be hand delivered.

In compliance with this Request For Proposals (RFP) and all conditions imposed in this RFP, the undersigned firm hereby offers and agrees to furnish all goods and services in accordance with the attached signed proposal or as mutually agreed upon by subsequent negotiation, and the undersigned firm hereby certifies that all information provided below and in any schedule attached hereto is true, correct, and complete.

Name And Address Of Firm:
Curriculum Associates, LLC
153 Rangeway Road
North Billerica, MA
Zip Code: 01862
eVA Vendor ID or DUNS #: 083394478
Fax Number: (800) 366-1158
E-mail Address: info@cainc.com

Date: 10/25/12
By: [signature]
(Signature In Ink)
Name: Steven Hayes
(Please Print)
Title: Vice President of Digital Products
Telephone Number: (800) 225-0248

PREPROPOSAL CONFERENCE: An optional proposal conference will be held on Tuesday, October 9, 2012, at 10:00 am at 101 N. 14th Street, 25th Floor, Washington Conference Room (Reference Page 7, Section VII, herein). If special ADA accommodations are needed, please contact Marie Williams at 804 225-2040 by October 5, 2012.

Note: This public body does not discriminate against faith-based organizations in accordance with the *Code of Virginia*, § 2.2-4343.1 or against a bidder or offeror because of race, religion, color, sex, national origin, age, disability, or any other basis prohibited by state law relating to discrimination in employment.

COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

P.O. BOX 2120

RICHMOND, VA 23218-2120

October 17, 2012

ADDENDUM NO.1 TO ALL OFFERORS

Reference – Request for Proposal:	RFP #DOE-SGA-2012-15
Commodity:	92420
Dated:	September 25, 2012
For Delivery To:	Department of Education
Sealed Proposals Due:	2:00 PM October 29, 2012
Pre-proposal Conference:	October 9, 2012

The above is hereby changed to read:

1. Reference Page 1, Using Agencies and Page 12, ADDITIONAL USERS: Add ", and consortia of Virginia Public School Divisions."

2. Reference Page 5, B. SPECIFIC PROPOSAL INSTRUCTIONS: Add "6. Provide seven copies of each proposed assessment (for the evaluation panel and the procurement file). For assessments that are still under development, sample items may be submitted and should accompanied by additional information about the total number of items being developed for the proposed test."

3. Reference Page 16, XI. PRICING SCHEDULE: Replace the title of column D with "Fixed Price per Year per Division." Replace the title of Column E with "Unit Price (per test or per student)." Replace the title of column F with "Total Proposed Price for Scenario (Column D + (5,000 * Column E)). Replace the first sentence with the following: "For each assessment offered, using the scenario of a minimum of 5,000 units (tests or students, as stated in the proposal) STATEWIDE per year, the required information and pricing per year must be provided using the table layout below. The unit price entered in column E may be in addition to a fixed price entered in column D or instead of a fixed price entered in column D. If only a unit price is offered, "0" should be entered in column D. If only a fixed price is offered, "0" should be entered in column E. DOE will evaluate price based on the amount to be entered in column F (final fixed price + (the unit price times 5,000)). A school division who chooses to use the contract for a given year would actually pay the final fixed price + the final unit price times the number of tests actually administered."

Note: A signed acknowledgment of this addendum must be received at the location indicated on the RFP either prior to the proposal due date and hour or attached to your proposal. Signature on this addendum does not substitute for your signature on the original proposal document. The original proposal document must be signed.

Curriculum Associates, LLC
Name of Firm

Vice President of Digital Products
Signature/Title

10/25/12
Date

Sincerely,

Marie Williams

Marie G. Williams, VCO
Director of Accounting/Acting Director of Procurement

Q: RE: Purpose, paragraph 2. So LEAs may adopt one for use in testing. Could a LEA use someone off the contract?

A: Yes. The purpose of the RFP is to come up with a list of assessments that have growth measures that meet certain criteria that LEAs may choose to purchase. The purpose of the RFP is to have a list of vendors from which divisions might purchase at a price negotiated on their behalf by the state.

Q: Is the state requesting separate training plan for each assessment?

A: No. It would just be the training plan that you have for any assessment and that would be in the general narrative part.

Q: Is the state requesting training at the district or state level? Who should the training include?

A: Training would be at the district level with the LEA. In general, training should address the needs of anyone in a district that would take the assessments (students), administer the assessments (teachers), or analyze the assessment results (teachers, school administrators, central office).

Q: Regarding attachment 3, would you want a separate attachment for grade 3, one for grade 4, etc., or is one enough? Is it an assessment per grade level? Would each grade level test be considered a different assessment? Or would each content area (i.e., math) be considered a different assessment? If there is one test at multiple grade levels, would each of those be a separate assessment?

A: If you consider it one test at different grade levels, then you should submit one. If you consider it a different test, submit a separate template.

Q: Is the division providing the location for the training?

A: That should be in your proposal. If you are providing the training at one specific location, that should be in your proposal. For example, if you intend to provide all of the training at a location in Virginia Beach, that would be important for divisions to know.

Q: If training is a full day, what about food, etc?

A: It should be part of the training plan. If you believe it will require a full day, your plan should address it. You would specify in your plan if you will provide refreshments of if that will be something the division will be responsible for arranging. There is no requirement to have a live training. You may choose to do the training electronically.

Q: Should training and professional development be listed under each additional test or as a separate line in the document?

A: There are no additional costs built in for training. Yes, your plan should include training and professional development, but there is not a separate line item for training or professional development. Your fixed price and your variable price may be different for each test. The training should be included in either the fixed or variable price. It depends on how you look at it.

Q: What would a comprehensive training plan look like?

A: It will depend largely on what the assessment looks like. If a school division chooses to purchase your assessment, you are going to provide sufficient training to administer the assessment and use the data. Students are mentioned because sometimes, particularly if you are using innovative technology, there is training required before taking the tests (for using clickers, for example). Training should support those who will take the assessments, those who will administer the assessments, and those who will use the data resulting from the assessments.

Q: Will the state provide any training for assessments on the approved list?

A: No, the state will not provide any training. This procurement is on the behalf of school divisions.

Q: LEAs and others who could be serviced- could consortia of LEAs or individual schools use the list? For example, Fairfax has multiple regions. Could one of those entities use the list?

A: LEAs, individual schools are referenced in the RFP. Consortia of LEAs were not initially listed, but were added via the addendum posted 10/17/12. Individual public schools could use, with the division issuing the procurement document on the school's behalf. Private schools are not listed.

Q: p.14 #9- Confidentiality of Personally Identifiable information: Who is responsible for obtaining the individual's or the parent of the individual's consent enabling the contractor to disclose student PII to the DOE or an LEA?

A: You will not be disclosing anything to DOE; these will be contracts will the individual school divisions. As part of their contract with you, they will need to deal with the transfer of information.

Q: Does "per test" mean by test or by student?

A: This depends on how your tests are constructed. For some vendors, the charge you make may be by test, and some are by student (e.g., a student can test a test multiple times). This would have to be clear in the proposal part, not in the pricing schedule. We need to know the cost on a per student basis. "E" is intended to be a unit price. "D"- takes into account that you may have fixed costs regardless of how many tests, or you may just have a price per test that includes everything and no fixed costs. Column F is simply your calculation and will allow us to compare apples to apples.

Q: All LEAs receive the same price?

A: Yes.

Q: Regardless of the size?

A: Yes.

Q: Is the fixed price column for one year and not for the duration of the contract?

A: Yes. This will be clarified in the addendum.

Q: Once a vendor is on the list, is it possible to hold additional negotiations with divisions after the fact?

A: After we review all the proposals and select the ones that we feel fully meet the need, and then we negotiate any nuances or prices with the vendors that we feel are fully qualified we would award the contract. The school division could issue purchase orders off the contract. Prices on the contract would be as listed in the contract.

Q: If LEAs currently contracting with a vendor for services and these are currently part of their package, what would happen?

A: If you have an existing agreement would remain in effect unless cancelled. This would be outside of that. One of the things we have asked for is what school divisions are you doing business with now. This contract would not override any existing contracts you have now.

Q: If we have a current contract with divisions for these services for assessments, does that need to be stated? Would this be a value added to existing contracts? Would they need to specifically state or handle that individually with LEAs?

A: Individually. We are trying to provide a list for divisions so they do not have to do their own procurement. You will not be able to change that contract. Divisions would use that contract as it was awarded or go through their own procurement process and negotiate their own contract. We will not be in the middle of modifying an existing contract. Divisions can choose to use the vendors on the list or not.

Q: If it is priced per student, that is spelled out in the narrative, and on this form we list a per student price.

A: You would need to fill out all of the columns. If you don't have a fixed price, you would put zero in column D and the price per test in column E and the 5000 x price per test in column F.

Q: Is there a place on the website with all schools and the number of students?

A: Archived Excel reports for fall membership are accessed through the VDOE website at http://www.doe.virginia.gov/statistics_reports/enrollment/fall_membership/index.shtml

Q: Regarding the fixed price- is that per LEA, or is that for any number of LEAs?

A: Per LEA.

Q: Column F- Would this include training, etc.?

A: Training would be incorporated either in D, E, or both. There is not a separate column for training costs.

Q: RE: Content Area: When considering math for third grade, fifth grade, etc., would you consider math with those multiple assessments as 1 line item with additional tests per content?

A: Name of assessment might be mathematics, and then you could specify 3-6. If the cost for each level is the same, it can be listed as 1 assessment. If the cost differs by math level, list separately. The content area is to assist the evaluators as they review (e.g. look at all the math assessments together).

Attachment 3: Response Template.

Q: RE 1.1 Test Blueprint: Should vendor submit one attachment per content, with a test blueprint for each test being proposed within that content area?

A: Yes.

Q: Are we considering pre-K or K through 8?

A: We have not specified grade spans. If you choose to propose pre-K, that is fine.

Q: Is there a preference for either equivalent forms or adaptive forms?

A: It is up to the vendor to propose. If you happen to have a short form, school divisions may be interested in that. There is no preference, however; propose what you have.

Q: I am assuming that this is for general population of students. May we include assessments for special populations as well?

A: Yes. You probably noticed that we speak to accommodations. If you have a particular form or a particular test that would be useful for special populations, you can propose that.

Q: Is there an equivalent to the SOL for the preschool level?

A: There are some content standards - Foundation Blocks. These are posted on the VDOE website. A PDF document entitled "Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds" is available at the following location: http://www.doe.virginia.gov/instruction/early_childhood/preschool_initiative/foundationblocks.pdf

The general link on VDOE website to the Early Childhood Instruction page is as follows:
http://www.doe.virginia.gov/instruction/early_childhood/index.shtml

Q 2.1- Confirm that validity evidence that supports the use of scores from the proposed assessment in teacher evaluation, addressing specifically the validity of using assessment results to support inferences about effectiveness of the teacher in producing growth in student performance. Specifically reference this use of vendor test data at the division level only.

A: Here we are just looking for validity evidence. If you have evidence that supports the use of your assessment for teacher evaluation, then we would ask that you submit that.

Q: Is the data going to move up to the VDOE level, or is it strictly for use at the division level only?

A: This is really a two-pronged answer. The VDOE is not going to collect the data; however, school divisions may choose to use the results of these assessments in teacher evaluation, and depending on the status of the school division, that teacher evaluation information would end up here.

Q: Are you strictly looking for assessments that can be used in teacher evaluation, or are you looking for assessments that growth?

A: We are looking for assessments that have measures of growth. Some school divisions may choose to use them in teacher evaluation and others may use them for different purposes. We are asking that if you have information about their use in teacher evaluation, to provide it.

Q: Is there a particular threshold for standard error of measurement you are looking for?

A: There is no specific requirement. We are looking for you to provide some information on error.

Q: Regarding the requirement that the assessment include items of various difficulty to ensure accurate measurement across the ability continuum, including the tails. Often these tails stretch across grade levels. Should vendors ensure their solution measures accurately and with a low SEM a minimum of 3 grade levels above and below each grade level specified?

A: There is not a requirement; propose what your assessment has.

Q: Is the aim for 2013-14 school year availability? Could a vendor propose an assessment not on the market at the time of submission provided it will be available school year 2013-14? Can you propose an assessment that is not yet developed but that will be ready for administration during the 2013-14 school year?

A: Yes, an assessment not yet developed can be proposed but the vendor should specify that the assessment will not be ready until 2013-14, in case a division is looking for something this year.

Q: Please clarify what is meant by State Testing Identifier.

A: The State Test Identifier (STI) is a unique 10-digit numeric testing ID assigned to each student when they enroll for the first time in a Virginia public school. Once assigned to a student, that STI

is maintained as part of the student's public school record regardless of the school and school division in which they are enrolled or the period of enrollment in Virginia public schools. You would need to be able to capture the STI within your data. It is a way of tracking a student's performance.

Q: Offerors are asked to provide test administration manuals. Would we also want copies of proposed assessments?

A: The Department would like to review the proposed assessments. For assessments that are still under development, sample items may be submitted and should accompanied by additional information about the total number of items being developed for the proposed test.

Q: So these assessments would be for the 2012-2013 school year?

A: If a school division chooses to use it this year (2012-2013), they could. We are hoping to make this available as soon as possible.

XI. PRICING SCHEDULE: For each assessment offered, using the scenario of 5,000 units (tests or students as stated in the proposal) STATEWIDE per year, the required information and pricing per year must be provided using the table layout below. The unit price entered in column E may be in addition to a fixed price entered in column D. If only a fixed price is offered, "0" should be entered in column E. DOE will evaluate price based on the amount to be entered in column F (final fixed price + the unit price x 5,000)). A school division who chooses to use the contract for a given year would actually use the final fixed price + the final unit price times the number of tests or students actually administered or served.

A. Assessment Description Attachment #	**B. Name of Assessment**	**C. Content Area**	**D. Fixed Price per Year per Division**	**E. Unit price per Student or Test**	**F. Total Proposed Price for Scenario (Column D + (5,000*Column E))**
3	*i-Ready Diagnostic*	Math	$7,500 for PD[1]	$6/student[2]	$37,500 for Year 1[3]
3	*i-Ready Diagnostic*	Reading	$7,500 for PD	$6/student	$37,500 for Year 1
4	BRIGANCE® *IED III Standardized*	Physical Development, Language Development; Academic/ Cognitive, Daily Living, Social and Emotional Development	**Year 1 Fixed Cost:** $5,000 for PD[4] **Years 2+ Fixed Costs:** $0[5]	**Year 1 Unit Cost:** $11.60 per test[6] **Years 2+ Unit Cost:** $3.98 per test	**Year 1 Total Scenario Cost:** $63,000[7] **Years 2+ Total Annual Scenario Cost:** $19,900/year[8]

IMPORTANT NOTES

[1] Includes three Blended Learning PD packages (see Written Narrative for a description) @ $2,500 each to direct-train 180–210 teachers (1:25 for 5,000 students). In the Written Narrative, we provide additional PD options for LEAs to consider. School divisions that purchase both subjects—reading and math—may combine PD sessions to only pay the fixed cost one time to cover both subjects.

[2] A one-year license of *i-Ready* provides unlimited assessments during that year, for $6/student/subject.

[3] Total proposed price includes tests in math or reading to serve 5,000 students, plus professional development for 180–210 teachers

[4] Includes two Blended Learning PD packages (see Written Narrative for a description) @ $2,500 each to direct-train 125–140 teachers (1:20 for 2,500 students). In the Written Narrative, we provide additional PD options for LEAs to consider.

[5] Years 2 and beyond include one 1-hour PD refresher webinar at no additional cost.

[6] Assumes 2,500 students each taking two tests per year (once in fall and once in spring), for a total of 5,000 tests.

[7] Year 1 total proposed price Includes: 5,000 student record books for two tests of 2,500 students; 125 each of *Inventory* and *Accessories Kits* (one for every 20 students tested); 2,500 1-year OMS licenses; and professional development for 120–140 teachers.

[8] Years 2 and beyond total proposed price Includes: 2,500 student record books for two tests each; 2,500 1-year OMS licenses; and PD refresher webinar at no cost.

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Attachment 1: Subcontracting Plan

Completed RFP Attachment 1

Small Business Subcontractor Letter of Commitment

Small Business Subcontractor Corporate Capabilities Summary

Small Business Subcontractor Letters of Reference

Small Business Subcontractor Management Biographies

Attachment 2: State Corporation Commission Form

Completed RFP Attachment 2

Commonwealth of Virginia Business Registration

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i-Ready Diagnostic Try-It Demonstration Account Access

Virginia i-Ready Overview Brochure

Virginia i-Ready Online Reports Brochure

Sample Teacher Performance Report

Introduction to Tools for Instruction Targeted Support for Classroom Math Instruction

i-Ready Diagnostic Technical Manual (on CD—proprietary and confidential, not for distribution beyond purposes for product evaluation)

Attachment 4: BRIGANCE® *IED III Standardized*

Completed RFP Attachment 3

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DRAFT IED III Standardized Examiner's Manual Table of Contents
DRAFT IED III Standardized Standardization & Validation Manual (on CD—proprietary and confidential, not for distribution beyond purposes for product evaluation)

Product samples are included separately as part of this submission

Written Narrative

RFP Section B.3.

A written narrative that includes the information requested in a.-f. below and the assessment documentation template completed for each assessment being proposed. Website citations may be used in the document in lieu of text or attachments.

This tab of our proposal responds to RFP sections B.3.a through B.3.f. The following tabs—Attachment 3: *i-Ready Diagnostic* and Attachment 4: BRIGANCE®—contain the completed assessment documentation tab for each product we propose, as well as additional information that may be of value to reviewers in determining the quality of our submission.

Curriculum Associates, LLC is a privately owned, socially responsible, rapidly growing educational publishing company with more than 180 personnel. We maintain offices in North Billerica and Boston, Massachusetts and Iowa City, Iowa, and have local educational sales consultants across the country—including Corey Good in Virginia. We publish reading, language arts, and mathematics assessments, state standards preparation programs, early childhood and Special Education assessments, and supplemental instruction for grades preK–12 and at-risk secondary students.

Since our founding by a team of educators in 1969, we have produced research-based and classroom-proven programs focused on helping educators effectively address the diverse needs of their students. In the last five years, 65 percent of school districts in the United States have purchased a product from Curriculum Associates.

It is always a pleasure ordering from Curriculum Associates. I can always count on friendly, reliable service and a speedy delivery. I wouldn't change a thing!!!
--Mary Garner, Carroll County Public Schools, MD

More than 12,000 districts trust us to accelerate their student learning. This depth of experience has enabled us to hone our program management processes and professional development to support our customers in successful implementations.

As a privately owned company, we answer to our customers—not shareholders. We embrace a long-term view that enables us to invest heavily in research and product development. Our products are research-based and classroom-proven—the only way to yield reliable, valid measurement and support of student growth.

I have been a customer for a long time, and the products Curriculum Associates provides are helpful for all students, regardless of ability, language, etc. There truly is something for everyone.
–Vanessa Lopez, Calexico Unified School District, CA

We base product design and evolution on our direct implementation experience across a wide range of organizations (e.g., public schools, private schools, after-school programs, Head Start, SES providers) and with a diverse population of students (e.g., on, below, and above level; Tier 2 and Tier 3; English language learners; Title I; students served in special education).

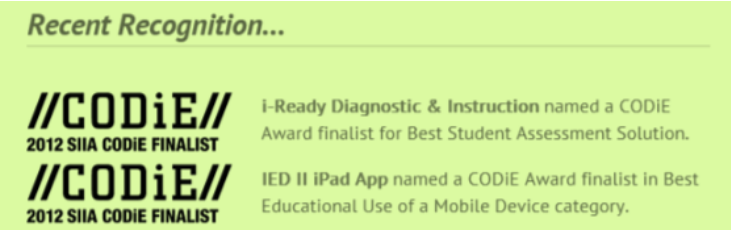
RFP Section B.3. cont.

In addition to the proposed *i-Ready* and BRIGANCE® *IED III Standardized* products, our offerings include—among others:

- *SOL Ready* for writing and mathematics
- *Comprehensive Assessment of Reading Strategies* (CARS)
- *Strategies to Achieve Reading Success* (STARS)
- *Comprehensive Assessment of Mathematics Strategies* (CAMS)
- *Strategies to Achieve Mathematics Success* (STAMS)

We also offer associated professional development in support of these products. More information about all of our offerings is available on our website at www.curriculumassociates.com.

We have a long history of collaborating with customers—from single schools to rural districts, from large urban districts to state-level contracts—because our assessments and instructional solutions address the many challenges of today's academic environment. Our customers attest (see some of their many testimonials throughout this proposal) to our close and thoughtful management of their contracts.



Our pledge to the Commonwealth of Virginia is superior service. We are committed to being the *best service provider in the publishing industry*. We are big enough to offer the quality resources to back our products, but small enough to ensure a level of attention we can continue to be proud of—and that our customers say really works for them.

Our products are crafted, implemented, and supported by a team of experienced individuals who are always thinking of the customer first. Our policy is simple: if *i-Ready* or the *IED III Standardized* does not meet your expectations, we will refund your money. We believe in the power of our products to effect real and positive change in children's learning outcomes. Each of the Curriculum Associates' personnel with whom the Commonwealth may interact is driven by this ideal.

RFP Section B.3.a.

The organizational structure of Offeror's staff as it relates to the delivery of services for proposed assessments. Include details regarding help desk availability for tests administered online.

We propose a cost effective, responsive approach that will help the Commonwealth meet its objectives for student growth assessments to be purchased by Virginia LEAs. In Attachment 3, we propose our online *i-Ready Diagnostic* for grades K–8 for reading and math. In Attachment 4, we present our Pre-Kindergarten solution of the print-based *BRIGANCE® IED III Standardized* combined with the online automated scoring and reporting provided by the BRIGANCE® *Online Management System*.

RFP Section B.3.a. cont.

Curriculum Associates has tested and proven a process for project management, and the process begins and ends with assigning the right person to each role. We propose a team of knowledgeable professionals to work with Commonwealth staff and educators through implementation of either or both of our proposed student growth assessment solutions.

> *Corey Good, our local representative, will serve as the primary point of contact for purchasing LEAs.*

Personnel that may be involved in supporting the Commonwealth are shown in the program-specific organization chart below. Other personnel—such as training consultants and customer service representatives—may also be involved with the project.

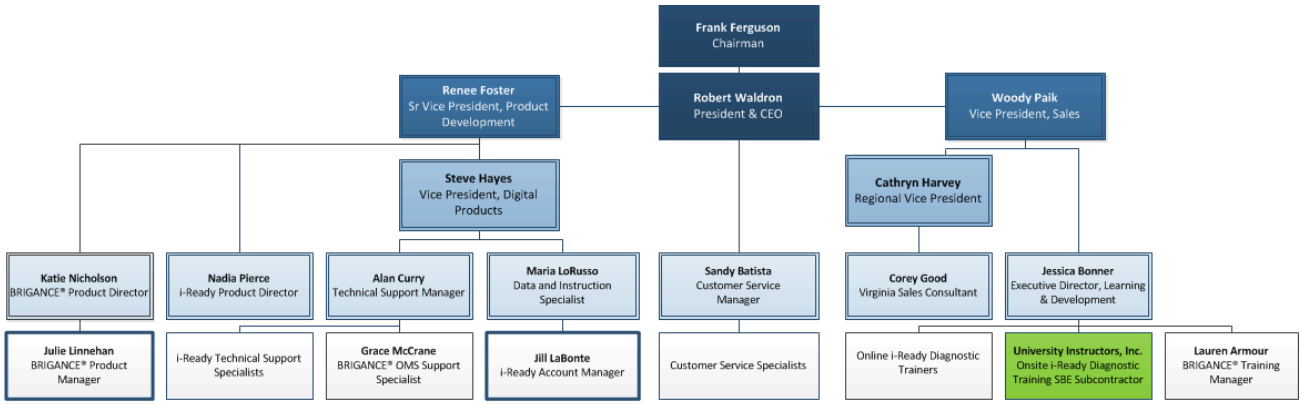


Figure 1. Virginia Contract Organization Chart. Corey Good will serve as the Commonwealth's primary point of contact for either program. Jill LaBonté will serve as account manager for *i-Ready Diagnostic* program implementation. Julie Linnehan will serve as program manager for BRIGANCE® *IED III Standardized* implementation. Jessica Bonner will work closely with the Commonwealth, Corey, Jill, Julie, Lauren Armour, and University Instructors to coordinate all aspects of training. Steve Hayes, Cathryn Harvey, Nadia Pierce, and Katie Nicholson will provide corporate support whenever needed. Alan Curry, Maria LoRusso, and Sandy Batista will lead their teams in responsive, efficient technical and service support.

Summary Biographies for Key Personnel

Virginia LEAs will be assisted by our knowledgeable staff throughout the entire partnership with Curriculum Associates. Below are the backgrounds and experience of key personnel with whom the Commonwealth may interact. They will collaborate internally and externally to provide a successful implementation for the Commonwealth, answer any questions as they arise, and help ensure optimal usage.

Frank Ferguson, Chairman of the Board of Directors: Frank Ferguson is one of five co-founders of Curriculum Associates. Frank graduated from Iowa State University in 1950 with a degree in Journalism and minors in education and psychology. He received an M.B.A from MIT in 1959. Frank served as Curriculum Associates' President from 1976 through 2008.

RFP Section B.3.a. cont.

Our Chairman and President/ CEO, Frank Ferguson and Rob Waldron, were recently named as finalists for the edtech digest 2012 Award Program in the Leadership category.

Rob Waldron, President and CEO: Rob joined Curriculum Associates as President in 2008 and became CEO in 2009. He previously served as an operating executive at Berkshire Partners and CEO of Jumpstart for Young Children, a national non-profit that prepares disadvantaged children for school success. Under Rob's leadership, Jumpstart doubled in size. Rob also spent nine years at Kaplan Education, where he served for five years as the CEO of Score Learning Centers.

Rob graduated from Northwestern and Harvard Business School and is a former Fellow at the Harvard Kennedy School of Government. Rob has been recognized as one of the Top 25 Social Entrepreneurs by Fast Company magazine and a Young Global Leader by the World Economic Forum.

Cathryn Harvey, Vice President, Southeast Regional Sales Manager: Cathryn began her career as a teacher in eastern North Carolina, developing and implementing successful programs for at-risk children. She then worked as an educational consultant for Riverside Publishing before joining Curriculum Associates in 1991 as the sales representative for North and South Carolina. Today, Cathryn leads a team of sales consultants throughout the southeast.

Corey Good, Virginia Educational Sales Consultant: Corey began his career in higher education publishing where he held positions in sales, marketing, textbook acquisition, and editorial development. Since 2004, he has served the needs of K-12 teachers and administrators throughout Virginia. Corey joined Curriculum Associates in 2009 and enjoys helping his customers implement strategies to boost student performance and increase teacher effectiveness. He holds a bachelor's degree from the University of Florida. Corey will serve as the primary point of contact for the Commonwealth, and will work closely with Virginia school divisions to gather information on their ideal configuration of materials and training for the student growth assessment project.

Jessica Bonner, Executive Director of Professional Development and Training: Jessica has been with Curriculum Associates since 2008. With a Master's in Education, she brings four years as an elementary-school teacher and more than 14 years in teacher training and professional development to her work with our customers across the country. Jessica has facilitated hundreds of workshops during her career. She will be Virginia's main point of contact for professional development, and will work with the Commonwealth to tailor a plan that addresses local-level specific training needs.

Sandy Batista, Customer Service Manager: Sandy began her career in the U.S. Air Force as an inventory management specialist. She went on to gain more than 12 years of additional experience serving in directorship roles in the production, operations/IT, and quality control areas in the publishing industry before joining Curriculum Associates in 2008. Sandy holds a Bachelor's in Business Administration. She will oversee Curriculum Associates' customer service team as it supports the Commonwealth before, during, and following implementation.

RFP Section B.3.a. cont.

Alan Curry, Technical Support Manager: Alan is a proven software quality assurance manager with more than 18 years of experience building technology solutions. He holds a B.S. in Math and Computer Science.

i-Ready Diagnostic personnel:

- Steve Hayes, Vice President of Digital Products: Steve was previously Vice President, Publishing Technology at Houghton Mifflin Harcourt. While at HMH, he developed and implemented cost effective publishing systems and strategies to streamline the publishing process and help customize programs to fit state and local needs. Prior to that, Steve directed a staff of 21 production managers and editors at Riverside Publishing in the delivery and support of large statewide high stakes and formative testing programs. He graduated from the University of Texas at Austin with a B.A. in German and an M.A. in German Studies. Steve also earned the title of Certified Enterprise Content Management Master. Steve will provide close corporate oversight of the Commonwealth's use of *i-Ready Diagnostic*.

- Nadia Pierce, Director of *i-Ready*: Nadia has spent ten years in the education, technology and education technology arena. Prior to joining Curriculum Associates, she served as a director of an after school tutoring program serving 300+ students, worked with an early childhood education nonprofit and worked as a management consultant with technology clients in the internet and enterprise software industries. Nadia holds a B.A. in Psychology from Yale University, a M.Ed. from the Harvard Graduate School of Education and an M.B.A. from the Stanford Graduate School of Business. As Product Director, her main focus is on continuing to improve what *i-Ready* offers to students, teachers, and administrators.

- Maria LoRusso, Data and Instruction Specialist. Maria holds Master's degrees in Teaching and in Educational Administration and Supervision. As a Teach for America Corps member, she taught history for three years at Christopher Columbus High School in the Bronx, leading 89 percent of her students in passing the state History Regents exam. She was then promoted to National NWEA Manager, responsible for training and supporting 400 educators in implementing Teach for America's first nationwide assessment.

- Jill LaBonté, Account Manager: Jill has more than 20 years of experience in the field of account management/client service and customer relationship management within the technology environment, supporting large scale global customers. She received her B.A. in Communications Mass Media from the University of Massachusetts Amherst. Jill enjoys the contact with customers and ensuring their needs are met.

I have been a customer for a long time, and the products Curriculum Associates provides are helpful for all students, regardless of ability, language, etc. There truly is something for everyone.
–Vanessa Lopez, Calexico Unified School District, CA

RFP Section B.3.a. cont.

BRIGANCE® *IED III Standardized* personnel:

- Katie Nicholson, Director of BRIGANCE® Products: Katie oversees the BRIGANCE® product lines. Katie joined Curriculum Associates in 2009 after serving as Case Team Leader at the Bridgespan Group—a nonprofit strategy consulting firm—where she worked with a number of leading education and philanthropic organizations to support their efforts to address pressing strategic issues. She also served as Senior Director of External Affairs at Jumpstart for Young Children—a national early education nonprofit—where she directed marketing, communications, and government relations. Katie began her career in management consulting at Bain & Company. She holds a Bachelor's in psychology from Amherst College, a Master's in Education from Stanford, and an M.B.A. from the Stanford University Graduate School of Business.

- Julie Linnehan, BRIGANCE® Product Manager: Julie came to Curriculum Associates in 1992 with a strong background in technical sales and marketing, and has been involved in all phases of BRIGANCE® product development and delivery. Since 2006, she has provided training on BRIGANCE®, delivered director-level sales presentations, and been a featured speaker at Head Start and Special Education conferences. Julie holds a B.S. in Business Management.

- Lauren Armour, Professional Development and Training Manager: With a Master's in Adult Learning and Development, Lauren has more than 16 years of experience in educational publishing and training, and three years of experience as an adult education instructor for Maynard Public Schools.

Every contract deliverable will have a name next to it, to ensure full accountability for all activities Curriculum Associates has proposed for Virginia's student growth assessments program.

In addition to frequent interaction program management personnel, all *i-Ready* and/or *IED III Standardized* users in Virginia will have immediate access to the information that they need with unlimited support by toll-free telephone, email, or online chat. Our in-house customer service specialists and technical support team are available Monday through Thursday from 8:30am to 7:00pm EST and Friday from 8:30am to 5:00pm.

Customers also have 24/7 access to online FAQs, recorded trainings, and user manuals at www.curriculumassociates.com/professional-development, www.i-ready.com, and www.brigance.com.

SBE Subcontractor for Onsite *i-Ready Diagnostic* Training: University Instructors, Inc.

EDUCATIONAL PARTNERSHIPS
A DIVISION OF UNIVERSITY INSTRUCTORS®

University Instructors, Inc. (UI) will facilitate the onsite professional development sessions for *i-Ready Diagnostic*. Founded in 1994 in Richmond, Virginia, UI is a network of locally based, highly motivated and caring educators and professionals committed to providing programs and personnel resources necessary for staff development, training, program implementation, supplemental instruction, and many other forms of services to its educational services clients and partners.

With more than a decade of instructional support and related services experience, UI has the proven expertise and capacity to fulfill the live training requirements for *i-Ready Diagnostic* to purchasing LEAs in the Commonwealth of Virginia. UI's significant knowledge base of school environments, student population profiles, K-12 intervention programs, and professional development enables UI to offer a level of training services that will be capable of meeting the unique and specific needs of this student growth assessments program. Management team biographies for oversight and training are provided below.

- Martin J. Huebschman, COO, CFO and Director: Martin brings a wide range of business experience to the position of University Instructor's COO. His experience spans domestic and multinational companies in the education, manufacturing, healthcare, computer, and telecommunications industries; he is a degreed accountant; and has a Juris Doctorate from Cleveland Marshall Law School.

- Tamu M. Thomas Walker, Regional State Director of Programs: Tamu is a highly experienced educational program manager. She has directed and supervised the implementation of hundreds of successful division-wide school programs throughout Virginia and Maryland. Her extensive knowledge of K-12 state standards based instruction, curriculum development and implementation, state educational issues, teaching methods, and varied student populations—including LEP students—has allowed Tamu to become an established leader in innovative and responsive program management, administration, coordination and implementation.

- Shanee Frazier, Senior Program Coordinator: Shanee has been directly involved in the start-up and implementation of hundreds of successful programs throughout Virginia. Her knowledge of K-12 service delivery models—including staffing, training and monitoring both the instructional support teams and UI's compliance with contract terms and compliance—has provided Shanee the background and experience to be a highly responsive program management executive dealing with all aspects of the field delivery process.

- Stephanie Smith, Regional Senior Program Coordinator: Stephanie comes to UI with educational services management experience having almost a decade of teaching and learning center management responsibilities at facilities in both Florida and Maryland.

Please refer to Attachment 1 for additional information on UI corporate capabilities, references, and personnel.

RFP Section B.3.b.

A comprehensive plan to be implemented by the contractor that establishes necessary safeguards to maintain the confidentiality of all student data and any other materials deemed to be confidential by VDOE or the Offeror.

Curriculum Associates takes the security of customer data for both students and district employees very seriously. For both *i-Ready Diagnostic* and the BRIGANCE® *OMS*, we follow industry best practices in the maintenance, back-up, and security of all program servers.

RFP Section B.3.b. cont.

> **Given the new and more challenging SOLs, I appreciated *i-Ready's* breadth and rigor.**
> **— Jeanine Judd, Gifted Specialist, Farmington Elementary School VA**

These include:

- Online servers are proactively and intensively monitored on a constant basis (24x7x365). Advanced system performance equipment quickly identifies server performance issues with a rapid response system in place if any corrective action is necessary. The goal is to replace hardware before it fails by using predictive hardware failure monitoring tools.
- Differential backups of data are taken throughout the day in order to achieve a very high data recovery rate; current nightly backups are done to a different storage network.
- Continuous maintenance plans are in place to keep all servers optimized and tuned to operate at peak performance levels.
- Data is stored in a high availability (HA) environment.
- Online servers are connected to the Internet by one of the most redundant networks in the industry providing us an Internet connectivity service level in the five nines (99.999%) uptime. Bandwidth is burstable to almost switched wired speeds providing us with virtually unlimited bandwidth.
- Routine server patches and security updates are applied regularly.

Curriculum Associates also follows specific procedures in maintaining secure and reliable data for our clients. These include:

- All staff, teacher, and student logins require valid user names and passwords.
- All data transfers are conducted using a secure internet protocol (SSL and https).
- All authorized access is timed out after 30 minutes of no activity.
- Our servers are located in a new, state of the art data center hosting facility that includes a high level of security, as well as fire protection systems.
- Our servers are protected under 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.
- Advanced and hardened firewalls protect all our online servers.
- Data servers are behind the firewall residing on a private network.
- Data traffic is continuously monitored for malicious activity.

Because *i-Ready Diagnostic* is an online-based assessment, the types of security risks potentially affecting the test outcome are somewhat different than those found with a paper-based assessment.

RFP Section B.3.b. cont.

Types of threats to protect against in the electronic medium include unauthorized manipulation or corruption of assessment data without the user's knowledge and disruption of the testing environment to delay reporting of results. That said, educators using *i-Ready*—as with any assessment—must be on guard for the more traditional types of security threats, such as cheating or sharing of results.

Curriculum Associates recommends that districts administer *i-Ready Diagnostic* in a school computer or classroom setting, depending on the availability of computers. This setting will allow monitoring of student interaction with the system and ensure that each student is focused on task. Because the assessment is computer-based, school staff members have no interaction with the assessment results. The system tabulates individual results instantly and stores them in the secure database.

A tremendous added value of *i-Ready Diagnostic* is the fact that its adaptive online engine is a natural deterrent to cheating. Each student begins his or her assessment based on a specific profile. From this point, the test engine adapts to student responses, presenting a unique test and individualized item path to each student. In addition, the item pool is sufficiently large that students experience different items to measure each indicator.

These various testing elements combine to produce an independent testing experience for each student with each testing administration, making student sharing of answers much more difficult than with a more traditional paper-based or non-adaptive assessment. Finally, the testing engine monitors the standard error of each student testing domain. If the system detects a standard error that indicates an unusual testing experience, the system will not validate the testing results and will require the student to retake the assessment to produce a valid result.

RFP Section B.3.c.

A comprehensive training plan for central office staff, school administrators and teachers
RFP Section B.3.d. Evidence of experience in providing assessments that include measures of growth for local or state education agencies.

We will collaborate with school division administrators to determine the professional development plan that best fits the needs of each purchasing LEA. We offer onsite training, as well as training through webinars. We typically limit onsite sessions to 30–35 participants (each participant must have access to a computer connected to the Internet), while online webinars accommodate up to 1,000 participants.

Our proposed professional development options for *i-Ready Diagnostic* and/or BRIGANCE® *IED III Standardized* are highly flexible and scalable.

What is so special about this training that Curriculum Associates provides is that it's ongoing. I have talked to their technical specialists driving down the road. They call me back. They email very quickly. The response time is fantastic, and they are always very positive and upbeat. There is never a stupid question. A question is never asked too many times.
–Jane Priest, Literacy Coach, Brassfield Road Elementary NC

RFP Section B.3.c. cont.

Offerings include:

Professional Development Package Pricing		A La Carte
Blended Learning Package: $2500 • Onsite sessions: One day encompassing two 3-hour sessions • Live webinars: two 1-hour follow-up sessions throughout the year	**Online-Only Package: $800** • Live webinars: two 1-hour sessions	**Onsite session**, 3 hours: $1750 **Live webinar**, 1 hour: $500
Note: Professional development can be customized for district-wide train-the-trainer implementations, if desired. Pricing for the train-the-trainer model is slightly more expensive, given the increased training needs (e.g., scripts, additional costs of copies, binders, flash drives so the division trainers have everything they need to implement the training on their own.) Pricing is available upon request, if an LEA chooses this model over the proposed direct training approach.		

For purposes of the RFP-provided scenario, our Cost Form assumes the Blended Learning Package. However, we will work with each purchasing division to determine what format and frequency will be most beneficial to that LEA.

Our Virginia-based SBE subcontractor, University Instructors, will facilitate the onsite *i-Ready Diagnostic* sessions. Curriculum Associates' personnel will provide all online trainings, as well as any sessions—whether web or onsite—for *IED III Standardized*.

Proposed *i-Ready Diagnostic* Training Plan

Our recommended implementation and training plan for *i-Ready Diagnostic* consists of three phases, each of which includes these essential training components: planning, implementation, and ongoing support and coaching.

To ensure Virginia administrators and teachers can most effectively use *i-Ready*, we offer three training topics:

1. Getting Started—Teachers and administrators will learn the benefits of *i-Ready Diagnostic* and how to effectively engage students and parents. At the end of the session, participants will be able to explain *i-Ready* to others, administer the *i-Ready* diagnostic, access and analyze student results, monitor student growth, and adjust the instruction accordingly.
2. Understanding Data and Instructional Decision Making—Teachers and administrators will analyze results and use *i-Ready* reports to make instructional decisions. At the end of the session, participants will be able to enhance their understanding and use of *i-Ready*, take a deeper dive into the reports, monitor student growth and adjust instruction accordingly, use reports to differentiate instruction, and make instructional decisions using *i-Ready* reports.

RFP Section B.3.c. cont.

3. Leadership Best Practices—Customized based upon the Commonwealth's implementation. Typical areas of focus include how to effectively use *i-Ready* data, monitor student growth and adjust the instruction accordingly, identify best practices and trouble-shoot implementation issues, and analyze end-of-year reporting to prepare for next year.

Our philosophy is that participants should leave a training session feeling confident that they can apply what they have just learned, and that what we have taught them has meaning and relevance. As such, the professional development we provide is very hands-on, practical, and program-based. We focus on the specifics of how to implement and maximize *i-Ready* in the classroom, and how best to leverage the data provided at the student, class, grade, school, and district levels. Throughout the sessions, we will use actual student data and results to identify implications and strategize what we can jointly do to ensure optimal implementation and learning.

Curriculum Associates will furnish any required training materials/handouts, labor, and travel for our personnel. The requesting LEA will coordinate participant time and travel, host the onsite training session(s), and provide any required technology or equipment (such as computers connected to the internet and a projector).

The table below presents a draft implementation plan based on "typical" *i-Ready* district implementations. We have had customers implement *i-Ready* with only web-based training, while others prefer an onsite component. We can adapt sessions to fit a train-the-trainer model, if desired.

Phase I: Planning	
Milestone 1: Implementation Planning	
Objective	Determine and solidify school goals, participants, and deliverables for the project to establish accountability measures
Participants	School division/district and school leadership team
Delivery	1 month prior to deployment: 60 to 90-minute conference call
Outcomes	**1.** Identify key players and roles **2.** Establish implementation goals across all key stakeholders (administrators and teachers)—Corey Good and Jill LaBonté will provide expert guidance and assistance to administrators regarding *i-Ready* implementation for their unique setting **3.** Determine the teachers who will participate in the training **4.** Finalize deliverable dates for all milestones within the implementation plan
Milestone 2: Account Setup	
Objective	Import all users into *i-Ready* prior to implementation/deployment
Participants	School coordinators
Delivery	Immediately following completion of Milestone 1

RFP Section B.3.c. cont.

Phase I: Planning	
Steps	**1.** To enable effective reporting at all levels, our account manager will work with the school designee to create an *i-Ready* "onboarding" Excel workbook. The workbook contains information that links students to classes, teachers, schools, and district. **2.** When the onboarding workbook is completed, the school designee will email it to our account manager, who will then upload the information into the *i-Ready* system. After onboarding is complete, additional information (e.g., new students, change of classes, etc.) may be entered directly into the online account. **3.** The account manager emails the school designee the login information for administrators, teachers, and students.
Phase II: Implementation	
Milestone 3: Leadership Kickoff	
Objective	Obtain project support and commitment from all participants to increase instructional productivity
Participants	School leadership (principals and key personnel, such as instructional technology leads)
Delivery	TBD
Outcomes	**1.** Engage school leaders for project kick-off **2.** Set the expectations for principals to ensure project success in their buildings **3.** Ensure the leadership team has the information they need to effectively communicate benefits, goals, and expected outcomes to teachers
Milestone 4: Product Training	
Objective	Train teachers and administrators on *i-Ready*
Participants	Teachers, principals, and select school leadership
Delivery	TBD
Outcomes	**1.** Ensure all teachers and administrators understand program benefits and functionality, and can effectively explain the program and expectations to students and parents. **2.** Train users how to use *i-Ready* based on school guidelines and objectives. **3.** Establish next steps, associated dates, and expectations for the next training session.
Milestone 5: Data-Driven Instruction	
Objective	Coach users on how to analyze and leverage diagnostic data with students
Participants	Teachers, principals, and select school leadership
Delivery	TBD
Outcomes	**1.** Collective understanding and interpretation of student diagnostic data, to help inform tier mobility decisions **2.** Highlight best practices for using diagnostic data **3.** Agree on how to refine instructional strategies going forward, based on specific data results, trends, and gains in student growth

RFP Section B.3.c. cont.

Phase II: Implementation	
Milestone 6: Leadership Best Practices	
Objective	Ensure school leadership team is informed on progress to date and consistently accessing and using relevant data
Participants	Principals and select school leadership
Delivery	TBD
Outcomes	**1.** Ensure leadership is informed on key diagnostic results **2.** Ensure consistent usage and understanding of best practices **3.** Ensure leadership is providing high levels of support to teachers
Phase III: Ongoing Support and Coaching	
Monitor Regular Intervention Usage	
Objective	Curriculum Associates' account manager and implementation team monitor school *i-Ready* usage to ensure established procedures are being followed.
Participants	Teachers and principals
Delivery	Email and phone call check-in
Refresher Webinars and Supporting Documentation	
Objective	Ongoing training, FAQs, and product manuals available 24/7 help school users effectively implement and use the program.
Participants	Teachers and principals
Delivery	Pre-recorded webinars, online documentation available within the *i-Ready* system

Figure 2. Draft implementation plan for the Commonwealth's usage of *i-Ready*.

Through our website, we also provide complimentary live and prerecorded webinar sessions (http://*i-Ready*.com/diagnostic-training) throughout the year—in addition to "help" documentation such as FAQs, user guides, and technical manuals—to serve as refreshers and to train any new staff between live sessions. These resources are available 24/7 through the Resources tab of the administrator and teacher accounts.

We will consult with Virginia during implementation to help ensure product training is well received by the field and also to help administrators thoroughly understand what implementation entails. We will walk school division staff through *i-Ready Diagnostic*—reviewing the many features and tools—and guide stakeholders in making informed decisions on which tools will be most important and why. Next, we will discuss and finalize timelines, deadlines, logistics, and other deliverables.

RFP Section B.3.c. cont.

Proposed BRIGANCE® *IED III Standardized* Training Plan

We designed the BRIGANCE® products to be easy-to-use by both teachers and staff members of all experience levels, including those without formal assessment training. To ensure administrators, teachers, and all staff members are completely comfortable and confident implementing our proposed Pre-Kindergarten student growth assessment, our training efforts will reflect the four key tenets shown in Figure 3.

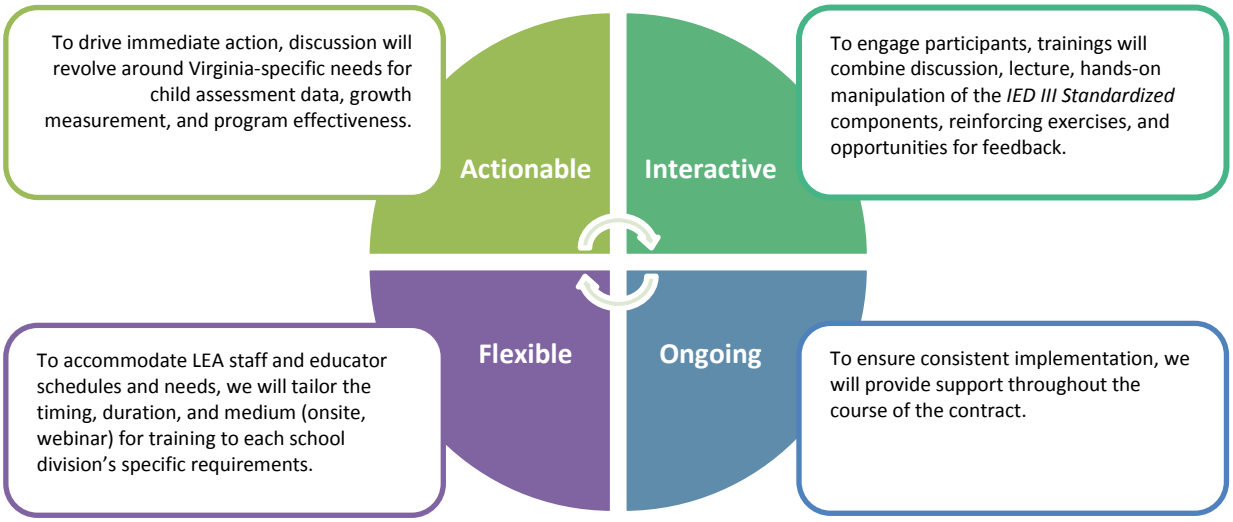


Figure 3. Four foundational tenets of our proposed IED III Standardized training plan for Virginia LEAs.

Curriculum Associates proposes to provide onsite training in locations specified by the purchasing LEA. Upon receipt of a purchase order, we will work with the division to finalize a mutually agreed-upon, customized training schedule that will take into consideration its specific needs and desired outcomes.

For purposes of the scenario presented in the RFP, our cost proposal assumes four three-hour sessions over two days at two separate locations. We can modify this scenario as needed to fit actual implementations.

Our training will ensure that participants are familiar with how to accurately conduct the assessments and score the *IED III Standardized.* Training sessions will also address entering assessment data into the BRIGANCE® *Online Management System (OMS)*, generating reports, and identifying next steps.

Curriculum Associates will furnish stipulated training materials, labor, and travel for our personnel. The requesting LEA will coordinate participant time and travel, host the onsite training session(s), and provide any required technology or equipment (such as computers connected to the internet and a projector).

RFP Section B.3.c. cont.

In addition to the onsite training sessions, Curriculum Associates will offer two follow-up trainings about the *OMS* via webinar. This webinar training will take place immediately before the *IED III Standardized* assessments are administered in the fall and spring, to support effective and accurate use of the *OMS*.

Participants should bring the following training materials for each training session:

- *IED III Standardized Examiner's Manual*
- *IED III Standardization & Validation Manual*
- *IED III Standardized Record Books*
- *IED III Standardized* Accessories Kit
- BRIGANCE® *Online Management System* account logins

The Curriculum Associates' trainer will provide all attendees with:

- Training agenda
- Printed copy of the training PowerPoint presentation
- Other training materials, such as handouts for hands-on activities

Attendees will keep all the materials they receive at the session, for use and reference at their sites.

RFP Sections B.3.d and B.3.e.

RFP Section B.3.d.Evidence of experience in providing assessments that include measures of growth for local or state education agencies. ***AND*** *RFP Section B.3.e. A list of the local and state education agencies contracted with for similar services within the last three years. Include a brief summary of the services provided.*

i-Ready Diagnostic

Since the product release in the summer of 2011, there have been more than 1,400 implementations of *i-Ready* across the country. Half a million students and counting are now using the program. Due to terms and conditions of many of our contracts, we cannot provide a list of local and state education agencies using *i-Ready*. However, a sampling of our state- and district-level *i-Ready* implementations includes:

- **Ohio and New York**. The states of New York and Ohio have approved *i-Ready* as a valid student growth measurement, based upon their review of the testing instrument and its technical characteristics. Please refer to the Additional Information subtab in the Attachment 3 section for a press release detailing these initiatives and how *i-Ready* is meeting the growing need for valid and reliable student growth data as a portion of teacher and principal effectiveness.
- **Northside Independent School District (San Antonio, TX).** *i-Ready Diagnostic & Instruction* for mathematics is being used by 4,400 K-12 students, primarily in special education, and 600 teachers at approximately 100 schools across the Northside Independent School District.

RFP Sections B.3.d and B.3.e. cont.

To date, the following schools and districts in the Commonwealth have implemented the product:

District	School
Chesterfield Co Public Schools	Marguerite F Christian Elementary School
Culpeper County School District	Farmington Elementary School
Nelson County Public School District	Tye River Elementary School Rockfish River Elementary School
Newport News Public Schools	All elementary schools
Nobel Learning Communities—VA	
Prince William County Public School District	J W Alvey Elementary School
Westminster School	Westminster School
Williamsburg-James City County School District	Toano Middle School Berkeley Middle School

Several additional schools in Virginia are trialing or have purchased *i-Ready,* but have not yet implemented the program.

i-Ready is helping to show student growth—and improve it, with the optional companion program, *i-Ready Instruction*—in schools and districts across the country. Following is a case study from Farmington Elementary School in Culpeper, VA, showing the incredible strides students made through the use of *i-Ready Diagnostic* as a screen, coupled with the powerful online instruction prescribed in *i-Ready Instruction*. Across the nation, *i-Ready* is garnering similar success and stories across both math and reading. We have provided several more case studies in the Additional Information subtab of Attachment 3, to demonstrate ways in which the program is being leveraged.

<u>Case Study: Farmington Elementary School, Culpeper, VA</u>

Farmington Elementary was in search of a way to support students who had failed the prior year's SOLs and to strengthen foundational skills for K–5 students. Two veteran administrators, Principal Gail Brewer and Assistant Principal and Reading Specialist Joan Evans, had experience with other online programs and knew that they needed a comprehensive solution that was easy to implement and use.

They found that solution with *i-Ready Diagnostic & Instruction* and used it as a remedial diagnostic and support program for Farmington students that had failed to meet the Virginia Standards of Learning in reading or were identified by their teachers and the *i-Ready Diagnostic* screen as in need of remediation.

Farmington students were then provided explicit online instruction through *i-Ready Instruction* based on individual needs, while teachers used the comprehensive, actionable reports to guide classroom instruction. Ms. Evans found that "*i-Ready* was very easy to use."

"Of the fifth grade Tier 2 students we used i-Ready with this year, none passed the SOLs last year and 88% passed this year."

RFP Sections B.3.d and B.3.e. cont.

Farmington Elementary administrators reviewed the *i-Ready* reports once a week and found them thorough and an excellent tool for tracking student progress. "With *i-Ready*, I was able to identify weaknesses in specific areas. The information is just so robust" said Ms. Evans. The level of detail even helped determine eligibility for special education services.

Results showed that *i-Ready* worked for Farmington Elementary. A typical recovery pass rate for students who previously failed the SOLs is 50 percent. Last year, Farmington's recovery rate was in the sixties. This year, after using *i-Ready*, fourth graders had a 75 percent pass rate and fifth graders had an 88 percent pass rate. "You can't beat the pass rate we got from *i-Ready*," said Ms. Brewer.

"When you have assessment and instruction together, you can hit the ground running."

Like many schools today, Farmington Elementary faces numerous challenges. While differentiated instruction was a key strategy to support struggling students, it was time intensive. Teachers would spend hours creating differentiated plans for their classes.

"With *i-Ready*, the prescription is right there," said Ms. Brewer. "Once teachers gave the assessment, they didn't have to figure out where the students should be and what to do with them. *i-Ready* prescribed and began instruction and practice right at their level."

As the teachers gained familiarity with the program and its features, they found they could even use *i-Ready* to laser-focus on certain areas by turning specific domains on and off, which they used to further tailor students' individual instruction.

Farmington Elementary School Profile

- **Title I school**
- **495 K–5 students**
- **26 teachers**
- **15 support personnel and administrators**
- **52% eligible for free/reduced lunch**

***i-Ready* Implementation**

- **30-45 minutes per day**
- **Less than 18 weeks**
- **370 students**
- **Tier 2 4th and 5th grade students who had failed prior year's reading SOLs**
- **K-3 students in need of foundational reading skill building**
- **K-1 students for math skill building**

Quick Success Facts

- **75%-88% pass rate for Tier 2 students after none passed last year**
- **72% increase in students at or above grade level in reading**
- **260% increase in students at or above grade level in math**

"It's great to have a tool that not only provides assessment, but instant remediation along with high student engagement!" said Gifted Specialist Jeanine Judd, who used it with a few of her "gifted underachievers."

"Given the new and more challenging SOLs, I appreciated *i-Ready's* breadth and rigor."

For mathematics, Farmington Elementary was focused on long-term preparation of its kindergarten and first grade students for the new math SOLs, which emphasize applying knowledge to problem solving, not just computation and straight rote.

RFP Sections B.3.d and B.3.e. cont.

They were pleased to find the same rigor and foundation-building in *i-Ready* for Number and Operations, Algebra and Algebraic Thinking, Geometry, and Measurement, Data Analysis, and Probability. "It is preparing our students for these harder standards," noted Ms. Brewer.

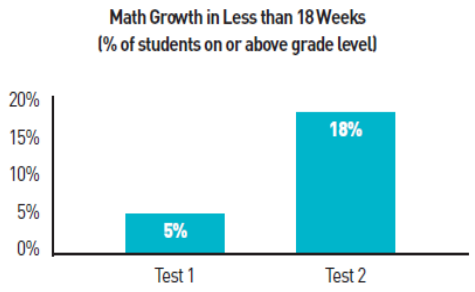


Figure 4. Farmington Elementary experienced huge growth in the number of math students on or above grade level

Ms. Evans noted that other programs could be too narrow. For reading, Ms. Evans found that "*i-Ready* hits so many more things that we think of as fundamental reading skills." The program covers phonological awareness, phonics, high-frequency words, vocabulary, and comprehension for literature and informational text.

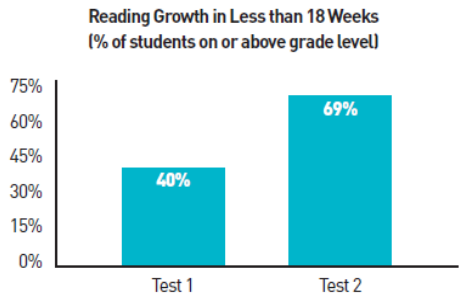


Figure 5. Farmington Elementary School students showed great improvement in reading.

Ms. Evans also "liked the different components to the language arts instruction, especially the comprehension component. Students were motivated by the activities and lessons."

"The kids all loved taking responsibility and power for their own learning."

The reports were one of the more enticing parts of *i-Ready* for Farmington Elementary students. Each week, Ms. Evans reviewed reports with students, discussing which lessons they did and did not pass. She found that the students "liked looking at the charts and seeing their progress. They liked the empowerment of tracking their progress." Students felt that what they had learned in *i-Ready* carried over to their classroom work. One student told Ms. Evans, “I really think this is helping me do well in school. My grades on my comprehension tests keep going up.”

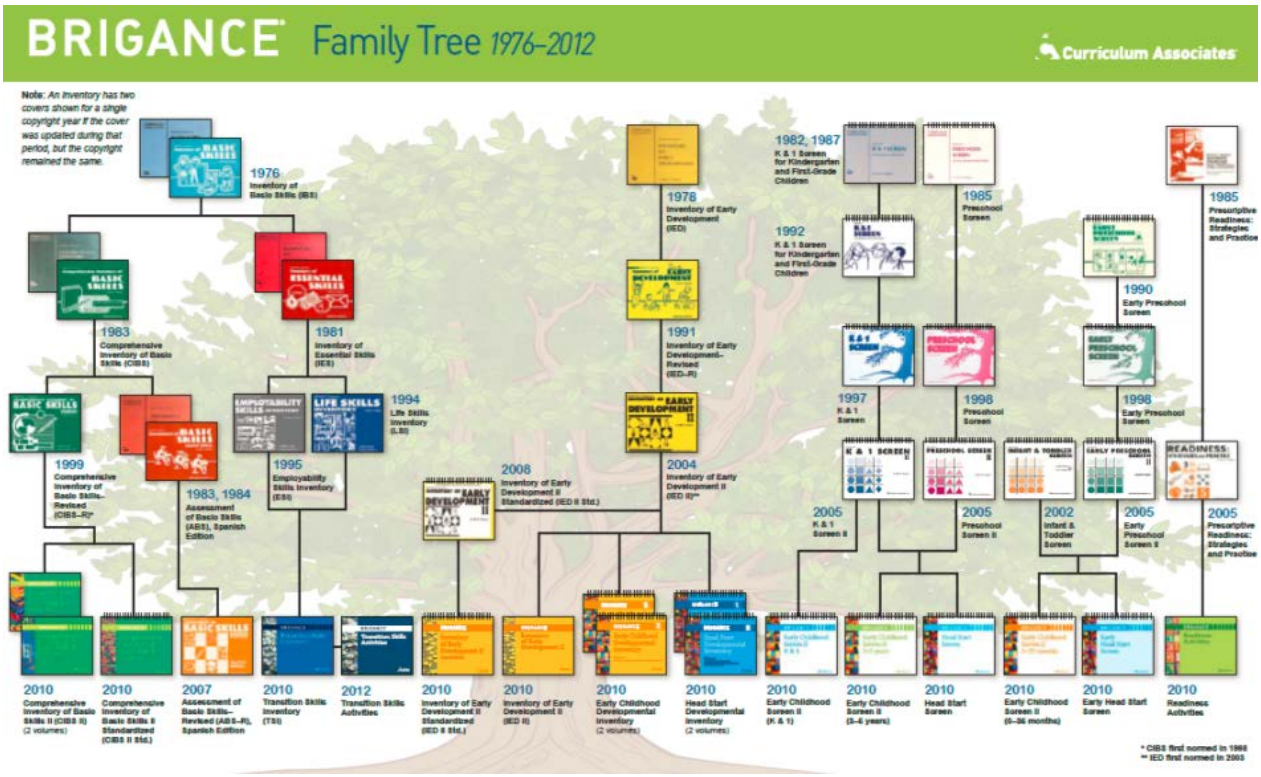
RFP Sections B.3.d and B.3.e. cont.

"I had my doubts about the short games and avatars at first," recalled Ms. Brewer, "but it was really empowering. Students would say to me, 'Did you see this? This is really cool!"' With other technology programs, they never heard words like "cool." *i-Ready* created a lot of buzz among students. "They liked the program a lot. The games made them work even harder and the avatars became part of the culture in Farmington classrooms, with students discussing who had which avatars."

Even students reading two grades below level were engaged. Ms. Evans was relieved to find that those struggling students "weren't put off by the stories. They didn't feel babyish. Students were actually interested in reading them. "Farmington was happy that *i-Ready* offered a great combination of fiction and nonfiction, which was hard to find with other programs. Students found *i-Ready* "a fun and easy way to strengthen skills. Once they had their headphones on, they were in the zone," said Ms. Evans.

BRIGANCE® *IED III Standardized*

The BRIGANCE® series of products has a substantial family, with a long history of quality development and implementation over more than 35 years of publishing.



Our BRIGANCE® products are a series of assessment, instructional, and data management and reporting tools that can work individually or as a program of complementary products for children ages birth through high school at various developmental levels. Many research studies, in addition to feedback from users, indicate that the program's components are easily and effectively used in all types of school settings—both public and private—across the United States and Canada. In fact, BRIGANCE® programs are used in all 50 states.

RFP Sections B.3.d and B.3.e. cont.

> **The reports in the [BRIGANCE®] OMS make it easier to handle and manipulate data by displaying it in a precise and concise manner that is easy to read and use.**
> **—Bertha De La Cruz, Educator**

The BRIGANCE® products were developed by Albert H. Brigance, a special education resource specialist. The program originated more than 30 years ago when the first Inventory was created and published (Curriculum Associates has published BRIGANCE® from the beginning). Since then we have added, modified, and revised components to ensure that the program meets the needs of today's educators and students. The result is a comprehensive system built on a strong record of research and development as well as classroom implementation.

As the *IED III Standardized* will not be released until this coming spring, it does not yet have a user base. However, the previous edition—*IED II Standardized*—has a long list of customers. We designed the proposed *IED III Standardized* to be administered by teachers, developmental and school psychologists, and other education and early childhood professionals. Given its broad application, Curriculum Associates has relationships with school districts and educational organizations across the country that have adopted the *IED II Standardized* as a key assessment instrument.

Since 2007, more than 1,800 customers have purchased the product. In order of purchase size, the figure below lists just some of the education agencies that have purchased the *IED II Standardized*. Please note that, due to terms and conditions of many of our contracts, we cannot provide a full list of local and state education customers of the program.

Sample of Education Agencies that have Purchased *IED II Standardized*	
MD Montgomery County Public Schools	FL Clay County School Board
HI Office Of Curriculum, Instruction And Student Support (OCISS) Special Education Service Group	NY Sunshine Development School
CA Los Angeles Unified School District	TN Oak Ridge Schools
TX Dallas Independent School District	NC Wake County Public Schools
CA Elk Grove Unified School District	PA Chester County Intermediate Unit
CA Fresno Unified School District	NM Central Consolidated Schools
GA Muscogee County School District	AL Madison County Schools
TX Clear Creek Independent School District	CA Chino Valley Unified School District
IL Chicago Public Schools	ND Souris Valley Special Services
TX Garland Independent School District	VA Hampton City Schools
NM Clovis Municipal Schools	NC Robeson County Public School
CA Monterey County Office Of Education	CA Blind Children's Learning Center
OK Oklahoma City Board Of Education	MD Anne Arundel County Public Schools
NM Gallup Mckinley County Schools	SC Richland School District 2
AZ Tempe Elementary School District 3	CA Placentia-Yorba Linda Unified School District

RFP Sections B.3.d and B.3.e. cont.

Sample of Education Agencies that have Purchased *IED II Standardized*	
AK Anchorage School District	MD Baltimore City Public Schools
UT Davis School District	AR First Step School
PA Intermediate Unit 1	MI L'Anse Creuse Public Schools
CA Lodi Unified School District	NJ Newark Public Schools
MD Harford County Board Of Education	AZ Cartwright School District 83
MI HDC Community Action	NM Portales Municipal Schools
GA Gwinnett County Public Schools	IA Great Prairie Area Education Agency
CO Aurora Public Schools	MA Brockton Public Schools
TX Killeen Independent School District	OH Dublin Local School District
TN Hamilton County Department Of Education	NY Roosevelt Unified School District
MD Washington County Board Of Education	CA Oakland Unified School District
MA Lynn Public Schools	CA Stockton Unified School District
MD Carroll County Public Schools	TN Shelby County School District

RFP Section B.3.f.

Three references (names, titles, addresses, phone numbers, and email addresses).

We are pleased to provide the following three references for ***i-Ready Diagnostic***, for customers that have used the program as a measure of student growth for purposes of teacher evaluation:

1. Kimberly Moritz, Superintendent of Schools, Randolph Central School District, 18 Main Street Randolph NY 14772, 716-358-6161, kmoritz@rand.wnyric.org

2. Scott Burdick, Principal, Pine Valley Elementary School, 7755 Route 83 South Dayton NY 14138, 716-988-3291, sburdick@pval.org

3. Eric Windover, Principal, Roxbury Central School District, 53729 State Highway 30, Roxbury NY 12474, 607-326-4151, ewindover@roxburycs.org

In addiiton, VDOE evaluators may want to contact in-state users of the program. Newport News Public Schools and Nelson County Public Schools both use *i-Ready* in math and reading, though not specifically as a student growth measure:

- Kimberly Judge, Special Education Supervisor, Newport News Public Schools, 12465 Warwick Boulevard, Newport News VA 23606, 757-283-7850 ext. 10409, kimberly.judge@nn.k12.va.us

- Sandra McKenzie, Federal Programs Director, Nelson County Public Schools, 84 Courthouse Square, Lovingston VA 22949, 434-263-7100, smckenzie@neson.k12.va.us

RFP Section B.3.f. cont.

For the **BRIGANCE® *IED III Standardized***, we provide these three customer reference contacts who have experience implementing the BRIGANCE® inventories:

1. Patricia Dong, Educational Specialist, Hawaii Department of Education, 475 22nd Avenue, Honolulu HI 96816, 808-203-5563, Patricia_Dong@notes.k12.hi.us (*IED II Standardized*)

2. Nancy Hiltbrand, Program Support Specialist, Montgomery County Infant and Toddler Program, 11690 Neelsville Church Road, Germantown MD 20876, 301-353-0972, Nancy_T_Hiltbrand@mcpsmd.org (*IED II Standardized*)

3. Maria Synodi, Early Childhood Special Education Coordinator, Connecticut State Department of Education, 165 Capitol Avenue, Hartford CT 06106, 860-713-6941, maria.synodi@ct.gov (*IED II)*

**Thank you for providing *i-Ready* to teachers. The reports the program generates are comprehensive and informative. This program is what teachers need to help them customize lessons for individual weaknesses.
—Colleen Winkler, principal, Jefferson Parish Public School System LA**

**A better product that comes with better service.
–Kate Coxon, Director of Individualization, Rocketship Education CA (For more, go to: http://www.youtube.com/watch?v=sUSnw8RWWc8)**

The IED II Standardized provides the opportunity to use an authentic assessment tool to determine eligibility for our program. The support from our BRIGANCE representative was invaluable and always reliable. —Teacher, Montgomery County, MD

DOE-SGA-2012-15
Due October 29, 2012
Attachment 1

Small Business Subcontracting Plan

Definitions

Small Business: "Small business " means an independently owned and operated business which, together with affiliates, has 250 or fewer employees, or average annual gross receipts of $10 million or less averaged over the previous three years. Note: This shall not exclude DMBE-certified women- and minority-owned businesses when they have received DMBE small business certification.

Women-Owned Business: Women-owned business means a business concern that is at least 51% owned by one or more women who are citizens of the United States or non-citizens who are in full compliance with United States immigration law, or in the case of a corporation, partnership or limited liability company or other entity, at least 51% of the equity ownership interest is owned by one or more women who are citizens of the United States or non-citizens who are in full compliance with United States immigration law, and both the management and daily business operations are controlled by one or more women who are citizens of the United States or non-citizens who are in full compliance with the United States immigration law.

Minority-Owned Business: Minority-owned business means a business concern that is at least 51% owned by one or more minority individuals or in the case of a corporation, partnership or limited liability company or other entity, at least 51% of the equity ownership interest in the corporation, partnership, or limited liability company or other entity is owned by one or more minority individuals and both the management and daily business operations are controlled by one or more minority individuals.

All small businesses must be certified by the Commonwealth of Virginia, Department of Minority Business Enterprise (DMBE) by the due date of the solicitation to participate in the SWAM program. Certification applications are available through DMBE online at www.dmbe.virginia.gov (Customer Service).

Offeror Name: University Instructors, Inc.

Preparer Name: Marty Huebschman, COO/CFO **Date:** October 15, 2012

Instructions

A. If you are certified by the Department of Minority Business Enterprise (DMBE) as a small business, complete only Section A of this form. This shall not exclude DMBE-certified women-owned and minority-owned businesses when they have received DMBE small business certification.

B. If you are not a DMBE-certified small business, complete Section B of this form. For the offeror to receive credit for the small business subcontracting plan evaluation criteria, the offeror shall identify the portions of the contract that will be subcontracted to DMBE-certified small business in this section. Points will be assigned based on each offeror's proposed subcontracting expenditures with DMBE certified small businesses for the initial contract period as indicated in Section B in relation to the offeror's total price.

Section A

If your firm is certified by the Department of Minority Business Enterprise (DMBE), are you certified as a (**check only one below**):

XXX Small Business

_____ Small and Women-owned Business

_____ Small and Minority-owned Business

Certification number: 699128 Certification Date: March 30, 2012

DOE-SGA-2012-15
Due October 29, 2012
Attachment 1

Section B

Populate the table below to show your firm's plans for utilization of DMBE-certified small businesses in the performance of this contract. This shall not exclude DMBE-certified women-owned and minority-owned businesses when they have received the DMBE small business certification. Include plans to utilize small businesses as part of joint ventures, partnerships, subcontractors, suppliers, etc.

B. Plans for Utilization of DMBE-Certified Small Businesses for this Procurement

Small Business Name & Address DMBE Certificate #	Status if Small Business is also: Women (W), Minority (M)	Contact Person, Telephone & Email	Type of Goods and/or Services	Planned Involvement During Initial Period of the Contract	Planned Contract Dollars During Initial Period of the Contract
University Instructors, Inc 102A Mactanly Place, Staunton, VA 24401 DMBE #699128		Marty Huebschman (888) 826-1250 mhuebschman@universityinstructors.com	Training Services	To be determined based on LEA purchase amounts	To be determined based on LEA purchase amounts
Totals $				To be determined*	To be determined*

***Curriculum Associates has agreed to pay its VA Certified Small Business subcontractor, University Instructors, approximately $2,130 for the live portion of the blended-learning PD package included in our cost proposal. This is 85% of the total cost of each PD package.**

EDUCATIONAL PARTNERSHIPS
A DIVISION OF UNIVERSITY INSTRUCTORS®

October 15, 2012

Mr. Steve Hayes
Curriculum Associates
153 Rangeway Road
North Billerica, MA 01862

Re: UI Letter of Commitment to Curriculum Associates
VA RFP# DOE-SGA-2012-15

Dear Mr. Hayes:

University Instructors (UI) possesses the qualified personnel, desire and experience to provide Curriculum Associates (CA) with qualify staff to provide live training support in the Commonwealth of Virginia should CA be successful in being selected to provide assessment services by the Virginia Department of Education (VDOE) under its RFP# DOE-SGA-2012-15.

With over fifteen years of experience, UI has a successful track record supporting the needs of affiliate partners like CA. UI also has extensive experience working with district and school level staff to boost student achievement and can translate that experience into positive benefits for the school staff being trained. Training will certainly cover the mechanics of how to use the system but even more importantly UI's instructional coaches will emphasize the correlations between the data as presented and how that can be used to customize the intervention required for each student. This will have the impact of individualizing the iReady assessment service to provide the maximum benefit for each student assessed. UI has well established education partnerships and has developed a successful, responsive operating model which has provided the company with the opportunity to partner with districts throughout the Commonwealth of Virginia. This will be most beneficial in working with CA to deliver its services. UI has a deep commitment to the community and an established network of trainers and talented academic coaches from which to draw.

The UI team has the necessary capacity and field program delivery expertise to support CA with regard to VA RFP# DOE-SGA-2012-15. Accordingly, UI submits this Letter of Commitment to be used by CA in its RFP response.

Sincerely,

Marty Huebschman
COO/CFO

EDUCATIONAL PARTNERSHIPS
A DIVISION OF UNIVERSITY INSTRUCTORS®

October 15, 2012

Mr. Steve Hayes
Curriculum Associates
153 Rangeway Road
North Billerica, MA 01862

Re: UI Corporate Capabilities Statement
VA RFP# DOE-SGA-2012-15

Dear Mr. Hayes:

University Instructors (UI) possesses the qualifications and desire to provide Curriculum Associates (CA) with qualify staff to provide live training support in the Commonwealth of Virginia should CA be successful in being selected to provide assessment services by the Virginia Department of Education (VDOE) under its RFP# DOE-SGA-2012-15.

Founded in 1994 in Richmond, Virginia, the mission of University Instructors, Inc. (UI) is "**To provide service solutions to reinforce the effective delivery and implementation of K-12 educational supports that lead to measurable positive student outcomes**". UI is a network of locally based, highly motivated and caring educators and professionals committed to providing programs and personnel resources necessary for staff development, training, program implementation, supplemental instruction, and many other forms of services to its educational services clients and partners.

With over a decade of instructional support and related services experience, UI has the proven expertise and capacity to fulfill the live training requirements of CA to its potential client base in the Commonwealth of Virginia where UI is headquartered. UI's significant knowledge base of school environments, student population profiles, K-12 intervention programs, and professional development enables UI to offer CA a level of training services that will be capable of meeting the unique and specific needs of its potential Virginia client base.

UI has built its reputation upon high quality, technically accurate services provided with fidelity and in compliance with contract requirements. UI's superior standing is the result of a rigorous pursuit of excellence in the services that the company provides. The company supports outstanding professional development.

The UI team has the necessary capacity and field program delivery expertise to support CA with regard to VA RFP# DOE-SGA-2012-15. Accordingly, UI submits this Corporate Capabilities Statement to be used by CA in its RFP response.

More detailed information on UI can be found at our web site located at: www.universityinstructors.com

Sincerely,

Marty Huebschman
COO/CFO

EDUCATIONAL PARTNERSHIPS
A DIVISION OF UNIVERSITY INSTRUCTORS®

October 15, 2012

Mr. Steve Hayes
Curriculum Associates
153 Rangeway Road
North Billerica, MA 01862

Re: UI Reference Letter
VA RFP# DOE-SGA-2012-15

Dear Mr. Hayes:

University Instructors (UI) is pleased to submit the following references for Curriculum Associates (CA) to use with regard to UI providing quality staff to provide live training support in the Commonwealth of Virginia should CA be successful in being selected to provide assessment services by the Virginia Department of Education (VDOE) under its RFP# DOE-SGA-2012-15.

The references are as follows:

Dr. Yvonne Brandon
Superintendent
Richmond City Public Schools
301 North Ninth Street
Richmond, Virginia 23219
ybrandon@richmond.k12.va.us (804)780-8320

Dr. David Stuckwisch Superintendent Portsmouth
Public Schools PO Box 998
Portsmouth, Virginia 23705
DAVID.C.STUCKWISCH@pps.k12.va.us
(757) 393-8742

Dr. Charles Harris
Superintendent
Sussex County Public Schools
21302 Sussex Drive
Sussex, Virginia 23884
charris@sussex.k12.va.us
(434) 246-1099

Ms. Fiona Nichols Director of Mathematics Portsmouth Public Schools PO Box 998
Portsmouth, Virginia 23705
FIONA.NICHOLS@pps.k12.va.us
(757) 393-5279

Ms. Carol E. Rowe
Grant Development Manager
Portsmouth Public Schools
3651 Hartford Street
Portsmouth, Virginia 23707
(757) 393-8406

Ms. Gertrude A. Ivory
Associate Superintendent for Curriculum and Instruction
Charlottesville City Schools
1562 Dairy Road
Charlottesville, Virginia 22903
(434) 245-2400

UI hereby submits this List of References to be used by CA in its RFP response. Please feel free to contact any or all of the above listed references at your convenience with regard to UI and its ability to support CA with regard to VA RFP# DOE-SGA-2012-15.

Sincerely,

Marty Huebschman
COO/CFO

Sussex County Public Schools

August 6, 2012

Mr. Jim Popp, President
University Instructors, Inc.
P. O. Box 3074
Staunton, VA 24402

Dear Mr. Popp:

During the past two years, our students and families have benefited from our successful partnership with a 21st Century Community Learning Center (CCLC) program for our middle school students in grades four through eight. Mrs. Walker and other members of The University Instructors' team have worked collaboratively with Dr. Harris and other members of our team team to design a program that provides tutoring and enrichment activities for up to 100 students and their families. The careful selection of highly qualified staff members has been one of the factors influencing the positive impact and our satisfaction in our after school program. In addition to the academic tutoring, our students and their families have opportunities for field trips and summer camp experiences. Our enrichment and summer camp activities have been geared toward a Science, Technology, Engineering and Math (STEM) focus that has expanded our students' learning in ways that are different from the regular school day. Because activities are often interactive and project based, students are able to apply knowledge and skills stressed in school to real-life experiences. With the program services, our students have made significant progress and parents have responded positively to the services offered to them and to their children.

As Facilitator of Federal Programs, I am responsible for working very closely with school level staff as well as other district level staff in negotiating program details to specifically meet the needs of our students. We have found University Instructors to be very professional in helping us with the design and implementation of our 21stCCLC program. Your staff is very knowledgeable of NCLB requirements and is available to answer questions, assist in planning for full program implementation and following up during and at the end of the program with helpful data and analysis. Any requests that we have made have been fully addressed in a timely, courteous and effective manner.

We look forward to our continued partnership with University Instructors.

Sincerely,

Barbara J. Blount

Barbara J. Blount
Facilitator of Federal Programs

21302 Sussex Drive • Post Office Box 1368 • Sussex, Virginia 23884
Telephone (434) 246-1099 • Fax (434) 246-8214

PORTSMOUTH PUBLIC SCHOOLS

Portsmouth Public Schools
Office of Grant Development

3651 Hartford Street • Portsmouth, Virginia 23707
(757) 393-8406 • Fax (757) 393-8396

July 30, 2012

To Whom It May Concern:

Dear Sir or Madam:

It is with the highest esteem that I provide this letter of recommendation for University Instructors, Inc.

Portsmouth Public Schools in Portsmouth, Virginia, is a school division serving over 15,000 children, the majority of who are at-risk. Over 70% of our enrollment is African-American children; and, almost 65% of our students live below the poverty level.

In my capacity as Grant Development Manager for Portsmouth Public Schools, I have worked with University Instructors (UI) for over a decade to ensure that the highest quality programs and services were delivered to our students. UI has a stellar track record with our school division. From bringing highly qualified tutors to work with our children that resulted in higher academic attainment, to designing summer camp experiences for our secondary school students, UI's programs have shown innovation, effectiveness, and positive outcomes. The "afterschool program" that UI developed specifically for one of our middle schools – which is a "hard to staff school" – served about 50 students daily. Students stayed interested and motivated by the scheduling of innovative field trips, dynamic speakers, STEM (Science-Technology-Engineering-Mathematics) experiences including building robots, exposure to college and career opportunities, and enrichment lessons in character building. Perhaps most importantly, the afterschool program worked! Gains in Mathematics and Reading were realized; significantly statistical decreases were seen in disciplinary incidents; and parental and family members became involved in their children's education while enhancing their own through adult literacy offerings.

University Instructors, Inc. is one of those service providers that I hold in highest esteem. They have consistently exhibited themselves to be honest, open, responsive, and accessible to Portsmouth Public Schools. The UI staff is experienced, professional, creative, dependable, effective and caring.

It is my pleasure to recommend University Instructors, Inc., to you for student services and programs that will address your specific needs. I am completely confident that they will serve you well.

Please let me know if I may provide additional information.

Best regards,

Carol E. Rowe

Carol E. Rowe
Grant Development Manager

Charlottesville City Schools
1562 Dairy Road • Charlottesville VA 22903 • 434-245-2400 voice • 434-245-2603 fax

August 3, 2012

To whom it may concern:

I am writing this letter of recommendation for *University Instructors*. We have had a partnership with this company for more than five years. As they are looking for clients and opportunities to provide additional services to students, staff, and families it is with pleasure that I offer a recommendation regarding services they may be able to provide to your school division.

University Instructors has provided tutors for after school intervention programs, 21st Century Community Learning Center grant writing and management, and summer camp programming for our school division. The programs that have been provided to our students, staff, and parents have been developed through careful research and evaluation. I find all of the employees to be professional, knowledgeable, and pleasant to deal with. They are highly responsive to any questions or challenges that we have had, flexible, organized, and accountable.

University Instructors is worthy of your consideration as they can provide an array of services that benefit students, teachers, and parents. Feel free to contact me if you need additional information.

Sincerely,

Gertrude A. Ivory

Gertrude A. Ivory
Associate Superintendent for Curriculum and Instruction

EDUCATIONAL PARTNERSHIPS
A DIVISION OF UNIVERSITY INSTRUCTORS®

October 15, 2012

Mr. Steve Hayes
Curriculum Associates
153 Rangeway Road
North Billerica, MA 01862

Re: UI Management Team Bios
VA RFP# DOE-SGA-2012-15

Dear Mr. Hayes:

University Instructors (UI) is pleased to submit the following management team bios for Curriculum Associates (CA) to use with regard to UI providing quality trainers and staff to provide live training support in the Commonwealth of Virginia should CA be successful in being selected to provide assessment services by the Virginia Department of Education (VDOE) under its RFP# DOE-SGA-2012-15.

The management team bios for oversight and training are as follows:

Martin J. Huebschman
COO, CFO and Director

Mr. Huebschman brings a wide range of business experience to the position of University Instructor's COO. His responsibilities include oversight and direction of all UI operational resources required to effectively deliver UI programs and services. Mr. Huebschman is an effective hands-on manager who regularly assists in the field as necessary, be it tutoring, interviewing instructor candidates, or conducting site visits to programs or program review with school partners. As *COO*, he formed an internal Operations Committee comprising Regional Directors, Operations, Accounting, and Administration. This group is responsible for improving field delivery and development of best practices.

Mr. Huebschman serves on the University Instructors Executive Committee as well as the Board of Directors. His experience spans domestic and multinational companies in the education, manufacturing, healthcare, computer, and telecommunications industries; he is a degreed accountant; and has a Juris Doctorate from Cleveland Marshall Law School.

Ms. Tamu M. Thomas Walker
Regional State Director of Programs

Ms. Tamu Thomas Walker is a highly experienced and passionate educational program manager. She has directed and supervised the implementation of hundreds of successful division-wide school programs throughout Virginia and Maryland. Her extensive knowledge of K-12 state standards based instruction, curriculum development and implementation, state educational issues, teaching methods, and varied student populations, including LEP students, has allowed Ms. Thomas Walker to become an established leader in innovative and responsive program management, administration, coordination and implementation. In addition to her oversight of a staff of Program Coordinators, she manages all aspects of program administration, tutor reporting, evaluation, and supervision.

Ms. Shanee Frazier
Senior Program Coordinator

Ms. Shanee Frazier is also a highly experienced and passionate manager of field services for UI. She has been directly involved in the start-up and implementation of hundreds of successful programs throughout Virginia. She is personally responsible for some of our largest customer accounts. Her knowledge of K-12 service delivery models including staffing, training and monitoring both the instructional support teams and UI's compliance with contract terms and compliance has provided Ms. Frazier the background and experience to be a highly responsive program management executive dealing with all aspects of the field delivery process.

Ms. Stephanie Smith
Regional Senior Program Coordinator

Ms. Stephanie Smith is a relatively new addition to the UI team serving as a program coordinator for Virginia, Maryland and DC for the past year. She is currently managing UI's first program in DC while also supervising successful programs throughout Maryland and Northern Virginia. She comes to UI with educational services management experience having almost a decade of teaching and learning center management responsibilities at facilities in both Florida and Maryland. A brief stint at the US Embassy in Lima, Peru and some retailing experience rounds out her background. Specifics of her experience included staff operations and management training in addition to designing and implementing creative programs geared to achieving short term goals based upon each student's academic level. Her background should prove very beneficial.

UI hereby submits this list of management team bios to be used by CA in its VA RFP# DOE-SGA-2012-15 response. UI will supplement the above with additional staff that will be selected based upon the geographic location of the training(s) to be performed when they are known.

Sincerely,

Marty Huebschman
COO/CFO

State Corporation Commission Form

<u>Virginia State Corporation Commission (SCC) registration information</u>. The offeror:

☐ is a corporation or other business entity with the following SCC identification number: _____
-OR-

☐ is not a corporation, limited liability company, limited partnership, registered limited liability partnership, or business trust **-OR-**

☒ is an out-of-state business entity that does not regularly and continuously maintain as part of its ordinary and customary business any employees, agents, offices, facilities, or inventories in Virginia (not counting any employees or agents in Virginia who merely solicit orders that require acceptance outside Virginia before they become contracts, and not counting any incidental presence of the offeror in Virginia that is needed in order to assemble, maintain, and repair goods in accordance with the contracts by which such goods were sold and shipped into Virginia from offeror's out-of-state location) **-OR-**

☐ is an out-of-state business entity that is including with this proposal an opinion of legal counsel which accurately and completely discloses the undersigned offeror's current contacts with Virginia and describes why those contacts do not constitute the transaction of business in Virginia within the meaning of § 13.1-757 or other similar provisions in Titles 13.1 or 50 of the Code of Virginia.

****NOTE**** >> Check the following box if you have not completed any of the foregoing options but currently have pending before the SCC an application for authority to transact business in the Commonwealth of Virginia and wish to be considered for a waiver to allow you to submit the SCC identification number after the due date for proposals (the Commonwealth reserves the right to determine in its sole discretion whether to allow such waiver): ☐

Commonwealth of Virginia

STATE CORPORATION COMMISSION

Richmond, March 24, 2011

This certificate of registration to transact business in Virginia is this day issued for

Curriculum Associates, LLC

a limited liability company organized under the laws of MASSACHUSETTS and the said company is authorized to transact business in Virginia, subject to all Virginia laws applicable to the company and its business.

State Corporation Commission
Attest:

Joel H. Peck
Clerk of the Commission

CIS0339

ACORD®

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 10/24/12

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INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A: Utica Mutual Insurance Co	
INSURER B: Graphic Arts Insurance Company	
INSURER C: Utica Mutual Insurance Company	
INSURER D:	
INSURER E:	
INSURER F:	

INSURED
Curriculum Associates, LLC
153 Rangeway Road
North Billerica, MA 01862

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

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INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
B	GENERAL LIABILITY			CPP 3262601	1/1/12	1/1/13	EACH OCCURRENCE	$ 1,000,000
	X COMMERCIAL GENERAL LIABILITY						DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 100,000
	CLAIMS-MADE OCCUR						MED EXP (Any one person)	$ 5,000
							PERSONAL & ADV INJURY	$ 1,000,000
							GENERAL AGGREGATE	$ 2,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER: POLICY PRO-JECT LOC						PRODUCTS - COMP/OP AGG	$ 2,000,000
								$
C	AUTOMOBILE LIABILITY			BAC 3538192	1/1/12	1/1/13	COMBINED SINGLE LIMIT (Ea accident)	$ 1,000,000
	ANY AUTO						BODILY INJURY (Per person)	$
	ALL OWNED AUTOS / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	HIRED AUTOS / NON-OWNED AUTOS						PROPERTY DAMAGE (Per accident)	$
								$
B	UMBRELLA LIAB / OCCUR			CULP 3262602	1/1/12	1/1/13	EACH OCCURRENCE	$ 10,000,000
	EXCESS LIAB / CLAIMS-MADE						AGGREGATE	$ 10,000,000
	DED RETENTION $							$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY			W 3544492	1/1/12	1/1/13	WC STATUTORY LIMITS X OTHER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y/N N	N/A					E.L. EACH ACCIDENT	$ 500,000
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$ 500,000
							E.L. DISEASE - POLICY LIMIT	$ 500,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

CERTIFICATE HOLDER

Commonwealth of Virginia
Virginia Department
of Education
101 North 14th St, 21st Floor
Richmond, VA 23219

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE
Walter Tennant

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Offeror Name: Curriculum Associates, LLC
Proposed Assessment Name: *i-Ready Diagnostic*
Content Area(s) and Grade Level(s) Assessed: Reading or Math, Grades K-8

Section 1: Overview of Tests

Requirement: 1.1
1.1 Describe the specific grade(s) and subject area(s) covered by each assessment and provide an overview of the content and skills measured. Include the types of test items used, the mode(s) of delivery, the availability of equivalent forms, including short forms or screeners (if available) and a test blueprint for each test being proposed.

Curriculum Associates' *i-Ready Diagnostic* is a fully web-based, computer delivered, adaptive assessment suite in reading and mathematics for students in kindergarten through grade 8. As a multi grade level adaptive assessment, *i-Ready* gets to the root of why students are struggling or where they need a challenge. For example, *i-Ready* can find that a 7th grader is struggling in geometry, not because he does not know the area of a circle, but because he cannot multiply decimals to the hundredths place. Or, *i-Ready* can find that a 5th grader is struggling in reading comprehension because she never mastered 3rd grade phonics skills.

A high school expansion of the diagnostic is currently under development. The high school reading portion is slated for release later this 2012-2013 academic year, and the mathematics portion for the 2013-2014 school year.

i-Ready Diagnostic Mathematics assesses the following domains of skills:
- Algebra
- Geometry
- Measurement
- Number and Operations

i-Ready Diagnostic Reading assesses the following domains of skills:
- High Frequency Words
- Phonics
- Phonological Awareness
- Reading Comprehension: Literary Text
- Reading Comprehension: Informational Text
- Vocabulary

The mathematical algorithms behind the adaptivity of *i-Ready Diagnostic* are based on the Rasch model, a probabilistic model often associated with Item Response Theory (IRT). As a Computerized Adaptive Test (CAT), *i-Ready Diagnostic* constantly updates an internal measure of student ability as students proceed through the test (Figure 1), presenting them with items closest to their ability level. Students are not given equivalent forms on subsequent tests, nor do tests follow a traditional test blueprint. Instead, each test is dynamically constructed for each student based on his or her individual performance, drawing from an ever-growing item pool and, where applicable, drawing upon the student's prior performance on the diagnostic.

Each test is structured to present items from pre-designated domains, based on both student grade level and performance during the test.

Requirement: 1.1

These test flows determine the length of the test for each student.

All test items are multiple-choice response items, where the order of the response choices is randomized every time. We made certain design choices, which will be explained in later sections of this response, to ensure that the correct skills are being assessed by each item.

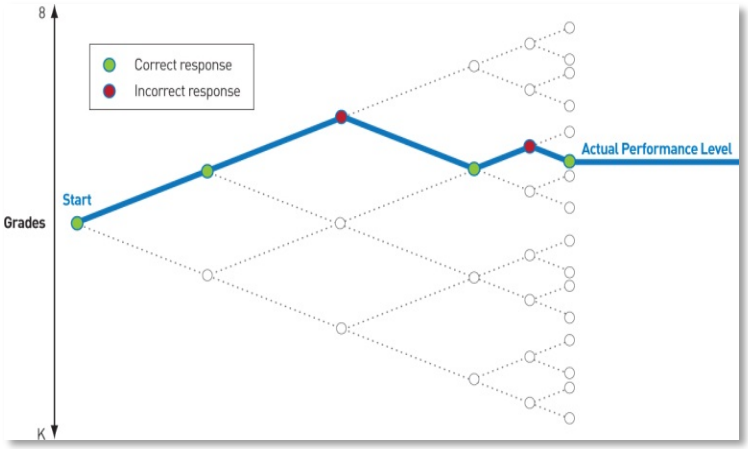


Figure 1. How *i-Ready*'s adaptive assessment works for a sample strand. *i-Ready Diagnostic* automatically selects from thousands of items to get to the core of each student's strengths and challenges.

With this powerful assessment, questions get harder or easier based on a student's answer to a previous question; thus the program is able to precisely determine a student's actual skill level while that child continuously experiences success.

The Technical Manual (provided on CD in the Additional Information tab for ease of reference) provides more detail regarding *i-Ready Diagnostic* item development, test flow, and score calculations. These topics may be readily found through the manual's table of contents.

Requirement: 1.2

1.2
Provide evidence of alignment of test items to the Virginia Standards of Learning (SOL) for existing assessments. For assessments developed in response to the RFP, provide a plan for assuring the alignment of test items to the SOL.

In the Correlations tab of this proposal, we have provided a correlation of the *i-Ready Diagnostic* indicators to the Virginia Standards of Learning. Educators using the program will be able to quickly and easily track student performance against the SOLs using the Virginia SOL Performance Report.

Requirement: 1.2

Jasmine Wells – Reading – Grade 5

Virginia English Standards of Learning

Grade 2		Test 1	Test 2
Oral Language: The student will orally identify, produce, and manipulate various units of speech sounds within words.			
LA.2.2.4.a	Count phonemes (sounds) within one-syllable words.		✔
LA.2.2.4.b	Blend sounds to make one-syllable words.	✔	✔
LA.2.2.4.c	Segment one-syllable words into individual speech sounds (phonemes).	✔	✔
Reading: The student will use phonetic strategies when reading and spelling.			
LA.2.2.5.a	Use knowledge of . . . consonant digraphs to decode . . . words.	✔	✔
LA.2.2.5.b	Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.		✔
LA.2.2.5.b	Use knowledge of . . . long . . . vowel patterns to decode . . . words.	✔	✔
LA.2.2.5.b	Use knowledge of . . . r-controlled vowel patterns to decode . . . words.	✔	✔
Reading: The student will read and demonstrate comprehension of fictional texts.			
LA.2.2.8.c	Ask and answer questions about what is read.	✔	✔
LA.2.2.8.d	Locate information to answer questions.	✔	✔
Reading: The student will read and demonstrate comprehension of nonfiction texts.			
LA.2.2.9.e	Ask and answer questions about what is read.		✔
LA.2.2.9.f	Locate information to answer questions.		
LA.2.2.9.g	Identify the main idea.		✔

Figure 2. Virginia Standards of Learning Performance Report. For more information, see the Reports Brochure, pages 7 (reading) and 19 (math).

Section 2: Technical Characteristics

Requirement: 2.1

2.1
Provide evidence of content, construct, concurrent, and predictive validity as appropriate. Include validity evidence that supports the use of scores from the proposed assessment in teacher evaluation, addressing specifically the validity of using assessment results to support inferences about effectiveness of teacher in producing growth in student performance (if available).

Content Validity

To develop an assessment measuring a given construct, it is important to understand how that construct develops as a continuum. A construct map is a graphical representation of how a construct develops. It is crucial that the construct is defined coherently and substantively, and that the construct is composed of a single underlying continuum.

For *i-Ready Diagnostic*, separate construct maps for each strand within each subject were developed by our advisory board and subject matter experts, based on their professional knowledge, state and national standards documents, well-established practices by professional groups such as the National Council of Teachers of Mathematics (NCTM), and research in the field.

These maps detail skills that should be taught and demonstrated by students at each particular grade level. To ensure face validity, each map went through numerous reviews and revisions until the forms used for item development were finalized.

Requirement: 2.1

Construct Validity

Internal Structure
To determine whether there is evidence to support the internal structure of an instrument suggests that an internal structure exists for the instrument. In the case of the *i-Ready Diagnostic* assessments, the suggested internal structure of the instrument comes from the construct maps and the ordering of the skills addressed at different stages on the map.

Generally, the skills representing the lower levels on the construct map are ones typically associated with items targeted at lower grade levels, and skills representing higher levels on the construct map are ones generally associated with items targeted at higher grade levels. Differences in item difficulties between the upper grades are less dramatic than between the lower grades, which reflect the reality of student performance in the classroom. Thus, validity evidence to support the internal structure of the assessment is provided, as the item calibrations support the construct map and item design.

Response Processes
During the initial spring 2011 item pilot, researchers observed subjects taking the test and noted comments, actions, and behaviors by the students while they were testing. Following testing, selected students were then interviewed regarding their experiences. These data provided support that the assessments offered challenge in the subject area for which they were designed to assess.

> *"… we need reliable diagnostic assessments like i-Ready...I commend Curriculum Associates for being at the forefront of the growing national trend to implement dependable assessments of student progress. Reaching hundreds of thousands of students across the nation, i-Ready provides crucial information regarding student growth." — MetaMetrics President and co-founder Malbert Smith III, Ph.D.*

Concurrent and Predictive Validity

Lexile Linking Study
The Lexile® Framework for Reading by MetaMetrics is used widely around the country. Lexile® scores are based on a vertical scale and form a framework that simultaneously allows for measurement of text complexity and student reading ability.

In spring 2012, MetaMetrics and Curriculum Associates partnered to conduct a Lexile® Linking Study against *i-Ready Diagnostic* Reading. The purpose of this study was fourfold:

1. Gather evidence of external (concurrent) validity
2. Allow reporting of Lexile® scores based on given *i-Ready Diagnostic* Reading scores
3. Provide administrators, teachers and parents information on appropriate reading materials for students
4. Allow reporting of norm information based on given *i-Ready Diagnostic* Reading scores

These analyses returned strong correlations between the two measures, providing compelling evidence of external validity via the Lexile® measure. Proprietary regression equations were also derived as part of this study, and were incorporated into *i-Ready Diagnostic* for reading for reporting purposes, along with links that allow searching of appropriate reading material given an *i-Ready Diagnostic* score.

Requirement: 2.1

Upcoming
Concurrent and predictive validity studies of *i-Ready Diagnostic* scores against state test scores in select states are currently in the planning phase. We expect these studies will take place in spring 2013.

We are now beginning a Quantile® linking study with MetaMetrics. Completion of the Quantile® study is a long and complex process, and requires close cooperation between Curriculum Associates and MetaMetrics. The study also involves wide-scale testing of student populations across the country. As a result, our current schedule shows anticipated completion of this study by next summer, in time for the start of the 2013-14 school year.

Requirement: 2.2

2.2
Provide evidence of reliability, both for the total test and for any subtests for which scores are reported. Include estimates of error in measurement.

Reliability information on *i-Ready Diagnostic* can be parsed into two types. First, the data used to calibrate and construct the test, drawn from multiple item piloting efforts. Second, the reliability of scores being recorded for operational assessments.

<u>Calibration Data</u>

For the *i-Ready Diagnostic* calibration sample, reliability was recorded in the form of separation indices and an approximate to the traditional Kuder Richardson 20 internal consistency reliability coefficient. Separation indices reflect the ratio of person (or item) standard deviation to the standard deviation of error and are closely related to reliability estimates (Wright, 1996). Values in excess of 2.0 indicate greater than 80% of the variance in scores not due to error, but rather due to person or item differences. Separation indices were greater than 1.8 for both person and item separation across all item pilots, ranging from 1.81 to 6.21, suggesting that the item and person measures had minimal error associated.

Internal reliability coefficients on the calibration sample ranged from .77 to .97 across the different piloting efforts, all of which show consistency in the items.

Further, Rasch analysis provides an item reliability or the ratio of true item variance to observed item variance, which has no direct counterpart in classical test analysis. For the *i-Ready Diagnostic* calibration sample, these were above .97 for both reading and mathematics, indicating great consistency of item ordering.

<u>Operational Data</u>

Each ability measure, or scale score in *i-Ready Diagnostic* is substantiated by a Standard Error of Measurement (SEM). The SEM tells how precise, and the degree of certainty that the measure is of the student's true ability. The assessment provides an estimate of that ability.

While there are no general guidelines with which to interpret SEMs, one way to interpret the SEMs below is to compare them to the theoretical minimum SEM, where the theoretical minimum would be reached if each student ability estimate was assessed by an item of exactly the same difficulty, throughout the whole assessment. Theoretical minimums are restricted by the number of items served in the assessment—the more items that are served up, the lower the SEM could potentially be.

Requirement: 2.2

For the operational assessment, the mean SEM for overall scores were low in both the Mathematics and Reading assessments, with many approaching the theoretical minimum SEM. Mean SEMs ranged from 12.33 to 15.85 scale score points across the grades, and across the two subjects.

These reliability-related figures are listed in the Technical Manual (beginning on page 43), and are not listed here due to the multitude of tables involved.

Requirement: 2.3

2.3
Provide evidence that the assessment is appropriate for use with student subgroups, including English language learners and student with disabilities. Include documentation that the assessment does not exhibit bias toward any major subgroups (e.g., through an analysis of differential item functioning). In addition, provide a sensitivity review to demonstrate the assessment tasks and items are designed to be accessible and fair for all students.

i-Ready Diagnostic development has followed guidelines outlined by the American Educational Research Association (AERA), the American Psychological Association (APA), and the National Council on Measurement in Education (NCME) for best practices in assessment development:

- Best-practice adaptive test design: Based on well-accepted test theories of Rasch and Item Response Theory (IRT) Modeling.
- Best-practice assessment development (e.g., item design, test construction): Informed by best practices in the field of educational testing, as well as national and state standards.
- Assessment development led by expert advisors: Included renowned experts in psychometrics, reading, math, special education, English language learner education, and teacher preparation.
- Large, diverse sample for item and scale calibration: Assessment items were initially field tested with more than 28,000 students across representative socioeconomic, geographic, and ethnic strata. Continued item development and field testing is ongoing, with more than 80,000 students in 42 states represented by 413 sites.
- Strong validity and reliability: The provided Technical Manual (see especially pages 39–44) further documents assessment design protocol and provides a detailed analysis of test statistics and characteristics.
- Ongoing user input. User and advisor input is essential to the development of our products. Feedback from educators at all levels and perspectives helps us identify areas for refinement, as well as build upon capabilities that work exceptionally well.

Item development was conducted by a team consisting of multiple content experts and item panelists. All items were reviewed for bias and sensitivity issues throughout the item development process, from conceptualization to implementation. Any items with potential biases were flagged for revision before item fielding. Cultural and socio-economic sensitivity are taken into account when designing these items—from the audio-visual elements used to the question stems—to prevent particular biases towards students of any particular group or subgroup.

Item calibrations similarly had measures accounting for potential item biases. For the spring 2011 items, mean person reliability by subject ranged from .77 to .89, while item reliabilities were .99 for both subjects. Person reliabilities are lower given that each student responded to fewer items than students were exposed to each item.

Requirement: 2.3

In combination with the low number of persons and items with significant misfit statistics, the evidence suggests that unexpected variance on person measures were limited, which in turn implies lack of item bias, given that the items were tested with a sample with diverse ethnicities, socio-economic statuses, and ability levels nationwide.

During the item development process, we incorporate certain features to make the items more appropriate for various populations, and to ensure that the items address the intended constructs. For example, for items addressing pre-reading skills, *i-Ready* provides audio cues assist pre-reading youngsters with item response selection. Similarly, to ensure construct validity, sound is also provided for most mathematics items in grades K–5, so that the item would address the construct of mathematics ability, rather than reading ability. Furthermore, instructions for responding to items are shown at the beginning of each test, and interactive elements are designed to be intuitive and easy to use.

Differential Item Function (DIF) is an analysis that studies the behavior of items relative to students of the same ability level, but having different ability-external characteristics, such as ethnicity and gender. DIF is typically less severe in computer adaptive tests (CATs), as responses to individual items are less severe; the algorithms that drive item selection are based on item difficulty and dynamic estimates of person (student) ability. Item selection and score calculation in CATs adapt to these responses in a way that traditional fixed form tests cannot. While unexpected responses due to biases may attribute to a higher SEM, ability measures in CATs such as *i-Ready Diagnostic* would generally be less affected by item biases than fixed form assessments.

DIF studies require substantially large sample sizes due to the sampling requirements per group and item. Having recently launched the test into the field, Curriculum Associates plans to conduct DIF analysis in the near future, as items receive more exposure by students in the different subgroups.

Requirement: 2.4

2.4
Provide evidence that the assessment includes items of varying difficulty to ensure accurate measurement of student achievement across the ability continuum, including the tails of the score distribution.

As a CAT, *i-Ready Diagnostic* relies on a large pool of items that stretch across the ability continuum, allowing it to dynamically adjust to students of varying abilities. Evidence of the breadth of this item pool is represented in a number of ways.

<u>Test Information Curves</u>

Test Information Curves (TIC) provide graphical representations of the amount of information the test provides across the ability continuum. From this representation, one can see the degree of information for a given ability level as well as the degree to which the test provides information across a range of abilities.

Collectively, the figures (see Appendix F of the provided *i-Ready* Technical Manual) demonstrate that the *i-Ready Diagnostic* tests provide substantial information across the full range of abilities assessed, with the most information estimated to be at the mid-range of ability distributions for the calibration samples. The tail end of the distributions for the TIC's generally stretch beyond the range of the *i-Ready Diagnostic* scales for each subject, giving evidence that students at all ranges of the ability continuum can be provided with accurate scores.

Requirement: 2.4

Item Scatterplots

To demonstrate the spread of difficulties addressed by items in each grade level, item scatterplots were constructed. The scatterplots demonstrate a wide spectrum of difficulties addressed by items written for each grade level, across different strands, evident in the wide range of data points (items) along the scale score continuum at each grade level. This means that the test is able to capture information on student performance for students with abilities at different points along the scale score continuum.

Boxplots and Histograms

As mentioned earlier, internal structure is an important aspect of the Diagnostic. Items in the CAT should not only cover a wide range of difficulties, but should also allow students in higher grade levels or of higher ability to respond to items that are both more difficult and associated with skills and content at higher grade levels.

One way of providing evidence that the items support this internal structure is to look at the means and distributions of item difficulties by grade level. A useful plot of this information for each subject area is a modified boxplot. These plots provide support that, generally, items targeting progressively higher grade levels are progressively more difficult, as indicated by the Minimum, 10th Percentile, 1st Quartile, Median, 3rd Quartile, 90th Percentile and Max points. Differences in item difficulties between the upper grades are less dramatic than between the lower grades, which reflect the reality of student performance in the classroom. Thus, validity evidence to support the internal structure of the assessments is provided as the item calibrations supported the construct map and items design.

Histograms showing the eligible item pool by grade level were also constructed. Based on the distributions, it is apparent that students can be served up items mostly close to the expected performance level of students at their grade level, in addition to the aforementioned subset of curate high difficulty items for high performers.

All of these plots and figures can be found in the Technical Manual (see especially Appendix F), provided on CD in the Additional Information subtab within this section.

Section 3: Use of Assessment as a Measure of Growth

Requirement: 3.1

3.1
Provide evidence that the scores resulting from the assessment have been used as measures of growth by other local or state education agencies.

More than 12,000 districts nationwide—including many in Virginia—use Curriculum Associates' products. More than half a million students are using *i-Ready*. Because of our commitment to customer service, the experience of our staff, and our agile size, we are able to quickly respond to customer and market needs.

Released in the summer of 2011, *i-Ready Diagnostic* is one of the select approved student growth measures for K–8 English language arts and mathematics in the states of Ohio and New York.

Requirement: 3.1

To gain this recognition, Curriculum Associates demonstrated *i-Ready's* exemplary standard of validity and reliability (each and every item, not just the test as a whole), the adaptive nature of its technology, the rigor of its 28,000-student research base, the capacity to measure the growth of both low- and high-achieving students, and the ability to support implementation of the product. Multiple districts in New York are currently using the program in their classrooms as a measure of student growth. Use of the program is growing rapidly, with new customers purchasing *i-Ready* every month.

From our work with New York, we are in the process of creating a Teacher Performance Report (Figure 3) that will tie student growth captured within *i-Ready* to teacher performance. We have included a sample of this DRAFT report in the Additional Information subtab of this section. We will customize a similar report to fit Virginia's model.

Please also refer to Written Narrative section B.3.e for more information about other large customers using *i-Ready Diagnostic*, as well as customer references who can speak to the program's efficacy.

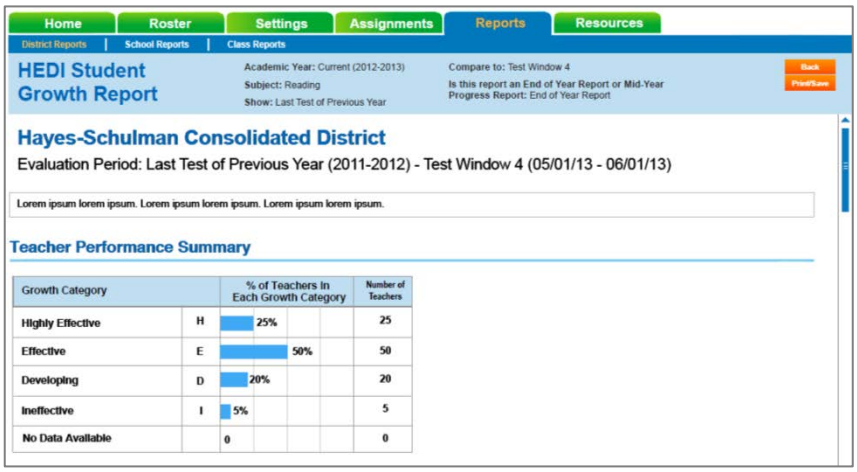


Figure 3. DRAFT Teacher Performance Report showing how student growth data captured through *i-Ready* can be used to evaluate teacher performance. This report is still in progress and subject to change.

Throughout our more than 40 year history, Curriculum Associates' most well-known product has been the research-based BRIGANCE® Inventories for assessment in special education, early childhood, Head Start, and high school transition programs. We include information pertaining to its production and delivery here, as testament to our history and the infrastructure we have in place to ensure successful assessment implementation.

The BRIGANCE® Inventories are used across the country in special education settings in districts that range in size from small to large. The Inventories are highly respected because they include the ability for users to aggregate data to support district-level reporting.

First published in 1976, the BRIGANCE® Inventories are a comprehensive collection of valid, reliable, and well-researched assessments for students from birth through high school.

The Inventories produce a complete range of information on a student's progress through distinct skill sequences performed in real-life, every day conditions. They are designed to meet the requirements of programs serving students with special needs. BRIGANCE® Inventories are used to:

- Determine Present Level of Performance (PLOP)/Present Level of Academic Achievement and Functional Performance (PLAAFP)
- Assess for effective diagnosis and instructional planning

Requirement: 3.1

- Develop goals and objectives for IEPs and monitor progress
- Track student progress with the Online Management System
- Support alternate assessment needs

Teachers manage data using the *Online Management System* to input and access data, to generate teacher and administrator reports, and communicate with families. Results are derived immediately. Student results are logged into Student Record Books to determine present level of performance with a color-coded system. Results can also be derived immediately with the *Online Management System* to simplify and centralize data management and monitor progress.

Requirement: 3.2

3.2
Describe the methodology used to measure growth. For example, does the assessment employ a vertical scale, use a computer-adaptive model to measure growth over time, or employ some other methodology. Does the methodology allow for the longitudinal measure of growth across academic years? What about the measurement of required growth on the proposed assessment to reach proficient on the statewide assessments (the Standards of Learning tests) in a specified amount of time? Include standard setting studies or other analyses conducted to establish measures of growth.

i-Ready Diagnostic is a computer adaptive assessment that employs a vertical scale such that all items from grades K through 8 are on the same scale. The *i-Ready* scale is ideally suited for measuring student growth within a year or across years.

The ranges are based on looking at average historical growth rates as well as state expectations for growth. Average historical growth rates are typically lower than the growth basis needed under the *i-Ready* indicators, which are aligned to the rigorous Virginia Standards of Learning (please see the correlations documentation provided in the Correlations subtab of this section.)

Since districts are implementing the newly adopted SOLs in the 2012-2103 school year, a more conservative basis for setting minimum performance goals is appropriate and thus the minimum target for one year is based on average historic student performance nationally (what a student in the 50th percentile of performance typically is able to grow in a year). However, in order to designate a student/teacher achieving a highly effective target we would expect them to be moving beyond just historic rates and making greater progress to meet the new more rigorous expectations. Therefore, the upper level default targets are set based on the higher end of the range.

We set these targets by having subject matter experts review the materials and determine what would be a sufficient proficiency level for students to have achieved one year's growth based on the indicators. We also referred to the results of standard settings in 2011 and 2012 to make these determinations. More information regarding these standard settings can be found in the Technical Manual on pages 34–38.

Requirement: 3.2

The following tables show the recommended growth targets for reading and mathematics by grade.

Annual Reading Growth Targets	
Grade K	42 to 48
Grade 1	40 to 50
Grade 2	32 to 39
Grade 3	29 to 36
Grade 4	23 to 33
Grade 5	16 to 23
Grade 6	13 to 25
Grade 7	16 to 22
Grade 8	14 to 26

Annual Mathematics Growth Targets	
Grade K	28 to 48
Grade 1	29 to 46
Grade 2	29 to 38
Grade 3	28 to 42
Grade 4	33 to 41
Grade 5	19 to 26
Grade 6	15 to 24
Grade 7	12 to 20
Grade 8	13 to 21

Requirement: 3.3

3.3
Describe the methodologies used to control item exposure so that the accuracy of students' scores is not impacted by multiple exposures to the same items.

i-Ready Diagnostic is a computer adaptive test, thus administrators do not face many of the traditional challenges found with paper-based testing. For example, as described above, each student is presented with an individualized testing experience where he or she is served test items based on answer choices to previous questions. In essence, this scenario provides an infinite number of test forms, because individual student testing experiences are largely unique.

Requirement: 3.3

For the majority of the operational item pool, Curriculum Associates does not publish or reproduce test items in any other product or for other purposes, so most items should never appear on the open market for viewing or consumption. Occasionally, items will be selected from the operational pool and shared with experts for review or used as sample items to familiarize educators with the assessment. These items are rotated periodically to avoid excessive item exposure and parameter shift.

The *i-Ready* item pool undergoes regular and frequent updates to ensure that it remains sufficiently deep to provide new items to students with subsequent test administrations. We are continually developing new items as candidates for inclusion in the diagnostic. The team uses an embedded item model, by which new items are regularly shown to students as part of testing, but not counted as part of their test score. Through this method, we are able to widely field test many new items with the appropriate demographic samples of students, to collect psychometric data to effectively evaluate the item's ability to predict specific performance indicators.

Additional item testing is carried out via stand-alone item pilots, similar to the initial item pilot in spring 2011. Newly developed items are served alongside existing operational items ('anchor' items), and field-tested in fixed form tests to large, diverse samples to collect item psychometric data. Once these data are collected, items are calibrated to the operational pool. Items with aberrant item statistics are flagged for review, and may be revised and re-tested in later testing efforts.

All candidate items judged sufficiently rigorous through this testing are then submitted to an educator panel for review and inclusion in the available item pool for future assessments. This process prevents the problem of overexposure of items to any given student population.

Requirement: 3.4

3.4
Describe the procedures used to validate the measures of growth.

As described above the measures of growth were determined by reviewing historical data, but also by reviewing the indicators and determining whether student had sufficient mastery of the indicators to be considered having row for one year. In some cases, these determinations were made by curriculum experts at Curriculum Associates, and in other cases they were informed by Modified Bookmark Standard settings that were held in 2011and 2012. Details for these Standard Settings can be found in the Technical Manual beginning on page 33

Student performance and progress are measured using a scaled score and a grade-level placement score. Students receive a score of 100-800 from the assessment. These scores can be used to evaluate growth over time. This is converted to a grade-level placement score for purposes of targeting instruction.

Expert reviewers determined to what grade-level placement scores the scaled scores correspond. On-level placement scores are reported out as early, mid, and late grade level (e.g., early 2nd grade, mid 2nd grade, late 2nd grade).

Section 4: Test Administration Procedures

Requirement: 4.1

4.1
Describe the administration procedures necessary to produce growth scores. For example, is the assessment designed to be administered multiple times during the year or administered once in the fall and once in the spring?

Test administrators have flexibility in setting the testing windows, based on how often they want to measure student progress throughout the year. Frequency can be determined by these uses:

- Initial diagnosis to obtain baseline data on student performance
- Student progress monitoring can be administered, if desired, every 9–10 weeks to measure progress versus baseline. This can be done up to four times per year, though our recommendation is 12–18 weeks of instruction between administrations.

Data from previous academic years is accessible in a number of places within *i-Ready*. Teachers can export data from each academic year with associated student information (e.g., demographic information), allowing for data to be analyzed in multiple ways.

The Student Profile Report provides easily interpretable information regarding students' performance across assessments within an academic year (see figure below). The blue bars allow teachers to see growth throughout the year at a glance. Details for each test are also available. Similar reports can be run for classes or schools to see how larger cohorts of students are progressing within or across academic years.

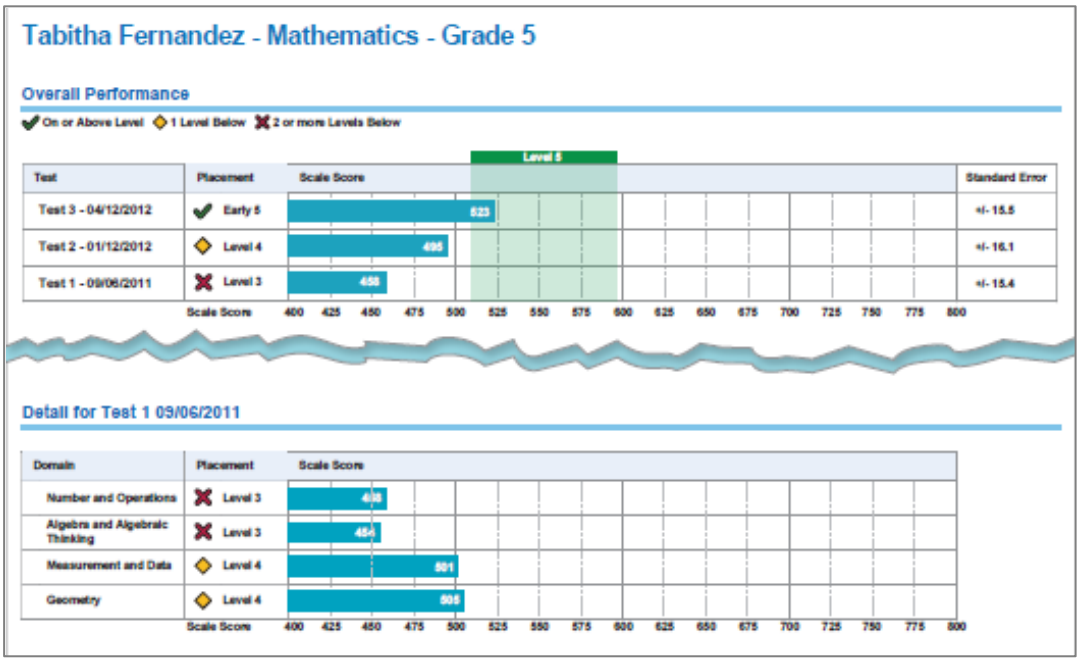


Figure 4. Use the Student Profile Report to monitor progress across assessments and to see detailed information for performance within each domain on specific assessments.

Requirement: 4.1

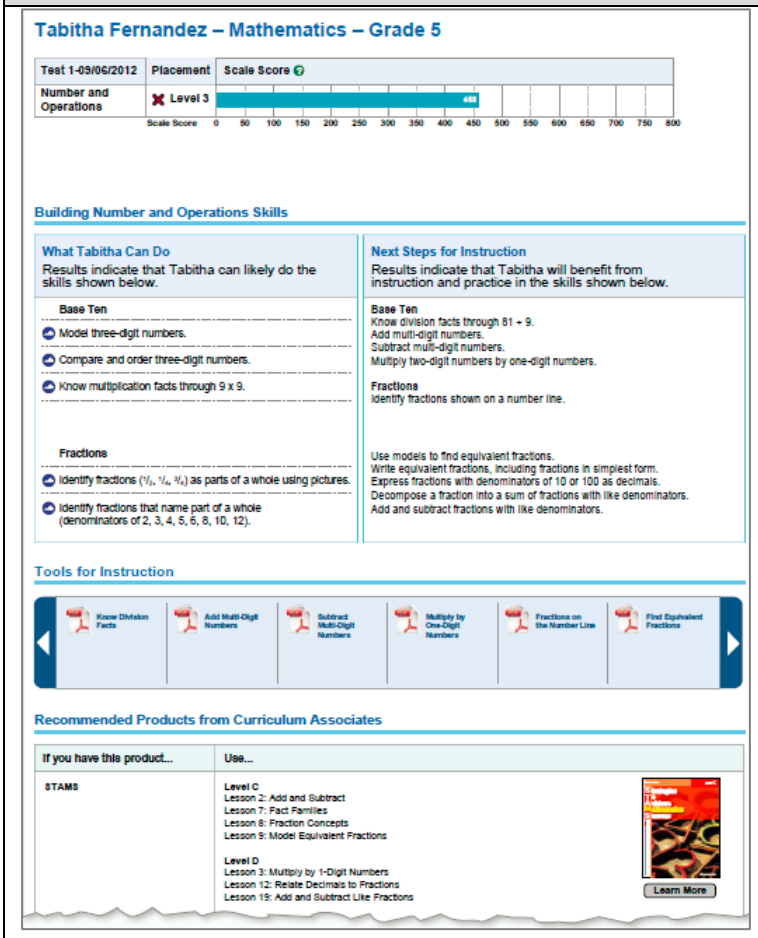


Figure 5. Student Profile Report: Number and Operations Detail

Requirement: 4.2

4.2
Describe any processes used for pre-identifying and/or registering students for testing. Include what data, including the State Testing Identifier, are collected for each student, how data are collected or transmitted, and how data are maintained and securely managed.

Role administration in *i-Ready* is a simple process, able to be completed by the District or School Administrator, or by your Curriculum Associates account manager, Jill LaBonté. District staff with appropriate account administration credentials may create new student, teacher, and administrator accounts directly in the *i-Ready* interface. For large-scale import of these users, *i-Ready* employs a standard MS Excel template—called the "onboarding workbook"—through which we collect needed user information and import this into the system as a bulk process.

We can also take a csv export from a district's student information system to complete this workbook, as long as it contains the needed data fields for *i-Ready*. We use this same process for the initial load of data and for updates to the account.

Requirement: 4.2

Student data and all demographic information will follow students wherever they go within the district. The unique student ID will be stored with each student record in *i-Ready*. When students are added to the system, all new records are automatically validated against the *i-Ready* database to look for any possible duplicates.

Students with duplicate IDs are not allowed to be added to the system. The system will prompt the person performing the "add" function that the system has found a potential duplicate student in the account and require the user to take action to fix the student information prior to addition of the new student. Through these validation methods, duplicate students are not allowed within *i-Ready*.

To maintain the security of student data and information, *i-Ready* provides customers with four distinct user roles: District Administrators, School Administrators, Teachers, and Students. District staff may choose who receives each role within the system.

- **District Administrator (DA)**: This is the highest level of permissions in the system available to user accounts. The District Administrator may view all data across the District, including all schools, grades, classes, and students. In addition, the DA has the ability to add new users in the system and make assignments to students for assessments at any level in the District.
- **School Administrator (SA)**: The next highest user role in the system is the School Administrator. Like the District Administrator, the SA has the ability to see reports for grades, classes, and students for the entire school, but unlike the DA, this does not extend beyond the school to which the SA is assigned. The SA can also add users within the school domain.
- **Teacher**: The teacher role has the ability to make all assignments for all classes assigned to the teacher. In addition, the teacher is able to view all reports at the class and student level for any students assigned to her in the system. The teacher can move students into her/his classes from the general student roster, but s/he cannot create new users in the system. This functionality is reserved for administrators.
- **Student**: Students in *i-Ready* have the ability to log in to their own customizable home page to take assessments. Students do not have access to any teacher materials or reports in the system.

District or School administrators or your Curriculum Associates account manager may easily deactivate any account under their control (students, teachers, or lower-level administrators) by going into the system and changing (disabling) the user's password. This action will block any access to the system by the affected user. Additionally, teachers and administrators may remove students from all classes in the system, thus making it impossible for the student to have access.

District or School administrators or your Curriculum Associates account manager may reactivate these students by reinstating them to an appropriate class to continue work. Authorized administrators may reactivate teacher or administrator accounts by supplying the deactivated users with a new password. This will once again allow system access. These same processes would prevent system access by users who are no longer with the school or district.

We expect that movement of teachers or administrators across schools will be a common occurrence. Authorized administrators have the ability within the *i-Ready* user interface to reassign teachers or school administrators to different schools. For all of the actions described in this response, your Curriculum Associates account manager or online product support specialist will be able to assist with prompt task completion.

Please refer to the Written Narrative, section B.3.b for our detailed security protocols to maintain the confidentiality of student data.

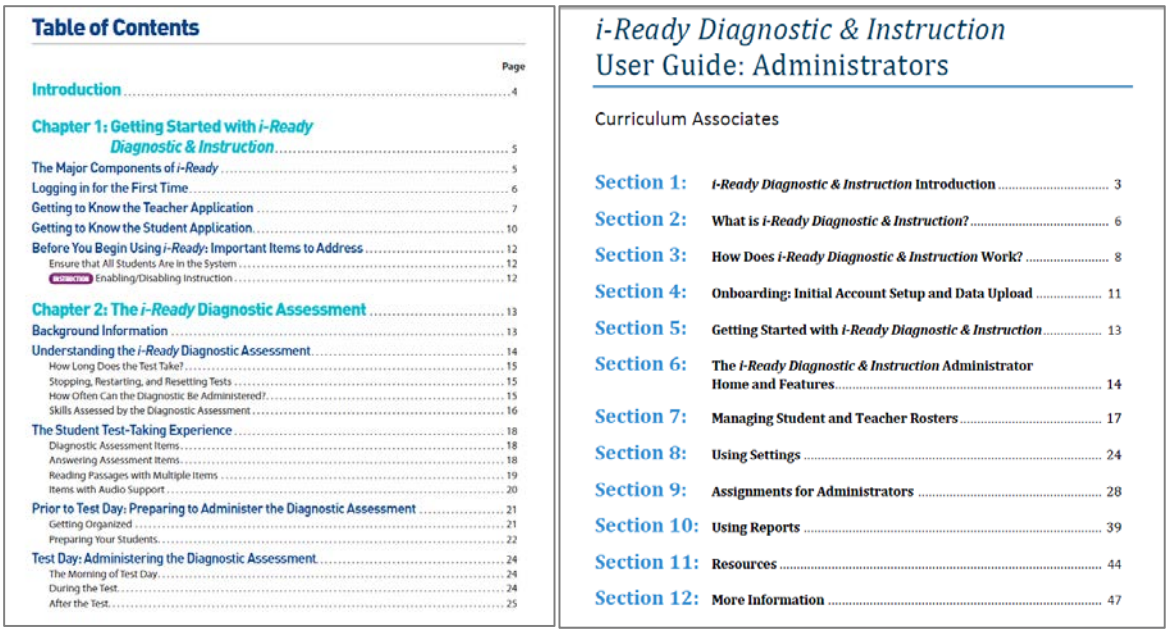
Requirement: 4.3

4.3
Describe all materials needed for test administration and how school divisions will order and obtain sufficient quantities. Include details of test booklets and answer documents for paper/pencil testing (if applicable), test administration manuals, etc. If applicable, identify any test administration materials school divisions would be responsible for supplying locally (manipulatives, copies of test materials, etc.).

School divisions may mail, fax, email, or submit a purchase order online through our website:

- Online: CAorders.com
- Fax: 800-366-1158
- Call: 800-225-0248 (Mon–Thurs 8:30 am–7:00 pm, Fri 8:30 am–5:00 pm Eastern Time)
- Mail: Customer Service, Curriculum Associates, P.O. Box 2001, North Billerica, MA 01862-0901

Administration of *i-Ready* requires only an active product license, a computer with internet access, and a set of headphones. All testing, scoring, and reporting take place entirely online through our secure, vendor-hosted platform. Test administration manuals and user guides are available for download from within the *i-Ready* teacher or administrator interfaces (see Requirement 4.4 for more information) and present detailed program information and step-by-step instructions about administration and reports.



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i-Ready Diagnostic & Instruction
User Guide: Administrators

Curriculum Associates

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Figure 6. The Teacher User Guide (left) and Administrator User Guide (right) provide in-depth information about *i-Ready* and how to leverage its functionality and features.

Requirement: 4.4

4.4
Provide examples of the test administration manuals to be used with the assessment(s).

All test administration manuals are available for the VDOE Evaluation Team's review and download through the *i-Ready* Demonstration Account Access Logins provided in the Additional Information subtab of this section. Manuals include:

- Getting Started – Diagnostic
- Administrator's Guide
- Teacher's Guide
- Using Report Groups
- Administrator Guide to Report Groups

Figure 7. To view the user manuals, log into a demonstration account with the administrator or teacher credentials and go to the Resources tab.

Requirement: 4.5

4.5
Describe all technology requirements related to school personnel managing the administration of tests and to students completing tests if assessments include technology-based delivery. Include the minimum and recommended hardware and software requirements and network requirements for test administration by school personnel and test delivery to students. Include how assessments are hosted (e.g., locally, vendor, 3rd party). Provide examples of user interfaces for test administration by school personnel and test delivery to students. Include descriptions or examples of test navigation and any test tools (e.g., calculator, ruler, highlighter) available to students for testing.

Requirement: 4.5

Students use *i-Ready* on their own, though teachers should monitor ongoing progress through the integrated, easy-to-interpret reports. Students using the program will interact with different types of response methods, including online manipulatives.

To take the diagnostic assessment, students need access to computers with headphones and an internet connection. *i-Ready* is fully certified to run on standard Mac and Windows PC desktops and laptops. As operating system versions evolve, our Quality Assurance team tests and certifies new operating system/browser combinations to ensure we stay current with the latest technology.

Currently, *i-Ready* supports the following operating systems: Microsoft Windows XP SP3, Microsoft Windows Vista, Microsoft Windows 7, Apple OSX 10.4, Apple OSX 10.5, Apple OSX 10.6, and Apple OSX 10.7. Additionally, *i-Ready* requires Adobe Flash Player 10.2 or higher, which is easily downloadable for free online. More details on the technical specifications can be found at http://www.*i-Ready*.com/support/*i-Ready*systemrequirements.pdf.

i-Ready is fully web-based and vendor-hosted, so there is no software to install locally. As a Software-as-a-Service (SaaS) program, customers with active *i-Ready* licenses receive all upgrades/updates/ enhancements automatically—pushed from our secure, centrally hosted servers directly to the application, so nothing is required on the part of the LEA's technology staff. All updates are immediately available when users log into the system on the web.

The security and reliability of student and staff data are of the highest importance as the Commonwealth considers the use of any online educational system. Our technology management team employs widely accepted best practices and precautions in server data backup and security. These measures together safeguard data in the *i-Ready* system against accidental loss or deliberate Internet-based attacks by automated or human agents.

Please see the Written Narrative tab, response to RFP Section B.3.b., for information on our security protocols.

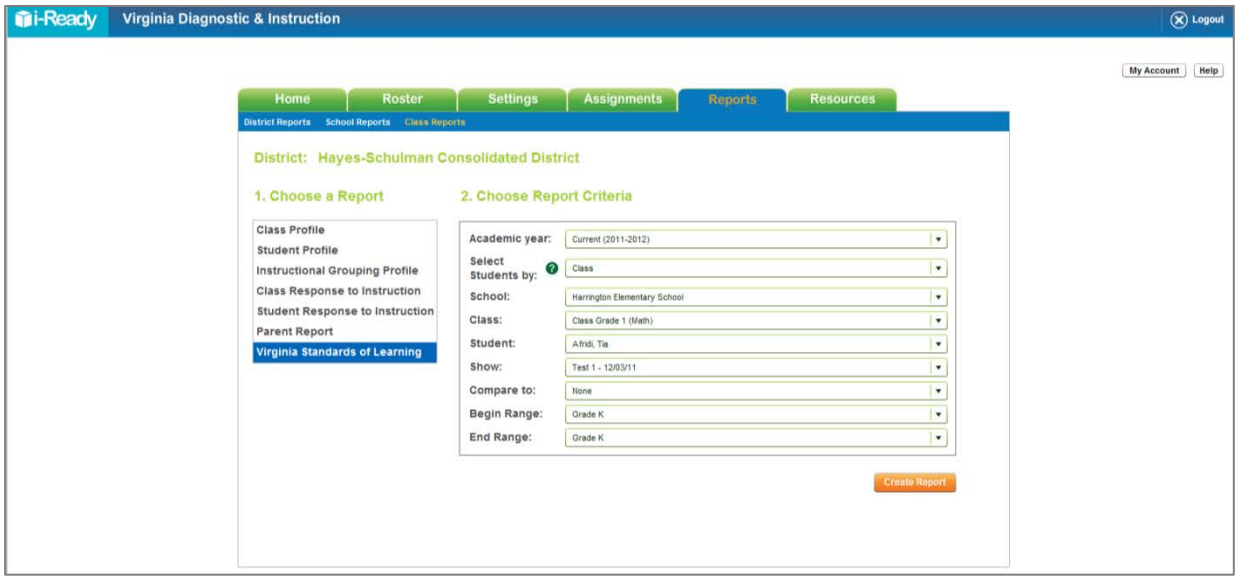


Figure 8. The administrator interface presents district, school, and class data—plus account settings, custom reporting, resources, and other administration functions—all in one intuitive format. This screenshot shows how administrators may customize the report criteria to run the Virginia Standards of Learning Performance Report.

Requirement: 4.5

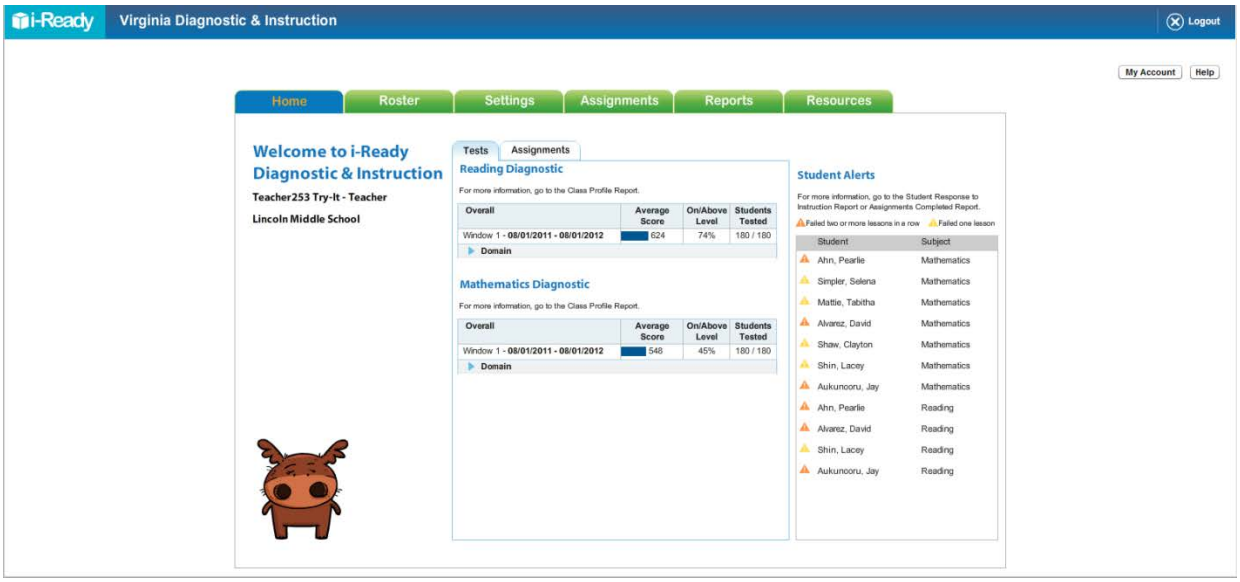


Figure 9. The teacher interface is clean and easy to navigate using the tabs at the top of the screen. If needed, help is always just a click away, at the top right of the screen.

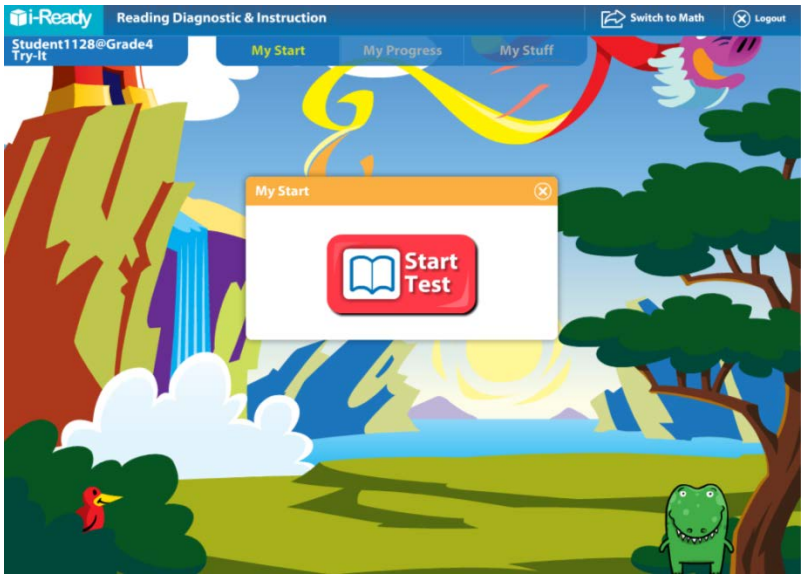


Figure 10. Students can customize their experience with *i-Ready Diagnostic* by selecting from several background themes and "study buddy" characters that will stay with them through their testing. The design emphasis is on easy navigation via an engaging, interactive interface. Students can feel like this is their space, even while they are being rigorously assessed.

Requirement: 4.5

Figure 11. The Getting Started page in *i-Ready Diagnostic* guides students through test navigation. This introduction may be skipped if students choose.

Figure 12. Items employ multiple forms of representation, student-friendly navigation, and engaging graphics.

Requirement: 4.6

4.6
Describe accommodations available to students with disabilities and limited English proficient students. Include procedures related to the provision of accommodations to eligible students.

i-Ready is implemented in diverse settings, with diverse student populations—including English-language learners and students with Special Education needs. The program offers a safe learning environment for students who may be self-conscious about their ability level, through individualized lessons with supportive, corrective feedback that allows them to work independently in a positive environment.

With respect to limited English proficient students, tier 2 and tier 3 learners, and students with Special Education needs, *i-Ready Diagnostic & Instruction* incorporates numerous forms of support, including:

- The grades K–5 diagnostic items include audio support for students. These auditory prompts can be repeated as often as the student needs.
- The adaptive diagnostic enables accurate assessment of math or reading ability for students who may be multiple grades behind. The system then assigns differentiated instruction accordingly.

Requirement: 4.6

- An emphasis on academic language, used in context, is critical for this audience. In *i-Ready*, academic vocabulary is defined in context in the online instructional modules.
- The student detail reports parse out the skills an individual student has mastered and the most important next set of skills that can readily support learning progress. These reports are accompanied by suggested activities and actionable teaching strategies. The sum of this information readily facilitates IEP creation.
- The audio, visual, and tactile components of the program help distractible students stay focused. These elements also provide multiple modalities of learning.
- The diagnostic assessment may be stopped and started as needed.
- The diagnostic is untimed and may be administered in multiple test sessions.
- The student engagement features are as age-neutral as possible, generally defaulting to the idea that younger students are comfortable taking lessons where the characters and storylines are set in slightly older contextual environments.
- Directions are either read aloud, demonstrated visually, or generally self-evident, regardless of language abilities.
- Use of clear, concise, and chronological directions build student understanding.
- The program employs physical cues such as pointing or facial expressions, symbolic cues such as pictures and icons, and auditory cues, such as asking a question.
- The downloadable PDF *Tools for Instruction* (see the Additional Information subtab for more information about this tremendous teacher resource) support teachers in modifying instruction for English language learners.

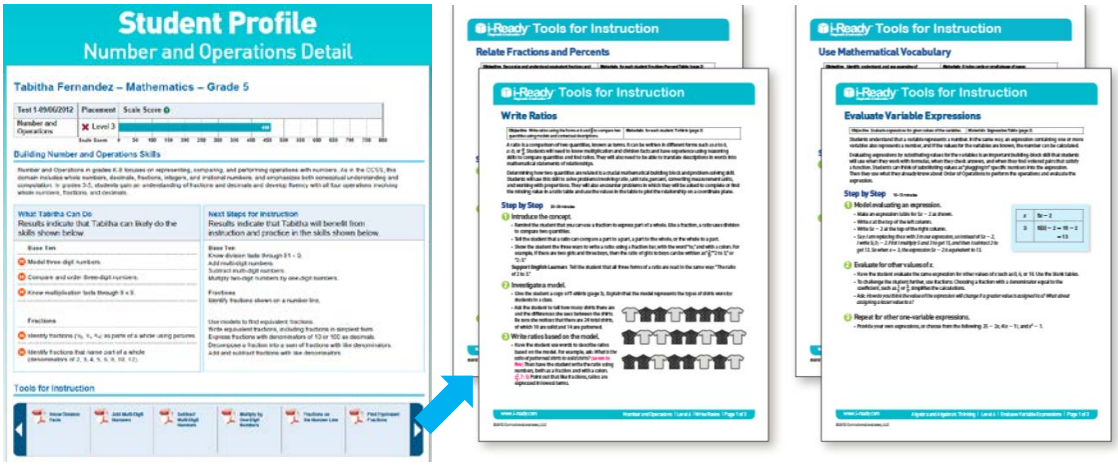


Figure 13. *Tools for Instruction* are downloadable PDF best-practice instructional resources provided to support teachers in targeting students' needs as identified by *i-Ready Diagnostic* reports. The Instructional Grouping Profile Report identifies instructional groups and instructional priorities for each group in your classroom. Use *Tools for Instruction* to address these priorities. The Student Profile Report identifies Next Steps skills for each student. Use *Tools for Instruction* to teach these skills.

Requirement: 4.7
4.7 Describe procedures for completed student tests to be submitted for scoring and reporting purposes.
i-Ready Diagnostic scores students' responses in real-time, and reports are available immediately upon completion of the test. All scoring and reporting is done online, through the user-friendly interface. Please refer to Section 5 for details on scoring and reporting functionality.

Section 5: Scoring and Reporting

Requirement: 5.1
5.1 Describe scoring procedures for all item types and test forms administered, including implemented quality control measures.

The primary function and purpose of *i-Ready Diagnostic* is to make appropriate instructional recommendations and placement decisions for students performing at different levels within the K-8 grade span. To that end, it is important to establish a link between test performance and these inferences.

To help inform these instructional recommendations and placement decisions, we developed a performance standard to help categorize and define student performance at different levels, allowing instructors to make good use of the information gathered by the assessment.

- **Grade-Level-Ready.** A grade-level-ready student has demonstrated sufficient skills at the beginning of the school year that he or she is considered ready for curriculum at the chronological grade. To determine scale score thresholds for the performance standard for each grade level, a separate performance standard-setting meeting was held for each subject during June 2011.
- **Performance Standard Setting.** To help inform the placement of the thresholds to link test performance to instructional recommendations and placement, a group of expert panelists was recruited for each subject for Performance Standard Setting (PSS).

Each subject had three different panels, separated by grade band K-2, 3-5, and 6-8. We tasked each panel with setting the performance standards for each grade within the specific grade band. Panels consisted of an advisor who had participated in the development of the construct maps and the items, a curriculum director, a coach, and three grade-specific teachers. All panelists had five or more years of relevant experience with the grade levels in their grade bands, and were familiar with the standards. Additional information about the PSS panelists may be found in the Technical Manual (pg. 34–36).

The method used for the Performance Standard Setting was a Modified Bookmark process. The Modified Bookmark method stipulates that panelists be presented with booklets of indicators from the construct map, rather than the item bank itself.

Requirement: 5.1

Response probability is the probability that a respondent would answer an item correctly. Generally accepted values for response probabilities lay between RP-65 and RP-74. The response probability used for the *i-Ready Diagnostic* performance standard setting was RP-70.

The difficulty of each indicator was derived by aggregating the difficulties of the items associated with it. The difficulty used for each indicator was the difficulty of an actual item that was equal to or higher than the 67th percentile of the hypothetical distribution of the difficulties of the items associated with that indicator. This aggregation method allows the assessment to infer student performance on not just a few or some of the items associated with the skill, but with the majority of the items.

Based on these difficulty values, indicators were sorted in each book by difficulty, with more difficult indicators in the back and less difficult indicators in the front. In addition to the indicator, each page had a sample item that addressed the indicator, to allow panelists to see how the skill would be targeted by the assessment. Each book had a cover notation sheet that clearly iterated the instructions and performance standards, and had a form for panelists to note their thresholds for each grade level.

The Performance Standard Setting meetings took place over the course of a day for each subject. Panelists were given the books of indicators for each grade in their grade band and asked to notate on the provided sheet the indicator for the thresholds they were asked to determine.

After panelists set their initial thresholds for each grade, they were then presented with pre-calculated consequential data—distributions of students above the scale score attached to each indicator in their book. Per the *Standards for Educational and Psychological Testing* (AERA, APA, NCME, 1999), the panelists were informed of the impact their judgments for the placement of the performance standards would have on a student population.

After reviewing what the distributions of students would be for each potential placement of their thresholds, the panelists were allowed to revise their judgments if desired. The median point of panelist judgments for the thresholds for each grade level was calculated and is currently being reviewed internally to check for discontinuities before being taken into consideration for the final placement of the thresholds.

Following the Performance Standard Setting, final placement of the grade-level-ready thresholds was supplemented with the designation of early, mid, and late on-level sub-placements. These sub-placements help further define expectations for student performance scoring on-level. Determination of these sub-placements was made by content experts, who studied the relationship between indicator difficulty, school curricula, and grade-level-ready thresholds.

Requirement: 5.2

5.2
Describe the type of reporting provided (e.g., static and/or dynamic, electronic and/or paper-based, item-level, strand-level, and/or test-level scoring). Include approximate timelines for score reports to be available to divisions, how score reports will be accessed and/or obtained, and samples of student, class, school, and division score reports and sample record layouts for electronic data files.

One of the greatest advantages of using the *i-Ready* system over more traditional paper-based products is the fact that test results are instantly available to administrators once students have completed the test.

Requirement: 5.2

i-Ready provides numerous reporting views that make the viewing, sorting, and analysis of data straightforward and fast. To view the reporting interface firsthand, please use the demonstration accounts access provided in the Additional Information subtab within this section, or refer to the Reports Brochure provided in the same tab.

Administrators are able to see scaled scores at all needed levels, from the individual student to the teacher, school, and the entire district. For purposes of instruction, these reports interpret scaled scores into appropriate placement levels, helping educators determine where to target instruction for each skill domain in both reading and math.

i-Ready has regularly received praise from educators for its ease-of-use and breadth of reporting capabilities:

- The reports available are fantastic. They are a plethora of information right at our fingertips! —Jenny Williams, Elmwood School District (IL)
- Thank you for providing *i-Ready* to teachers. The reports the program generates are comprehensive and informative. This program is what teachers need to help them customize lessons for individual weaknesses. —Colleen Winkler, Principal, Chateau Estates Elementary (LA)
- Our teachers fell in love with the detailed data that was available on each student and the ease with which they could group and target instruction. —Sarah Long, Assistant Superintendent (MO)
- *i-Ready* provides teachers with clear and informative reports that aid in guiding instruction and communicating with parents. The data is at the teacher's fingertips 24/7. —Deb Harden, Learning Facilitator, Grand Island Public Schools (NE)
- It really has helped with my instruction a lot. It tells you exactly where to take your students next to help them grow. Or if they have a trouble area, it tells you this is where we need to back up and re-teach that. —Nicole Moretz, Green Primary (OH)
- It is the best program that I have worked with. It gives so much information about the student's abilities and suggestions. —Frankie Jackson, Fort Bend ISD (TX)
- This program could change the way that education is viewed and taught! I love it. I'm really impressed by how this concept pinpoints student needs and resources! —Bethany Manwarren, RTI Tutor (VA)

We designed *i-Ready* reports with ease of use in mind, and their presentation of student ability supports educators in rapid interpretation of large quantities of data. Teachers monitor student performance in reports that deliver at-a-glance interpretation of the data from the assessment. These explicit, intuitive reports make it easy for educators to know where each student is academically, if—and why—the child is struggling, how to best support him or her in progressing further, and how successful these measures are year-over-year throughout the student’s academic career.

Always up-to-date, *i-Ready* reports are easily accessible at the student, class, grade, school, and district/division levels. Additionally, administrators can create unique reporting sub-groups, such as intervention groups and those that meet specific federal reporting guidelines.

Going far beyond merely compiling scores and time-on-task, the reports provide developmental analyses, determine student instructional needs, group students who struggle with the same concepts, make instructional recommendations to target skill deficiencies, and monitor progress as students follow their individualized instructional paths. Reports include next steps for instruction and specific PDF tools for the teacher to use during small-group or whole-class instruction.

Requirement: 5.2

Teachers and administrators can view and download results at each level from within their secure user interface. The table below presents an overview of the reports comprising the suite.

Report	Description	More Information
Student Profile Report	This report provides a grade-level equivalent score for each strand and detailed analysis of the sub-skills causing students to struggle, as well as instructional recommendations based on each student's needs. Teachers can drill down to see the performance detail for each strand. Downloadable instructional recommendations and materials based on every student's unique needs provide support to teachers in the remediation of students. Furthermore, teachers and administrators benefit from this report's overall and domain-specific analyses.	See *VA Reports Brochure* in the Additional Information subtab of this binder, 3–6 and 17–18
VA SOL Performance Report	Evaluates how students are performing against VA SOLs	See *Reports Brochure*, pages 7 and 19
Class Profile Report	Helps teachers quickly and effectively group students by specific needs. This report uses diagnostic results to inform class instructional decisions. Its graphical presentation enables educators to quickly analyze students' varying average scale scores as well as their grade-level placement by domain.	See *Reports Brochure*, pages 8 and 20
Performance by Grade and Class Report	The Performance by Grade and Class Report measures gains at a single school by grade and class.	See *Reports Brochure*, pages 14 and 26
Parent Report	Helps communicate student performance on the diagnostic to parents in a comprehensible way.	See Figure 15
Instructional Grouping Report	This report shows teachers exactly how to group students so those struggling with the same skills get the most out of small-group instruction. It affords educators flexibility in categorizing students and targeting efficient and effective remediation. Teachers and administrators can drill down to see instructional priorities specifically designed for each profile. Additionally, this report provides *Tools for Instruction* based on the skills in which grouping profiles are deficient. These tools guide teachers in "what to know" about each topic, as well as ways to teach it and its connections to standards.	See *Reports Brochure*, pages 9–10 and 21–22
District Performance Report	This report measures gains across the school site or entire district to monitor progress. The District Performance Report quickly and comprehensively shows educators the percentage of students who are on or above grade level performance in each grade within the entire district and at each school. Additionally, one can easily identify how many students are performing either one grade or two or more grades below level. The report also includes information such as average scale scores for each grade level and the number of students assessed.	See *Reports Brochure*, pages 15 and 27

Requirement: 5.2

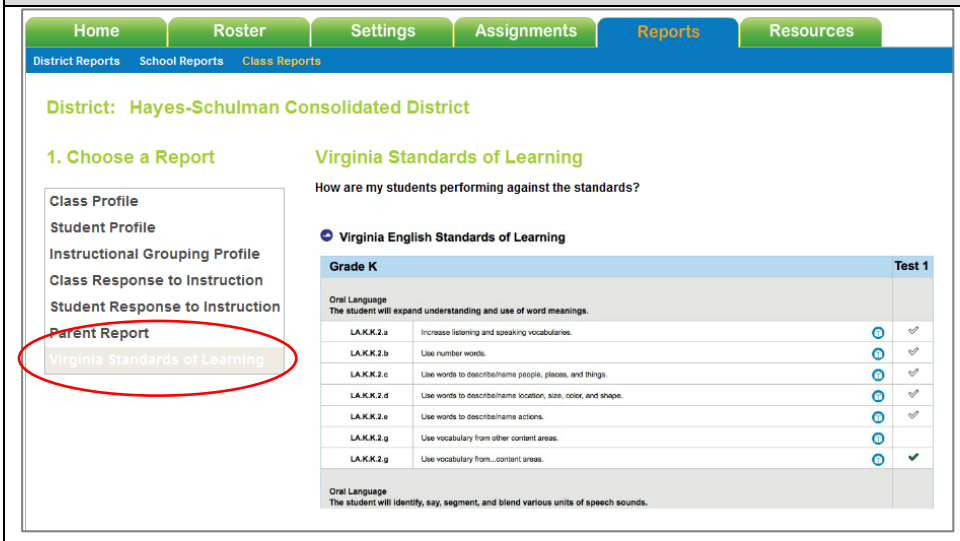


Figure 14. The Virginia Standards of Learning Performance Report may be run from the administrator or teacher login.

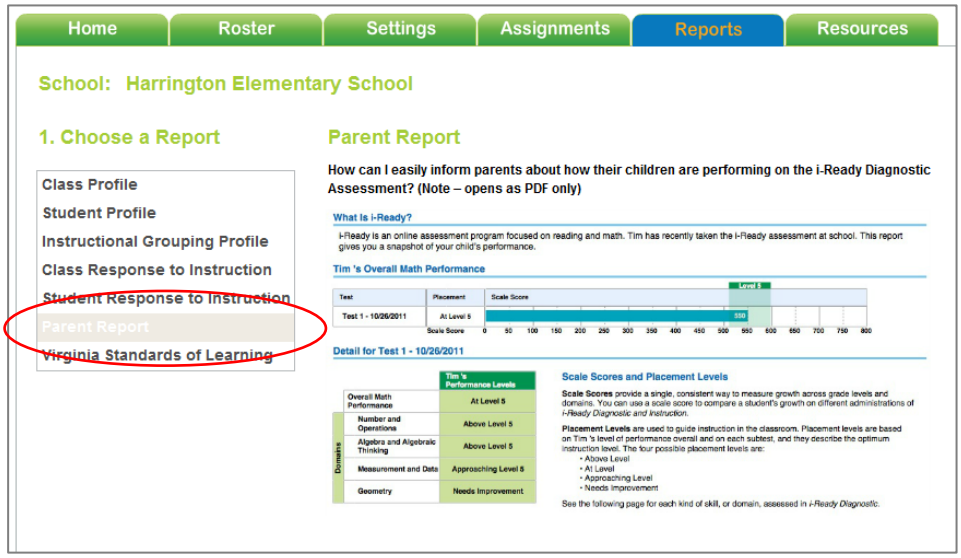


Figure 15. The Parent Report provides a snapshot of a child's performance, detailing a student's grade level performance within each domain. To view Parent reports in the online demonstration account, select the Administrator or Teacher access login, go to the Reports tab, select Class Reports, and choose the Parent Report desired.

Requirement: 5.3

5.3
Describe all data tools available to school division staff for the analysis of data and the creation of customized reports.

i-Ready provides multiple ways for educators to retrieve data from the system, The on-screen reports (see Requirement 5.2) are all exportable as PDFs. Reports may be saved and easily published to PDF or printed (Figure 16). Teachers and administrators can also save the custom report group queries that they have created. Administrators can share their queries by assigning other users access to them.

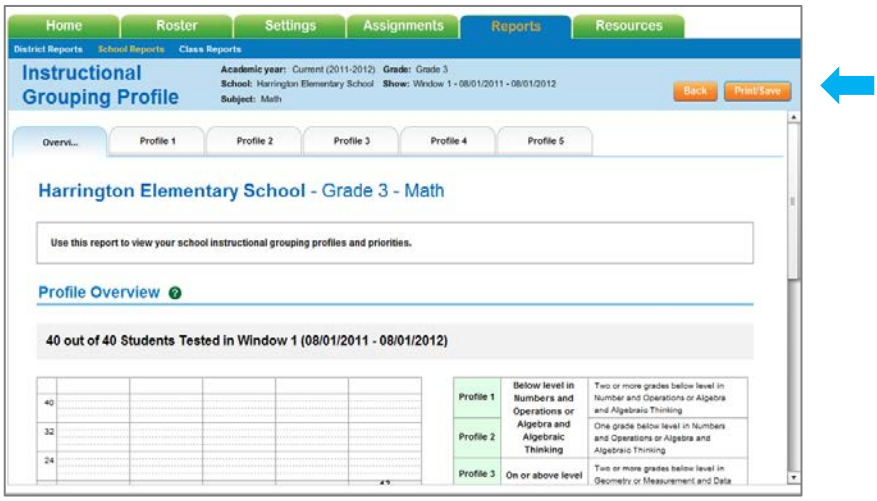


Figure 16. Reports—including custom queries—may easily be published to PDF and saved or printed. From the Reports screen, simply select Print/Save.

i-Ready allows administrators to create customizable reporting groups (consisting of students within and across grades) and demographic categories, based on user-defined criteria. These customized reporting groups can be designed around students belonging to particular interest groups (e.g., SES), as defined by the administrator.

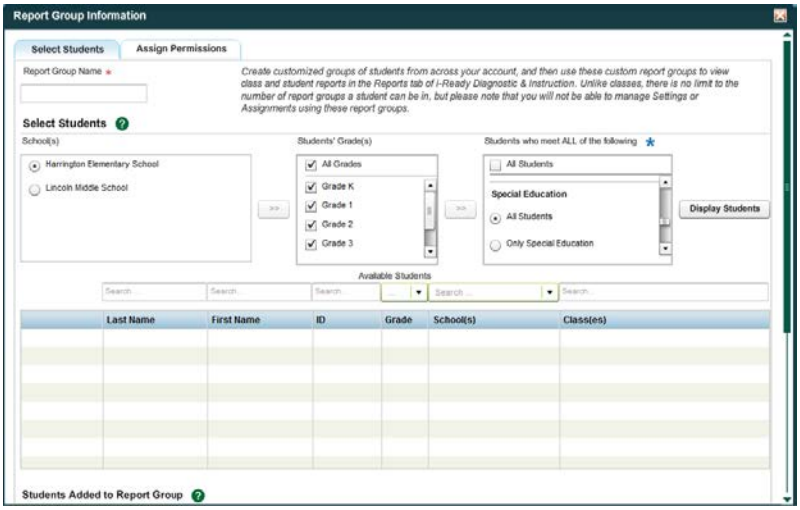


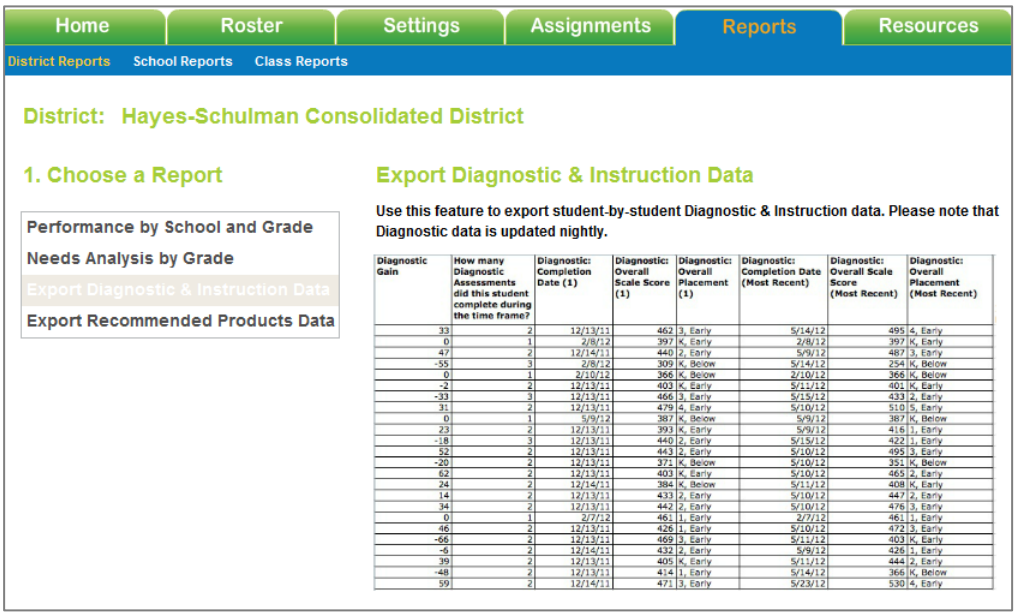
Figure 17. To create custom reporting groups using your demonstration account, log in with the administrator or teacher credentials, go to the Reporting Groups tab, and select "Add New Report Group."

Requirement: 5.3

i-Ready also supports the categorization of students into the following pre-designated demographic fields:

- Ethnicity
- Race
  - American Indian, Native American, or Alaskan Native
  - Asian
  - African American
  - Hispanic, Latino, or Hispanic Latino
  - White or Caucasian
  - Native Hawaiian or other Pacific Islander
  - Two or more races
- Gender
- Migrant Status
- Economically Disadvantaged
- Special Education
- English Language Learner
-

A full data export for current and historical data is available in Excel and CSV formats, so school division staff may run comparisons and create custom reports incorporating multiple data points.



Diagnostic Gain	How many Diagnostic Assessments did this student complete during the time frame?	Diagnostic: Completion Date (1)	Diagnostic: Overall Scale Score (1)	Diagnostic: Overall Placement (1)	Diagnostic: Completion Date (Most Recent)	Diagnostic: Overall Scale Score (Most Recent)	Diagnostic: Overall Placement (Most Recent)
33	2	12/13/11	462	3, Early	5/14/12	495	4, Early
0	1	2/8/12	397	K, Early	2/8/12	397	K, Early
47	2	12/14/11	440	2, Early	5/9/12	487	3, Early
-55	3	2/8/12	309	K, Below	5/14/12	254	K, Below
0	1	2/10/12	366	K, Below	2/10/12	366	K, Below
-2	2	12/13/11	403	K, Early	5/11/12	401	K, Early
-33	3	12/13/11	466	3, Early	5/15/12	433	2, Early
31	2	12/13/11	479	4, Early	5/10/12	510	5, Early
0	1	5/9/12	387	K, Below	5/9/12	387	K, Below
23	2	12/13/11	393	K, Early	5/9/12	416	1, Early
-18	3	12/13/11	440	2, Early	5/15/12	422	1, Early
52	2	12/13/11	443	2, Early	5/10/12	495	3, Early
-20	2	12/13/11	371	K, Below	5/10/12	351	K, Below
62	2	12/13/11	403	K, Early	5/10/12	465	2, Early
24	2	12/14/11	384	K, Below	5/11/12	408	K, Early
14	2	12/13/11	433	2, Early	5/10/12	447	2, Early
34	2	12/13/11	442	2, Early	5/10/12	476	3, Early
0	1	2/7/12	461	1, Early	2/7/12	461	1, Early
46	2	12/13/11	426	1, Early	5/10/12	472	3, Early
-66	2	12/13/11	469	3, Early	5/11/12	403	K, Early
-6	2	12/14/11	432	2, Early	5/9/12	426	1, Early
39	2	12/13/11	405	K, Early	5/11/12	444	2, Early
-48	2	12/13/11	414	1, Early	5/14/12	366	K, Below
59	2	12/14/11	471	3, Early	5/23/12	530	4, Early

Figure 18. To view the Export feature, log into the administrator demonstration account using the credentials provided in the Additional Information subtab of this section. Go to the Reports tab, select District Reports, and then select Export Diagnostic Data.

Correlation of Virginia Mathematics Standards of Learning to the i-Ready Diagnostic Mathematics Skills

Kindergarten

Virginia Mathematics Standards of Learning	Aligned Indicators
MA.K.K.1 The student, given two sets, each containing 10 or fewer concrete objects, will identify and describe one set as having more, fewer, or the same number of members as the other set, using the concept of one-to-one correspondence.	• Compare two sets with up 10 objects.
MA.K.K.2.a The student, given a set containing 15 or fewer concrete objects, will tell how many are in the set by counting the number of objects orally.	• Count up to 20 objects.
MA.K.K.2.b The student, given a set containing 15 or fewer concrete objects, will write the numeral to tell how many are in the set; and	• Count up to 20 objects.*
MA.K.K.2.c The student, given a set containing 15 or fewer concrete objects, will select the corresponding numeral from a given set of numerals.	• Count up to 20 objects.
MA.K.K.3 The student, given an ordered set of ten objects and/or pictures, will indicate the ordinal position of each object, first through tenth, and the ordered position of each object.	• Use ordinal numbers through 10th. • Use ordinal numbers through 6th.*
MA.K.K.4.a The student will count forward to 100 . . .	• Count by 1s to 100. • Count forward by 1s from any number less than 100.
MA.K.K.4.a The student will count . . . backward from 10.	• Count backward from 10 to 0.
MA.K.K.4.b The student will identify . . . one less than a number . . .	• Identify the number that is one less than a given number to ten.

**This indicator is related to the aligned standard.*

Correlation of Virginia Mathematics Standards of Learning to Indicators (continued)

Kindergarten (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.K.K.4.b The student will identify one more than a number . . .	• Identify the number that is one more than a given number to ten.
MA.K.K.4.c The student will count by . . . tens to 100.	• Count by 10s to 100.
MA.K.K.4.c The student will count by fives . . . to 100.	• Count by 5s to 100 using a chart or models.
MA.K.K.5 The student will identify the parts of a set . . . that represent fractions for halves and fourths.	• Identify fractions (1/2 and 1/4) as part of a set using pictures.
MA.K.K.5 The student will identify the parts of a . . . region that represent fractions for halves and fourths.	• Identify fractions (1/2, 1/4, 3/4) as parts of a whole using pictures.
MA.K.K.6 The student will model adding and subtracting whole numbers, using up to 10 concrete objects.	• Add and subtract within 5.* • Subtract within 20.* • Add within 20.*
MA.K.K.7 The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.	• Identify and compare the values of coin combinations (pennies, nickels, dimes, quarters).*
MA.K.K.9 The student will tell time to the hour, using analog and digital clocks.	• Tell time to the hour and half hour on an analog clock and select appropriate units to measure time (hours, days, minutes).*

**This indicator is related to the aligned standard.*

Correlation of Virginia Mathematics Standards of Learning to Indicators (continued)

Kindergarten (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.K.K.10 The student will compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, and block.	• Compare the length of two objects (longer, taller, shorter, thicker).*
MA.K.K.11.a The student will identify . . . plane geometric figures (circle, triangle, square, and rectangle) . . .	• Identify basic two-dimentional shapes (square, circle, rectangle, triangle).
MA.K.K.11.b The student will compare the size (larger, smaller) and shape of plane geometric figures (circle, triangle, square, and rectangle).	• Compare and contrast attributes of two-dimensional shapes (circle, square, rectangle, triangle, diamond).*
MA.K.K.12 The student will . . . identify representations of plane geometric figures (circle, triangle, square, and rectangle) regardless of their positions and orientations in space.	• Identify basic two-dimentional shapes (square, circle, rectangle, triangle).
MA.K.K.12 The student will describe the location of one object relative to another (above, below, next to) and identify representations of plane geometric figures (circle, triangle, square, and rectangle) regardless of their positions and orientations in space.	• Identify spatial relationships (out, above, below) and follow directions to move objects in relative positions (over, under, top, bottom, behind, between).*
MA.K.K.14 The student will display gathered data in . . . picture graphs . . . and will answer questions related to the data.	• Organize, represent, and interpret several categories of data in a picture graph.

**This indicator is related to the aligned standard.*

Kindergarten (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.K.K.15 The student will sort . . . objects according to attributes.	• Sort objects according to one or more attributes.
MA.K.K.15 The student will sort and classify objects according to attributes.	• Compare and contrast attributes of two-dimensional shapes (circle, square, rectangle, triangle, diamond).* • Compare and contrast attributes of solid figures including numbers of vertices, faces, and edges.*

**This indicator is related to the aligned standard.*

Correlation of Virginia Mathematics Standards of Learning to Indicators (continued)

Grade 1

Virginia Mathematics Standards of Learning	Aligned Indicators
MA.1.1.1.a The student will count from 0 to 100 . . .	• Count by 1s to 100. • Count forward by 1s from any number less than 100.
MA.1.1.1.b The student will group a collection of up to 100 objects into tens and ones and write the corresponding numeral to develop an understanding of place value.	• Use base-ten models to represent a two-digit number and identify the corresponding numeral. • Express numbers from 11 to 19 using tens and ones.*
MA.1.1.2 The student will count forward by . . . fives . . . to 100 . . .	• Count by 5s to 100 using a chart or models.
MA.1.1.2 The student will count forward by ones . . . to 100 . . .	• Count by 1s to 100. • Count forward by 1s from any number less than 100.
MA.1.1.2 The student will count forward by . . . tens to 100 . . .	• Count by 10s to 100.
MA.1.1.2 The student will count forward by ones, twos, fives, and tens to 100 and backward by ones from 30.	• Count by 2s to 20 using a chart or models.* • Count backward by 1s from any number less than 100.* • Count backward from 10 to 0.* • Count and group by 2s, 5s, and 10s to 100.*
MA.1.1.3 The student will identify the parts of a set . . . that represent fractions for halves . . . and fourths and write the fractions.	• Identify fractions (1/2 and 1/4) as part of a set using pictures.
MA.1.1.3 The student will identify the parts of a . . . region that represent fractions for halves . . . and fourths and write the fractions.	• Identify fractions (1/2, 1/4, 3/4) as parts of a whole using pictures.

**This indicator is related to the aligned standard.*

Correlation of Virginia Mathematics Standards of Learning to Indicators (continued)

Grade 1 (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.1.1.5 The student will recall basic . . . subtraction facts.	• Subtract within 20.
MA.1.1.5 The student will recall basic addition facts with sums to 18 or less . . .	• Add within 20.
MA.1.1.6 The student will . . . solve one-step story and picture problems using basic . . . subtraction facts.	• Solve subtraction problems for separation or take away situations.
MA.1.1.6 The student will create and solve one-step story and picture problems using basic addition facts with sums to 18 or less and the corresponding subtraction facts.	Solve basic subtraction facts by counting on.* • Solve basic subtraction facts by counting back to subtract 1, 2, or 3.* • Identify and find sums for doubles addition facts.* • Solve addition problems by counting on.* • Subtract within 20.* • Add within 20.* • Write and solve number sentences for separation and take away situations with numbers to 10*. • Write and solve number sentences for combining and joining situations with numbers to 10.* • Solve addition problems by counting on with numbers to 10.* • Add and subtract within 5.*

**This indicator is related to the aligned standard.*

Correlation of Virginia Mathematics Standards of Learning to Indicators (continued)

Grade 1 (continued)

Virginia Mathematics Standards of Learning	Aligned Indicators
MA.1.1.6 The student will create and solve one-step story and picture problems using basic addition facts with sums to 18 or less and the corresponding subtraction facts. (continued)	• Count back to subtract 1, 2 or 3 from numbers up to 10.* • Use a number line to count up or back to add or subtract 1 or 2 from numbers to 20.*
MA.1.1.7.a The student will identify the number of pennies equivalent to a nickel, a dime, and a quarter; and	• Identify and compare the values of coin combinations (pennies, nickels, dimes, quarters).*
MA.1.1.7.b The student will determine the value of a collection of pennies, nickels, and dimes whose total value is 100 cents or less.	• Identify and compare the values of coin combinations (pennies, nickels, dimes, quarters).
MA.1.1.8 The student will tell time to the half-hour, using analog and digital clocks.	• Tell time to the hour and half hour on an analog clock and select appropriate units to measure time (hours, days, minutes).*
MA.1.1.11 The student will use calendar language appropriately (e.g., names of the months, today, yesterday, next week, last week).	• Identify the months in order.*
MA.1.1.12 The student will identify and trace, describe, and sort plane geometric figures (triangle, square, rectangle, and circle) according to number of sides, vertices, and right angles.	• Compare and contrast attributes of two-dimensional shapes (circle, square, rectangle, triangle, diamond).*
MA.1.1.12 The student will identify . . . plane geometric figures (triangle, square, rectangle, and circle) according to number of sides, vertices, and right angles.	• Identify basic two-dimentional shapes (square, circle, rectangle, triangle).
MA.1.1.12 The student will identify . . . and sort plane geometric figures (triangle, square, rectangle, and circle) according to number of sides, vertices, and right angles.	• Sort and classify two-dimensional shapes according to attributes such as vertices, angles, and sides.

**This indicator is related to the aligned standard.*

Correlation of Virginia Mathematics Standards of Learning to Indicators (continued)

Grade 1 (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.1.1.13 The student will construct, model, and describe objects in the environment as geometric shapes (triangle, rectangle, square, and circle) and explain the reasonableness of each choice.	• Compare and contrast attributes of two-dimensional shapes (circle, square, rectangle, triangle, diamond).* • Identify basic two-dimentional shapes (square, circle, rectangle, triangle).*
MA.1.1.15 The student will interpret information displayed in a picture or object graph, using the vocabulary more, less, fewer, greater than, less than, and equal to.	• Organize, represent, and interpret several categories of data in a picture graph.
MA.1.1.16 The student will sort and classify concrete objects according to one or more attributes, including color, size, shape, and thickness.	• Sort and classify two-dimensional shapes according to attributes such as vertices, angles, and sides.*
MA.1.1.16 The student will sort . . . concrete objects according to one or more attributes, including color, size, shape, and thickness.	• Sort objects according to one or more attributes.
MA.1.1.16 The student will . . . classify concrete objects according to . . . shape . . .	• Identify basic two-dimentional shapes (square, circle, rectangle, triangle). • Identify basic three-dimensional shapes (cube, cone, cylinder, sphere).
MA.1.1.17 The student will recognize, describe, extend, and create a wide variety of growing and repeating patterns.	• Count by 5s to 100 using a chart or models.* • Count by 2s to 20 using a chart or models.*
MA.1.1.18 The student will demonstrate an understanding of equality through the use of the equal sign.	• Demonstrate understanding of the equal sign and determine if equations involving addition and subtraction are true or false.

**This indicator is related to the aligned standard.*

Correlation of Virginia Mathematics Standards of Learning to Indicators (continued)

Grade 2

Virginia Mathematics Standards of Learning	Aligned Indicators
MA.2.2.1.a The student will read, write, and identify the place value of each digit in a three-digit numeral, using numeration models.	• Model three-digit numbers.*
MA.2.2.1.b The student will round two-digit numbers to the nearest ten; and	• Round whole numbers to the nearest ten and hundred.*
MA.2.2.1.c The student will compare two whole numbers between 0 and 999, using symbols (>, <, or =) and words (greater than, less than, or equal to).	• Compare and order three-digit numbers.* • Compare and order two-digit numbers.*
MA.2.2.2.a The student will identify the ordinal positions first through twentieth, using an ordered set of objects; and	• Use ordinal numbers through 10th.*
MA.2.2.2.b The student will write the ordinal numbers.	• Use ordinal numbers through 10th.*
MA.2.2.3.a The student will identify the parts of a set . . . that represent fractions for halves . . . [and] fourths . . .	• Identify fractions (1/2 and 1/4) as part of a set using pictures.
MA.2.2.3.a The student will identify the parts of a . . . region that represent fractions for halves . . . [and] fourths . . .	• Identify fractions (1/2, 1/4, 3/4) as parts of a whole using pictures.
MA.2.2.3.a The student will identify the parts of a set . . . that represent fractions for halves, thirds, fourths, sixths, eighths, and tenths	• Identify fractions that name part of a set (denominators of 2, 3, 4, 5, 6, 8, 10, 12).
MA.2.2.3.a The student will identify the parts of a . . . region that represent fractions for halves, thirds, fourths, sixths, eighths, and tenths	• Identify fractions that name part of a whole (denominators of 2, 3, 4, 5, 6, 8, 10, 12).

**This indicator is related to the aligned standard.*

Correlation of Virginia Mathematics Standards of Learning to Indicators (continued)

Grade 2 (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.2.2.3.b The student will write the fractions; and	• Identify fractions that name part of a set (denominators of 2, 3, 4, 5, 6, 8, 10, 12). • Identify fractions that name part of a whole (denominators of 2, 3, 4, 5, 6, 8, 10, 12).
MA.2.2.3.c The student will compare the unit fractions for halves, thirds, fourths, sixths, eighths, and tenths	• Use symbols to compare fractions represented by pictures or models.*
MA.2.2.4.a The student will count forward by . . . fives . . . to 100, starting at various multiples . . . 5 . . .	• Count by 5s to 100 using a chart or models.
MA.2.2.4.a The student will count forward by twos, fives, and tens to 100, starting at various multiples of 2, 5, or 10	• Count and group by 2s, 5s, and 10s to 100. • Count by 2s to 20 using a chart or models.*
MA.2.2.4.b The student will count backward by tens from 100; and	• Count backward by 1s from any number less than 100.*
MA.2.2.4.c The student will recognize even and odd numbers	• Identify odd and even numbers up to 100.
MA.2.2.5 The student will recall . . . the . . . subtraction facts.	• Subtract within 20.
MA.2.2.5 The student will recall addition facts with sums to 20 or less . . .	• Add within 20.

**This indicator is related to the aligned standard.*

Correlation of Virginia Mathematics Standards of Learning to Indicators (continued)

Grade 2 (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.2.2.5 The student will recall addition facts with sums to 20 or less and the corresponding subtraction facts.	• Identify and find sums for doubles addition facts.* • Solve basic subtraction facts by counting on.* • Solve basic subtraction facts by counting back to subtract 1, 2, or 3.*
MA.2.2.6.b The student, given two whole numbers whose sum is 99 or less, will find the sum, using various methods of calculation	• Add two-digit numbers without regrouping. • Add two-digit numbers with regrouping using models.
MA.2.2.7.b The student, given two whole numbers, each of which is 99 or less, will find the difference, using various methods of calculation	• Subtract two-digit numbers without regrouping. • Subtract two-digit numbers with regrouping. • Subtract 10 from two-digit numbers.*
MA.2.2.8 The student will create and solve one- and two-step addition and subtraction problems, using data from simple tables, picture graphs, and bar graphs.	• Construct and interpret scaled bar graphs and scaled picture graphs.*
MA.2.2.9 The student will recognize and describe the related facts that represent and describe the inverse relationship between addition and subtraction.	• Know addition/subtraction fact families.
MA.2.2.10.a The student will count and compare a collection of pennies, nickels, dimes, and quarters whose total value is $2.00 or less; and	• Identify and compare the values of coin combinations (pennies, nickels, dimes, quarters).

**This indicator is related to the aligned standard.*

Correlation of Virginia Mathematics Standards of Learning to Indicators (continued)

Grade 2 (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.2.2.10.b The student will correctly use the cent symbol (¢), dollar symbol ($), and decimal point (.)	• Solve problems involving counting dollar bills and coins and use the dollar symbol.* • Solve problems with dollar bills and coins and use dollar and cents symbols.*
MA.2.2.11.a The student will . . . measure length to the nearest . . . inch	• Use a ruler to measure length in inches.
MA.2.2.11.a The student will . . . measure length to the nearest centimeter . . .	• Use a ruler to measure length in centimeters.
MA.2.2.11.b The student will estimate and measure weight/mass of objects in pounds/ounces and kilograms/grams, using a scale; and	• Use a balance scale to measure and compare weights in ounces and pounds.*
MA.2.2.12 The student will tell and write time to the nearest five minutes, using analog . . . clocks.	• Tell time to the nearest five minutes.
MA.2.2.14 The student will read the temperature on a . . . Fahrenheit thermometer . . .	• Read temperature on a Fahrenheit thermometer.
MA.2.2.15.b The student will identify . . . figures with at least one line of symmetry	• Identify one or more line of symmetry in two-dimensional figures and predict and create reflections of two-dimensional figures.
MA.2.2.16 The student will . . . compare . . . and contrast . . . solid geometric figures (. . . sphere, . . . cube, and . . . rectangular prism).	• Compare and contrast attributes of solid figures including numbers of vertices, faces, and edges.

**This indicator is related to the aligned standard.*

Grade 2 (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.2.2.16 The student will identify, describe, compare, and contrast plane and solid geometric figures (circle/sphere, square/cube, and rectangle/rectangular prism).	• Sort and classify two-dimensional shapes according to attributes such as vertices, angles, and sides.* • Compare and contrast attributes of two-dimensional shapes (circle, square, rectangle, triangle, diamond).*
MA.2.2.17 The student will use data from experiments to construct picture graphs, pictographs, and bar graphs.	• Create a picture graph with a single-unit scale to represent data that includes multiple categories.* • Construct a bar graph with a single-unit scale to represent data that includes multiple categories.* • Organize, represent, and interpret several categories of data in a picture graph.* • Construct and interpret scaled bar graphs and scaled picture graphs.*
MA.2.2.19 The student will analyze data displayed in picture graphs, pictographs, and bar graphs.	• Organize, represent, and interpret several categories of data in a picture graph.* • Construct and interpret scaled bar graphs and scaled picture graphs.*
MA.2.2.20 The student will identify, create, and extend a wide variety of patterns.	• Count by 5s to 100 using a chart or models.* • Count by 2s to 20 using a chart or models.*
MA.2.2.21 The student will solve problems by completing numerical sentences involving the basic facts for addition and subtraction . . .	• Know addition/subtraction fact families.

**This indicator is related to the aligned standard.*

Grade 2 (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.2.2.22 The student will demonstrate an understanding of equality by recognizing that the symbol = in an equation indicates equivalent quantities and the symbol ≠ indicates that quantities are not equivalent.	• Demonstrate understanding of the equal sign and determine if equations involving addition and subtraction are true or false.*

**This indicator is related to the aligned standard.*

Correlation of Virginia Mathematics Standards of Learning to Indicators (continued)

Grade 3

Virginia Mathematics Standards of Learning	Aligned Indicators
MA.3.3.1.a The student will read and write six-digit numerals and identify the place value and value of each digit	• Read and write whole numbers through hundred millions in expanded form and standard form and identify the value of the digits.
MA.3.3.1.b The student will round whole numbers, 9,999 or less, to the nearest ten, hundred, and thousand; and	• Round whole numbers to the nearest ten, hundred, and thousand.*
MA.3.3.1.c The student will compare two whole numbers between 0 and 9,999, using symbols (>, <, or =) and words (greater than, less than, or equal to)	• Compare and order three-digit numbers.*
MA.3.3.2 The student will recognize and use the inverse relationships between . . . multiplication/division to complete basic fact sentences. The student will use these relationships to solve problems.	• Know multiplication/division fact families.
MA.3.3.2 The student will recognize and use the inverse relationships between addition/subtraction . . . to complete basic fact sentences. The student will use these relationships to solve problems.	• Know addition/subtraction fact families.
MA.3.3.3.a The student will name and write fractions (including mixed numbers) represented by a model	• Identify fractions that name part of a set (denominators of 2, 3, 4, 5, 6, 8, 10, 12).* • Identify fractions that name part of a whole (denominators of 2, 3, 4, 5, 6, 8, 10, 12).* • Identify fractions shown on a number line.*

**This indicator is related to the aligned standard.*

Correlation of Virginia Mathematics Standards of Learning to Indicators (continued)

Grade 3 (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.3.3.3.a The student will name and write fractions (including mixed numbers) represented by a model (continued)	• Identify fractions (1/2 and 1/4) as part of a set using pictures.* • Identify fractions (1/2, 1/4, 3/4) as parts of a whole using pictures.*
MA.3.3.3.b The student will model fractions (including mixed numbers) and write the fractions' names; and	• Identify fractions that name part of a set (denominators of 2, 3, 4, 5, 6, 8, 10, 12).* • Identify fractions that name part of a whole (denominators of 2, 3, 4, 5, 6, 8, 10, 12).* • Identify fractions shown on a number line.* • Identify fractions (1/2 and 1/4) as part of a set using pictures.* • Identify fractions (1/2, 1/4, 3/4) as parts of a whole using pictures.*
MA.3.3.3.c The student will compare fractions having . . . unlike denominators, using . . . symbols (>, <, or =)	• Use symbols to compare fractions represented by pictures or models. • Compare two fractions with unlike denominators.
MA.3.3.3.c The student will compare fractions having like and unlike denominators, using words and symbols (>, <, or =)	• Compare and order fractions using fraction bars.*

**This indicator is related to the aligned standard.*

Grade 3 (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.3.3.4 The student will estimate solutions to and solve single-step and multistep problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping.	• Subtract three-digit numbers with regrouping.* • Add three-digit numbers with regrouping.* • Select and use appropriate operations to solve problems involving whole-number money amounts.* • Subtract multi-digit numbers.* • Add multi-digit numbers.*
MA.3.3.5 The student will recall multiplication facts through the twelves table, and the corresponding division facts.	• Know multiplication facts through 9 x 9.* • Know division facts through 81÷ 9.*
MA.3.3.6 The student will represent multiplication and division, using area, set, and number line models, and create and solve problems that involve multiplication of two whole numbers, one factor 99 or less and the second factor 5 or less.	• Know multiplication facts through 9 x 9.* • Multiply 10 or a multiple of 10 by a one-digit number.* • Select and use appropriate operations to solve problems involving whole-number money amounts.* • Solve problems involving sharing equal groups, including identifying the remainder.* • Solve problems involving partitioning in equal groups, including identifying the remainder.* • Solve real-world problems involving division of a two-digit number by a one-digit number.*

**This indicator is related to the aligned standard.*

Grade 3 (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.3.3.6 The student will represent multiplication and division, using area, set, and number line models, and create and solve problems that involve multiplication of two whole numbers, one factor 99 or less and the second factor 5 or less. (continued)	• Write a multiplication sentence to represent objects in a rectangular array, recognizing that the order of factors does not affect the product.* • Write multiplication sentences to represent equal groups and repeated addition.* • Know division facts through 81÷ 9.* • Multiply two-digit numbers by one-digit numbers.* • Multiply a whole number by a power of 10 or a multiple of 10.*
MA.3.3.7 The student will add and subtract proper fractions having like denominators of 12 or less.	• Add and subtract fractions with like denominators.
MA.3.3.8 The student will determine, by counting, the value of a collection of bills and coins whose total value is $5.00 or less . . .	• Solve problems with dollar bills and coins and use dollar and cents symbols. • Solve problems involving counting dollar bills and coins and use the dollar symbol.
MA.3.3.9.a The student will . . . use . . . metric units to measure length to the nearest . . . centimeter . . .	• Use a ruler to measure length in centimeters.
MA.3.3.9.a The student will . . . use U.S. Customary . . . units to measure length to the nearest . . . inch . . .	• Use a ruler to measure length in inches.
MA.3.3.9.a The student will estimate and use U.S. Customary and metric units to measure length to the nearest 1/2-inch, inch, foot, yard, centimeter, and meter	• Use a ruler to measure length to 1/4 inch.*

**This indicator is related to the aligned standard.*

Grade 3 (continued)

Virginia Mathematics Standards of Learning	Aligned Indicators
MA.3.3.9.c The student will estimate and use U.S. Customary and metric units to measure weight/mass in ounces, pounds, grams, and kilograms; and	• Use a balance scale to measure and compare weights in ounces and pounds.*
MA.3.3.9.d The student will . . . use U.S. Customary and metric units to measure area . . .	• Solve area problems by decomposing figures into non-overlapping rectangles and adding the areas of the rectangles. • Cover a plane figure with unit squares, and count squares to measure area. • Use formulas to find the area of rectangles and squares.
MA.3.3.9.d The student will . . . use U.S. Customary and metric units to measure . . . perimeter	• Use side lengths to solve problems involving perimeter.
MA.3.3.10.a The student will measure the distance around a polygon in order to determine perimeter; and	• Use side lengths to solve problems involving perimeter.*
MA.3.3.10.b The student will count the number of square units needed to cover a given surface in order to determine area	• Cover a plane figure with unit squares, and count squares to measure area.
MA.3.3.11.a The student will tell time to the nearest minute, using analog . . . clocks; and	• Tell time to the minute.
MA.3.3.13 The student will read temperature to the nearest degree from . . . a Fahrenheit thermometer . . .	• Read temperature on a Fahrenheit thermometer.

**This indicator is related to the aligned standard.*

Grade 3 (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.3.3.14 The student will identify, describe, compare, and contrast characteristics of plane and solid geometric figures (circle, square, rectangle, triangle, cube, rectangular prism, square pyramid, sphere, cone, and cylinder) by identifying relevant characteristics, including the number of angles, vertices, and edges, and the number and shape of faces, using concrete models.	• Identify squares, rectangles, parallelograms, rhombuses, and trapezoids, and recognize them as examples of quadrilaterals.* • Sort and classify two-dimensional shapes according to attributes such as vertices, angles, and sides.* • Compare and contrast attributes of solid figures including numbers of vertices, faces, and edges.*
MA.3.3.15 The student will identify . . . representations of points, line segments, rays, . . . and lines.	• Identify points, lines, line segments, rays, and planes in two-dimensional figures.
MA.3.3.15 The student will identify and draw representations of points, line segments, rays, angles, and lines.	• Identify acute, obtuse, right, and straight angles and perpendicular and parallel lines.*
MA.3.3.16 The student will identify . . . congruent and noncongruent plane figures.	• Identify congrent shapes.
MA.3.3.16 The student will identify and describe congruent and noncongruent plane figures.	• Use attributes to identify congruent and similar shapes.*
MA.3.3.17.b The student will construct a line plot . . . to represent the data . . .	• Show data on a line plot with a scale that includes whole-number units. • Show measurements of objects in a line plot with a scale in whole-number units.
MA.3.3.17.b The student will construct . . . a bar graph to represent the data . . .	• Construct a bar graph with a single-unit scale to represent data that includes multiple categories.

**This indicator is related to the aligned standard.*

Grade 3 (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.3.3.17.b The student will construct . . . a picture graph . . . to represent the data . . .	• Create a picture graph with a single-unit scale to represent data that includes multiple categories.
MA.3.3.17.b The student will construct a line plot, a picture graph, or a bar graph to represent the data; and	• Construct and interpret scaled bar graphs and scaled picture graphs.* • Construct and interpret line plots.*
MA.3.3.17.c The student will read and interpret the data represented in line plots, bar graphs, and picture graphs and write a sentence analyzing the data	• Construct and interpret scaled bar graphs and scaled picture graphs.*
MA.3.3.17.c The student will read and interpret the data represented in line plots, bar graphs, and picture graphs and write a sentence analyzing the data	• Construct and interpret line plots.*
MA.3.3.19 The student will recognize and describe a variety of patterns formed using numbers, tables, and pictures, and extend the patterns, using the same or different forms.	• Find and explain arithmetic patterns such as every multiple of 5 will end in either a 0 or a 5.*
MA.3.3.20.a The student will investigate the identity and the commutative properties for addition and multiplication; and	• Write a multiplication sentence to represent objects in a rectangular array, recognizing that the order of factors does not affect the product.* • Apply the properties of multiplication (zero, identity, commutative, associative, and distributive).*

**This indicator is related to the aligned standard.*

Grade 3 (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.3.3.20.b The student will identify examples of the identity and commutative properties for addition and multiplication	• Write a multiplication sentence to represent objects in a rectangular array, recognizing that the order of factors does not affect the product.* • Apply the properties of multiplication (zero, identity, commutative, associative, and distributive).*

**This indicator is related to the aligned standard.*

Correlation of Virginia Mathematics Standards of Learning to Indicators (continued)

Grade 4

Virginia Mathematics Standards of Learning	Aligned Indicators
MA.4.4.1.a The student will identify orally and in writing the place value for each digit in a whole number expressed through millions	• Read and write whole numbers through hundred millions in expanded form and standard form and identify the value of the digits.*
MA.4.4.1.b The student will compare two whole numbers expressed through millions, using symbols (>, <, or =); and	• Compare and order numbers through hundred millions.*
MA.4.4.2.a The student will compare and order fractions . . .	• Compare and order fractions using fraction bars.
MA.4.4.2.a The student will compare . . . fractions . . .	• Use symbols to compare fractions represented by pictures or models.
MA.4.4.2.a The student will compare and order fractions and mixed numbers	• Compare two fractions with unlike denominators.*
MA.4.4.2.b The student will represent equivalent fractions; and	• Write equivalent fractions, including fractions in simplest form. • Use models to find equivalent fractions.
MA.4.4.2.c The student will identify the division statement that represents a fraction	• Understand a fraction as the division of the numerator by the denominator.
MA.4.4.3.a The student will read . . . [and] write . . . identify decimals expressed through thousandths	• Read and write decimals to thousandths in standard form, word form, and expanded form.
MA.4.4.3.b The student will round decimals to the nearest whole number, tenth, and hundredth	• Round decimals to any place.
MA.4.4.3.c The student will compare and order decimals; and	• Compare and order decimals through hundredths. • Compare decimals in the context of money.*

**This indicator is related to the aligned standard.*

Correlation of Virginia Mathematics Standards of Learning to Indicators (continued)

Grade 4 (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.4.4.3.d The student will given a model, write the decimal and fraction equivalents	• Express fractions with denominators of 10 or 100 as decimals.*
MA.4.4.4.b The student will add, subtract, and multiply whole numbers	• Multiply three-digit numbers by one-digit numbers.* • Multiply two-digit numbers by one-digit numbers.* • Multiply a whole number by a power of 10 or a multiple of 10.* • Subtract multi-digit numbers.* • Add multi-digit numbers.* • Multiply 10 or a multiple of 10 by a one-digit number.* • Know multiplication facts through 9 x 9.* • Subtract three-digit numbers with regrouping.* • Add three-digit numbers with regrouping.* • Multiply multi-digit numbers by two-digit numbers.* • Select and use appropriate operations to solve problems involving whole-number money amounts.*
MA.4.4.4.c The student will divide whole numbers, finding quotients with and without remainders; and	• Divide up to three-digit numbers by one-digit numbers.* • Identify the remainder in a problem involving division of a two-digit number by a one-digit number.* • Know division facts through 81 ÷ 9.*

**This indicator is related to the aligned standard.*

Grade 4 (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.4.4.4.c The student will divide whole numbers, finding quotients with and without remainders; and (continued)	• Divide four-digit numbers by two-digit numbers using models.* • Solve real-world problems involving division of a two-digit number by a one-digit number.* • Solve problems involving sharing equal groups, including identifying the remainder.* • Solve problems involving partitioning in equal groups, including identifying the remainder.*
MA.4.4.4.d The student will solve single-step and multistep addition, subtraction, and multiplication problems with whole numbers	• Multiply three-digit numbers by one-digit numbers.* • Multiply two-digit numbers by one-digit numbers.* • Multiply a whole number by a power of 10 or a multiple of 10.* • Subtract multi-digit numbers.* • Add multi-digit numbers.* • Know multiplication facts through 9 x 9.* • Subtract three-digit numbers with regrouping.* • Add three-digit numbers with regrouping.* • Multiply multi-digit numbers by two-digit numbers.* • Select and use appropriate operations to solve problems involving whole-number money amounts.*

**This indicator is related to the aligned standard.*

Correlation of Virginia Mathematics Standards of Learning to Indicators (continued)

Grade 4 (continued)

Virginia Mathematics Standards of Learning	Aligned Indicators
MA.4.4.5.a The student will determine common multiples and factors, including least common multiple and greatest common factor of up to two fractions	• Identify multiples of whole numbers with products to 100.* • Identify factors pairs of whole numbers up to 100.*
MA.4.4.5.b The student will add and subtract fractions having like and unlike denominators that are limited to 2, 3, 4, 5, 6, 8, 10, and 12, and simplify the resulting fractions, using common multiples and factors	• Add and subtract fractions with like denominators.* • Add and subtract fractions and mixed numbers with unlike denominators.*
MA.4.4.5.c The student will add and subtract with decimals; and	• Add and subtract decimals through hundredths.* • Solve one- and two-step real-world problems involving addition, subtraction and multiplication of decimals.*
MA.4.4.5.d The student will solve single-step and multistep practical problems involving addition and subtraction with fractions and with decimals	• Add and subtract fractions with like denominators.* • Add and subtract fractions and mixed numbers with unlike denominators.* • Add and subtract decimals through hundredths.* • Solve one- and two-step real-world problems involving addition, subtraction and multiplication of decimals.*
MA.4.4.6.a The student will estimate and measure weight/mass and describe the results in U.S. Customary and metric units as appropriate; and	• Use a balance scale to measure and compare weights in ounces and pounds.*

**This indicator is related to the aligned standard.*

Grade 4 (continued)

Virginia Mathematics Standards of Learning	Aligned Indicators
MA.4.4.6.b The student will identify equivalent measurements between units within the U.S. Customary system (ounces, pounds, and tons) and between units within the metric system (grams and kilograms)	• Convert customary units of weight and metric units of mass. • Solve multi-step, real-world problems involving conversion among measurement units within the same system.* • Convert and compare customary units of weight and metric units of mass involving whole-number measures.*
MA.4.4.7.a The student will . . . measure length, and describe the result in . . . metric . . . units . . .	• Use a ruler to measure length in centimeters.
MA.4.4.7.a The student will . . . measure length, and describe the result in . . . U.S. Customary units . . .	• Use a ruler to measure length to 1/4 inch.
MA.4.4.7.b The student will identify equivalent measurements between units within the U.S. Customary system (inches and feet; feet and yards; inches and yards; yards and miles) and between units within the metric system (millimeters and centimeters; centimeters and meters; and millimeters and meters)	• Convert and compare metric units of length (millimeters, centimeters, meters, kilometers).* • Convert and compare customary units of length (inches, feet, yards, miles).*
MA.4.4.8.b The student will identify equivalent measurements between units within the U.S. Customary system (cups, pints, quarts, and gallons)	• Convert customary and metric units of capacity. • Convert and compare customary and metric units of capacity involving whole-number measures.
MA.4.4.9 The student will determine elapsed time in hours and minutes within a 12-hour period.	• Solve real-world problems involving elapsed time. • Find elapsed time in minutes.*

**This indicator is related to the aligned standard.*

Grade 4 (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.4.4.10.a The student will identify . . . representations of points, lines, line segments, [and] rays . . .	• Identify points, lines, line segments, rays, and planes in two-dimensional figures.
MA.4.4.10.a The student will identify and describe representations of . . . angles . . .	• Identify acute, obtuse, right, and straight angles and perpendicular and parallel lines
MA.4.4.10.b The student will identify representations of lines that illustrate intersection, parallelism, and perpendicularity	• Identify acute, obtuse, right, and straight angles and perpendicular and parallel lines*
MA.4.4.12.b The student will identify polygons with 10 or fewer sides	• Classify two-dimensional figures based on their parallel and perpendicular lines or angle measures.* • Identify squares, rectangles, parallelograms, rhombuses, and trapezoids, and recognize them as examples of quadrilaterals.* • Use properties to classify two-dimensional figures into categories.* • Sort and classify triangles according to their side lengths and angle measures.*
MA.4.4.13.a The student will predict the likelihood of an outcome of a simple event; and	• Use frequency data of an event to approximate the probability of that event.
MA.4.4.13.b The student will represent probability as a number between 0 and 1, inclusive	• Express the likelihood of the occurrence of an event as a number between 0 and 1.

**This indicator is related to the aligned standard.*

Grade 4 (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.4.4.14 The student will collect, organize, display, and interpret data from a variety of graphs.	• Construct and interpret line plots.* • Show data on a line plot with a scale that includes whole-number units.* • Construct and interpret scaled bar graphs and scaled picture graphs.* • Construct and interpret double-bar graphs.* • Construct and interpret a line plot using data in fractional units.*
MA.4.4.15 The student will recognize, create, and extend numerical and geometric patterns.	• Describe, extend, analyze, and make generalizations about numeric patterns.*
MA.4.4.16.b The student will investigate and describe the associative property for addition and multiplication	• Apply the properties of multiplication (zero, identity, commutative, associative, and distributive).*

**This indicator is related to the aligned standard.*

Correlation of Virginia Mathematics Standards of Learning to Indicators (continued)

Grade 5

Virginia Mathematics Standards of Learning	Aligned Indicators
MA.5.5.1 The student, given a decimal through thousandths, will round to the nearest whole number, tenth, or hundredth.	• Round decimals to any place.
MA.5.5.2.a The student will recognize and name fractions in their equivalent decimal form and vice versa; and	• Express fractions with denominators of 10 or 100 as decimals.*
MA.5.5.2.b The student will compare . . . decimals in a given set from least to greatest and greatest to least	• Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. • Compare decimals in the context of money.
MA.5.5.2.b The student will compare . . . fractions . . . in a given set from least to greatest and greatest to least	• Compare two fractions with unlike denominators.
MA.5.5.2.b The student will compare and order fractions . . . in a given set from least to greatest and greatest to least	• Compare and order fractions using fraction bars.
MA.5.5.2.b The student will compare and order fractions and decimals in a given set from least to greatest and greatest to least	• Compare and order decimals through hundredths.*
MA.5.5.3.a The student will identify . . . prime and composite numbers . . .	• Determine whether a whole number from 1 to 100 is prime or composite.
MA.5.5.3.b The student will identify . . . even and odd numbers	• Identify odd and even numbers up to 100.

**This indicator is related to the aligned standard.*

Correlation of Virginia Mathematics Standards of Learning to Indicators (continued)

Grade 5 (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.5.5.3.b The student will identify and describe the characteristics of even and odd numbers	• Demonstrate an understanding that a group of objects is an even number of objects if it can be divided into complete pairs and is odd if it cannot; express even numbers as doubles facts.*
MA.5.5.4 The student will create and solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division with and without remainders of whole numbers.	• Identify the remainder in a problem involving division of a two-digit number by a one-digit number.* • Divide four-digit numbers by two-digit numbers using models.* • Multiply multi-digit numbers by two-digit numbers.* • Divide up to three-digit numbers by one-digit numbers.* • Multiply three-digit numbers by one-digit numbers.* • Multiply two-digit numbers by one-digit numbers.* • Multiply a whole number by a power of 10 or a multiple of 10.* • Subtract multi-digit numbers.* • Add multi-digit numbers.* • Divide multi-digit whole numbers.*

**This indicator is related to the aligned standard.*

Grade 5 (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.5.5.5.a The student will find the sum, difference, product, and quotient of two numbers expressed as decimals through thousandths (divisors with only one nonzero digit); and	• Multiply decimal numbers through hundredths.* • Add and subtract decimals through hundredths.* • Multiply multi-digit decimals.* • Divide a decimal number by a one-digit whole number.* • Multiply a decimal number by a whole number.* • Solve one- and two-step real-world problems involving addition, subtraction and multiplication of decimals.* • Divide multi-digit decimals.*
MA.5.5.5.b The student will create and solve single-step and multistep practical problems involving decimals	• Solve one- and two-step real-world problems involving addition, subtraction and multiplication of decimals.* • Multiply decimal numbers through hundredths.* • Add and subtract decimals through hundredths.* • Multiply and divide multi-digit decimals by positive powers of 10.* • Divide a decimal number by a one-digit whole number.* • Multiply a decimal number by a whole number.* • Divide multi-digit decimals.*

**This indicator is related to the aligned standard.*

Correlation of Virginia Mathematics Standards of Learning to Indicators (continued)

Grade 5 (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.5.5.6 The student will solve single-step and multistep practical problems involving addition and subtraction with fractions and mixed numbers and express answers in simplest form.	• Add and subtract fractions and mixed numbers with unlike denominators.* • Add and subtract fractions with like denominators.*
MA.5.5.7 The student will evaluate whole number numerical expressions, using the order of operations limited to parentheses, addition, subtraction, multiplication, and division.	• Write and evaluate expressions with grouping symbols.
MA.5.5.8.a The student will . . . volume in standard units of measure	• Use formulas to find the volume of cubes and rectangular prisms.
MA.5.5.8.a The student will find . . . area . . . in standard units of measure	• Use formulas to find the area of rectangles and squares.
MA.5.5.8.a The student will find perimeter . . . in standard units of measure	• Use side lengths to solve problems involving perimeter.
MA.5.5.8.b The student will differentiate among perimeter, area, and volume and identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation	• Use formulas to find the volume of cubes and rectangular prisms.* • Use formulas to find the area of rectangles and squares.* • Use side lengths to solve problems involving perimeter.*

**This indicator is related to the aligned standard.*

Grade 5 (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.5.5.8.c The student will identify equivalent measurements within the metric system	• Convert and compare customary and metric units of capacity involving whole-number measures.* • Convert and compare customary units of weight and metric units of mass involving whole-number measures.* • Solve multi-step, real-world problems involving conversion among measurement units within the same system.* • Convert customary and metric units of capacity.* • Convert customary units of weight and metric units of mass.* • Convert and compare metric units of length (millimeters, centimeters, meters, kilometers).*
MA.5.5.8.e The student will choose an appropriate unit of measure for a given situation involving measurement using U.S. Customary and metric units	• Choose millimeters, centimeters, meters, or kilometers to measure length.* • Choose the best unit to measure capacity: fluid ounces, cups, quarts, or gallons.* • Choose the best unit to meausre liquid volume: millilters or liters.* • Choose the best unit to measure mass: grams or kilograms.* • Choose the best unit to measure weight: ounces, pounds, or tons.* • Choose the best unit to measure length or distance: meters or kilometers.* • Choose the best unit to measure length or distance: inches, feet, yards, or miles.*

**This indicator is related to the aligned standard.*

Correlation of Virginia Mathematics Standards of Learning to Indicators (continued)

Grade 5 (continued)

Virginia Mathematics Standards of Learning	Aligned Indicators
MA.5.5.8.e The student will choose an appropriate unit of measure for a given situation involving measurement using U.S. Customary and metric units (continued)	• Choose the best unit to measure length: centimeters or meters.* • Choose the best unit to measure length: inches, feet, or yards.*
MA.5.5.9 The student will identify and describe the diameter, radius, chord, and circumference of a circle.	• Identify radius, diameter, center, circumference, and chord in circles.*
MA.5.5.10 The student will determine an amount of elapsed time in hours and minutes within a 24-hour period.	• Solve real-world problems involving elapsed time.*
MA.5.5.11 The student will measure right, acute, obtuse, and straight angles.	• Measure angles using a virtual protractor.*
MA.5.5.12.a The student will classify angles as right, acute, obtuse, or straight; and	• Identify acute, obtuse, right, and straight angles and perpendicular and parallel lines
MA.5.5.12.b The student will classify triangles as right, acute, obtuse, equilateral, scalene, or isosceles	• Sort and classify triangles according to their side lengths and angle measures.
MA.5.5.13.b The student, using plane figures (square, rectangle, triangle, parallelogram, rhombus, and trapezoid), will investigate and describe the results of combining and subdividing plane figures	• Combine and separate two-dimensional shapes to create other two-dimensional shapes and predict the results. • Solve problems involving composing and decomposing polygons into rectangles and triangles to find area.*
MA.5.5.16.a The student will describe mean, median, and mode as measures of center	• Find, use, and interpret mean, median, mode, range, and maximum and minimum.* • Use mean, median, mode, range, and maximum and minimum to describe and compare data sets.*

**This indicator is related to the aligned standard.*

Grade 5 (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.5.5.16.b The student will describe mean as fair share	• Find, use, and interpret mean, median, mode, range, and maximum and minimum.* • Use mean, median, mode, range, and maximum and minimum to describe and compare data sets.*
MA.5.5.16.c The student will find the mean, median, mode, and range of a set of data; and	• Find, use, and interpret mean, median, mode, range, and maximum and minimum. • Use mean, median, mode, range, and maximum and minimum to describe and compare data sets. • Find, use, and interpret mean, median, mode, range, and maximum and minimum, using data in a box plots.*
MA.5.5.16.d The student will describe the range of a set of data as a measure of variation	• Find, use, and interpret mean, median, mode, range, and maximum and minimum.* • Use mean, median, mode, range, and maximum and minimum to describe and compare data sets.*
MA.5.5.17 The student will describe the relationship found in a number pattern and express the relationship.	• Describe, extend, analyze, and make generalizations about numeric patterns.

**This indicator is related to the aligned standard.*

Grade 5 (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.5.5.18.a The student will investigate and describe the concept of variable	• Write an equation in two variables for a real-world problem in which a dependent and independent variable change in relationship to one another.* • Write a variable expression to represent a real-world or mathematical problem.* • Write an inequality of the form x > c or x < c to represent a real-world or mathematical problem.* • Evaluate expressions for given values of the variables.* • Read, write, and identify variable expressions using mathematical terms (sum, term, product, factor, quotient, coefficient).* • Use substitution to determine whether a solution to an inequality is true.* • Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.* • Show the relationship between an independent and dependent variable with graphs, tables, and equations.*
MA.5.5.18.b The student will write an open sentence to represent a given mathematical relationship, using a variable	• Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.*

**This indicator is related to the aligned standard.*

Grade 5 (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.5.5.18.c The student will model one-step linear equations in one variable, using addition and subtraction; and	• Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.*
MA.5.5.19 The student will investigate and recognize the distributive property of multiplication over addition.	• Apply the properties of multiplication (zero, identity, commutative, associative, and distributive).

**This indicator is related to the aligned standard.*

Correlation of Virginia Mathematics Standards of Learning to Indicators (continued)

Grade 6

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.6.6.1 The student will describe . . . data, using ratios, and will use appropriate notations, such as a/b . . . and a:b.	• Write a ratio to describe the relationship between two quantities using the forms a:b and a/b.
MA.6.6.2.a The student will investigate and describe fractions, decimals, and percents as ratios	• Write a ratio to describe the relationship between two quantities using the forms a:b and a/b.*
MA.6.6.2.b The student will identify a given fraction, decimal, or percent from a representation	• Express decimals as percents and percents as decimals.* • Express fractions as percents and percents as fractions.*
MA.6.6.2.c The student will demonstrate equivalent relationships among . . . decimals . . . and percents . . .	• Express decimals as percents and percents as decimals.
MA.6.6.2.c The student will demonstrate equivalent relationships among fractions . . . and percents . . .	• Express fractions as percents and percents as fractions.
MA.6.6.2.c The student will demonstrate equivalent relationships among fractions . . . [and] decimals . . .	• Use division to convert a rational number to a decimal and understand that the decimal form of a rational number either repeats or terminates in 0.
MA.6.6.2.d The student will compare . . . decimals . . .	• Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
MA.6.6.2.d The student will compare and order . . . decimals . . .	• Compare and order decimals through hundredths.

**This indicator is related to the aligned standard.*

Correlation of Virginia Mathematics Standards of Learning to Indicators (continued)

Grade 6 (continued)

Virginia Mathematics Standards of Learning	Aligned Indicators
MA.6.6.2.d The student will compare . . . fractions . . .	• Compare two fractions with unlike denominators.
MA.6.6.2.d The student will compare and order fractions . . .	• Compare and order fractions using fraction bars.
MA.6.6.3.c The student will identify and describe absolute value of integers	• Understand absolute value and interpret it in the context of a real-world situation.*
MA.6.6.4 The student will demonstrate multiple representations of multiplication and division of fractions.	• Divide fractions.* • Multiply fractions.* • Multiply a whole number by a fraction.*
MA.6.6.5 The student will investigate and describe concepts of positive exponents and perfect squares.	• Write and evaluate numerical expressions with whole-number exponents.*
MA.6.6.6.a The student will . . . divide fractions . . .	• Divide fractions.
MA.6.6.6.a The student will multiply . . . fractions . . .	• Multiply fractions.
MA.6.6.6.b The student will estimate solutions and then solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of fractions	• Divide fractions.* • Multiply fractions.* • Multiply a whole number by a fraction.* • Add and subtract fractions and mixed numbers with unlike denominators.*
MA.6.6.7 The student will solve single-step and multistep practical problems involving addition, subtraction, [and] multiplication . . . of decimals.	• Solve one- and two-step real-world problems involving addition, subtraction and multiplication of decimals.

**This indicator is related to the aligned standard.*

Grade 6 (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.6.6.7 The student will solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of decimals.	• Divide multi-digit decimals.* • Multiply multi-digit decimals.* • Multiply and divide multi-digit decimals by positive powers of 10.* • Divide a decimal number by a one-digit whole number.* • Multiply decimal numbers through hundredths.* • Multiply a decimal number by a whole number.*
MA.6.6.8 The student will evaluate whole number numerical expressions, using the order of operations.	• Write and evaluate expressions with grouping symbols.
MA.6.6.10.a The student will define "pi" (pi) as the ratio of the circumference of a circle to its diameter	• Use formulas to find the area and circumference of circles.* • Identify radius, diameter, center, circumference, and chord in circles.*
MA.6.6.10.b The student will solve practical problems involving circumference and area of a circle, given the diameter or radius	• Use formulas to find the area and circumference of circles.

**This indicator is related to the aligned standard.*

Grade 6 (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.6.6.10.c The student will solve practical problems involving area and perimeter; and	• Solve problems involving composing and decomposing polygons into rectangles and triangles to find area.* • Use formulas to find the area and circumference of circles.* • Use formulas to solve problems involving finding the area of two-dimensional figures composed of triangles, quadrilaterals, and polygons.* • Use scale drawings to solve problems, including finding actual lengths and areas and reproducing the drawing at different scales.*
MA.6.6.10.d The student will . . . determine the volume . . . of a rectangular prism	• Use a formula to find the volume of right rectangular prisms. • Use unit cubes to find the volume of right rectangular prisms with fractional edge lengths.
MA.6.6.10.d The student will describe and determine the volume and surface area of a rectangular prism	• Apply knowledge of nets of three-dimensional figures to solve real-world and mathematical problems involving spatial representation and surface area.* • Find the surface area of three-dimensional figures using nets.*
MA.6.6.11.a The student will identify the coordinates of a point in a coordinate plane; and	• Locate and plot points on a coordinate plane in all four quadrants. • Locate and plot points in all four quadrants of the coordinate plane and use the points to find horizontal and vertical distances.

**This indicator is related to the aligned standard.*

Grade 6 (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.6.6.11.b The student will graph ordered pairs in a coordinate plane	• Locate and plot points on a coordinate plane in all four quadrants. • Locate and plot points in all four quadrants of the coordinate plane and use the points to find horizontal and vertical distances.
MA.6.6.14.c The student, given a problem situation, will compare and contrast graphs that present information from the same data set	• Identify what types of data are best displayed in a line plot, histogram, or box plot.*
MA.6.6.15.a The student will describe mean as balance point; and	• Find, use, and interpret mean, median, mode, range, and maximum and minimum, using data in a box plots.* • Use mean, median, mode, range, and maximum and minimum to describe and compare data sets.* • Find, use, and interpret mean, median, mode, range, and maximum and minimum.*
MA.6.6.15.b The student will decide which measure of center is appropriate for a given purpose	• Find, use, and interpret mean, median, mode, range, and maximum and minimum, using data in a box plots.* • Use mean, median, mode, range, and maximum and minimum to describe and compare data sets.* • Find, use, and interpret mean, median, mode, range, and maximum and minimum.*
MA.6.6.16.b The student will determine probabilities for dependent and independent events.	• Find probabilites of compound events using organized lists, tables, tree diagrams, and simulation.*

**This indicator is related to the aligned standard.*

Grade 6 (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.6.6.18 The student will solve one-step linear equations in one variable involving whole number coefficients and positive rational solutions.	• Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.*
MA.6.6.19.a The student will investigate and recognize the identity properties for addition and multiplication	• Apply the properties of multiplication (zero, identity, commutative, associative, and distributive).*
MA.6.6.19.b The student will investigate and recognize the multiplicative property of zero; and	• Apply the properties of multiplication (zero, identity, commutative, associative, and distributive).
MA.6.6.20 The student will graph inequalities on a number line.	• Represent inequalities in the form $x > c$ or $x < c$ on number lines. • Solve and graph the solutions of inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are rational numbers.*

**This indicator is related to the aligned standard.*

Correlation of Virginia Mathematics Standards of Learning to Indicators (continued)

Grade 7

Virginia Mathematics Standards of Learning	Aligned Indicators
MA.7.7.1.a The student will investigate and describe the concept of negative exponents for powers of ten	• Use properties of integer exponents to simplify and evaluate expressions.*
MA.7.7.1.b The student will determine scientific notation for numbers greater than zero	• Compare numbers expressed as a single digit times an integer power of 10.*
MA.7.7.1.c The student will compare . . . decimals . . .	• Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. • Compare and order decimals through hundredths.
MA.7.7.1.c The student will compare . . . fractions . . .	• Compare two fractions with unlike denominators.
MA.7.7.1.d The student will determine square roots; and	• Solve equations with squares and cubes ($x^2 = p$ and $x^3 = p$) and find square and cube roots of perfect squares and cubes.*
MA.7.7.1.e The student will identify and describe absolute value for rational numbers	• Understand absolute value and interpret it in the context of a real-world situation.
MA.7.7.3.a The student will model addition, subtraction, multiplication, and division of integers; and	• Divide positive and negative rational numbers.* • Multiply positive and negative rational numbers.* • Subtract positive and negative rational numbers.* • Add positive and negative rational numbers.*

**This indicator is related to the aligned standard.*

Correlation of Virginia Mathematics Standards of Learning to Indicators (continued)

Grade 7 (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.7.7.3.b The student will add, subtract, multiply, and divide integers	• Divide positive and negative rational numbers.* • Multiply positive and negative rational numbers.* • Subtract positive and negative rational numbers.* • Add positive and negative rational numbers.*
MA.7.7.4 The student will solve single-step and multistep practical problems, using proportional reasoning.	• Solve multistep ratio and percent problems.* • Compute unit rates associated with ratios of fractions.* • Solve problems using ratio and rate reasoning.* • Solve problems involving unit rate.*
MA.7.7.5.a The student will describe volume and surface area of cylinders	• Use formulas to find the volume of cones, cylinders and spheres.*
MA.7.7.5.b The student will solve practical problems involving the volume and surface area of rectangular prisms and cylinders; and	• Use a formula to find the volume of right rectangular prisms.* • Use unit cubes to find the volume of right rectangular prisms with fractional edge lengths.* • Apply knowledge of nets of three-dimensional figures to solve real-world and mathematical problems involving spatial representation and surface area.* • Find the surface area of three-dimensional figures using nets.* • Use formulas to find the volume of cones, cylinders and spheres.*

**This indicator is related to the aligned standard.*

Grade 7 (continued)

Virginia Mathematics Standards of Learning	Aligned Indicators
MA.7.7.5.c The student will describe how changing one measured attribute of a rectangular prism affects its volume and surface area	• Use a formula to find the volume of right rectangular prisms.* • Use unit cubes to find the volume of right rectangular prisms with fractional edge lengths.* • Apply knowledge of nets of three-dimensional figures to solve real-world and mathematical problems involving spatial representation and surface area.* • Find the surface area of three-dimensional figures using nets.*
MA.7.7.6 The student will determine whether plane figures—quadrilaterals and triangles—are similar and write proportions to express the relationships between corresponding sides of similar figures.	• Use proportions to solve problems involving similar, two-dimensional figures.* • Find unknown measures of interior and exterior angles of triangles, and use this information to identify similar triangles.*
MA.7.7.8 The student, given a polygon in the coordinate plane, will represent transformations (reflections, dilations, rotations, and translations) by graphing in the coordinate plane.	• Describe the results of rotations, reflections, and translations as they relate to line segments and angles of two-dimesional figures.* • Describe a sequence of rotations, reflections, translations, and dilations that are used to create a pair of similar figures.* • Describe a sequence of rotations, reflections, and translations that are used to create a pair of congruent figures.*
MA.7.7.10 The student will determine the probability of compound events, using the Fundamental (Basic) Counting Principle.	• Find probabilites of compound events using organized lists, tables, tree diagrams, and simulation.*

**This indicator is related to the aligned standard.*

Grade 7 (continued)

Virginia Mathematics Standards of Learning	Aligned Indicators
MA.7.7.11.a The student, given data for a practical situation, will construct and analyze histograms; and	• Display numerical data in histograms and draw inferences from the data.
MA.7.7.11.b The student, given data for a practical situation, will compare and contrast histograms with other types of graphs presenting information from the same data set	• Identify what types of data are best displayed in a line plot, histogram, or box plot.
MA.7.7.12 The student will represent relationships with tables, graphs, [and] rules . . .	• Show the relationship between an independent and dependent variable with graphs, tables, and equations.
MA.7.7.12 The student will represent relationships with . . . rules . . .	• Write an equation in two variables for a real-world problem in which a dependent and independent variable change in relationship to one another. • Model a linear relationship with a function.
MA.7.7.12 The student will represent relationships with tables, graphs, rules, and words.	• Use an equation to represent a proportional relationship and interpret the meaning of a point on the graph of the equation.*
MA.7.7.13.a The student will write . . . sentences as equations . . .	• Use variables to write equations for real-world problems and solve by reasoning about the quantities.
MA.7.7.13.a The student will write verbal expressions as algebraic expressions . . .	• Write a variable expression to represent a real-world or mathematical problem.

**This indicator is related to the aligned standard.*

Grade 7 (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.7.7.13.a The student will write verbal expressions as algebraic expressions and sentences as equations and vice versa; and	• Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.* • Read, write, and identify variable expressions using mathematical terms (sum, term, product, factor, quotient, coefficient).*
MA.7.7.13.b The student will evaluate algebraic expressions for given replacement values of the variables	• Evaluate expressions for given values of the variables.
MA.7.7.14.a The student will solve one- and two-step linear equations in one variable; and	• Solve and graph the solutions of equations of the form px + q = r or p(x + q) = r where p, q, and r are rational numbers.* • Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.*
MA.7.7.14.b The student will solve practical problems requiring the solution of one- and two-step linear equations	• Solve and graph the solutions of equations of the form px + q = r or p(x + q) = r where p, q, and r are rational numbers.* • Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.*

**This indicator is related to the aligned standard.*

Grade 7 (continued)

Virginia Mathematics Standards of Learning	Aligned Indicators
MA.7.7.15.a The student will solve one-step inequalities in one variable; and	• Use variables to write inequalities for real-world and mathematical problems and solve by reasoning about the quantities.*
MA.7.7.15.b The student will graph solutions to inequalities on the number line	• Solve and graph the solutions of inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are rational numbers.* • Represent inequalities in the form $x > c$ or $x < c$ on number lines.
MA.7.7.16.a The student will apply the following properties of operations with real numbers the commutative and associative properties for addition and multiplication	• Write equivalent expressions in different forms to show relationships.* • Use properties to write equivalent linear expressions.*
MA.7.7.16.b The student will apply the following properties of operations with real numbers the distributive property	• Write equivalent expressions in different forms to show relationships.*
MA.7.7.16.c The student will apply the following properties of operations with real numbers the additive and multiplicative identity properties	• Use properties to write equivalent linear expressions.*
MA.7.7.16.d The student will apply the following properties of operations with real numbers the additive and multiplicative inverse properties; and	• Write equivalent expressions in different forms to show relationships.* • Use properties to write equivalent linear expressions.*

**This indicator is related to the aligned standard.*

Correlation of Virginia Mathematics Standards of Learning to Indicators (continued)

Grade 8

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.8.8.1.a The student will simplify numerical expressions involving positive exponents, using rational numbers, order of operations, and properties of operations with real numbers; and	• Write and evaluate numerical expressions with whole-number exponents.*
MA.8.8.1.b The student will compare . . . decimals . . .	• Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. • Compare and order decimals through hundredths.
MA.8.8.1.b The student will compare . . . fractions . . .	• Compare two fractions with unlike denominators.
MA.8.8.2 The student will describe orally and in writing the relationships between the subsets of the real number system.	• Understand and identify irrational numbers.*
MA.8.8.3.a The student will solve practical problems involving rational numbers, percents, ratios, and proportions; and	• Solve multi-step problems involving all forms of rational numbers.* • Solve multistep ratio and percent problems.* • Solve mathematical problems involving the four operations with both positive and negative rational numbers including complex fractions.* • Perform multi-step computations using all operations with both positive and negative rational numbers.*

**This indicator is related to the aligned standard.*

Correlation of Virginia Mathematics Standards of Learning to Indicators (continued)

Grade 8 (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.8.8.3.a The student will solve practical problems involving rational numbers, percents, ratios, and proportions; and (continued)	• Divide positive and negative rational numbers.* • Multiply positive and negative rational numbers.* • Subtract positive and negative rational numbers.* • Add positive and negative rational numbers.*
MA.8.8.3.b The student will determine the percent increase or decrease for a given situation	• Solve multistep ratio and percent problems.*
MA.8.8.4 The student will apply the order of operations to evaluate algebraic expressions for given replacement values of the variables.	• Evaluate expressions for given values of the variables.
MA.8.8.5.a The student will determine whether a given number is a perfect square; and	• Solve equations with squares and cubes ($x^2 = p$ and $x^3 = p$) and find square and cube roots of perfect squares and cubes.*
MA.8.8.5.b The student will find the two consecutive whole numbers between which a square root lies	• Use rational numbers to approximate and compare irrational numbers.*
MA.8.8.6.a The student will verify by measuring and describe the relationships among vertical angles, adjacent angles, supplementary angles, and complementary angles; and	• Use understanding of supplementary, complementary, vertical, and adjacent angles to find the measures of unknown angles in a figure.*
MA.8.8.6.b The student will measure angles of less than 360°	• Measure angles using a virtual protractor.

**This indicator is related to the aligned standard.*

Grade 8 (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.8.8.7.a The student will investigate and solve practical problems involving volume and surface area of prisms, cylinders, cones, and pyramids; and	• Use formulas to find the volume of cones, cylinders and spheres.* • Use a formula to find the volume of right rectangular prisms.* • Use unit cubes to find the volume of right rectangular prisms with fractional edge lengths.* • Apply knowledge of nets of three-dimensional figures to solve real-world and mathematical problems involving spatial representation and surface area.* • Find the surface area of three-dimensional figures using nets.*
MA.8.8.7.b The student will describe how changing one measured attribute of a figure affects the volume and surface area	• Use formulas to find the volume of cones, cylinders and spheres.*
MA.8.8.8.a The student will apply transformations to plane figures; and	• Describe the results of rotations, reflections, and translations as they relate to line segments and angles of two-dimesional figures. • Describe a sequence of rotations, reflections, translations, and dilations that are used to create a pair of similar figures.* • Describe a sequence of rotations, reflections, and translations that are used to create a pair of congruent figures.*

**This indicator is related to the aligned standard.*

Correlation of Virginia Mathematics Standards of Learning to Indicators (continued)

Grade 8 (continued)

Virginia Mathematics Standards of Learning	Aligned Indicators
MA.8.8.8.b The student will identify applications of transformations	• Describe the results of rotations, reflections, and translations as they relate to line segments and angles of two-dimesional figures.* • Describe a sequence of rotations, reflections, translations, and dilations that are used to create a pair of similar figures. • Describe a sequence of rotations, reflections, and translations that are used to create a pair of congruent figures.
MA.8.8.10.b The student will apply the Pythagorean Theorem	• Apply the Pythagorean theorem to calculate the distance between two points on a coordinate grid. • Use the Pythagorean theorem to solve problems involving right triangles.
MA.8.8.11 The student will solve practical area and perimeter problems involving composite plane figures.	• Use formulas to solve problems involving finding the area of two-dimensional figures composed of triangles, quadrilaterals, and polygons.*
MA.8.8.12 The student will determine the probability of independent and dependent events with and without replacement.	• Find probabilites of compound events using organized lists, tables, tree diagrams, and simulation.*
MA.8.8.13.a The student will make comparisons, predictions, and inferences, using information displayed in graphs; and	• Display numerical data in histograms and draw inferences from the data.* • Display numerical data in dot plots, draw inferences, and describe patterns in the data.*

**This indicator is related to the aligned standard.*

Grade 8 (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.8.8.13.b The student will construct and analyze scatterplots	• Construct scatter plots and describe patterns in the data, such as clustering, outliers, positive or negative association, and linear or non-linear association.
MA.8.8.14 The student will make connections between any two representations (tables, graphs, words, and rules) of a given relationship.	• Model a linear relationship with a function.* • Interpret the rate of change and initial value of a linear function modeled in a graph or a table of values.* • Understand and identify functions as one-to-one and many-to-one relationships.* • Find the slope and y-intercept of a line and relate these to an equation in the form y = mx + b.*
MA.8.8.15.a The student will solve multistep linear equations in one variable with the variable on one and two sides of the equation	• Solve linear equations with positive and negative rational coefficients by expanding expressions and collecting like terms. • Solve linear equations in one variable with one solution, infinitely many solutions, or no solutions.*
MA.8.8.15.b The student will solve two-step linear inequalities and graph the results on a number line; and	• Solve and graph the solutions of inequalities of the form px + q > r or px + q < r, where p, q, and r are rational numbers.*

**This indicator is related to the aligned standard.*

Grade 8 (continued)

Virginia Mathematics Standards of Learning	**Aligned Indicators**
MA.8.8.15.c The student will identify properties of operations used to solve an equation	• Solve linear equations with positive and negative rational coefficients by expanding expressions and collecting like terms.* • Solve and graph the solutions of equations of the form px + q = r or p(x + q) = r where p, q, and r are rational numbers.*
MA.8.8.16 The student will graph a linear equation in two variables.	• Model a linear relationship with a function.*

**This indicator is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to the i-Ready Diagnostic Reading Skills

Kindergarten

Virginia English Standards of Learning	Aligned Skills
LA.K.K.2.a Increase listening and speaking vocabularies.	• **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Level K words used in literary texts, grade-appropriate content areas, and other academic contexts. • **Determine word meaning.** With support, understand the meaning of Level K words and phrases, including academic and/or domain specific words, in literary or informational text read aloud.
LA.K.K.2.b Use number words.	• **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Level K words used in literary texts, grade-appropriate content areas, and other academic contexts.* • **Understand word relationships.** Recognize antonyms. Sort words into categories and define words by category. Demonstrate understanding of multiple-meaning words.* • **Determine word meaning.** With support, understand the meaning of Level K words and phrases, including academic and/or domain specific words, in literary or informational text read aloud.*

**This skill is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade K (continued)

Virginia English Standards of Learning	**Aligned Skills**
LA.K.K.2.c Use words to describe/name people, places, and things.	• **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Level K words used in literary texts, grade-appropriate content areas, and other academic contexts.* • **Understand word relationships.** Recognize antonyms. Sort words into categories and define words by category. Demonstrate understanding of multiple-meaning words.* • **Determine word meaning.** With support, understand the meaning of Level K words and phrases, including academic and/or domain specific words, in literary or informational text read aloud.*
LA.K.K.2.d Use words to describe/name location, size, color, and shape.	• **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Level K words used in literary texts, grade-appropriate content areas, and other academic contexts.* • **Understand word relationships.** Recognize antonyms. Sort words into categories and define words by category. Demonstrate understanding of multiple-meaning words.* • **Determine word meaning.** With support, understand the meaning of Level K words and phrases, including academic and/or domain specific words, in literary or informational text read aloud.*

**This skill is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade K (continued)

Virginia English Standards of Learning	Aligned Skills
LA.K.K.2.e Use words to describe/name actions.	• **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Level K words used in literary texts, grade-appropriate content areas, and other academic contexts.* • **Understand word relationships.** Recognize antonyms. Sort words into categories and define words by category. Demonstrate understanding of multiple-meaning words.* • **Determine word meaning.** With support, understand the meaning of Level K words and phrases, including academic and/or domain specific words, in literary or informational text read aloud.*
LA.K.K.2.g Use vocabulary from other content areas.	• **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Level K words used in literary texts, grade-appropriate content areas, and other academic contexts. • **Determine word meaning.** With support, understand the meaning of Level K words and phrases, including academic and/or domain specific words, in literary or informational text read aloud.
LA.K.K.4.b Identify . . . words that rhyme.	• **Rhyme recognition.** Identify and match rhyming words.
LA.K.K.4.c Blend and segment multisyllabic words at the syllable level.	• **Segment syllables.** Count and segment syllables in spoken words.* • **Blend syllables.** Blend syllables in spoken words (words with 2 syllables).*

**This skill is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade K (continued)

Virginia English Standards of Learning	Aligned Skills
LA.K.K.4.d Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).	• **Segment onset and rime.** Segment onsets and rimes of single-syllable spoken words. • **Segment syllables.** Count and segment syllables in spoken words.*
LA.K.K.4.e Identify words according to shared beginning and/or ending sounds.	• **Phoneme isolation and identity.** Isolate the final sounds (phonemes) in three-phoneme CVC words. (This does not include CVCs ending with /l/, /r/, or /x/.)* • **Phoneme isolation and identity.** Isolate the initial sounds (phonemes) in three-phoneme CVC words. (This does not include CVCs ending with /l/, /r/, or /x/.)*
LA.K.K.6.d Read his/her name and read fifteen meaningful, concrete words.	• **Recognize Level K High-Frequency Words.** Read high-frequency words such as the following: *like, yes, here, run, am, help, make, come, on, at, blue, red, jump, not, my, me, big, can, see, up, look, is, go, we, you, it, in, said, for, the, to, and, a, I.**
LA.K.K.7.a Identify and name the . . . lowercase letters of the alphabet.	• **Understand organization and basic features of print.** Recognize and name all lowercase letters of the alphabet.
LA.K.K.7.a Identify and name the uppercase . . . letters of the alphabet.	• **Understand organization and basic features of print.** Recognize and name all uppercase letters of the alphabet.

**This skill is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade K (continued)

Virginia English Standards of Learning	**Aligned Skills**
LA.K.K.7.b Match consonant . . . sounds to appropriate letters.	• **Demonstrate basic knowledge of one-to-one letter-sound correspondences.** Match consonant sounds to letters in isolation: *v, j, w, x, k, z, y* • **Demonstrate basic knowledge of one-to-one letter-sound correspondences.** Match consonant sounds to letters in isolation: *d, n, g, b, h, c* • **Demonstrate basic knowledge of one-to-one letter-sound correspondences.** Match consonant sounds to letters in isolation: *s, f, r, m, p, l, t* • **Match long vowel sounds with common spellings for the five major vowels.** Match long vowel sounds to letters: *y* • **Demonstrate basic knowledge of one-to-one letter-sound correspondences.** Match consonant sounds to letters: soft *c,* soft *g.*
LA.K.K.7.b Match . . . short vowel . . . sounds to appropriate letters.	• **Match short vowel sounds with common spellings for the five major vowels.** Match short vowel sounds to letters in isolation: short *u* • **Match short vowel sounds with common spellings for the five major vowels.** Match short vowel sounds to letters in isolation: short *e* • **Match short vowel sounds with common spellings for the five major vowels.** Match short vowel sounds to letters in isolation: short *o*

**This skill is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade K (continued)

Virginia English Standards of Learning	Aligned Skills
LA.K.K.7.b Match . . . short vowel . . . sounds to appropriate letters. (continued)	• **Match short vowel sounds with common spellings for the five major vowels.** Match short vowel sounds to letters in isolation: short *i* • **Match short vowel sounds with common spellings for the five major vowels.** Match short vowel sounds to letters in isolation: short *a*
LA.K.K.7.b Match . . . initial consonant diagraph sounds to appropriate letters.	• **Demonstrate basic knowledge of spelling-sound correspondences for common consonant digraphs.** Match spoken and written consonant digraphs (*th, sh, ch, wh*) at the beginning of a word. • **Demonstrate basic knowledge of spelling-sound correspondences for common consonant digraphs.** Match spoken and written sounds of consonant digraphs (*th, sh, ch, wh, ck*) to letters in isolation.
LA.K.K.7.d Identify beginning consonant sounds in single-syllable words.	• **Phoneme isolation and identity.** Isolate the initial sounds (phonemes) in three-phoneme CVC words. (This does not include CVCs ending with /l/, /r/, or /x/.)
LA.K.K.8.a Discuss meanings of words.	• **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Level K words used in literary texts, grade-appropriate content areas, and other academic contexts.* • **Determine word meaning.** With support, understand the meaning of Level K words and phrases, including academic and/or domain specific words, in literary or informational text read aloud.*

**This skill is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade K (continued)

Virginia English Standards of Learning	Aligned Skills
LA.K.K.8.b Develop vocabulary by listening to a variety of texts read aloud.	• **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Level K words used in literary texts, grade-appropriate content areas, and other academic contexts. • **Determine word meaning.** With support, understand the meaning of Level K words and phrases, including academic and/or domain specific words, in literary or informational text read aloud.*
LA.K.K.9.c Use pictures to make predictions.	• **Answer questions about key ideas and details.** With support, demonstrate understanding of key ideas and details not directly stated in read-aloud literary or informational text or in pictures.* • **Predict the topic of a book.** Predict the topic of literary or informational text by looking at the front cover, title, and/or illustrations.*
LA.K.K.9.d Begin to . . . answer questions about what is read.	• **Answer questions about key ideas and details.** With support, demonstrate understanding of key ideas and details shown in pictures or explicitly stated in literary or informational text read aloud. • **Answer questions about key ideas and details.** With support, demonstrate understanding of key ideas and details not directly stated in read-aloud literary or informational text or in pictures.

**This skill is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade K (continued)

Virginia English Standards of Learning	Aligned Skills
LA.K.K.9.d Begin to ask and answer questions about what is read.	• **Identify cause-and-effect relationships.** With support, identify examples of cause and effect, using pictures or words in literary or informational text read aloud.* • **Compare and contrast people or events.** With support, compare or contrast individuals, ideas, events, or facts in literary or informational text read aloud.* • **Compare and contrast in literary text.** With support, compare or contrast characters (people, animals) or events in literary text read aloud.* • **Identify story elements in literary text.** With support, identify characters, setting, or major events in a story read aloud.*
LA.K.K.9.e Use story language in . . . retellings.	• **Retell stories.** With support, retell stories read aloud.
LA.K.K.9.e Use story language in discussions and retellings.	• **Identify story elements in literary text.** With support, identify characters, setting, or major events in a story read aloud.* • **Identify cause-and-effect relationships.** With support, identify examples of cause and effect, using pictures or words in literary or informational text read aloud.*

**This skill is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade K (continued)

Virginia English Standards of Learning	Aligned Skills
LA.K.K.9.f Retell familiar stories, using beginning, middle, and end.	• **Retell stories.** With support, retell stories read aloud. • **Sequence events in literary text.** With support, sequence pictures of two events or identify the beginning, middle, or end of literary text read aloud. • **Identify story elements in literary text.** With support, identify characters, setting, or major events in a story read aloud.*
LA.K.K.9.g Discuss characters, setting, and events.	• **Identify story elements in literary text.** With support, identify characters, setting, or major events in a story read aloud.
LA.K.K.10.a Use pictures to identify topic and make predictions.	• **Predict the topic of a book.** Predict the topic of literary or informational text by looking at the front cover, title, and/or illustrations. • **Answer questions about key ideas and details.** With support, demonstrate understanding of key ideas and details shown in pictures or explicitly stated in literary or informational text read aloud.* • **Answer questions about key ideas and details.** With support, demonstrate understanding of key ideas and details not directly stated in read-aloud literary or informational text or in pictures.* • **Identify the main idea in informational text.** With support, identify the main idea or topic of informational text read aloud.*

**This skill is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade 1

Virginia English Standards of Learning	Aligned Skills
LA.1.1.2.a Increase listening and speaking vocabularies.	• **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Level 1 words used in literary texts, grade-appropriate content areas, and other academic contexts. • **Determine word meaning.** Understand the meaning of words and phrases in Level 1 literary or informational text, including academic and/or domain specific words. Identify words or phrases that suggest feelings or appeal to the senses.*
LA.1.1.2.d Use vocabulary from other content areas.	• **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Level 1 words used in literary texts, grade-appropriate content areas, and other academic contexts. • **Determine word meaning.** Understand the meaning of words and phrases in Level 1 literary or informational text, including academic and/or domain specific words. Identify words or phrases that suggest feelings or appeal to the senses.*
LA.1.1.4.a Create rhyming words.	• **Rhyme recognition.** Identify and match rhyming words.*

**This skill is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade 1 (continued)

Virginia English Standards of Learning	Aligned Skills
LA.1.1.4.b Count phonemes (sounds) in one-syllable words.	• **Phoneme isolation and identity.** Identify the medial vowel sound (phoneme) in words with more than three phonemes.* • **Isolate and identify final sounds.** Identify final sounds (phonemes) in spoken words with more than three phonemes.* • **Isolate and identify initial sounds.** Identify initial sounds (phonemes) in spoken words with more than three phonemes.*
LA.1.1.4.c Blend sounds to make one-syllable words.	• **Phoneme blending.** Blend sounds (phonemes), including consonant blends, to identify spoken single-syllable words (words with 4 to 5 sounds). • **Phoneme blending.** Blend sounds (phonemes) to identify spoken single-syllable words (words with 3 sounds). • **Phoneme blending.** Blend sounds (phonemes) to identify spoken single-syllable words (words with 2 sounds).
LA.1.1.4.d Segment one-syllable words into individual speech sounds (phonemes).	• **Phoneme segmentation.** Segment spoken single-syllable words into their complete sequence of individual sounds, or phonemes (words with 3 to 5 sounds). • **Phoneme segmentation.** Segment spoken single-syllable words into their complete sequence of individual sounds, or phonemes (words with 2 to 3 sounds).

**This skill is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade 1 (continued)

Virginia English Standards of Learning	Aligned Skills
LA.1.1.4.e . . . Delete phonemes (sounds) to make new words.	• **Phoneme deletion.** Delete individual sounds (phonemes) in spoken words to make new words.
LA.1.1.4.e Add . . . phonemes (sounds) to make new words.	• **Phoneme addition.** Add individual sounds (phonemes) in simple, one-syllable words to make new words.
LA.1.1.5.c Identify letters, words, sentences, and ending punctuation.	• **Understand organization and basic features of print.** Recognize and name all lowercase letters of the alphabet.* • **Understand organization and basic features of print.** Recognize and name all uppercase letters of the alphabet.*
LA.1.1.6.a Use beginning and ending consonants to decode and spell single-syllable words.	• **Decode regularly spelled one-syllable words.** Decode CVCC words beginning with an initial stop sound and ending with a consonant blend, such as *past* or *bent*.* • **Decode regularly spelled one-syllable words.** Decode VCC words and CVCC words beginning with an initial continuous sound and ending with either a double final consonant or *ck*.* • **Decode regularly spelled one-syllable words.** Decode words beginning with two- or three-letter *s*-blends: CCVCC (*snack*), CCCVC (*sprig*), and CCCVCC (*stress*).* • **Decode regularly spelled one-syllable words.** Decode CCVC words beginning with *l*-blends and *r*-blends.*

**This skill is related to the aligned standard.*

Virginia English Standards of Learning	**Aligned Skills**
LA.1.1.6.a Use beginning and ending consonants to decode and spell single-syllable words. (continued)	• **Demonstrate basic knowledge of spelling-sound correspondences for common consonant digraphs.** Match spoken and written consonant digraphs (*th, sh, ch, ck, ng, nk*) at the end of a word.* • **Demonstrate basic knowledge of spelling-sound correspondences for common consonant digraphs.** Match spoken and written consonant digraphs (*th, sh, ch, wh*) at the beginning of a word.* • **Decode two-syllable words.** Decode two-syllable words following a CVC/CVC or a VC/CV pattern.* • **Decode regularly spelled one-syllable words.** Decode simple VC and CVC words with short *a*, beginning with an initial continuous sound and ending with either a stop or a continuous sound.*
LA.1.1.6.b Use two-letter consonant blends to decode and spell single-syllable words.	• **Decode regularly spelled one-syllable words.** Decode CVCC words beginning with an initial stop sound and ending with a consonant blend, such as *past* or *bent*.* • **Decode regularly spelled one-syllable words.** Decode VCC words and CVCC words beginning with an initial continuous sound and ending with either a double final consonant or *ck*.*

**This skill is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade 1 (continued)

Virginia English Standards of Learning	Aligned Skills
LA.1.1.6.b Use two-letter consonant blends to decode and spell single-syllable words. (continued)	• **Decode regularly spelled one-syllable words.** Decode words beginning with two- or three-letter *s*-blends: CCVCC (*snack*), CCCVC (*sprig*), and CCCVCC (*stress*).* • **Decode regularly spelled one-syllable words.** Decode CCVC words beginning with *l*-blends and *r*-blends.*
LA.1.1.6.c Use beginning consonant digraphs to decode . . . single-syllable words.	• **Demonstrate basic knowledge of spelling-sound correspondences for common consonant digraphs.** Match spoken and written consonant digraphs (*th, sh, ch, wh*) at the beginning of a word.
LA.1.1.6.d Use short vowel sounds to decode and spell single-syllable words.	• **Decode regularly spelled one-syllable words.** Decode simple VC and CVC words with short *i*, short *o*, or short *a*.* • **Decode regularly spelled one-syllable words.** Decode simple VC and CVC words with short *e* or short *u*.*
LA.1.1.6.e Blend beginning, middle, and ending sounds to recognize and read words.	• **Decode regularly spelled one-syllable words.** Decode CVCC words beginning with an initial stop sound and ending with a consonant blend, such as *past* or *bent*.* • **Decode regularly spelled one-syllable words.** Decode VCC words and CVCC words beginning with an initial continuous sound and ending with either a double final consonant or *ck*.*

**This skill is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade 1 (continued)

Virginia English Standards of Learning	Aligned Skills
LA.1.1.6.e Blend beginning, middle, and ending sounds to recognize and read words. (continued)	• **Decode regularly spelled one-syllable words.** Decode words beginning with two- or three-letter *s*-blends: CCVCC (*snack*), CCCVC (*sprig*), and CCCVCC (*stress*).* • **Decode regularly spelled one-syllable words.** Decode CCVC words beginning with *l*-blends and *r*-blends.* • **Demonstrate basic knowledge of common vowel team conventions.** Decode words with long vowel digraphs: *ai, ay, ee, ea, igh, oa, ow* (*grow*).* • **Demonstrate basic knowledge of final -*e* conventions.** Decode words with final -*e*.* • **Demonstrate basic knowledge of spelling-sound correspondences for common consonant digraphs.** Match spoken and written consonant digraphs (*th, sh, ch, ck, ng, nk*) at the end of a word.* • **Demonstrate basic knowledge of spelling-sound correspondences for common consonant digraphs.** Match spoken and written consonant digraphs (*th, sh, ch, wh*) at the beginning of a word.* • **Decode words with inflectional endings.** Decode words with common inflectional endings, such as -*s*, -*es*, -*ed*, -*ing*, that don't include spelling changes.* • **Decode regularly spelled one-syllable words.** Decode words with *r*-controlled vowels (*ar, er, ir, or, ur*).*

**This skill is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade 1 (continued)

Virginia English Standards of Learning	Aligned Skills
LA.1.1.6.e Blend beginning, middle, and ending sounds to recognize and read words. (continued)	• **Decode two-syllable words.** Decode two-syllable words following a CVC/CVC or a VC/CV pattern.* • **Demonstrate basic knowledge of final -*e* conventions.** Identify the long vowel sound within one-syllable words.* • **Decode regularly spelled one-syllable words.** Decode simple VC and CVC words with short *i*, short *o*, or short *a*.* • **Decode regularly spelled one-syllable words.** Decode simple VC and CVC words with short *a*, beginning with an initial continuous sound and ending with either a stop or a continuous sound.* • **Decode regularly spelled one-syllable words.** Decode simple VC and CVC words with short *e* or short *u*.* • **Decode words with inflectional endings.** Decode words with common inflectional endings, such as *-es, -ies, -ed, -ing*, that include spelling changes.* • **Decode spelling sound correspondences for common vowel teams.** Decode words with digraphs and diphthongs: *oo (moon), ew (blew, few), oo (foot), ou (out), ou (young), ow (cow), oy (boy), oi (oil), ie (field), aw (law), au (author)*.* • **Decode two-syllable words with long vowels.** Decode regularly spelled two-syllable words with long vowels: open syllables, vowel pair syllables, CVCe syllables.*

**This skill is related to the aligned standard.*

Virginia English Standards of Learning	Aligned Skills
LA.1.1.6.e Blend beginning, middle, and ending sounds to recognize and read words. (continued)	• **Use prefixes and suffixes.** Decode two-syllable words with common prefixes and suffixes.* • **Decode two-syllable words with short vowels.** Decode two-syllable words with short vowels.* • **Decode inconsistent sound-spelling correspondences.** Decode words with inconsistent but common spelling-sound correspondences.* • **"Silent Letters."** Decodes words with 2-letter, 1-sound combinations (e.g., *kn, wr*)*
LA.1.1.6.f Use word patterns to decode unfamiliar words.	• **Decode regularly spelled one-syllable words.** Decode CVCC words beginning with an initial stop sound and ending with a consonant blend, such as *past* or *bent*.* • **Decode regularly spelled one-syllable words.** Decode VCC words and CVCC words beginning with an initial continuous sound and ending with either a double final consonant or *ck*.* • **Decode regularly spelled one-syllable words.** Decode words beginning with two- or three-letter *s*-blends: CCVCC (*snack*), CCCVC (*sprig*), and CCCVCC (*stress*).* • **Decode regularly spelled one-syllable words.** Decode CCVC words beginning with *l*-blends and *r*-blends.*

Virginia English Standards of Learning	Aligned Skills
LA.1.1.6.f Use word patterns to decode unfamiliar words. (continued)	• **Demonstrate basic knowledge of common vowel team conventions.** Decode words with long vowel digraphs: *ai, ay, ee, ea, igh, oa, ow* (grow).* • **Demonstrate basic knowledge of final -*e* conventions.** Decode words with final -*e*.* • **Demonstrate basic knowledge of spelling-sound correspondences for common consonant digraphs.** Match spoken and written consonant digraphs (*th, sh, ch, ck, ng, nk*) at the end of a word.* • **Demonstrate basic knowledge of spelling-sound correspondences for common consonant digraphs.** Match spoken and written consonant digraphs (*th, sh, ch, wh*) at the beginning of a word.* • **Decode words with inflectional endings.** Decode words with common inflectional endings, such as -*s*, -*es*, -*ed*, -*ing*, that don't include spelling changes.* • **Decode regularly spelled one-syllable words.** Decode words with *r*-controlled vowels (*ar, er, ir, or, ur*).* • **Decode two-syllable words.** Decode two-syllable words following a CVC/CVC or a VC/CV pattern.* • **Demonstrate basic knowledge of final -*e* conventions.** Identify the long vowel sound within one-syllable words.* • **Decode regularly spelled one-syllable words.** Decode simple VC and CVC words with short *i*, short *o*, or short *a*.*

**This skill is related to the aligned standard.*

Virginia English Standards of Learning	Aligned Skills
LA.1.1.6.f Use word patterns to decode unfamiliar words. (continued)	• **Decode regularly spelled one-syllable words.** Decode simple VC and CVC words with short *a*, beginning with an initial continuous sound and ending with either a stop or a continuous sound.* • **Decode regularly spelled one-syllable words.** Decode simple VC and CVC words with short *e* or short *u*.* • **Decode words with inflectional endings.** Decode words with common inflectional endings, such as *-es, -ies, -ed, -ing*, that include spelling changes.* • **Decode spelling sound correspondences for common vowel teams.** Decode words with digraphs and diphthongs: *oo (moon), ew (blew, few), oo (foot), ou (out), ou (young), ow (cow), oy (boy), oi (oil), ie (field), aw (law), au (author)*.* • **Decode two-syllable words with long vowels.** Decode regularly spelled two-syllable words with long vowels: open syllables, vowel pair syllables, CVCe syllables.* • **Use prefixes and suffixes.** Decode two-syllable words with common prefixes and suffixes.* • **Decode two-syllable words with short vowels.** Decode two-syllable words with short vowels.* • **Decode inconsistent sound-spelling correspondences.** Decode words with inconsistent but common spelling-sound correspondences.*

**This skill is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade 1 (continued)

Virginia English Standards of Learning	Aligned Skills
LA.1.1.6.f Use word patterns to decode unfamiliar words. (continued)	• **"Silent Letters."** Decodes words with 2-letter, 1-sound combinations (e.g., *kn, wr*)*
LA.1.1.6.g Read and spell simple two-syllable compound words.	• **Identify syllables.** Divide common compound words into separate base words.*
LA.1.1.6.h Read and spell commonly used sight words.	• **Recognize Level 1 High-Frequency Words.** Read high-frequency words, including common irregularly spelled words, such as the following*: fast, sit, eat, who, new, must, black, into, or, its, good, want, too, pretty, they, but, with, end, now, no, do, one, what, so, white, our.** • **Recognize Level 1 High-Frequency Words.** Read high-frequency words, including common irregularly spelled words, such as the following: *car, man, boy, if, got, six, has, thank, next, hand, may, stop, fly, round, give, think, let, have, read, where, old, by, after, home, stand, girl, any, off, how, know, put, take, ask, an, over, just, from, as, then, when, them, of, had, him, her, some.** • **Recognize Level 1 High-Frequency Words.** Read high-frequency words, including common irregularly spelled words, such as the following: *day, last, say, please, hot, little, four, saw, well, ran, brown, are, came, ride, us, this, will, went, did, get, all, there, out, be, he, was, his, that, she, play, three, funny, two, ate, were, your.**

**This skill is related to the aligned standard.*

Virginia English Standards of Learning	Aligned Skills
LA.1.1.7.a Use words, phrases, and sentences.	• **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Level 1 words used in literary texts, grade-appropriate content areas, and other academic contexts.* • **Use prefixes, suffixes, and root words and context clues.** Use context as a clue. Understand and use meaningful word parts: prefixes (*pre-, un-, re-*), suffixes (*-ful, -less*), inflectional endings (*-s, -es, -ed, -ing*), and base or root words. Identify compound words.* • **Determine word meaning.** Understand the meaning of words and phrases in Level 1 literary or informational text, including academic and/or domain specific words. Identify words or phrases that suggest feelings or appeal to the senses.*
LA.1.1.8.a Discuss meanings of words in context.	• **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Level 1 words used in literary texts, grade-appropriate content areas, and other academic contexts.* • **Use prefixes, suffixes, and root words and context clues.** Use context as a clue. Understand and use meaningful word parts: prefixes (*pre-, un-, re-*), suffixes (*-ful, -less*), inflectional endings (*-s, -es, -ed, -ing*), and base or root words. Identify compound words.*

Virginia English Standards of Learning	Aligned Skills
LA.1.1.8.a Discuss meanings of words in context. (continued)	• **Determine word meaning.** Understand the meaning of words and phrases in Level 1 literary or informational text, including academic and/or domain specific words. Identify words or phrases that suggest feelings or appeal to the senses.* • **Understand word relationships.** Sort words into categories, define words by category, and identify real-life connections between words. Demonstrate understanding of multiple-meaning words and shades of meaning.*
LA.1.1.8.b Develop vocabulary by listening to and reading a variety of texts.	• **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Level 1 words used in literary texts, grade-appropriate content areas, and other academic contexts. • **Determine word meaning.** Understand the meaning of words and phrases in Level 1 literary or informational text, including academic and/or domain specific words. Identify words or phrases that suggest feelings or appeal to the senses.*
LA.1.1.8.c Ask for the meaning of unknown words and make connections to familiar words.	• **Understand word relationships.** Sort words into categories, define words by category, and identify real-life connections between words. Demonstrate understanding of multiple-meaning words.*

**This skill is related to the aligned standard.*

Virginia English Standards of Learning	Aligned Skills
LA.1.1.8.d Use text clues such as words or pictures to discern meanings of unknown words.	• **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Level 1 words used in literary texts, grade-appropriate content areas, and other academic contexts.* • **Use prefixes, suffixes, and root words and context clues.** Use context as a clue. Understand and use meaningful word parts: prefixes (*pre-, un-, re-*), suffixes (*-ful, -less*), inflectional endings (*-s, -es, -ed, -ing*), and base or root words. Identify compound words.* • **Determine word meaning.** Understand the meaning of words and phrases in Level 1 literary or informational text, including academic and/or domain specific words. Identify words or phrases that suggest feelings or appeal to the senses.*
LA.1.1.8.e Use vocabulary from other content areas.	• **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Level 1 words used in literary texts, grade-appropriate content areas, and other academic contexts.* • **Determine word meaning.** Understand the meaning of words and phrases in Level 1 literary or informational text, including academic and/or domain specific words. Identify words or phrases that suggest feelings or appeal to the senses.*

**This skill is related to the aligned standard.*

Virginia English Standards of Learning	Aligned Skills
LA.1.1.9.d Make and confirm predictions.	• **Draw inferences.** Demonstrate understanding of key ideas and details that are not explicitly stated in Level 1 literary or informational text.*
LA.1.1.9.e . . . Answer who, what, when, where, why, and how questions about what is read.	• **Answer questions about key ideas and details.** Demonstrate understanding of key ideas and details explicitly stated in Level 1 literary or informational text. • **Draw inferences.** Demonstrate understanding of key ideas and details that are not explicitly stated in Level 1 literary or informational text.
LA.1.1.9.e Ask and answer who, what, when, where, why, and how questions about what is read.	• **Identify sequence of events.** Identify the sequence of events (beginning, middle, end) in Level 1 literary or informational text.* • **Compare and contrast in literary text.** Compare or contrast key details about characters and/or events in Level 1 literary text.* • **Describe characters in literary text.** Identify and describe characters in Level 1 literary text, using key details.* • **Retell stories.** Retell what happens at the beginning, middle, or end in Level 1 literary text.* • **Describe story elements in literary text.** Identify and describe setting or events in Level 1 literary text, using key details.*

**This skill is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade 1 (continued)

Virginia English Standards of Learning	Aligned Skills
LA.1.1.9.e Ask and answer who, what, when, where, why, and how questions about what is read. (continued)	• **Connect text and visuals in literary text.** Use details from illustrations and from text to describe the characters, setting, or events in Level 1 literary text.* • **Identify cause-and-effect relationships.** Identify cause-and-effect relationships in Level 1 literary or informational text.*
LA.1.1.9.f Identify characters . . .	• **Describe characters in literary text.** Identify and describe characters in Level 1 literary text, using key details.
LA.1.1.9.f Identify . . . important events.	• **Retell stories.** Retell what happens at the beginning, middle, or end in Level 1 literary text.
LA.1.1.9.f Identify . . . setting and important events.	• **Describe story elements in literary text.** Identify and describe setting or events in Level 1 literary text, using key details.
LA.1.1.9.f Identify characters, setting, and important events.	• **Connect text and visuals in literary text.** Use details from illustrations and from text to describe the characters, setting, or events in Level 1 literary text.* • **Identify sequence of events.** Identify the sequence of events (beginning, middle, end) in Level 1 literary or informational text.* • **Describe characters in literary text.** Describe how characters in a story respond to major events and challenges in Level 2 literary text.*

**This skill is related to the aligned standard.*

Virginia English Standards of Learning	Aligned Skills
LA.1.1.9.g Retell stories and events, using beginning, middle, and end.	• **Retell stories.** Retell what happens at the beginning, middle, or end in Level 1 literary text. • **Identify sequence of events.** Identify the sequence of events (beginning, middle, end) in Level 1 literary or informational text.* • **Describe story elements in literary text.** Identify and describe setting or events in Level 1 literary text, using key details.* • **Connect text and visuals in literary text.** Use details from illustrations and from text to describe the characters, setting, or events in Level 1 literary text.* • **Describe characters in literary text.** Describe how characters in a story respond to major events and challenges in Level 2 literary text.*
LA.1.1.9.h Identify the main idea or theme.	• **Answer questions about key ideas and details.** Demonstrate understanding of key ideas and details explicitly stated in Level 1 literary or informational text.* • **Draw inferences.** Demonstrate understanding of key ideas and details that are not explicitly stated in Level 1 literary or informational text.*
LA.1.1.10.d Identify text features such as pictures, headings, charts, and captions.	• **Use text features in informational text.** Use headings, tables of contents, glossaries, or other text features to locate key facts or information in Level 1 informational text.*

**This skill is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade 1 (continued)

Virginia English Standards of Learning	Aligned Skills
LA.1.1.10.e Make and confirm predictions.	• **Draw inferences.** Demonstrate understanding of key ideas and details that are not explicitly stated in Level 1 literary or informational text.*
LA.1.1.10.f . . . Answer who, what, where, when, why, and how questions about what is read.	• **Answer questions about key ideas and details.** Demonstrate understanding of key ideas or details explicitly stated in Level 1 literary and informational text.
LA.1.1.10.f Ask and answer who, what, where, when, why, and how questions about what is read.	• **Connect text and visuals in informational text.** Use details from illustrations and from text to describe the key ideas in Level 1 informational text.* • **Draw inferences.** Demonstrate understanding of key ideas and details that are not explicitly stated in Level 1 literary or informational text.* • **Identify cause-and-effect relationships.** Identify cause-and-effect relationships in Level 1 literary or informational text.* • **Categorize and classify information in informational text.** Categorize or classify individuals, ideas, events, or facts in Level 1 informational text.* • **Compare and contrast in informational text.** Compare or contrast key details about people and/or events in Level 1 informational text.*

**This skill is related to the aligned standard.*

Virginia English Standards of Learning	**Aligned Skills**
LA.1.1.10.f Ask and answer who, what, where, when, why, and how questions about what is read. (continued)	• **Retell facts and details in informational text.** Retell the most important ideas in Level 1 informational text.* • **Identify sequence of events.** Identify the sequence of events (beginning, middle, end) in Level 1 literary or informational text.*
LA.1.1.10.g Identify the main idea.	• **Identify main idea in informational text.** With support, identify the main idea or topic in Level 1 informational text.

**This skill is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade 2

Virginia English Standards of Learning	**Aligned Skills**
LA.2.2.2.a Increase listening and speaking vocabularies.	• **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Level 2 words used in literary texts, grade-appropriate content areas, and other academic contexts. • **Determine word meaning.** Understand the meaning of words and phrases in Level 2 literary or informational text, including academic and/or domain specific words.
LA.2.2.2.d Identify and use synonyms and antonyms.	• **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, and literary devices such as rhyme.*
LA.2.2.2.e Use vocabulary from other content areas.	• **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Level 2 words used in literary texts, grade-appropriate content areas, and other academic contexts. • **Determine word meaning.** Understand the meaning of words and phrases in Level 2 literary or informational text, including academic and/or domain specific words.

**This skill is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade 2 (continued)

Virginia English Standards of Learning	Aligned Skills
LA.2.2.4.a Count phonemes (sounds) within one-syllable words.	• **Phoneme isolation and identity.** Identify the medial vowel sound (phoneme) in words with more than three phonemes.* • **Isolate and identify final sounds.** Identify final sounds (phonemes) in spoken words with more than three phonemes.* • **Isolate and identify initial sounds.** Identify initial sounds (phonemes) in spoken words with more than three phonemes.*
LA.2.2.4.b Blend sounds to make one-syllable words.	• **Phoneme blending.** Blend sounds (phonemes), including consonant blends, to identify spoken single-syllable words (words with 4 to 5 sounds). • **Phoneme blending.** Blend sounds (phonemes) to identify spoken single-syllable words (words with 3 sounds). • **Phoneme blending.** Blend sounds (phonemes) to identify spoken single-syllable words (words with 2 sounds).
LA.2.2.4.c Segment one-syllable words into individual speech sounds (phonemes).	• **Phoneme segmentation.** Segment spoken single-syllable words into their complete sequence of individual sounds, or phonemes (words with 3 to 5 sounds). • **Phoneme segmentation.** Segment spoken single-syllable words into their complete sequence of individual sounds, or phonemes (words with 2 to 3 sounds).

**This skill is related to the aligned standard.*

Grade 2 (continued)

Virginia English Standards of Learning	Aligned Skills
LA.2.2.4.d . . . Delete phonemes (sounds) to make words.	• **Phoneme deletion.** Delete individual sounds (phonemes) in spoken words to make new words.
LA.2.2.4.e Blend and segment multisyllabic words at the syllable level.	• **Phoneme blending.** Blend sounds (phonemes), including consonant blends, to identify spoken single-syllable words (words with 4 to 5 sounds).* • **Phoneme blending.** Blend sounds (phonemes) to identify spoken single-syllable words (words with 3 sounds).* • **Phoneme blending.** Blend sounds (phonemes) to identify spoken single-syllable words (words with 2 sounds).* • **Phoneme segmentation.** Segment spoken single-syllable words into their complete sequence of individual sounds, or phonemes (words with 3 to 5 sounds).* • **Phoneme segmentation.** Segment spoken single-syllable words into their complete sequence of individual sounds, or phonemes (words with 2 to 3 sounds).*
LA.2.2.5.a Use knowledge of . . . consonant digraphs to decode . . . words.	• **Demonstrate basic knowledge of spelling-sound correspondences for common consonant digraphs.** Match spoken and written consonant digraphs (*th, sh, ch, ck, ng, nk*) at the end of a word. • **Demonstrate basic knowledge of spelling-sound correspondences for common consonant digraphs.** Match spoken and written consonant digraphs (*th, sh, ch, wh*) at the beginning of a word.

**This skill is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade 2 (continued)

Virginia English Standards of Learning	Aligned Skills
LA.2.2.5.a Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.	• **Decode regularly spelled one-syllable words.** Decode CVCC words beginning with an initial stop sound and ending with a consonant blend, such as *past* or *bent*.* • **Decode regularly spelled one-syllable words.** Decode VCC words and CVCC words beginning with an initial continuous sound and ending with either a double final consonant or *ck*.* • **Decode regularly spelled one-syllable words.** Decode words beginning with two- or three-letter *s*-blends: CCVCC (*snack*), CCCVC (*sprig*), and CCCVCC (*stress*).* • **Decode regularly spelled one-syllable words.** Decode CCVC words beginning with *l*-blends and *r*-blends.*
LA.2.2.5.b Use knowledge of . . . long . . . vowel patterns to decode . . . words.	• **Decode two-syllable words with long vowels.** Decode regularly spelled two-syllable words with long vowels: open syllables, vowel pair syllables, CVCe syllables.
LA.2.2.5.b Use knowledge of short . . . vowel patterns to decode . . . words.	• **Decode two-syllable words with short vowels.** Decode two-syllable words with short vowels.
LA.2.2.5.b Use knowledge of . . . *r*-controlled vowel patterns to decode . . . words.	• **Decode regularly spelled one-syllable words.** Decode words with *r*-controlled vowels (*ar, er, ir, or, ur*).
LA.2.2.5.b Use knowledge of short [and] long . . . vowel patterns to decode . . . words.	• **Distinguish long and short vowels.** Distinguish long and short vowels when reading regularly spelled one-syllable words.

**This skill is related to the aligned standard.*

Grade 2 (continued)

Virginia English Standards of Learning	Aligned Skills
LA.2.2.5.b Use knowledge of short, long, and *r*-controlled vowel patterns to decode and spell words.	• **Decode spelling sound correspondences for common vowel teams.** Decode words with digraphs and diphthongs: *oo (moon), ew (blew, few), oo (foot), ou (out), ou (young), ow (cow), oy (boy), oi (oil), ie (field), aw (law), au (author)*.* • **Demonstrate basic knowledge of final -*e* conventions.** Identify the long vowel sound within one-syllable words.* • **Demonstrate basic knowledge of common vowel team conventions.** Decode words with long vowel digraphs: *ai, ay, ee, ea, igh, oa, ow* (*grow*).*
LA.2.2.5.c Decode regular multisyllabic words.	• **Recognize all letter-sound correspondences.** Decode grade-appropriate multisyllabic words. • **Use prefixes and suffixes.** Decode multisyllabic words with common prefixes and suffixes.*
LA.2.2.7.a Use knowledge of homophones.	• **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, and literary devices such as rhyme.*
LA.2.2.7.b Use knowledge of prefixes and suffixes.	• **Use prefixes, suffixes, and root words.** Understand and use meaningful word parts: prefixes (*un-, re-, pre-*), suffixes (*-ful, -less*), and base or root words. Identify compound words.*

**This skill is related to the aligned standard.*

Virginia English Standards of Learning	Aligned Skills
LA.2.2.7.c Use knowledge of antonyms and synonyms.	• **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, and literary devices such as rhyme.*
LA.2.2.7.d Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.	• **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Level 2 words used in literary texts, grade-appropriate content areas, and other academic contexts.* • **Determine word meaning.** Understand the meaning of words and phrases in Level 2 literary or informational text, including academic and/or domain specific words.* • **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, and literary devices such as rhyme.*
LA.2.2.7.e Use vocabulary from other content areas.	• **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Level 2 words used in literary texts, grade-appropriate content areas, and other academic contexts. • **Determine word meaning.** Understand the meaning of words and phrases in Level 2 literary or informational text, including academic and/or domain specific words.

**This skill is related to the aligned standard.*

Grade 2 (continued)

Virginia English Standards of Learning	Aligned Skills
LA.2.2.8.a Make and confirm predictions.	• **Draw inferences based on textual evidence.** Draw conclusions or make inferences in Level 2 literary or informational text.*
LA.2.2.8.c . . . Answer questions about what is read.	• **Answer questions about key ideas and details.** Answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in Level 2 literary or informational text.
LA.2.2.8.c Ask and answer questions about what is read.	• **Describe characters in literary text.** Describe how characters in a story respond to major events and challenges in Level 2 literary text.* • **Describe story elements in literary text.** Identify and describe the plot, setting, and events in Level 2 literary text, including how the beginning introduces the story and the ending concludes the action.* • **Compare and contrast.** Compare or contrast key details about characters and/or events in Level 2 literary text. Compare or contrast people, events, and/or information in Level 2 informational text.* • **Identify sequence of events.** Identify sequence of events in Level 2 literary or informational text.* • **Identify cause-and-effect relationships.** Identify cause-and-effect relationships in Level 2 literary or informational text.*

**This skill is related to the aligned standard.*

Virginia English Standards of Learning	Aligned Skills
LA.2.2.8.c Ask and answer questions about what is read. (continued)	• **Retell stories.** Retell, or summarize, a story, a poem, or other Level 2 literary text.* • **Connect text and visuals in literary text.** Use details from illustrations and from text to describe the characters, setting, or events in Level 2 literary text.* • **Draw inferences based on textual evidence.** Draw conclusions or make inferences in Level 2 literary or informational text.*
LA.2.2.8.d Locate information to answer questions.	• **Answer questions about key ideas and details.** Answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in Level 2 literary or informational text. • **Compare and contrast.** Compare or contrast key details about characters and/or events in Level 2 literary text. Compare or contrast people, events, and/or information in Level 2 informational text.* • **Draw inferences based on textual evidence.** Draw conclusions or make inferences in Level 2 literary or informational text.* • **Describe characters in literary text.** Describe how characters in a story respond to major events and challenges in Level 2 literary text.*

**This skill is related to the aligned standard.*

Virginia English Standards of Learning	Aligned Skills
LA.2.2.8.d Locate information to answer questions. (continued)	• **Describe story elements in literary text.** Identify and describe the plot, setting, and events in Level 2 literary text, including how the beginning introduces the story and the ending concludes the action.* • **Connect text and visuals in literary text.** Use details from illustrations and from text to describe the characters, setting, or events in Level 2 literary text.*
LA.2.2.8.e Describe characters, setting, and important events in fiction and poetry.	• **Describe story elements in literary text.** Identify and describe the plot, setting, and events in Level 2 literary text, including how the beginning introduces the story and the ending concludes the action. • **Connect text and visuals in literary text.** Use details from illustrations and from text to describe the characters, setting, or events in Level 2 literary text.* • **Compare and contrast.** Compare or contrast key details about characters and/or events in Level 2 literary text. Compare or contrast people, events, and/or information in Level 2 informational text.* • **Identify sequence of events.** Identify sequence of events in Level 2 literary or informational text.*
LA.2.2.8.e Describe characters . . . and important events in fiction and poetry.	• **Describe characters in literary text.** Describe how characters in a story respond to major events and challenges in Level 2 literary text.

**This skill is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade 2 (continued)

Virginia English Standards of Learning	Aligned Skills
LA.2.2.8.e Describe . . . important events in fiction and poetry.	• **Retell stories.** Retell, or summarize, a story, a poem, or other Level 2 literary text.
LA.2.2.8.f Identify the problem and solution.	• **Describe story elements in literary text.** Identify and describe the plot, setting, and events in Level 2 literary text, including how the beginning introduces the story and the ending concludes the action.* • **Retell stories.** Retell, or summarize, a story, a poem, or other Level 2 literary text.*
LA.2.2.8.g Identify the main idea.	• **Determine the message, lesson, or moral in literary text.** Determine the central message, lesson, or moral in Level 2 literary text.*
LA.2.2.8.h Summarize stories and events with beginning, middle, and end in the correct sequence.	• **Retell stories.** Retell, or summarize, a story, a poem, or other Level 2 literary text. • **Describe story elements in literary text.** Identify and describe the plot, setting, and events in Level 2 literary text, including how the beginning introduces the story and the ending concludes the action.* • **Identify sequence of events.** Identify sequence of events in Level 2 literary or informational text.*
LA.2.2.8.i Draw conclusions based on the text.	• **Draw inferences based on textual evidence.** Draw conclusions or make inferences in Level 2 literary or informational text.

**This skill is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade 2 (continued)

Virginia English Standards of Learning	Aligned Skills
LA.2.2.9.a Preview the selection using text features.	• **Use text features in informational text.** Use text features (such as captions, bold print, headings, glossaries, and indexes) to locate key facts or information in Level 2 informational text.
LA.2.2.9.b Make and confirm predictions about the main idea.	• **Draw inferences based on textual evidence.** Draw conclusions or make inferences in Level 2 literary or informational text.*
LA.2.2.9.e . . . Answer questions about what is read.	• **Answer questions about key ideas and details.** Answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in Level 2 literary or informational text.
LA.2.2.9.e Ask and answer questions about what is read.	• **Identify cause-and-effect relationships.** Identify cause-and-effect relationships in Level 2 literary or informational text.* • **Compare and contrast.** Compare or contrast key details about characters and/or events in Level 2 literary text. Compare or contrast people, events, and/or information in Level 2 informational text.* • **Retell informational text.** Retell, or summarize, Level 2 informational text.* • **Identify sequence of events.** Identify sequence of events in Level 2 literary or informational text.*

**This skill is related to the aligned standard.*

Virginia English Standards of Learning	Aligned Skills
LA.2.2.9.e Ask and answer questions about what is read. (continued)	• **Determine main idea and key details in informational text.** Identify the main topic, the main idea, and/or key details in Level 2 informational text. Identify the focus of specific paragraphs within the text.*
LA.2.2.9.f Locate information to answer questions.	• **Answer questions about key ideas and details.** Answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in Level 2 literary or informational text.* • **Identify sequence of events.** Identify sequence of events in Level 2 literary or informational text.* • **Determine main idea and key details in informational text.** Identify the main topic, the main idea, and/or key details in Level 2 informational text. Identify the focus of specific paragraphs within the text.*
LA.2.2.9.g Identify the main idea.	• **Determine main idea and key details in informational text.** Identify the main topic, the main idea, and/or key details in Level 2 informational text. Identify the focus of specific paragraphs within the text.*
LA.2.2.9.g Identify the main idea.	• **Retell informational text.** Retell, or summarize, Level 2 informational text.*
LA.2.2.10.a Use table of contents.	• **Use text features in informational text.** Use text features (such as captions, bold print, headings, glossaries, and indexes) to locate key facts or information in Level 2 informational text.*

**This skill is related to the aligned standard.*

Grade 2 (continued)

Virginia English Standards of Learning	Aligned Skills
LA.2.2.10.b Use pictures, captions, and charts.	• **Use text features in informational text.** Use text features (such as captions, bold print, headings, glossaries, and indexes) to locate key facts or information in Level 2 informational text.*
LA.2.2.10.c Use dictionaries, glossaries, and indices.	• **Use text features in informational text.** Use text features (such as captions, bold print, headings, glossaries, and indexes) to locate key facts or information in Level 2 informational text.*

**This skill is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade 3

Virginia English Standards of Learning	**Aligned Skills**
LA.3.3.3.a Use knowledge of regular and irregular vowel patterns.	• **Decode two-syllable words with long vowels.** Decode regularly spelled two-syllable words with long vowels: open syllables, vowel pair syllables, CVCe syllables.* • **Distinguish long and short vowels.** Distinguish long and short vowels when reading regularly spelled one-syllable words.* • **Decode spelling sound correspondences for common vowel teams.** Decode words with digraphs and diphthongs: *oo (moon), ew (blew, few), oo (foot), ou (out), ou (young), ow (cow), oy (boy), oi (oil), ie (field), aw (law), au (author)*.* • **Decode two-syllable words with short vowels.** Decode two-syllable words with short vowels.* • **Decode multisyllabic words with schwa sounds.** Decode multisyllabic words with schwa + *l* or schwa + *n* sounds.* • **Recognize all letter-sound correspondences.** Distinguish vowel pairs (*thief* vs. *science*) in order to decode multisyllabic words with a VV pattern.* • **Decode multisyllabic words.** Decode five-syllable words and less common three- and four-syllable words.* • **Decode multisyllabic words with difficult letter-sound correspondences.** Decode multisyllabic words with difficult vowel + *r* sounds.*

**This skill is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade 3 (continued)

Virginia English Standards of Learning	Aligned Skills
LA.3.3.3.b Decode regular multisyllabic words.	• **Recognize all letter-sound correspondences.** Decode grade-appropriate multisyllabic words. • **Use prefixes and suffixes.** Decode multisyllabic words with common prefixes and suffixes.* • **Identify syllables.** Identify syllable sounds in multisyllabic words.* • **Use syllabication patterns.** Decode syllables within multisyllabic words.* • **Decode multisyllabic words with schwa sounds.** Decode multisyllabic words with schwa + *l* or schwa + *n* sounds.* • **Recognize all letter-sound correspondences.** Distinguish vowel pairs (*thief* vs. *science*) in order to decode multisyllabic words with a VV pattern.* • **Decode multisyllabic words.** Decode five-syllable words and less common three- and four-syllable words.* • **Decode multisyllabic words with difficult letter-sound correspondences.** Decode multisyllabic words with difficult vowel + *r* sounds.*
LA.3.3.4.a Use knowledge of homophones.	• **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, and literary devices such as rhyme.*

**This skill is related to the aligned standard.*

Grade 3 (continued)

Virginia English Standards of Learning	**Aligned Skills**
LA.3.3.4.b Use knowledge of roots [and] affixes . . .	• **Use prefixes, suffixes, and root words.** Use common, grade-appropriate prefixes (*in-, dis-, mis-, non-*), suffixes (*-y, -ly, -ily, -er, -est, -ness*), and root or base words to determine the meaning of words and phrases.
LA.3.3.4.b Use knowledge of roots, affixes, synonyms, and antonyms.	• **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, and literary devices such as rhyme.*
LA.3.3.4.c Apply meaning clues [and] language structure . . .	• **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Level 3 words used in literary texts, grade-appropriate content areas, and other academic contexts. • **Determine word meaning.** Understand the meaning of words and phrases in Level 3 literary or informational text, including academic and/or domain specific words.
LA.3.3.4.c Apply meaning clues, language structure, and phonetic strategies.	• **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, and literary devices such as rhyme.*

**This skill is related to the aligned standard.*

Virginia English Standards of Learning	Aligned Skills
LA.3.3.4.d Use context to clarify meaning of unfamiliar words.	• **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Level 3 words used in literary texts, grade-appropriate content areas, and other academic contexts.* • **Determine word meaning.** Understand the meaning of words and phrases in Level 3 literary or informational text, including academic and/or domain specific words.* • **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, and literary devices such as rhyme.*
LA.3.3.4.e Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.	• **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Level 3 words used in literary texts, grade-appropriate content areas, and other academic contexts.* • **Determine word meaning.** Understand the meaning of words and phrases in Level 3 literary or informational text, including academic and/or domain specific words.*
LA.3.3.4.f Use vocabulary from other content areas.	• **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Level 3 words used in literary texts, grade-appropriate content areas, and other academic contexts.*

**This skill is related to the aligned standard.*

Virginia English Standards of Learning	Aligned Skills
LA.3.3.4.f Use vocabulary from other content areas. (continued)	• **Determine word meaning.** Understand the meaning of words and phrases in Level 3 literary or informational text, including academic and/or domain specific words.
LA.3.3.5.c Make, confirm, or revise predictions.	• **Draw inferences based on textual evidence.** Draw conclusions or make inferences in Level 3 literary or informational text.*
LA.3.3.5.d Compare and contrast settings, characters, and events.	• **Compare and contrast.** Compare or contrast key details about characters and/or events in Level 3 literary text. Compare or contrast people, events, and/or information in Level 3 informational text.* • **Identify sequence of events.** Identify sequence of events in Level 3 literary or informational text.* • **Describe characters in literary text.** Identify or infer characters' traits in Level 3 literary text, based on what they say, what they do, or how they feel. Determine how their actions contribute to the sequence of events.* • **Identify story elements and the parts of a poem.** Identify the structure of Level 3 literary text, such as setting, plot, problem, and solution, in stories or in stanzas of poetry. Determine how each successive element or part builds on earlier sections.*

Grade 3 (continued)

Virginia English Standards of Learning	Aligned Skills
LA.3.3.5.f . . . Answer questions about what is read.	• **Answer questions about key ideas and details.** Answer questions to demonstrate understanding of key ideas and details in Level 3 literary or informational text, referring explicitly to the text. • **Draw inferences based on textual evidence.** Draw conclusions or make inferences in Level 3 literary or informational text.
LA.3.3.5.f Ask and answer questions about what is read.	• **Identify sequence of events.** Identify sequence of events in Level 3 literary or informational text.* • **Retell stories.** Retell, or summarize, a story, a poem, or other Level 3 literary text.* • **Describe characters in literary text.** Identify or infer characters' traits in Level 3 literary text, based on what they say, what they do, or how they feel. Determine how their actions contribute to the sequence of events.* • **Compare and contrast.** Compare or contrast key details about characters and/or events in Level 3 literary text. Compare or contrast people, events, and/or information in Level 3 informational text.* • **Identify cause-and-effect relationships.** Identify cause-and-effect relationships in Level 3 literary or informational text.*

**This skill is related to the aligned standard.*

Virginia English Standards of Learning	Aligned Skills
LA.3.3.5.g Draw conclusions about text.	• **Draw inferences based on textual evidence.** Draw conclusions or make inferences in Level 3 literary or informational text.
LA.3.3.5.h Identify the problem and solution.	• **Analyze plot, setting, and events in literary text.** Identify and evaluate structural elements of the plot in Level 4 literary text, drawing on specific details.* • **Retell stories.** Retell, or summarize, a story, a poem, or other Level 3 literary text.* • **Identify sequence of events.** Identify sequence of events in Level 3 literary or informational text.*
LA.3.3.5.i Identify the main idea.	• **Answer questions about key ideas and details.** Answer questions to demonstrate understanding of key ideas and details in Level 3 literary or informational text, referring explicitly to the text.* • **Determine the message, lesson, or moral in literary text.** Determine the central message, lesson, or moral in Level 3 literary text and identify how it is conveyed through key details.*
LA.3.3.5.j Identify supporting details.	• **Answer questions about key ideas and details.** Answer questions to demonstrate understanding of key ideas and details in Level 3 literary or informational text, referring explicitly to the text.*

**This skill is related to the aligned standard.*

Grade 3 (continued)

Virginia English Standards of Learning	Aligned Skills
LA.3.3.6.a Identify the author's purpose.	• **Identify author's point of view or purpose in informational text.** Identify the author's point of view or purpose in Level 3 informational text. Distinguish the author's point of view from one's own point of view as a reader.*
LA.3.3.6.c Preview and use text features.	• **Use text features in informational text.** Use headings, graphics, or other text features to locate key facts or information in Level 3 informational text.
LA.3.3.6.d . . . Answer questions about what is read.	• **Answer questions about key ideas and details.** Answer questions to demonstrate understanding of key ideas and details in Level 3 literary or informational text, referring explicitly to the text. • **Draw inferences based on textual evidence.** Draw conclusions or make inferences in Level 3 literary or informational text.
LA.3.3.6.d Ask and answer questions about what is read.	• **Identify text structure in informational text.** Identify the logical connection between particular sentences and paragraphs in Level 3 informational text, such as comparison, cause/effect, and sequence.* • **Determine main idea and key details in informational text.** Identify the main idea in Level 3 informational text and explain how it is supported by key details.*

**This skill is related to the aligned standard.*

Virginia English Standards of Learning	Aligned Skills
LA.3.3.6.d Ask and answer questions about what is read. (continued)	• **Compare and contrast.** Compare or contrast key details about characters and/or events in Level 3 literary text. Compare or contrast people, events, and/or information in Level 3 informational text.* • **Identify cause-and-effect relationships.** Identify cause-and-effect relationships in Level 3 literary or informational text.* • **Identify sequence of events.** Identify sequence of events in Level 3 literary or informational text.* • **Retell informational text.** Retell, or summarize, the main idea and key details of Level 3 informational text.*
LA.3.3.6.e Draw conclusions based on text.	• **Draw inferences based on textual evidence.** Draw conclusions or make inferences in Level 3 literary or informational text.
LA.3.3.6.f Summarize major points found in nonfiction texts.	• **Retell informational text.** Retell, or summarize, the main idea and key details of Level 3 informational text. • **Determine main idea and key details in informational text.** Identify the main idea in Level 3 informational text and explain how it is supported by key details.*

**This skill is related to the aligned standard.*

Grade 3 (continued)

Virginia English Standards of Learning	Aligned Skills
LA.3.3.6.g Identify the main idea.	• **Determine main idea and key details in informational text.** Identify the main idea in Level 3 informational text and explain how it is supported by key details.* • **Retell informational text.** Retell, or summarize, the main idea and key details of Level 3 informational text.*
LA.3.3.6.h Identify supporting details.	• **Determine main idea and key details in informational text.** Identify the main idea in Level 3 informational text and explain how it is supported by key details.* • **Retell informational text.** Retell, or summarize, the main idea and key details of Level 3 informational text.*
LA.3.3.7.b Use table of contents, indices, and charts.	• **Use text features in informational text.** Use headings, graphics, or other text features to locate key facts or information in Level 3 informational text.*

**This skill is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade 4

Virginia English Standards of Learning	**Aligned Skills**
LA.4.4.4.a Use context to clarify meanings of unfamiliar words.	• **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Level 4 words used in literary texts, grade-appropriate content areas, and other academic contexts.* • **Determine word meaning.** Understand the meaning of words and phrases in Level 4 literary or informational text, including academic and/or domain specific words.* • **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, idioms, and figurative language, such as similes, metaphors, or alliteration.*
LA.4.4.4.b Use knowledge of roots, [and] affixes . . .	• **Use prefixes, suffixes, and root words.** Use common, grade-appropriate prefixes (*uni-, bi-, tri-, over-, de-, trans-, super-, ex-, sub-, en-, em-*), suffixes (*-er/-or, -ent, -ion, -tion, -ation, -ition, -ist, -ment*), and root or base words to determine the meaning of words and phrases.
LA.4.4.4.b Use knowledge of roots, affixes, synonyms, antonyms, and homophones.	• **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, idioms, and figurative language, such as similes, metaphors, or alliteration.*

**This skill is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade 4 (continued)

Virginia English Standards of Learning	**Aligned Skills**
LA.4.4.4.d Develop vocabulary by listening to and reading a variety of texts.	• **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Level 4 words used in literary texts, grade-appropriate content areas, and other academic contexts.* • **Determine word meaning.** Understand the meaning of words and phrases in Level 4 literary or informational text, including academic and/or domain specific words.
LA.4.4.4.e Use vocabulary from other content areas.	• **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Level 4 words used in literary texts, grade-appropriate content areas, and other academic contexts.* • **Determine word meaning.** Understand the meaning of words and phrases in Level 4 literary or informational text, including academic and/or domain specific words.
LA.4.4.5.a Explain the author's purpose.	• **Identify author's point of view or purpose in informational text.** Determine an author's point of view or purpose in Level 4 informational text.

**This skill is related to the aligned standard.*

Virginia English Standards of Learning	Aligned Skills
LA.4.4.5.b Describe how the choice of language, setting, characters, and information contributes to the author's purpose.	• **Identify author's point of view or purpose in informational text.** Determine an author's point of view or purpose in Level 4 informational text.* • **Interpret an author's use of language.** Interpret an author's choice of words in Level 4 literary or informational text. Identify how an author's words suggest feelings, paint a picture, or create a mood.* • **Interpret figurative language and literary devices.** Identify or interpret an author's use of figurative language, including metaphors and similes, in Level 4 literary or informational text. Identify literary devices such as alliteration or repetition.* • **Analyze characters in literary text.** Analyze characterization in Level 4 literary text, drawing on specific details in the text, such as a character's thoughts, words, or actions.* • **Analyze plot, setting, and events in literary text.** Identify and evaluate structural elements of the plot in Level 4 literary text, drawing on specific details.*

**This skill is related to the aligned standard.*

Virginia English Standards of Learning	Aligned Skills
LA.4.4.5.c Identify the main idea.	• **Determine theme in literary text.** Identify the theme or central idea using particular details in Level 4 literary text.* • **Determine main idea and supporting details in informational text.** Identify the main idea of a Level 4 informational text and identify its relationship to supporting details.* • **Summarize informational text.** Summarize main idea and supporting details in Level 4 informational text.*
LA.4.4.5.d Summarize supporting details.	• **Summarize informational text.** Summarize main idea and supporting details in Level 4 informational text. • **Determine main idea and supporting details in informational text.** Identify the main idea of a Level 4 informational text and identify its relationship to supporting details.* • **Cite textual evidence.** Refer to details and examples in a Level 4 literary or informational text when explaining what the text says explicitly.*
LA.4.4.5.e Identify the problem and solution.	• **Analyze plot, setting, and events in literary text.** Identify and evaluate structural elements of the plot in Level 4 literary text, drawing on specific details.* • **Summarize literary text.** Summarize a story, a poem, or other Level 4 literary text.*

**This skill is related to the aligned standard.*

Virginia English Standards of Learning	Aligned Skills
LA.4.4.5.g Identify sensory words.	• **Interpret an author's use of language.** Interpret an author's choice of words in Level 4 literary or informational text. Identify how an author's words suggest feelings, paint a picture, or create a mood.* • **Interpret figurative language and literary devices.** Identify or interpret an author's use of figurative language, including metaphors and similes, in Level 4 literary or informational text. Identify literary devices such as alliteration or repetition.*
LA.4.4.5.h Draw conclusions/make inferences about text.	• **Draw inferences based on textual evidence.** Draw conclusions or make inferences in Level 4 literary or informational text.
LA.4.4.5.i Make, confirm, or revise predictions.	• **Draw inferences based on textual evidence.** Draw conclusions or make inferences in Level 4 literary or informational text.*
LA.4.4.5.j Identify cause and effect relationships.	• **Analyze plot, setting, and events in literary text.** Identify and evaluate structural elements of the plot in Level 4 literary text, drawing on specific details.*

**This skill is related to the aligned standard.*

Virginia English Standards of Learning	Aligned Skills
LA.4.4.5.j Identify cause and effect relationships. (continued)	• **Analyze text structure in informational text.** Identify or analyze the text structures that an author uses to organize a Level 4 informational text (sequence, compare/contrast, or cause/effect), including how a particular sentence, paragraph, or section fits into the overall structure of a text and contributes to the development of the ideas.*
LA.4.4.6.a Use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.	• **Use text features in informational text.** Use headings, graphics, or other text features to locate key facts or information in Level 4 informational text.*
LA.4.4.6.c Explain the author's purpose.	• **Identify author's point of view or purpose in informational text.** Determine an author's point of view or purpose in Level 4 informational text.
LA.4.4.6.d Identify the main idea.	• **Determine main idea and supporting details in informational text.** Identify the main idea of a Level 4 informational text and identify its relationship to supporting details.* • **Summarize informational text.** Summarize main idea and supporting details in Level 4 informational text.*

Virginia English Standards of Learning	Aligned Skills
LA.4.4.6.e Summarize supporting details.	• **Summarize informational text.** Summarize main idea and supporting details in Level 4 informational text. • **Determine main idea and supporting details in informational text.** Identify the main idea of a Level 4 informational text and identify its relationship to supporting details.* • **Cite textual evidence.** Refer to details and examples in a Level 4 literary or informational text when explaining what the text says explicitly.*
LA.4.4.6.f Draw conclusions and make simple inferences using textual information as support.	• **Draw inferences based on textual evidence.** Draw conclusions or make inferences in Level 4 literary or informational text.
LA.4.4.6.g Distinguish between cause and effect.	• **Analyze text structure in informational text.** Identify or analyze the text structures that an author uses to organize a Level 4 informational text (sequence, compare/contrast, or cause/effect), including how a particular sentence, paragraph, or section fits into the overall structure of a text and contributes to the development of the ideas.*
LA.4.4.6.h Distinguish between fact and opinion.	• **Distinguish fact and opinion in informational text.** Distinguish facts and opinions in Level 4 informational text.

**This skill is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade 5

Virginia English Standards of Learning	**Aligned Skills**
LA.5.5.4.a Use context to clarify meaning of unfamiliar words and phrases.	• **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Level 5 words used in literary texts, grade-appropriate content areas, and other academic contexts.* • **Determine word meaning.** Understand the meaning of words and phrases in Level 5 literary or informational text, including academic and/or domain specific words.* • **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, idioms, and figurative language, such as similes, metaphors, or personification.*
LA.5.5.4.b Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.	• **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, idioms, and figurative language, such as similes, metaphors, or personification.*
LA.5.5.4.c Use knowledge of roots [and] affixes . . .	• **Use prefixes, suffixes, and root words.** Use common, grade-appropriate prefixes (*im-, inter-, com-, con-, fore-, mid-, post-, semi-*), suffixes (*-ity, -ty, -al, -ial, -ish, -en*), and root or base words to determine the meaning of words and phrases.

**This skill is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade 5 (continued)

Virginia English Standards of Learning	Aligned Skills
LA.5.5.4.c Use knowledge of roots, affixes, synonyms, antonyms, and homophones.	• **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, idioms, and figurative language, such as similes, metaphors, or personification.*
LA.5.5.4.d Identify an author's use of figurative language.	• **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, idioms, and figurative language, such as similes, metaphors, or personification.* • **Interpret figurative language.** Identify or interpret an author's use of figurative language, including metaphors and similes, in Level 5 informational and literary text.
LA.5.5.4.f Develop vocabulary by listening to and reading a variety of texts.	• **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Level 5 words used in literary texts, grade-appropriate content areas, and other academic contexts.* • **Determine word meaning.** Understand the meaning of words and phrases in Level 5 literary or informational text, including academic and/or domain specific words.

**This skill is related to the aligned standard.*

Grade 5 (continued)

Virginia English Standards of Learning	Aligned Skills
LA.5.5.4.g Study word meanings across content areas.	• **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Level 5 words used in literary texts, grade-appropriate content areas, and other academic contexts.* • **Determine word meaning.** Understand the meaning of words and phrases in Level 5 literary or informational text, including academic and/or domain specific words.
LA.5.5.5.b Describe character development.	• **Analyze characters in literary text.** Analyze characterization in Level 5 literary text. Identify how the characters change or respond to challenges.
LA.5.5.5.c Describe the development of plot and explain the resolution of conflict(s).	• **Analyze plot, setting, and events in literary text.** Identify and evaluate structural elements of the plot in Level 5 literary text. Explain how a series of scenes fits together to provide the overall structure of a particular story.* • **Summarize literary text.** Summarize a story, a poem, or other Level 5 literary text.*

**This skill is related to the aligned standard.*

Virginia English Standards of Learning	Aligned Skills
LA.5.5.5.e Describe how an author's choice of vocabulary contributes to the author's style.	• **Interpret figurative language.** Identify or interpret an author's use of figurative language, including metaphors and similes, in Level 5 informational and literary text.* • **Interpret an author's use of language.** Interpret an author's use of connotations, or shades of meaning, in Level 5 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary text.* • **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, idioms, and figurative language, such as similes, metaphors, or personification.*
LA.5.5.5.f Identify and ask questions that clarify various points of view.	• **Identify author's point of view or purpose in informational text.** Determine an author's point of view or purpose in Level 5 informational text.* • **Identify point of view in literary text.** Identify how a narrator's or speaker's point of view influences how events are described in Level 5 literary text.*

**This skill is related to the aligned standard.*

Grade 5 (continued)

Virginia English Standards of Learning	Aligned Skills
LA.5.5.5.g Identify main idea.	• **Determine theme in literary text.** Identify the theme or central idea using particular details in Level 5 literary text.* • **Determine main idea and supporting details in informational text.** Identify the main idea or multiple main ideas of a Level 5 informational text and analyze its relationship to supporting details.* • **Summarize informational text.** Summarize main idea and supporting details in Level 5 informational text.*
LA.5.5.5.h Summarize supporting details from text.	• **Summarize informational text.** Summarize main idea and supporting details in Level 5 informational text. • **Summarize literary text.** Summarize a story, a poem, or other Level 5 literary text.* • **Cite textual evidence.** Identify facts and details or cite explicit statements from Level 5 literary or informational text.*
LA.5.5.5.i Draw conclusions and make inferences from text.	• **Draw inferences based on textual evidence.** Draw conclusions or make inferences in Level 5 literary or informational text.

**This skill is related to the aligned standard.*

Virginia English Standards of Learning	Aligned Skills
LA.5.5.5.j Identify cause and effect relationships.	• **Analyze plot, setting, and events in literary text.** Identify and evaluate structural elements of the plot in Level 5 literary text. Explain how a series of scenes fits together to provide the overall structure of a particular story.* • **Analyze text structure in informational text.** Identify and analyze the text structure that an author uses to organize a Level 5 informational text (sequence, compare/contrast, or cause/effect), including how a particular sentence, paragraph, or section fits into the overall structure of a text and contributes to the development of the ideas.*
LA.5.5.5.k Make, confirm, or revise predictions.	• **Draw inferences based on textual evidence.** Draw conclusions or make inferences in Level 5 literary or informational text.*
LA.5.5.6.d Identify the main idea of nonfiction texts.	• **Summarize informational text.** Summarize main idea and supporting details in Level 5 informational text.* • **Determine main idea and supporting details in informational text.** Identify the main idea or multiple main ideas of a Level 5 informational text and analyze its relationship to supporting details.*
LA.5.5.6.e Summarize supporting details in nonfiction texts.	• **Summarize informational text.** Summarize main idea and supporting details in Level 5 informational text.

**This skill is related to the aligned standard.*

Virginia English Standards of Learning	Aligned Skills
LA.5.5.6.e Summarize supporting details in nonfiction texts.	• **Determine main idea and supporting details in informational text.** Identify the main idea or multiple main ideas of a Level 5 informational text and analyze its relationship to supporting details.* • **Cite textual evidence.** Identify facts and details or cite explicit statements from Level 5 literary or informational text.*
LA.5.5.6.f Identify structural patterns found in nonfiction.	• **Analyze text structure in informational text.** Identify and analyze the text structure that an author uses to organize a Level 5 informational text (sequence, compare/contrast, or cause/effect), including how a particular sentence, paragraph, or section fits into the overall structure of a text and contributes to the development of the ideas.*
LA.5.5.6.g Locate information to support . . . predictions and conclusions.	• **Draw inferences based on textual evidence.** Draw conclusions or make inferences in Level 5 literary or informational text.
LA.5.5.6.h Identify cause and effect relationships following transition words signaling the pattern.	• **Analyze text structure in informational text.** Identify and analyze the text structure that an author uses to organize a Level 5 informational text (sequence, compare/contrast, or cause/effect), including how a particular sentence, paragraph, or section fits into the overall structure of a text and contributes to the development of the ideas.*

**This skill is related to the aligned standard.*

Grade 5 (continued)

Virginia English Standards of Learning	**Aligned Skills**
LA.5.5.6.i Differentiate between fact and opinion.	• **Distinguish fact and opinion in informational text.** Distinguish facts and opinions in Level 5 informational text.
LA.5.5.6.j Identify, compare, and contrast relationships.	• **Analyze text structure in informational text.** Identify and analyze the text structure that an author uses to organize a Level 5 informational text (sequence, compare/contrast, or cause/effect), including how a particular sentence, paragraph, or section fits into the overall structure of a text and contributes to the development of the ideas.*

**This skill is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade 6

Virginia English Standards of Learning	Aligned Skills
LA.6.6.4.b Use roots [and] affixes . . . to expand vocabulary.	• **Use prefixes, suffixes, and root words.** Use common, grade-appropriate prefixes (*pro-, hyper-*), suffixes (*-logy, -ic, -ive, -ative, -itive, -ance, -ence*), and root or base words to determine the meaning of words and phrases.
LA.6.6.4.b Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.	• **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of multiple-meaning words, idioms, shades of meaning, and figurative language, such as analogies, metaphors, and similes.*
LA.6.6.4.c Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.	• **Understand word relationships.** Demonstrate understanding of multiple-meaning words, idioms, shades of meaning, and figurative language, such as analogies, metaphors, and similes.*
LA.6.6.4.d Identify and analyze figurative language.	• **Understand word relationships.** Demonstrate understanding of multiple-meaning words, idioms, shades of meaning, and figurative language, such as analogies, metaphors, and similes.* • **Interpret figurative language.** Identify or interpret an author's use of figurative language and/or literary devices in Level 6 informational and literary text.
LA.6.6.4.f Extend general and specialized vocabulary through . . . reading . . .	• **Determine word meaning.** Understand the meaning of words and phrases in Level 6 literary or informational text, including academic and/or domain specific words.

**This skill is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade 6 (continued)

Virginia English Standards of Learning	Aligned Skills
LA.6.6.5.a Identify the elements of narrative structure, including . . . plot [and] conflict . . .	• **Identify structural elements of plot in literary text.** Identify and analyze how a particular plot in Level 6 literary text unfolds in a series of episodes around a problem: rising action, climax, and resolution.
LA.6.6.5.a Identify the elements of narrative structure, including . . . character, plot, [and] conflict . . .	• **Analyze characters in literary text.** Identify how characters respond or change as the plot moves toward a resolution in Level 6 literary text.
LA.6.6.5.a Identify the elements of narrative structure, including . . . theme.	• **Determine theme in literary text.** Identify the theme or central idea in Level 6 literary text and how it is conveyed through particular details.
LA.6.6.5.b Make, confirm, and revise predictions.	• **Draw inferences based on textual evidence.** Draw conclusions or make inferences in Level 6 literary or informational text.*

**This skill is related to the aligned standard.*

Virginia English Standards of Learning	Aligned Skills
LA.6.6.5.c Describe how word choice and imagery contribute to the meaning of a text.	• **Interpret figurative language.** Identify or interpret an author's use of figurative language and/or literary devices in Level 6 informational and literary text.* • **Interpret an author's use of language.** Interpret an author's use of connotations, or shades of meaning, in Level 6 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary text.* • **Understand word relationships.** Demonstrate understanding of multiple-meaning words, idioms, shades of meaning, and figurative language, such as analogies, metaphors, and similes.*
LA.6.6.5.d Describe cause and effect relationships and their impact on plot.	• **Identify structural elements of plot in literary text.** Identify and analyze how a particular plot in Level 6 literary text unfolds in a series of episodes around a problem: rising action, climax, and resolution.* • **Analyze text structure in informational text.** Identify and analyze the text structure that an author uses to organize a Level 6 informational text (sequence, compare/contrast, or cause/effect), including how a particular sentence, paragraph, or section fits into the overall structure of a text and contributes to the development of the ideas.*

**This skill is related to the aligned standard.*

Grade 6 (continued)

Virginia English Standards of Learning	Aligned Skills
LA.6.6.5.f Use information in the text to draw conclusions and make inferences.	• **Draw inferences based on textual evidence.** Draw conclusions or make inferences in Level 6 literary or informational text.
LA.6.6.5.g Explain how . . . plot development . . . [is] used in a selection to support a central conflict or story line.	• **Identify structural elements of plot in literary text.** Identify and analyze how a particular plot in Level 6 literary text unfolds in a series of episodes around a problem: rising action, climax, and resolution.
LA.6.6.5.g Explain how character . . . development . . . [is] used in a selection to support a central conflict or story line.	• **Analyze characters in literary text.** Identify how characters respond or change as the plot moves toward a resolution in Level 6 literary text.
LA.6.6.5.g Explain how character and plot development are used in a selection to support a central conflict or story line.	• **Summarize literary text.** Summarize a story, a poem, or other Level 6 literary text.*
LA.6.6.5.h Identify the main idea.	• **Determine theme in literary text.** Identify the theme or central idea in Level 6 literary text and how it is conveyed through particular details.* • **Determine central idea and supporting ideas in informational text.** Identify the central idea of a Level 6 informational text and how it is conveyed through particular details.* • **Summarize informational text.** Summarize Level 6 informational text, identifying the central idea and the supporting ideas.*

**This skill is related to the aligned standard.*

Virginia English Standards of Learning	Aligned Skills
LA.6.6.5.i Identify and summarize supporting details.	• **Summarize informational text.** Summarize Level 6 informational text, identifying the central idea and the supporting ideas. • **Determine central idea and supporting ideas in informational text.** Identify the central idea of a Level 6 informational text and how it is conveyed through particular details.* • **Cite textual evidence.** Identify facts and details or cite explicit statements from Level 6 literary or informational text.*
LA.6.6.5.j Identify and analyze the author's use of figurative language.	• **Interpret figurative language.** Identify or interpret an author's use of figurative language and/or literary devices in Level 6 informational and literary text. • **Understand word relationships.** Demonstrate understanding of multiple-meaning words, idioms, shades of meaning, and figurative language, such as analogies, metaphors, and similes.*
LA.6.6.5.k Identify transitional words and phrases that signal an author's organizational pattern.	• **Analyze text structure in informational text.** Identify and analyze the text structure that an author uses to organize a Level 6 informational text (sequence, compare/contrast, or cause/effect), including how a particular sentence, paragraph, or section fits into the overall structure of a text and contributes to the development of the ideas.*

**This skill is related to the aligned standard.*

Virginia English Standards of Learning	Aligned Skills
LA.6.6.6.d Make, confirm, or revise predictions.	• **Draw inferences based on textual evidence.** Draw conclusions or make inferences in Level 6 literary or informational text.*
LA.6.6.6.e Draw conclusions and make inferences based on explicit and implied information.	• **Draw inferences based on textual evidence.** Draw conclusions or make inferences in Level 6 literary or informational text.
LA.6.6.6.f Differentiate between fact and opinion.	• **Distinguish fact and opinion in informational text.** Distinguishes facts, supported inferences, and opinions in Level 6 informational text.
LA.6.6.6.g Identify main idea.	• **Determine central idea and supporting ideas in informational text.** Identify the central idea of a Level 6 informational text and how it is conveyed through particular details.* • **Summarize informational text.** Summarize Level 6 informational text, identifying the central idea and the supporting ideas.*
LA.6.6.6.h Summarize supporting details.	• **Summarize informational text.** Summarize Level 6 informational text, identifying the central idea and the supporting ideas. • **Determine central idea and supporting ideas in informational text.** Identify the central idea of a Level 6 informational text and how it is conveyed through particular details.* • **Cite textual evidence.** Identify facts and details or cite explicit statements from Level 6 literary or informational text.*

**This skill is related to the aligned standard.*

Grade 6 (continued)

Virginia English Standards of Learning	Aligned Skills
LA.6.6.6.i Compare and contrast information about one topic, which may be contained in different selections.	• **Summarize informational text.** Summarize Level 6 informational text, identifying the central idea and the supporting ideas.* • **Determine central idea and supporting ideas in informational text.** Identify the central idea of a Level 6 informational text and how it is conveyed through particular details.*
LA.6.6.6.j Identify the author's organizational pattern.	• **Analyze text structure in informational text.** Identify and analyze the text structure that an author uses to organize a Level 6 informational text (sequence, compare/contrast, or cause/effect), including how a particular sentence, paragraph, or section fits into the overall structure of a text and contributes to the development of the ideas.*
LA.6.6.6.k Identify cause and effect relationships.	• **Analyze text structure in informational text.** Identify and analyze the text structure that an author uses to organize a Level 6 informational text (sequence, compare/contrast, or cause/effect), including how a particular sentence, paragraph, or section fits into the overall structure of a text and contributes to the development of the ideas.*

**This skill is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade 7

Virginia English Standards of Learning	**Aligned Skills**
LA.7.7.4.b Use roots [and] affixes . . . to expand vocabulary.	• **Use prefixes, suffixes, and root words.** Use common, grade-appropriate prefixes (*hydro-, ego-, multi-*), suffixes (*-hood, -ous, -eous, -ious, -ism, -dom*), and root or base words to determine the meaning of words and phrases.
LA.7.7.4.b Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.	• **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes.*
LA.7.7.4.c Identify and analyze figurative language.	• **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes.* • **Interpret figurative language.** Identify or interpret an author's use of figurative language and/or literary devices in Level 7 literary or informational text.

**This skill is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade 7 (continued)

Virginia English Standards of Learning	Aligned Skills
LA.7.7.4.d Identify connotations.	• **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes.* • **Interpret an author's use of language.** Interpret an author's use of descriptive language and/or connotations, or shades of meaning. Interpret the impact of an author's specific word choice on mood or tone in Level 7 literary or informational text.*
LA.7.7.4.e Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.	• **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes.*
LA.7.7.4.f Extend general and specialized vocabulary through . . . reading . . .	• **Determine word meaning.** Understand the meaning of words and phrases in Level 7 literary or informational text, including academic and/or domain specific words.
LA.7.7.5.a Describe the elements of narrative structure including . . . character development . . .	• **Analyze characters in literary text.** Analyze characterization and motivation in Level 7 literary text through the narrator's description and/or the thoughts, words, and actions of the characters.

**This skill is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade 7 (continued)

Virginia English Standards of Learning	Aligned Skills
LA.7.7.5.a Describe the elements of narrative structure including . . . theme . . .	• **Determine theme in literary text.** Identify or analyze the theme or central idea in Level 7 literary text, including its relationship to the characters, setting, and plot.
LA.7.7.5.a Describe the elements of narrative structure including plot structure . . .	• **Summarize literary text.** Summarize a story, a poem, or other Level 7 literary text.
LA.7.7.5.a Describe the elements of narrative structure including setting, character development, plot structure, . . . and conflict.	• **Analyze plot, setting, and events in literary text.** Interpret the relationship between elements of a story in Level 7 literary text. Analyze how setting shapes character or plot, or analyze how characters' actions, motivations, and/or conflicts advance the plot development.
LA.7.7.5.d Describe the impact of word choice, imagery, and literary devices including figurative language.	• **Interpret figurative language.** Identify or interpret an author's use of figurative language and/or literary devices in Level 7 literary or informational text. • **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes.*
LA.7.7.5.e Make, confirm, and revise predictions.	• **Draw inferences based on textual evidence.** Draw conclusions or make inferences in Level 7 literary or informational text.*
LA.7.7.5.g Make inferences and draw conclusions based on the text.	• **Draw inferences based on textual evidence.** Draw conclusions or make inferences in Level 7 literary or informational text.

**This skill is related to the aligned standard.*

Virginia English Standards of Learning	Aligned Skills
LA.7.7.5.h Identify the main idea.	• **Determine theme in literary text.** Identify or analyze the theme or central idea in Level 7 literary text, including its relationship to the characters, setting, and plot.* • **Determine central idea and supporting ideas in informational text.** Identify the central idea or multiple main ideas of a Level 7 informational text and analyze its relationship to supporting details.* • **Summarize informational text.** Summarize Level 7 informational text, identifying the central idea and the supporting ideas.*
LA.7.7.5.i Summarize text relating supporting details.	• **Summarize informational text.** Summarize Level 7 informational text, identifying the central idea and the supporting ideas. • **Determine central idea and supporting ideas in informational text.** Identify the central idea or multiple main ideas of a Level 7 informational text and analyze its relationship to supporting details.* • **Cite textual evidence.** Identify facts and details or cite explicit statements from Level 7 literary or informational text.*
LA.7.7.5.j Identify the author's organizational pattern.	• **Analyze text structure in informational text.** Identify and analyze the text structure that an author uses to organize a Level 7 informational text (sequence, compare/contrast, or cause/effect), including how the major sections contribute to the whole and to the development of the ideas.*

Virginia English Standards of Learning	Aligned Skills
LA.7.7.5.k Identify cause and effect relationships.	• **Analyze text structure in informational text.** Identify and analyze the text structure that an author uses to organize a Level 7 informational text (sequence, compare/contrast, or cause/effect), including how the major sections contribute to the whole and to the development of the ideas.*
LA.7.7.6.c Identify an author's organizational pattern using textual clues, such as transitional words and phrases.	• **Analyze text structure in informational text.** Identify and analyze the text structure that an author uses to organize a Level 7 informational text (sequence, compare/contrast, or cause/effect), including how the major sections contribute to the whole and to the development of the ideas.*
LA.7.7.6.d Draw conclusions and make inferences on explicit and implied information.	• **Draw inferences based on textual evidence.** Draw conclusions or make inferences in Level 7 literary or informational text.
LA.7.7.6.e Differentiate between fact and opinion.	• **Distinguish fact and opinion in informational text.** Distinguishes facts, supported inferences, and opinions in Level 7 informational text.
LA.7.7.6.f Identify the source, viewpoint, and purpose of texts.	• **Identify author's point of view or purpose in informational text.** Determine an author's point of view or purpose in Level 7 informational text. Analyze how the author distinguishes his or her position from that of others.*

**This skill is related to the aligned standard.*

Virginia English Standards of Learning	Aligned Skills
LA.7.7.6.g Describe how word choice and language structure convey an author's viewpoint.	• **Identify and evaluate argument in informational text.** Identify the argument and the specific claims that an author makes in Level 7 informational text. Assess whether the reasoning and the evidence are sufficient to support the argument and/or any specific claims.* • **Identify author's point of view or purpose in informational text.** Determine an author's point of view or purpose in Level 7 informational text. Analyze how the author distinguishes his or her position from that of others.* • **Interpret an author's use of language.** Interpret an author's use of descriptive language and/or connotations, or shades of meaning. Interpret the impact of an author's specific word choice on mood or tone in Level 7 literary or informational text.*
LA.7.7.6.h Identify the main idea.	• **Determine central idea and supporting ideas in informational text.** Identify the central idea or multiple main ideas of a Level 7 informational text and analyze its relationship to supporting details.* • **Summarize informational text.** Summarize Level 7 informational text, identifying the central idea and the supporting ideas.*

**This skill is related to the aligned standard.*

Virginia English Standards of Learning	Aligned Skills
LA.7.7.6.i Summarize text identifying supporting details.	• **Summarize informational text.** Summarize Level 7 informational text, identifying the central idea and the supporting ideas. • **Determine central idea and supporting ideas in informational text.** Identify the central idea or multiple main ideas of a Level 7 informational text and analyze its relationship to supporting details.* • **Cite textual evidence.** Identify facts and details or cite explicit statements from Level 7 literary or informational text.*
LA.7.7.6.j Identify cause and effect relationships.	• **Analyze text structure in informational text.** Identify and analyze the text structure that an author uses to organize a Level 7 informational text (sequence, compare/contrast, or cause/effect), including how the major sections contribute to the whole and to the development of the ideas.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade 8

Virginia English Standards of Learning	**Aligned Skills**
LA.8.8.4.a Identify and analyze an author's use of figurative language.	• **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes.* • **Interpret figurative language.** Identify or interpret an author's use of figurative language and/or other literary devices in Level 8 literary or informational text.*
LA.8.8.4.b Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.	• **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes.* • **Interpret an author's use of language.** Interpret an author's use of connotations, or shades of meaning. Interpret the impact of an author's specific word choice on mood or tone in Level 8 literary or informational text.*
LA.8.8.4.c Use roots [and] affixes . . . to determine the meaning of unfamiliar words and technical vocabulary.	• **Use prefixes, suffixes, and root words.** Use common, grade-appropriate prefixes (*auto-, anti-*), suffixes (*-cracy, -meter, -ible, -able*), and root or base words to determine the meaning of words and phrases.

**This skill is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade 8 (continued)

Virginia English Standards of Learning	Aligned Skills
LA.8.8.4.c Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.	• **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes.*
LA.8.8.4.e Discriminate between connotative and denotative meanings and interpret the connotation.	• **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes.* • **Interpret an author's use of language.** Interpret an author's use of connotations, or shades of meaning. Interpret the impact of an author's specific word choice on mood or tone in Level 8 literary or informational text.*
LA.8.8.4.f Extend general and specialized vocabulary through . . . reading . . .	• **Determine word meaning.** Understand the meaning of words and phrases in Level 8 literary or informational text, including academic and/or domain specific words.
LA.8.8.5.a Explain the use of symbols and figurative language.	• **Interpret figurative language.** Identify or interpret an author's use of figurative language and/or other literary devices in Level 8 literary or informational text. • **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes.*

**This skill is related to the aligned standard.*

Grade 8 (continued)

Virginia English Standards of Learning	Aligned Skills
LA.8.8.5.b Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.	• **Draw inferences based on textual evidence.** Draw conclusions or make inferences in Level 8 literary or informational text, based on textual evidence.
LA.8.8.5.c Explain how authors use characters . . . to create meaning.	• **Analyze characters in literary text.** Analyze characterization and motivation in Level 8 literary text through the narrator's description and/or the thoughts, words, and actions of the characters.
LA.8.8.5.c Explain how authors use . . . point of view . . . to create meaning.	• **Analyze point of view in literary text.** Identify or contrast points of view (such as narrator or characters and audience or reader; first-person and third-person; limited and omniscient point of view) in Level 8 literary text, and analyze how these differences clarify the central idea or create such effects as suspense or humor.
LA.8.8.5.c Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.	• **Analyze plot in literary text.** Identify and evaluate structural elements of the plot, such as subplots, parallel episodes, or climax, in Level 8 literary text. Analyze how characters' actions, motivations, and/or conflicts advance the plot development.* • **Interpret an author's use of language.** Interpret an author's use of connotations, or shades of meaning. Interpret the impact of an author's specific word choice on mood or tone in Level 8 literary or informational text.*

**This skill is related to the aligned standard.*

Virginia English Standards of Learning	Aligned Skills
LA.8.8.5.e Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.	• **Interpret figurative language.** Identify or interpret an author's use of figurative language and/or other literary devices in Level 8 literary or informational text.* • **Interpret an author's use of language.** Interpret an author's use of connotations, or shades of meaning. Interpret the impact of an author's specific word choice on mood or tone in Level 8 literary or informational text.* • **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes.*
LA.8.8.5.f Compare and contrast authors' styles.	• **Interpret figurative language.** Identify or interpret an author's use of figurative language and/or other literary devices in Level 8 literary or informational text.* • **Interpret an author's use of language.** Interpret an author's use of connotations, or shades of meaning. Interpret the impact of an author's specific word choice on mood or tone in Level 8 literary or informational text.* • **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes.*

**This skill is related to the aligned standard.*

Virginia English Standards of Learning	Aligned Skills
LA.8.8.5.g Identify and ask questions that clarify various viewpoints.	• **Identify author's point of view or purpose.** Determine an author's point of view or purpose in Level 8 literary or informational text.* • **Analyze point of view in literary text.** Identify or contrast points of view (such as narrator or characters and audience or reader; first-person and third-person; limited and omniscient point of view) in Level 8 literary text, and analyze how these differences clarify the central idea or create such effects as suspense or humor.*
LA.8.8.5.h Identify the main idea.	• **Determine theme in literary text.** Identify or analyze the theme or central idea in Level 8 literary text, including its relationship to the characters, setting, and plot.* • **Determine central idea and supporting ideas in informational text.** Identify the central idea of a Level 8 informational text and analyze its relationship to supporting details.* • **Summarize informational text.** Summarize Level 8 informational text, identifying the central idea and the supporting ideas.*

**This skill is related to the aligned standard.*

Virginia English Standards of Learning	Aligned Skills
LA.8.8.5.i Summarize text relating supporting details.	• **Summarize informational text.** Summarize Level 8 informational text, identifying the central idea and the supporting ideas.* • **Determine central idea and supporting ideas in informational text.** Identify the central idea of a Level 8 informational text and analyze its relationship to supporting details.* • **Cite textual evidence.** Cite several pieces of textual evidence that strongly support a statement about what a Level 8 literary or informational text says explicitly.*
LA.8.8.5.j Identify an author's organizational pattern using textual clues, such as transitional words and phrases.	• **Analyze text structure in informational text.** Identify and analyze the text structure an author uses in Level 8 informational text to make connections among and distinctions between individuals, ideas, or events: sequence, compare/contrast, or cause/effect.* • **Analyze individual paragraphs in informational text.** Analyze in detail the structure of a specific paragraph in a Level 8 informational text, including the role of particular sentences in developing and refining a key concept.*

**This skill is related to the aligned standard.*

Grade 8 (continued)

Virginia English Standards of Learning	Aligned Skills
LA.8.8.5.k Identify cause and effect relationships.	• **Analyze text structure in informational text.** Identify and analyze the text structure an author uses in Level 8 informational text to make connections among and distinctions between individuals, ideas, or events: sequence, compare/contrast, or cause/effect.* • **Analyze individual paragraphs in informational text.** Analyze in detail the structure of a specific paragraph in a Level 8 informational text, including the role of particular sentences in developing and refining a key concept.*
LA.8.8.6.a Draw on . . . knowledge of text structure to understand selections.	• **Analyze text structure in informational text.** Identify and analyze the text structure an author uses in Level 8 informational text to make connections among and distinctions between individuals, ideas, or events: sequence, compare/contrast, or cause/effect.
LA.8.8.6.b Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.	• **Draw inferences based on textual evidence.** Draw conclusions or make inferences in Level 8 literary or informational text, based on textual evidence.

**This skill is related to the aligned standard.*

Virginia English Standards of Learning	Aligned Skills
LA.8.8.6.c Analyze the author's qualifications, viewpoint, and impact.	• **Identify and evaluate argument in informational text.** Identify the argument and the specific claims that an author makes in Level 8 informational text. Assess whether the reasoning and the evidence are sufficient to support the argument and/or any specific claims. Identify irrelevant evidence.* • **Identify author's point of view or purpose.** Determine an author's point of view or purpose in Level 8 literary or informational text.*
LA.8.8.6.d Analyze the author's use of text structure . . .	• **Analyze text structure in informational text.** Identify and analyze the text structure an author uses in Level 8 informational text to make connections among and distinctions between individuals, ideas, or events: sequence, compare/contrast, or cause/effect.
LA.8.8.6.d Analyze the author's use of text structure and word choice.	• **Interpret an author's use of language.** Interpret an author's use of connotations, or shades of meaning. Interpret the impact of an author's specific word choice on mood or tone in Level 8 literary or informational text.*
LA.8.8.6.e Analyze details for relevance and accuracy.	• **Identify and evaluate argument in informational text.** Identify the argument and the specific claims that an author makes in Level 8 informational text. Assess whether the reasoning and the evidence are sufficient to support the argument and/or any specific claims. Identify irrelevant evidence.*

**This skill is related to the aligned standard.*

Correlation of Virginia English Standards of Learning to Reading Skills (continued)

Grade 8 (continued)

Virginia English Standards of Learning	Aligned Skills
LA.8.8.6.f Differentiate between fact and opinion.	• **Distinguish fact and opinion in informational text.** Distinguish facts, supported inferences, and opinions in Level 8 informational text.*
LA.8.8.6.g Identify the main idea.	• **Determine central idea and supporting ideas in informational text.** Identify the central idea of a Level 8 informational text and analyze its relationship to supporting details.* • **Summarize informational text.** Summarize Level 8 informational text, identifying the central idea and the supporting ideas.*
LA.8.8.6.h Summarize the text identifying supporting details.	• **Summarize informational text.** Summarize Level 8 informational text, identifying the central idea and the supporting ideas. • **Determine central idea and supporting ideas in informational text.** Identify the central idea of a Level 8 informational text and analyze its relationship to supporting details.* • **Cite textual evidence.** Cite several pieces of textual evidence that strongly support a statement about what a Level 8 literary or informational text says explicitly.*

**This skill is related to the aligned standard.*

Virginia English Standards of Learning	Aligned Skills
LA.8.8.6.i Identify an author's organizational pattern using textual clues, such as transitional words and phrases.	• **Analyze text structure in informational text.** Identify and analyze the text structure an author uses in Level 8 informational text to make connections among and distinctions between individuals, ideas, or events: sequence, compare/contrast, or cause/effect.* • **Analyze individual paragraphs in informational text.** Analyze in detail the structure of a specific paragraph in a Level 8 informational text, including the role of particular sentences in developing and refining a key concept.*
LA.8.8.6.j Identify cause and effect relationships.	• **Analyze text structure in informational text.** Identify and analyze the text structure an author uses in Level 8 informational text to make connections among and distinctions between individuals, ideas, or events: sequence, compare/contrast, or cause/effect.* • **Analyze individual paragraphs in informational text.** Analyze in detail the structure of a specific paragraph in a Level 8 informational text, including the role of particular sentences in developing and refining a key concept.*

Online Assessment and Instruction Together Leads to Improved SOL Pass Rate

Case Study: Farmington Elementary School, Culpeper, VA

School Profile

- Title I school
- 495 K–5 students
- 26 teachers
- 15 support personnel and administrators
- 52% eligible for free/reduced lunch

i-Ready Implementation

- 30–45 mins per day, 4–5 days per week
- Less than 18 weeks
- 370 students
- Tier 2 4th and 5th grade students who had failed prior year's reading SOLs
- K–3 students in need of foundational reading skill building
- K–1 students for math skill building

Quick Success Facts

- 75%–88% pass rate for Tier 2 students after none passed last year
- 72% increase in students at or above grade level in reading
- 260% increase in students at or above grade level in math

Independent third party data analysis provided by:

Educational Research Institute of America

www.eriaonline.com • email: info@eriaonline.com

An affiliate of Beck Evaluation & Testing Associates, Inc.

Background

Farmington Elementary was in search of a way to support students who had failed the prior year's SOLs and to strengthen foundational skills for K–5 students.

Two veteran administrators, Principal Gail Brewer and Assistant Principal and Reading Specialist Joan Evans, had experience with other online programs and knew that they needed a comprehensive solution that was easy to implement and use. They found that solution with i-Ready Diagnostic & Instruction and used it as a remedial support program for Farmington students that had failed to meet the Virginia Standards of Learning (SOLs) in reading or were identified by their teachers as in need of remediation.

Farmington students were provided explicit online instruction based on individual needs, while teachers used the data to guide classroom instruction. Ms. Evans found that "i-Ready was very easy to use."

"Of the fifth grade Tier 2 students we used i-Ready with this year, none passed the SOLs last year and 88% passed this year."

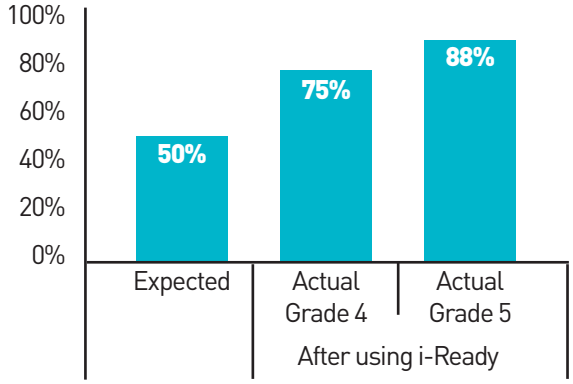
Farmington Elementary administrators reviewed the reports once a week and found them very thorough and great for tracking progress. "With i-Ready, I was able to identify weaknesses in specific areas. The information is just so robust" said Ms. Evans. The level of detail even helped determine eligibility for special education services.

And the results showed that i-Ready worked for Farmington Elementary. A typical recovery pass rate for students who previously failed the SOLs is 50%. Last year, Farmington's recovery rate was in the sixties. This year, after using i-Ready, fourth graders had a 75% pass rate and fifth graders had an 88% pass rate. "You can't beat the pass rate we got from i-Ready," said Ms. Brewer.

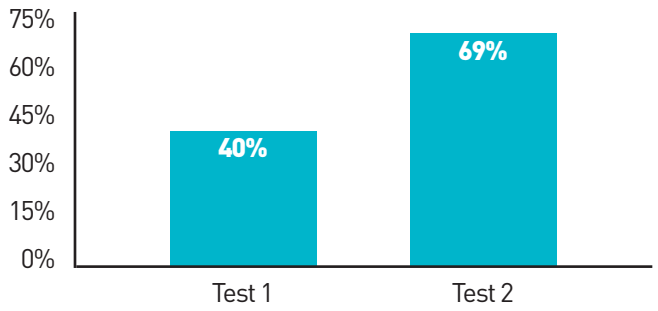
"When you have assessment and instruction together, you can hit the ground running."

Like many schools today, Farmington Elementary faces many challenges. While differentiated instruction was a key strategy to support struggling students, it was time intensive. Teachers would spend hours creating differentiated plans for their classes.

2012 Recovery Rate (% of students who passed reading SOLs after failing prior year)



Reading Growth in Less than 18 Weeks
(% of students on or above grade level)



"With i-Ready, the prescription is right there," said Ms. Brewer. Once teachers gave the assessment, they didn't have to figure out where the students should be and what to do with them. i-Ready just started instruction and practice right at their level.

As the teachers got more familiar with the program and its features, they found they could even use i-Ready to hit hard in certain areas by turning on and off domains, which they used to further tailor students' individual instruction.

"It's great to have a tool that not only provides assessment, but instant remediation along with high student engagement!" said Gifted Specialist Jeanine Judd, who used it with a few of her "gifted underachievers."

"Given the new and more challenging SOLs, I appreciated i-Ready's breadth and rigor."

For math, Farmington Elementary was focused on long-term preparation of its kindergarten and first grade students for the new math SOLs, which emphasize applying knowledge to problem solving, not just computation and straight rote. They were pleased to find the same rigor and foundation-building in i-Ready for Number and Operations, Algebra and Algebraic Thinking, Geometry, and Measurement, Data Analysis, and Probability. "It is preparing our students for these harder standards," noted Ms. Brewer.

Ms. Evans noted that other programs could be too narrow. For reading, Ms. Evans found that "i-Ready hits so many more things that we think of as fundamental reading skills." The program covers phonological awareness, phonics, high-frequency words, vocabulary, and comprehension for literature and informational text. Ms. Evans also "liked the different components to the language arts instruction, especially the comprehension component. Students were motivated by the activities and lessons."

"The kids all loved taking responsibility and power for their own learning."

The reports were one of the more enticing parts of i-Ready for Farmington Elementary students. Each week, Ms. Evans would review reports with students, discussing which lessons they passed and didn't pass. She found that the students "liked looking at the charts and seeing their progress. They liked the empowerment of tracking their progress."

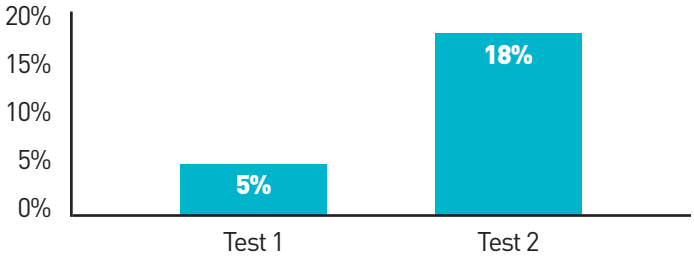
Students felt that what they had learned in i-Ready carried over to their classroom work. One student told Ms. Evans, "I really think this is helping me do well in school. My grades on my comprehension tests keep going up."

"I had my doubts about the short games and avatars at first," recalled Ms. Brewer, "but it was really empowering. Students would say to me, 'Did you see this? This is really cool!'" With other technology programs, they never heard words like "cool." i-Ready created a lot of buzz among students. "They liked the program a lot. The games made them work even harder and the avatars became part of the culture in Farmington classrooms, with students discussing who had which avatars."

Even students reading two grades below level were engaged. Ms. Evans was relieved to find that those struggling students "weren't put off by the stories. They didn't feel babyish. Students were actually interested in reading them." Farmington Elementary was happy that i-Ready offered a great combination of fiction and nonfiction, which was hard to find with other programs.

Students found i-Ready "a fun and easy way to strengthen skills. Once they had their headphones on, they were in the zone," said Ms. Evans.

Math Growth in Less than 18 Weeks
(% of students on or above grade level)



i-Ready™

School Profile

- Title I school
- 515 Kindergarten—Grade 3 students
- 29 teachers
- 100% Eligible for Free/ Reduced Lunch
- 56% English Language Learners
- 14% Special Education

i-Ready Implementation

- Average 12 weeks between test 1 and test 2
- 93 students in Grades 2–3

Quick Success Facts

- 160% increase in students on or above grade level in math
- 87% increase in students on or above grade level in reading

Independent third party data analysis provided by:

Educational Research Institute of America

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An affiliate of Beck Evaluation & Testing Associates, Inc.

A Prescription for Success

Case Study: Edward Kemble Elementary Sacramento, CA

"i-Ready groups the students for you and tells you what to use."

Edward Kemble Elementary recently exited Program Improvement for the second time after growing 224 API (Academic Performance Index) points over the past 6 years. But targets increase every year. With only two testing grades to meet the targets, they have less time and students to meet expectations. As a result, "we're trying to push ourselves more each year," said seven-year principal Dr. Shana Henry.

i-Ready Diagnostic & Instruction supported their efforts. It provided teachers with instant reports on student assessment data and then suggested direct instruction customized to each student. Students became engaged in the kid-friendly lessons, not just activities and practice, that featured relatable and diverse characters. "I found i-Ready's blend of assessment and instruction to be ideal," commented Dr. Henry.

"My initial reservation was whether teachers would use it…but now I have no doubt that it was the right thing to bring in."

Like many educators, teachers at Kemble Elementary had always been challenged in providing individualized instruction. It was not only time consuming, but sometimes difficult to determine what to do next. With i-Ready the team at Kemble Elementary found that based on the assessment results i-Ready provided a list of next steps to work on with each student, reports that grouped students, and online instruction at each students' level that could be used for whole or small group instruction.

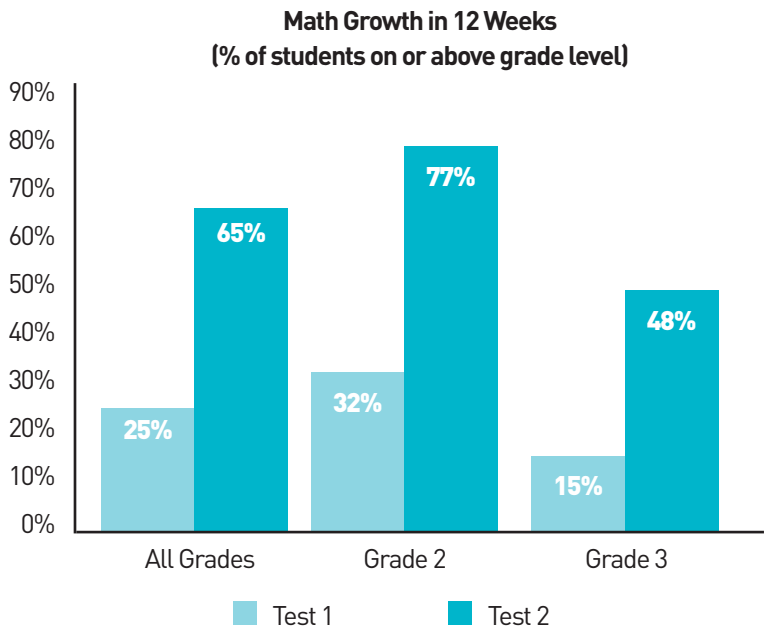
Next year, they plan to use the downloadable supplemental materials for their small group instruction in their Saturday school intervention program. In general, finding materials outside of their grade level has always been teachers' biggest struggle, and i-Ready makes it easy by giving them the materials they need.

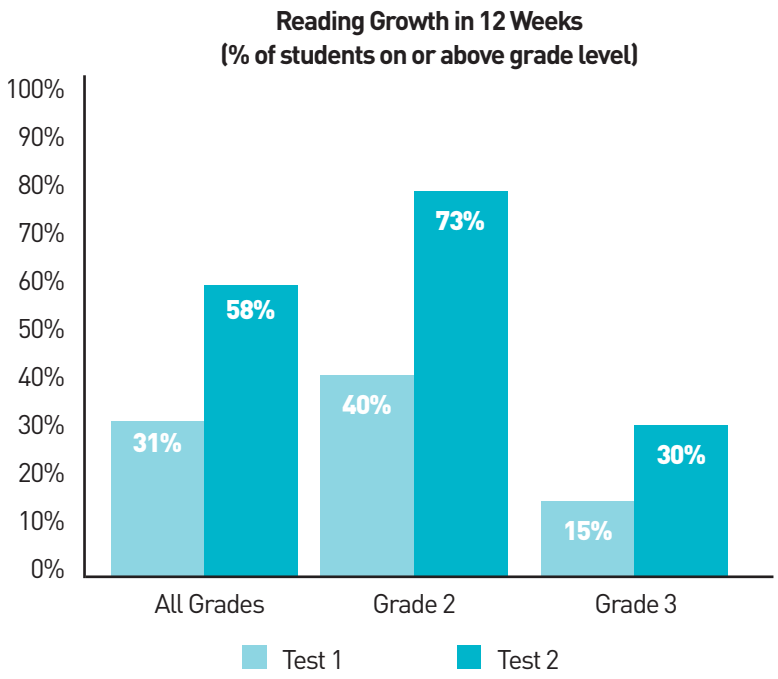
These i-Ready resources also help by providing consistency in instruction with less training for their staff that's always turning over.

"i-Ready provides direct instruction to students—teaching on the computer," explained Dr. Henry. "I have not found any program where that is possible. The computer, just like a teacher or instructional aide, is teaching the kids, walking them through skills, and checking for understanding. And it is all being calculated so the teacher can determine next steps. i-Ready gives you options whether you want to do direct instruction on the computer, with the teacher, or a hybrid of both."

"i-Ready provided an opportunity for kids to get engaging instruction in a different way than the norm."

Kemble Elementary's second and third grade teachers used i-Ready with a variety of students—those who were below-level, on the bubble, and even above-level students that the teacher thought needed a challenge. Teachers assigned on-level lessons and sometimes even used these lessons to teach the whole class. For students who were behind, teachers had them work in instruction at their level (the automatically prescribed path).





This approach got results. In just 12 weeks, students made significant gains, nearly doubling growth for both mathematics and reading.

"My favorite aspect of i-Ready is the reports."

Kemble Elementary teachers used the reports in two ways. First, they'd assign students appropriate lessons based on the data, helping to individualize instruction. Then teachers started bringing the reports to Student Study Team meetings. The reports gave parents a visual of what their child was doing, if interventions were working, and what needed to be done.

"We liked that we could show parents and students where a student struggled and what we're doing to support them," said Dr. Henry. But what she loves the best is the quick access to see where students are at any time and what improvements are being made. "It is rewarding to know that what we are doing is working and we are watching students move out of skills they were struggling with."

i-Ready Works for All Students

Case Study: PS 1 Courtlandt School Bronx, NY

School Profile

- Title I school
- 698 Preschool—Grade 5 students
- 45 teachers
- 60 support personnel and administrators
- 98% Eligible for Free/ Reduced Lunch
- 20% English Language Learners

i-Ready Implementation

- Average 14 weeks between pretest and post-test
- 340 students in Grades 2–5

Quick Success Facts

- 143% increase in students on or above grade level in math
- 118% increase in students on or above grade level in reading

Independent third party data analysis provided by:

Educational Research Institute of America

www.eriaonline.com • email: info@eriaonline.com
An affiliate of Beck Evaluation & Testing Associates, Inc.

"i-Ready provides the extra tools to meet the needs of all students."

Public School (PS) 1/Courtlandt School in Bronx, NY had a very diverse student population—a number of special needs students, a rather large English language learner (ELL) population, and a wide range of ability levels in their general education classrooms. They needed a program that could meet the needs of all their students, and they found it with i-Ready Diagnostic & Instruction.

"i-Ready isn't just effective for students at lower levels," said Assistant Principal Eric Grande. "It differentiates instruction for high-level students as well." And with the level of differentiation that had to happen in every classroom to meet student needs, this was crucial for supporting Courtlandt teachers and students.

They also wanted an online program. Courtlandt School had been focused on technology, equipping every classroom with numerous computers, and purchasing enough laptops for every student. So they were pleased to find that the NY Ready books they had been using to boost student achievement had a related online program, i-Ready. But the ultimate reason they selected the i-Ready technology over other programs was its high level of student engagement and the type of data it made available.

"i-Ready's combination of assessment and instruction makes it very automatic."

When students complete the i-Ready diagnostic assessment, the program immediately assigns online instruction and practice based on each student's needs. Teachers can even add skills they feel students are deficient in, and i-Ready will also target those skills. "The online instruction is tailored for all learners," Mr. Grande summarized.

Once the students at Courtlandt School started on i-Ready, they were hooked. They spent approximately an hour per subject per week on instruction through highly interactive lessons.

"You could see students' level of enthusiasm," said Mr. Grande. "They were engaged and able to monitor their own progress, which helped with goal-setting."

Teacher Heather Martilla discovered that i-Ready "allowed for each student to succeed at their own pace and allowed teachers time to conduct small group lessons."

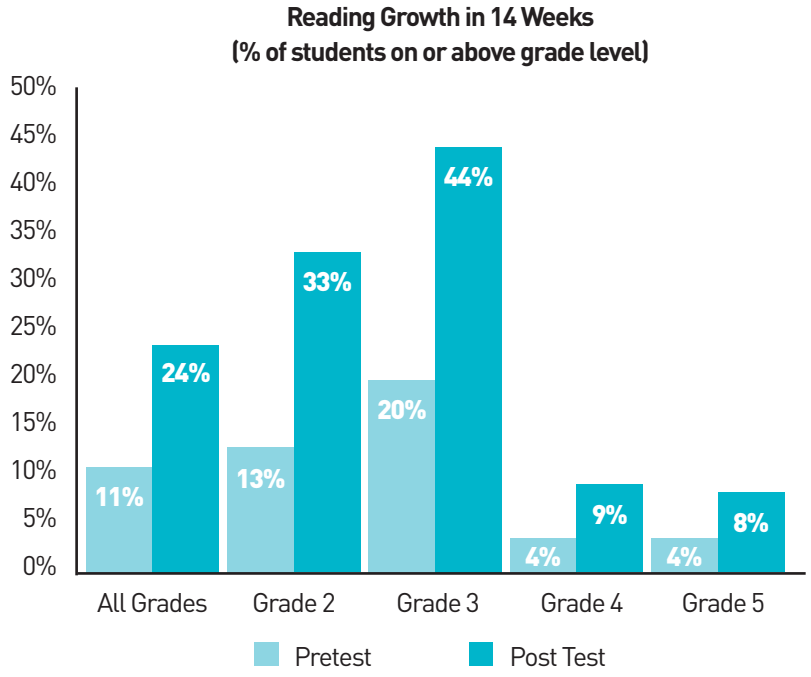
"There are so many different ways of viewing the data."

Not only were students engaged, but everyone was taken by the i-Ready reports.

Teachers found that "i-Ready was a great support for their everyday routines," said Mr. Grande. "The reports made it easy for them to make grouping decisions." The Class Profile report was also useful, showing which students were on or above level, one level below, or two or more levels below in colored bar graphs and their level for each domain.

Mr. Grande also shared i-Ready's detailed reports and powerful graphs during a recent district quality review to convey the growth and progress taking place in the school. He was pleased to find that the "district leaders were very impressed to see how we were using different forms of data to support instruction."

Another audience the team at Courtlandt School shared the reports with was parents. Teachers sent home the built-in parent letters and reviewed reports at meetings. "i-Ready made it easy to share student progress with parents," noted Mr. Grande.



"The home involvement aspect was great."

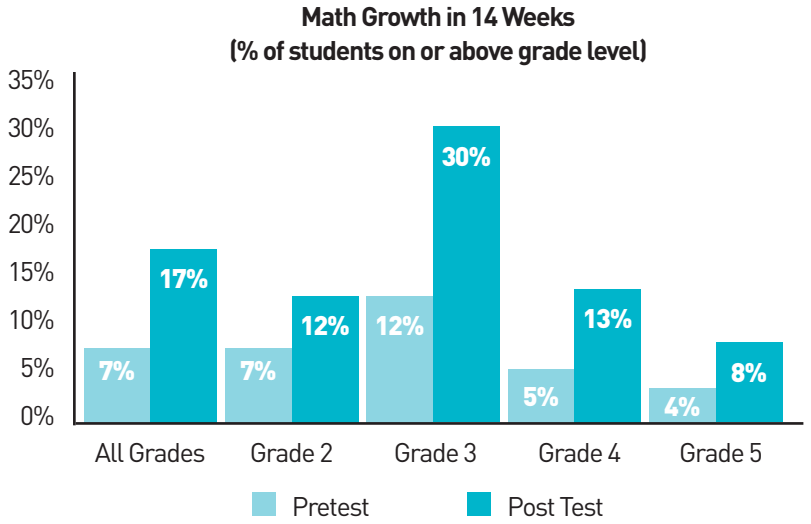
Not only did parents get i-Ready communications and reports, but some students even used i-Ready Instruction at home. In fact, Courtlandt School plans on increasing student home access in the future.

With access at home, students were practicing exactly what they needed, and teachers could monitor what students were doing. Mr. Grande even found that "kids who were working on i-Ready at home were achieving at higher levels."

"Our data show that the more a student uses i-Ready Diagnostic and Instruction, the more that particular student grows."

Data Specialist and Math Coach Rogelio Herrera was pleased to see that not only were students engaged, but i-Ready was working. There were increases at every grade level in both reading and mathematics. The percentage of students scoring at or above grade level was approximately twice as high after using i-Ready. Students also made statistically significant gains in every subtest for both reading and mathematics.

In addition to the quantitative proof, Mr. Grande concludes, "The teachers have bought into i-Ready and now have focus. The students are engaged, excited, and want to do the work. This shows me that i-Ready works."



Differentiation, Engagement, and Common Core in One Digital Solution

Case Study: PS 049 Willis Avenue
New York City Public Schools Bronx, New York

School Profile

- Title I school
- 687 PreK – 5 students
- 70 teachers, support personnel, and administrators
- 98% Eligible for Free/Reduced Lunch
- 23% English Language Learners

i-Ready Implementation

- Average 15 weeks between pretest and post-test
- 60 students in grades 2 and 4
- Used to boost reading achievement

Quick Success Facts

- 275% increase in students on or above grade level in reading
- 25 scale score point increase

"The fact that i-Ready is interesting to students and differentiated are two huge keys for any student population."

Kevin Burke, Assistant Principal and RTI liaison of Public School (PS) 49 in Bronx, NY, needed a program to help with academic reading intervention. When he saw i-Ready, he knew it hit the mark because it supported differentiated instruction for their diverse academic needs while holding students' interest.

i-Ready became a stepping stone for differentiation for students who have been identified as needing intervention. Teachers would put 2-3 students on the computer, have them take a diagnostic, and then spend 15-20 minutes working with students individually in small groups. Then students would go back to i-Ready to continue instruction and practice on what they learned. Each week students spent approximately an hour in i-Ready reading instruction.

"It was individualized to each student."

For PS 49, differentiated instruction is a very big part of how they teach, especially in academic intervention services. "Every student doesn't learn at the same rate of speed or in the same way," said Mr. Burke. "When we used i-Ready, differentiation was a lot easier. The program figured out what the students needed and adjusted to them."

i-Ready also supported PS 49 with another big focus: building vocabulary. Burke explained that in their school's neighborhood and across the country, vocabulary has fallen by the wayside. By working with phonemic awareness, phonics, and then reading words in context, students became familiar with more words. i-Ready's vocabulary skill-building was also a great resource for the school's special reporting groups, "i-Ready helps build vocabulary for our ELL population," Burke noted. In addition, i-Ready helped expand background knowledge, essential to vocabulary development, because of the different types of text the program exposes students to. "More text means more experiences, which builds prior knowledge, so that for the tests and learning in the classroom, students have a better opportunity to make connections text-to-text and text-to-self. What we see happening is that once students will see words in i-Ready, it translates to other places and other texts."

Working across these essential areas of reading in i-Ready helped PS 49 students improve in not just vocabulary, but across all reading domains covered in the program. In order to compare across grade levels, i-Ready uses scale scores, which serve as a common language across grades and schools. Expected year-over-year growth for elementary level reading is typically 40–50 scale score points. Students at PS 49 grew an average of 25 points in just 14 weeks!

Independent third party data analysis provided by:

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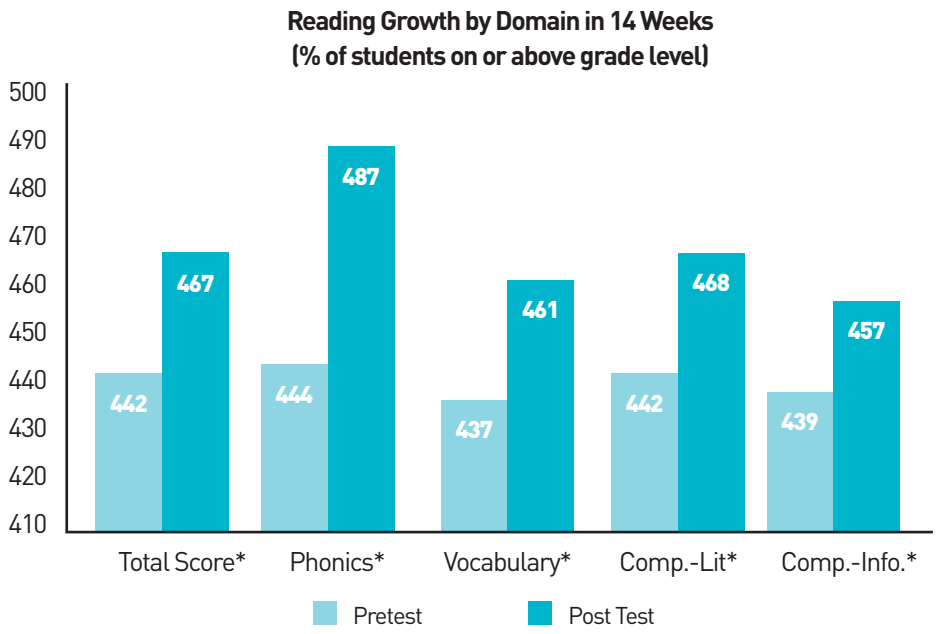


**Differences from pretest scores to post-test scores are statistically significant.*

"i-Ready is more fun."

Following mandates in New York City, PS 49 uses other digital assessment solutions in addition to i-Ready. The difference is those are "straight-up testing," said Mr. Burke. Teachers have found that when asked what program they want to use, students often choose i-Ready because it is kid friendly and interesting. "i-Ready keeps students engaged longer."

As a result, teachers are seeing students spending more time on task and producing more quality work. "Many students that never like to read will sit and they are reading because they find it interesting."

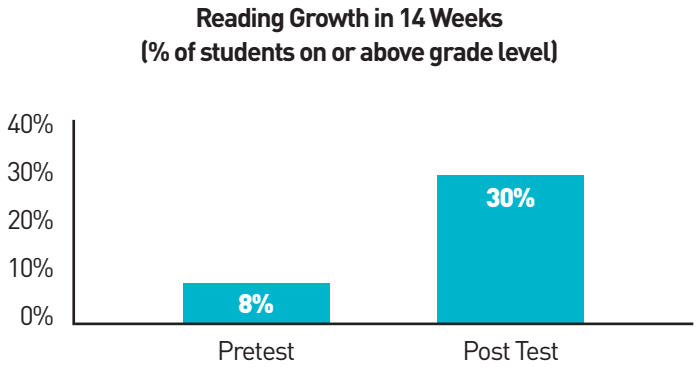
"It is saving [teachers]time."

From the reports to making custom assignments, i-Ready has made teaching easier, especially for teachers that embraced the technology.

As an administrator, Mr. Burke "liked that i-Ready told me what lessons they've done, who passed or failed, and how much time they've spent on task." Teachers found that instant access to data has helped them plan for individual needs of each student as well as assign lessons at various levels to meet students where they are.

As PS 49 prepares for the Common Core State Standards, Mr. Burke knows the "Common Core breakdown is going to help every teacher know what they need to be doing in each category."

And if scores continue to improve like they have for their initial implementation, PS 49 will be in good shape for future testing.



High Achievement Propelled Higher, Continuing a Tradition of Excellence

Case Study: Springfield Elementary School New Middletown, OH

School Profile

- Title I Targeted Assisted building
- High-performing
- 410 K-4 students
- 16 teachers
- 9 support personnel and administrators
- 29% Free/Reduced Lunch
- 14% Special Education

i-Ready Implementation

- Average 15 weeks between pretest and post-test
- 399 students in Grades K–4

Quick Success Facts

- 40 scale score point increase in math
- 37 scale score point increase in reading

Independent third party data analysis provided by:

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Background

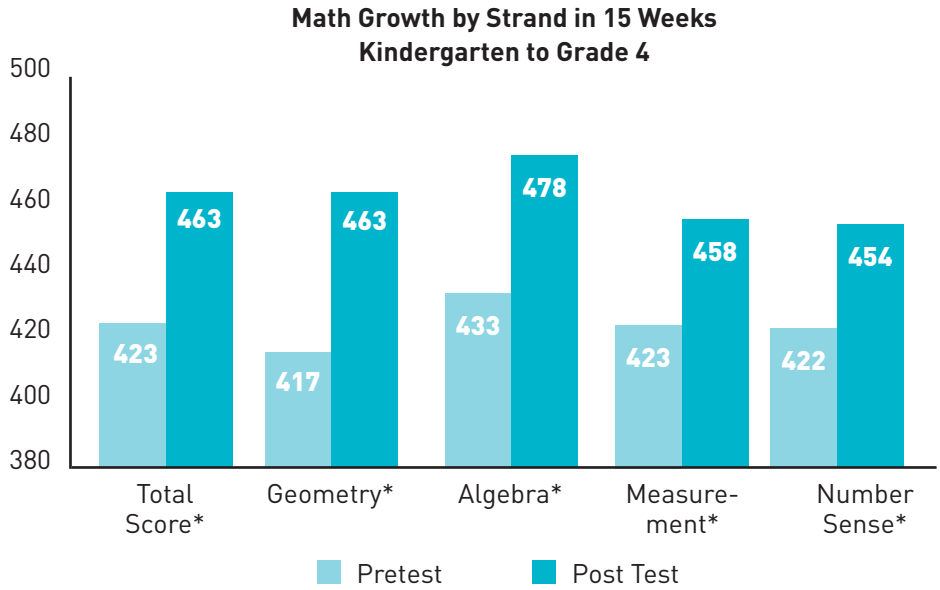
Springfield Elementary in New Middleton, OH, was in an enviable position. Student performance had been consistently strong for the past 11 years. "At the start of i-Ready, the scores were pretty high," said Principal Tom Yazvac, who oversees curriculum and has set a tradition of high achievement and rigorous performance standards. Yet, Mr. Yazvac wanted to ensure that each and every student was effectively and efficiently able to meet his/her full potential. Thus, the search began for an internet-based instructional and diagnostic program to be used with all students to help:

- Continue to improve scores on the Ohio Achievement Test
- Reinforce content standards
- Boost teacher effectiveness while maintaining the teacher-student ratio (1:20-28)

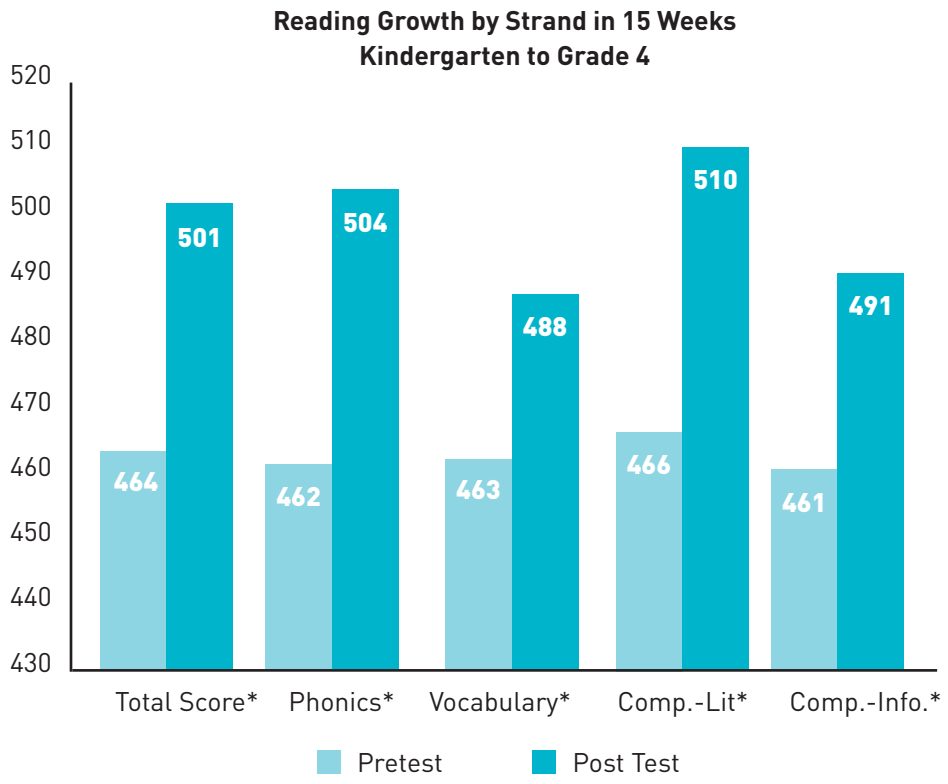
"i-Ready gave us a tool we could use to compare data, show student progress, and offer additional reinforcement," said Mr. Yazvac.

"We're always focused on the test, but my number one goal is student performance."

In the 15 weeks they used *i-Ready*, Springfield Elementary saw increased performance. For mathematics, there were increases at every grade level from the *i-Ready* pretest to post-test. The percentage of students scoring at or above grade level more than doubled for most grades. In reading, the increase in average test scores from pretest to post-test was also statistically significant.



**Differences from pretest scores to post-test scores are statistically significant. Expected growth year-over-year for mathematics in grades 1-5 is 20 to 25 scale score points; for reading in grades 1-5 is 40 to 50 scale score points. This growth was made in 15 weeks.*



With i-Ready, Springfield Elementary improved results and continued their high level of achievement with fewer tutors and instructional partners in the classroom while freeing up teachers to work more closely with individual students. "Children are growing up with computer software and technology, so they can relate to an online program," recalled Mr. Yazvac. "i-Ready makes learning particularly fun."

"The reports are phenomenal."

Library Media Specialist Kristen Snyder found i-Ready reports were an essential part to their success. "They go in to great detail, not only saying what a child needs improvement in, but providing suggestions for teachers and parents on how to help," said Ms. Snyder.

i-Ready reports became another tool to show parents the progress their children were making. Another benefit, Mr. Yazvac explained, was the reports "did not leave a lot of room for uncertainty because they spell everything out."

Both administrators and teachers at Springfield Elementary were impressed with the user-friendly reports that made data collection and instructional planning easy. But it wasn't just data. "I love the extra lessons you can put on if students are having difficulty on a particular skill," said Ms. Snyder.

"It was easy to go from the test straight to the lessons."

i-Ready was used as part of a learning center at Springfield Elementary. There was an average of 15 weeks between tests where students worked through lessons and practice that not only kept them on task and challenged, but made learning fun. Because the assessments and instruction are in one system, there's consistency between tests and lessons.

"When students see similarities like this, there's less of a learning curve moving from assessment to instruction," commented Mr. Yazvac. Ms. Snyder found that this made i-Ready "easy and user friendly."

"We get so much from it."

i-Ready achieved all of Springfield Elementary's goals. Mr. Yazvac has been so pleased with the program that he's recommended it to many of his colleagues because of its ease of use, student engagement, the reports, the connection to standards, and the results they've seen.

In addition, Mr. Yazvac and his team felt the support was outstanding. "The i-Ready support team is very patient, addressing our concerns and taking our suggestions."

"There are many principals looking to improve student achievement and i-Ready makes it very easy," said Mr. Yazvac.

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Curriculum Associates at the Forefront of a Growing National Trend in Education

States continue to choose i-Ready to measure student growth

NORTH BILLERICA, Mass., May 16, 2012 – Curriculum Associates' i-Ready Diagnostic is leading the way in helping school districts across the country implement new and expanding requirements related to measuring student growth and teacher performance.

Increasingly, states are implementing programs that require a **valid and reliable measure of student growth** that serves as one of multiple inputs in teacher effectiveness. This is driven by increasing Race to the Top funding scrutiny and the more recent No Child Left Behind waiver stipulations.

According to the National Council on Teacher Quality, 23 states currently require objective evidence of student learning in the form of student growth and/or value-added data, and that number will likely continue to rise. In the last two years alone, there has been a nearly 20% increase in the number of states making such reforms. In the two states leading this nationwide trend— New York and Ohio—**i-Ready is one of a few select approved student growth measures for K-8 English Language Arts and Mathematics**. In addition, in New York, a statewide BOCES contract makes a portion of local districts' purchases of i-Ready Diagnostic eligible for state aid reimbursement.

"In the past few years, there has been a significant shift toward using data to measure student growth and teacher quality," said Rob Waldron, President & CEO of Curriculum Associates. "Because of its laser focus on student growth, i-Ready Diagnostic is not only the perfect assessment tool for students and teachers in the classroom, but also **provides clear and concise data and reporting** to district administrators to help fulfill new statewide requirements."

In addition to being built for the Common Core State Standards, in order to be approved by New York and Ohio, Curriculum Associates demonstrated i-Ready's exemplary standard of validity and reliability (each and every item, not just the test as a whole), the **adaptive nature of the technology,** the rigor of the 28,000-student research base, the capacity to measure the growth of both low- and high-achieving students, and the ability to support implementation of the product.

While only in its first year, **nearly 200,000 students across the country** are using i-Ready. It is getting rave reviews from schools and industry leaders alike:

> "i-Ready is **the best online assessment and instruction combo** I've ever seen."
> *Dr. Eric Conti, Superintendent of Schools, Burlington, Massachusetts; named one of ten most Tech-Savvy Superintendents by eSchool News*

> "We've been thrilled with i-Ready…. It is **a great intervention when you want to work with five children but have twenty** in the room."
> *Robert Hawke, Principal, KIPP Impact Middle School, Jacksonville, Florida*

> "I got the cutest note from a 3rd grader asking me to let him be on i-Ready because he wants to be a better reader."
> *Sheilla Smith Johnson, Principal, Windy Ridge K-8 School, Orlando, Florida*

> "**i-Ready can be used to power your blended learning lab**….i-Ready is easier to use and gives teachers more student data information." *Tom Vander Ark, educational thought leader, author, and former head of Education for Bill & Melinda Gates Foundation (Tom Vander Ark's full review of i-Ready is available at: http://bit.ly/Kgz3hW)*

In addition to being the highest quality product of its kind available, i-Ready Diagnostic has two features that set it apart from the competition:

1. *Instruction* – The i-Ready family of products is a complete blended learning solution that includes more than **600 fully automated online lessons, plus hundreds of downloadable Tools for Instruction PDFs**. The program generates a combination of lessons that are unique to each student's diagnostic result and provides an individualized learning plan for each student that is easy to understand and implement. **The online instruction drives student growth forward**, making it easier for teachers to help students effectively and efficiently progress from where they are to where they need to be.

2. *Service* – From the first time customers speak to someone about i-Ready Diagnostic, they are treated as a partner. Whether they have implementation questions or training needs, Curriculum Associates ensures each customer has a **personal account manager** to assist them along the way.

There is more at stake than ever before—for students, teachers, and administrators. The landscape is shifting dramatically, and the changes are hard on everyone. i-Ready is here to help.

For more information, please visit http://www.i-ready.com and Curriculum Associates' YouTube channel, http://bit.ly/xeZZ8J.

About Curriculum Associates

Founded in 1969, privately owned Curriculum Associates, LLC, designs research-based print and online instructional materials, screening and assessment tools, and data management resources. The company's products and outstanding customer service provide teachers and administrators with the resources necessary for teaching diverse student populations and fostering learning for all students. For company and product information, visit Curriculum Associates on the Web at http://www.CurriculumAssociates.com or call 800-225-0248.

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Curriculum Associates Partners with MetaMetrics to add Lexile Measures to i-Ready Diagnostic

Addition of Recognized Measures Makes Successful Diagnostic Tool Even Stronger, More Useful for Educators

NORTH BILLERICA, Mass., August 27, 2012 – MetaMetrics®, developer of The Lexile® Framework for Reading, has partnered with Curriculum Associates to include Lexile® measures in Curriculum Associates' i-Ready™ Diagnostic assessment program. i-Ready Diagnostic accurately assesses students, provides detailed, easy-to-use reports to help teachers provide differentiated instruction, and helps school districts across the country implement new and expanding requirements related to measuring student growth and teacher performance. The addition of Lexile measures makes i-Ready even more useful and helpful for educators, and provides additional valid information to help monitor and facilitate growth through individualized instruction.

In several states, including New York and Ohio, i-Ready Diagnostic is one of the few select approved student growth measures for K–8 English Language Arts and Mathematics. To gain this recognition, Curriculum Associates demonstrated i-Ready's exemplary standard of validity and reliability (each and every item, not just the test as a whole), the adaptive nature of its technology, the rigor of its 28,000-student research base, the capacity to measure the growth of both low- and high-achieving students, and the ability to support implementation of the product.

"As we move from the adoption to the implementation of the Common Core State Standards, we need reliable diagnostic assessments like i-Ready," stated MetaMetrics President and co-founder Malbert Smith III, Ph.D. "I commend Curriculum Associates for being at the forefront of the growing national trend to implement dependable assessments of student progress. Reaching hundreds of thousands of students across the nation, i-Ready provides crucial information regarding student growth. The addition of the Lexile Framework to the program will give additional power to educators to inform reading material and instructional choices."

Unlike other measurement systems, the Lexile Framework evaluates reading ability and growth based on actual assessment results, rather than generalized age or grade levels. Tens of millions of Lexile measures are reported annually from reading assessments and programs. Lexile measures help teachers, librarians and parents find books, articles and other resources within a reader's recommended Lexile range: 100L below to 50L above his or her Lexile measure. Because a Lexile level represents a student's reading ability and can be used to match the student with books and

other materials at an appropriate difficulty, teachers and administrators whose students use i-Ready will be able to select—and even purchase—books at the right level and help students get the most out of independent reading. The Lexile measure data also helps local education agencies meet the requirements of the Common Core State Standards.

"Lexile measures set the standard for matching readers with texts and have a proven track record of providing valid and reliable measures of student reading ability," said Rob Waldron, President & CEO of Curriculum Associates. "The addition of Lexile measures to i-Ready Diagnostic will not only provide additional valid information that educators know well, but will also enable them to select appropriate reading material for individual students with a few mouse clicks. At Curriculum Associates, we are consistently focused on making teachers' jobs easier, and our new partnership with MetaMetrics is helping us take that mission a step further."

In addition to being built for the Common Core State Standards, the i-Ready family of products is a complete blended learning solution that includes more than 600 fully automated online lessons, plus hundreds of downloadable Tools for Instruction PDFs. The program generates combinations of lessons that are unique to each student's diagnostic result and provides an individualized learning plan for each student that is easy to understand and implement. Nearly 200,000 students used i-Ready in its first year (2011–12) and more than 500,000 students will be using i-Ready at the start of the 2012–13 school year.

Please visit http://www.i-Ready.com/empower for more information.

About Curriculum Associates
Founded in 1969, privately owned Curriculum Associates, LLC, designs research-based print and online instructional materials, screening and assessment tools, and data management resources. The company's products and outstanding customer service provide teachers and administrators with the resources necessary for teaching diverse student populations and fostering learning for all students. For company and product information, visit Curriculum Associates on the Web at http://www.CurriculumAssociates.com or call 800-225-0248.

About MetaMetrics
MetaMetrics is focused on improving education for learners of all ages and ability levels. The organization develops scientific measures of academic achievement and complementary technologies that link assessment results with real-world instruction. MetaMetrics' products and services for reading (The Lexile Framework for Reading, El Sistema Lexile para Leer), mathematics (The Quantile® Framework for Mathematics), and writing (The Lexile® Framework for Writing) provide unique insights about academic ability and the potential for growth, enabling individuals to achieve their goals at every stage of development. Connect with the organization at: http://blog.lexile.com.

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Leading Charter Schools Nationwide Adopt 'i-Ready'

Top education innovators recognize online diagnostic and instruction program as key part of successful formula for student growth

NORTH BILLERICA, Mass., October 1, 2012 – Many of the nation's leading charter schools have chosen Curriculum Associates' i-Ready™ Diagnostic & Instruction to be a key element of their blended learning and student growth initiatives. Harlem Children's Zone, New Classrooms, Rocketship Education, and Uncommon Schools Boston, as well as KIPP Los Angeles, Chicago, and New York all use i-Ready.

"i-Ready is a sophisticated program, and we're really impressed with its reporting capabilities," said Aylon Samouha, Chief Schools Officer at Rocketship Education. "This, combined with Curriculum Associates' relentless attention to customer service, made the choice easy for us. We hope they will continue to help us navigate the process of finding excellent products and services to help our teachers and students focus on the important business of teaching and learning."

Built for the Common Core, i-Ready helps students make real gains. It combines a valid and reliable measure and personalized instruction in a single online product that saves teachers time at a fraction of the cost of similar products.

In addition to being widely adopted by charter schools, i-Ready is one of a few select student growth measures for K–8 Reading and Mathematics that has been approved at the state level in New York and Ohio, in part because it is highly correlated with curricular objectives, and it has the ability to measure the growth of both low- and high-achieving students.

"i-Ready allows us to quickly and accurately diagnose student needs and gives us tools to start to intervene and remediate immediately," said Dana Lehman, Managing Director of Uncommon Schools Boston. "Having a valid assessment we can use to hold ourselves accountable for all students' progress while also providing immediate whole group, small group, and individualized instruction for students who are behind, on grade level, and above grade level is proving to be a game-changer."

The adaptive diagnostic pinpoints student needs down to the sub-skill level and generates a combination of online instruction and downloadable teacher-led lessons that are unique to each student's diagnostic result. These individualized learning plans are easy to understand and implement. i-Ready also features real-time progress monitoring reports at the class, grade, school, and district levels, enabling educators to identify and address individual and group needs in a simple, streamlined way. For schools implementing blended learning programs, i-Ready also

guides teachers to specific lessons in Curriculum Associates' print materials, such as the all-new Ready™ Common Core program for Reading and Mathematics, grades 3–8.

"In addition to having created a great product in i-Ready, the folks at Curriculum Associates are a pleasure to work with—and that is rare," said Jack Chorowsky, Chief Operating Officer of KIPP NYC. "While i-Ready is very intuitive and user-friendly, the Curriculum Associates team is always ready to train, support, answer questions, and give us everything we need to make our teachers' jobs easier. They have also been extremely responsive to feedback—they really listen."

Schools all over the country are seeing results with i-Ready. Nearly 200,000 students used i-Ready in its first year (2011–12), and more than 500,000 students have been using i-Ready since the start of the 2012–13 school year.

Pricing and Availability

The complete i-Ready Diagnostic & Instruction program for reading or math (1-year subscription) is $27.00 per student/per subject. The diagnostic module (1-year subscription) can be purchased separately for $6.00 per student/per subject. The diagnostic module targets grades K–8. The instruction component addresses the needs of students in grades K–6.

For more information, please visit: http://www.i-Ready.com/empower

Visit Curriculum Associates' YouTube channel to watch i-Ready video testimonials from teachers and administrators: http://www.youtube.com/curriculumassociates

For more information on Ready Common Core, please visit: http://www.readycommoncore.com

About Curriculum Associates

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i-Ready™
Diagnostic & Instruction

i-Ready Diagnostic & Instruction: Reading Research Base

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Reading Research Base

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Overview

i-Ready Diagnostic and Instruction, published by Curriculum Associates, is a comprehensive web-based assessment and instruction program that includes a powerful adaptive diagnostic assessment, instantaneous reporting, and engaging online instructional modules. The assessment, the reporting, and the instruction all work together to give students the one-on-one attention they need to accelerate their learning and progress toward or beyond grade level. *i-Ready Diagnostic and Instruction* also allows teachers and administrators to quickly determine why students are struggling, to measure gains, and to monitor progress. The design basis for assessing and building students' reading foundation is supported by research as described on the following pages.

Integrating Assessment with Instruction

Adaptive Diagnostic Assessment: *i-Ready Diagnostic*

i-Ready Diagnostic allows for regular assessments of students' reading progress. Assessments can be administered up to three times throughout the year to measure gains and to monitor all students.

i-Ready Diagnostic is an adaptive assessment. Adaptivity provides a much more comprehensive analysis of progress in critical reading skills than an on-level benchmark assessment. *i-Ready Diagnostic* measures strengths and weaknesses in five domains of reading. It also drills down to the level of individual skills to help teachers understand the reason behind students' difficulties.

Finally, *i-Ready Diagnostic* supports educators in collecting and analyzing student data. It lays the foundation for sound instructional decision-making by

- providing data to monitor growth.
- delivering an individualized online instruction plan for every student.
- recommending next steps for classroom instruction as well as priorities for instructional grouping.

The Research

Assessment is an integral part of instruction, providing educators with the information they need to understand students' strengths and weaknesses and to adjust instruction accordingly.

- Regular assessments of students' reading progress have been proven effective in numerous scientifically based research studies (e.g., Fuchs & Fuchs, 1999; Shinn, 1998).
- "Timely, reliable assessments indicate which children are falling behind in critical reading skills so teachers can help them make better progress in learning to read" (Torgesen, 2006).
- Student achievement increases when teachers track their progress, identify those in need of additional instruction, and design stronger instructional programs (Conte & Hintze, 2000; Fuchs, Fuchs, Hamlett, & Ferguson, 1992; Mathes, Fuchs, & Roberts, 1998).
- A comprehensive assessment system integrates assessment and instruction, so that educators can continually use data to ensure they are meeting the needs of all students (National Center on Response to Intervention, 2010; Smith, 2010).
- Regular progress-monitoring is vital to track student growth and determine which students need additional help or intervention (National Joint Committee on Learning Disabilities, 2008; Fisher & Ivey, 2006; Stecker, Fuchs, & Fuchs, 2005).
- Technology is an important tool for assessment. For teachers, technology can minimize loss of instructional time by providing an efficient method of collecting and analyzing student data (Bransford, Brown, & Cocking, 2003).

Online Instructional Modules: *i-Ready Instruction*

As Carol Anne Tomlinson (1995) describes, teaching begins where students are, not at the front of a curriculum guide. Today's students need individual support to meet grade-level requirements.

The online instructional modules in *i-Ready Instruction* provide explicit instruction in skills, based on the results of students' assessments. The instructional modules appeal to different learning styles as well as to different learning abilities. Instruction comes to life and is presented in a fun, exciting environment.

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The Research

- Learning is best achieved by adjusting the curriculum and presentation of information to learners rather than expecting learners to adjust themselves to the curriculum (Hall, 2002; Tomlinson, 1995; Tomlinson, 1999).
- "By allowing options that accommodate different thinking patterns, teachers help all students not only achieve planned learning goals but also own these goals in a way that's all theirs" (Carolan & Guinn, 2007).
- Progress monitoring should produce a clear profile of students' strengths, weaknesses, and needs, and be linked to targeted follow-up instruction and intervention (Carnegie Council on Advancing Adolescent Literacy, 2010; National Joint Committee on Learning Disabilities, 2008).
- Assessment data should track student growth, identify students who are not demonstrating adequate progress and need more intensive intervention, and determine the efficacy of instructional programs (National Center on Response to Intervention, 2010).
- Effective differentiated instruction engages in continuous progress monitoring and translates the results generated from these assessments into effective reading instruction (Foorman & Moats, 2004).

Real-World Scenarios

The instructional modules in *i-Ready Instruction* are centered on "out of school" interdisciplinary topics that immediately draw students in and keep them engaged. Relevant, real-world scenarios, examples, and themes help students build connections between the skills they are learning and their personal experiences both inside and outside the classroom.

Learning activities stimulate background knowledge that comes from previous lessons or from earlier experiences. Before reading a selection, students have opportunities to link new information in the selection with what they already know.

The Research

- Integrating students' interests and related skills when teaching helps them to see how what they are learning prepares them for their future (Bellon & Oates, 2002; McCombs & Vakilia, 2005; Palloff & Pratt, 1999; Shin, 2006; Vandergrift, 2002).
- Students learn better when new knowledge is connected to things they already know and understand (Hiebert & Carpenter, 1992; Hiebert, Carpenter, Fennema, Fuson, Wearne, Murray, Olivier, & Human, 1997).
- Theme-based, integrated learning experiences engage young children in meaningful and functional literacy events, focus on real-life experiences by providing socially interactive settings, and provide an organizational framework for language acquisition (Bergeron, Wermuth, Rhodes, & Rudenga, 1996).

Explicit Instruction

Explicit instruction throughout *i-Ready Instruction* is systematic, clear, and precise. Topics are carefully sequenced and broken down into small, constituent parts and taught individually. This involves explanation, demonstration, and practice in a structured environment.

i-Ready Instruction provides tutorials and practice activities that model instruction and guide practice to develop conceptual understanding of skills. As noted in the research below, explicit instruction has been found effective for all the areas of reading that *i-Ready Diagnostic and Instruction* assesses and instructs.

The Research

- "Direct instruction is appropriate instruction for all learners, all five components of reading, and in all settings (whole group, small group, and one-on-one)" (Florida Center for Reading Research, 2006).
- Explicit instruction is crucial for students with disabilities and those at risk to retain new skills (Swanson, 2001).

- Explicit instruction proves to be an effective, research-based instructional strategy that improves students' understanding of reading strategies and vocabulary acquisition (Kamil, Borman, Dole, Kral, Salinger, & Torgesen, 2008).
- Research finds that, like other students, those who are considered disadvantaged and have diverse needs benefit most from early and explicit teaching of word recognition skills, including phonics (Adams & Engelmann, 1996).
- Teachers should provide explicit phonemic awareness instruction including clear explanations, modeling of tasks, and opportunities for student practice (Foorman & Torgesen, 2001; Cunningham, 1990).
- Systematic and explicit phonics instruction contributes more to reading growth than instruction with a non-systematic program or no phonics instruction at all (Adams & Engelmann, 1996; Hall, 2002).
- Students need explicit instruction and systematic practice to learn irregular words (Vellutino & Scanlon, 2002).
- "By giving students explicit instruction in vocabulary, teachers help them learn the meaning of new words and strengthen their independent skills of constructing the meaning of text" (Kamil et al., 2008).
- Students, including those with learning disabilities and English language learners, benefit from explicit comprehension strategy instruction (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006; Nokes & Dole, 2004; Duke & Pearson, 2002).
- Strategies to understand and interpret narrative and expository text structures need to be explicitly taught (Duke, 2010; Readence, Bean, & Baldwin, 2004; Duke & Pearson, 2002).

Immediate Feedback

As a part of the scaffolded instruction in *i-Ready Instruction*, students receive immediate corrective feedback that is specific and purposeful. They are told why their answers are correct or incorrect without fear of judgment or penalty. In addition, a quiz at the end of each lesson quickly assesses student learning and provides immediate, informative, and encouraging feedback.

The Research

- When students receive direct instruction about the reasons why an answer is correct or incorrect, they demonstrate long-term retention and understanding of newly learned content (Rohrer & Pashler, 2007).
- "As an alternative or adjunct to traditional reading instruction, computer-assisted instruction can offer students the opportunity to receive customized support, learn at a comfortable pace, and encourage the active processing of text" (Kamil, 2003).
- Modeling and corrective feedback are essential for struggling readers, particularly those with learning disabilities, to learn to read and respond to text (Swanson, Wexler, & Vaughn, 2009; Vaughn & Roberts, 2007).

Frequent Interactivity

Students today have a lower threshold for boredom. They are often multi-tasking in their lives away from school. In the classroom, instruction must keep them actively involved in their learning experience, which will also lead to deeper understanding. The instructional modules in *i-Ready Instruction* promote active student participation in learning. Students interact with the program every 30 seconds or less by clicking on answers, using online tools, typing in text or numbers, and manipulating models.

The Research

- "The more ways in which the learner is involved in task related activity, the stronger the learning" (Biggs, 1991).
- Independent work; individualized, one-on-one instruction; and computer-assisted instruction have been found to be the most effective strategies that lead to increased levels of academic engagement (Greenwood et al., 2002; Marston et al., 1995).
- "Kids want a multi-sensory experience. Not only do they find it more entertaining, but they also find it a more engaging environment" (Druin et al., 1999).
- Students are engaged by computer-assisted instruction and the ability to control activities on screen. Studies have found that students frequently ask to use computer-assisted programs and remain on task for longer periods of time (Distel, 2001; Hitchcock & Noonan, 2000).

Gradual Release of Responsibility

Lev Vygotsky's zone of proximal development—the range of reading skills that children cannot do alone but can with some assistance—can be addressed with the gradual release of responsibility model. First, teachers model the reading skill. Then they slowly release responsibility with guided practice that starts with a great amount of teacher support, which is gradually reduced. Finally, when it is believed students have mastered the skill, they move to independent practice.

Each instructional module in *i-Ready Instruction* is structured with a tutorial that provides modeled and guided instruction, a practice activity that supports and reinforces student learning, and a quiz for independent practice and assessment.

The Research

- There is widespread agreement that scaffolding plays an essential and vital role in fostering comprehension (Clark & Graves, 2005).
- All struggling readers, including English language learners and students with special needs, benefit from highly scaffolded instruction and gradual release of responsibility in comprehending challenging texts (Fisher & Frey, 2008; Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006; Duke & Pearson, 2002).
- "Scaffolded instruction optimizes student learning by providing a supportive environment while facilitating student independence" (Larkin, 2002).

Reading Skills Assessed and Taught

Foundational Skills

The Common Core State Standards grouped the very basic and essential building blocks of literacy together as foundational skills—print concepts, phonological awareness, phonics and word recognition, and fluency. In addition, state standards typically emphasize phonemic awareness, phonics, and fluency, which were also identified as three of the five essentials components of reading by the National Reading Panel (2000).

i-Ready Diagnostic and Instruction assesses and teaches the foundational skills of phonological awareness, phonics, and high-frequency words.

Phonological Awareness

Phonological awareness is the understanding that oral language can be divided into smaller parts. This can include segmenting, or breaking up, sentences into words, along with segmenting words into syllables (*sadness* into /sad/ /ness/), into onset and rime (*bat* into /b/ /at/), or into individual phonemes (*skip* into /s/ /k/ /i/ /p/). Phonological awareness also includes the understanding that these sounds can be manipulated (substitute the /m/ sound in *mat* with the /c/ sound to make *cat*).

Phonological awareness is a critical prerequisite for learning phonics. The ability to distinguish discrete sounds is a critical first step in understanding how each sound maps onto a particular spelling pattern.

The Research

- Students who develop phonological awareness are better prepared to develop other reading skills, including phonics and spelling (Adams, Foorman, Lundberg, & Beeler, 1998; Chard, Simmons, & Kame'enui, 1998; Adams, 2001; Goswami, 2000, 2001).
- Students with strong phonological awareness are likely to become good readers, whereas students with weak phonological skills are likely to become poor readers (Blachman, 2000; Liberman, Shankweiler, & Liberman, 1989).
- Phonemic awareness is a reliable predictor of later reading achievement (Bishop, 2003; Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh, & Shanahan, 2001).
- "The most common cause of children's early difficulties in acquiring accurate and fluent word recognition skills involves individual differences in their phonological knowledge and skills" (Torgesen, 2002).
- Training in phonological awareness supports early reading development for all students—both those with disabilities and those without (Fletcher, Shaywitz, Shankweiler, Katz, Liberman, Stuebing, Francis, Fowler, & Shaywitz, 1994).
- Segmenting and blending are the phonological awareness skills that are most effective in supporting phonics instruction (Chard & Dickson, 1999).

How is Phonological Awareness assessed in *i-Ready Diagnostic*?

In *i-Ready Diagnostic*, test items use both audio and visual support to assess children's ability to distinguish and manipulate the sounds in spoken language. The stems, which comprise questions or directions, are read aloud to children, as are the individual answer choices. Children can use an audio icon to hear stems and answer choices repeated. Many items are supported by art.

Most items focus on segmenting and blending because these skills are the most important building blocks for phonics instruction. Children are asked to segment and blend syllables, onset and rime, and individual phonemes. Other items assess children's ability to manipulate phonemes by deleting, adding, or substituting sounds in spoken words.

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How is Phonological Awareness taught in *i-Ready Instruction*?

i-Ready Instruction provides explicit instruction in phonological awareness. Students learn to distinguish and manipulate the individual sounds in spoken words. The instructional modules focus on skills that include

- rhyming
- segmentation
- blending
- deletion
- addition
- substitution

The instructional modules combine audio, art, animation, and interactivity to support the development of the critical skills that students need in order to benefit from phonological awareness instruction. In addition to practice opportunities, interactive quizzes assess progress on each skill.

Phonics

Phonics is the understanding of how sounds relate to letters, or groups of letters. Phonics skills include both decoding (reading written words) and encoding (spelling spoken words). As children develop as readers, they become more accurate in recognizing the relationship between sounds and spelling patterns. They also become more fluent, which means that they can read and spell words more automatically.

The Research

- For early readers at risk of developing reading problems, phonics instruction has been shown to help prevent reading difficulties (National Reading Panel, 2000).
- "Systematic phonics instruction helps students learn to read more effectively than nonsystematic phonics or no phonics instruction" (National Reading Panel, 2000).
- According to research, if students do not master phonics by the end of first grade, they will continue to struggle in other areas of reading (Torgesen, Rashotte, & Alexander, 2001).
- When students can read words accurately and automatically they are able to focus on text comprehension because less mental energy is required to decode words and more mental energy can be devoted to making meaning from text (Adams, 1990; Snow, Burns, & Griffin, 1998; Freedman & Calfee, 1984; LaBerge & Samuels, 1974).

How is Phonics assessed in *i-Ready Diagnostic*?

i-Ready Diagnostic assesses children's ability to recognize sound-spelling correspondences. Test items use both audio and visual support. Some stems, which comprise questions or directions, are read aloud, and children are asked to choose among written answer choices. Other stems are written, and children are asked to choose among answer choices that are read aloud. As with phonological awareness, children can use an audio icon to hear stems and answer choices repeated. Many items are supported by art.

Items focus on a range of high-utility skills, including

- letter recognition
- one-to-one letter-sound correspondences
- CVC and CCVC words, as well as other one-syllable words
- consonant digraphs
- final *e* conventions
- *r*-controlled vowels

- inflectional endings
- vowel teams (digraphs and dipthongs)
- two-syllable words
- three, four, and five syllable words
- words with prefixes and suffixes

How is Phonics taught in *i-Ready Instruction*?

The instructional modules in *i-Ready Instruction* provide an interactive, rich-media environment for the systematic and explicit phonics instruction that reading research recommends.

The sequence of instruction begins with consonant and short vowel sounds. As children learn to build words, instruction follows in skills such as initial consonant blends, final *e* conventions, consonant digraphs, vowel digraphs, *r*-controlled vowels, and diphthongs. The instructional modules also teach word-study and word-analysis skills, such as using syllabification, recognizing prefixes and suffixes, and identifying compound words. In addition to practice opportunities, interactive quizzes assess progress on each skill.

What sets *i-Ready Instruction* apart from many other instructional programs is that the emphasis is on teaching students to use various phonics skills strategically in the context of sentences, stories, letters, and expository paragraphs. Students are taught how to use both graphophonic (letter and sound) cues as well as semantic and syntactic (meaning and language-based) cues to figure out unknown words. They are taught to figure out difficult words by rereading sentences and using what they know about letters and sounds as well as by considering the context of the sentence. Students are also taught how to self-monitor their reading on a metacognitive level. The goal of these instructional modules is to help students find strategies that are useful *to them* with the goal of making them independent readers.

High-Frequency Words

While there are hundreds of thousands of words in the English language, approximately 100 of them account for perhaps 50 percent of the words read and used. Called high-frequency words, many of these words have irregular spellings—that is, they don't follow regular sound-spelling conventions. These words must be explicitly taught and memorized. Because they appear so often in text, readers need to learn to recognize high-frequency words automatically. Being able to read these words quickly and easily is critical to fluency and comprehension.

Words assessed and taught in *i-Ready Diagnostic and Instruction* are drawn from the Dolch Basic Word List (Dolch, 1941) and the Fry Instant Word List (Fry, 1999).

The Research

- When students learn high-frequency words thoroughly and reliably, they demonstrate smoother, less effortful reading and perhaps a greater inclination to read independently (which may also increase the number of words they instantly recognize) (O'Connor, 2007).
- Developing readers who cannot instantly identify high-frequency words are unlikely to become fluent due to the common occurrence of these words (Pikulski, 2006).
- "When children at an early age learn to recognize and automatically spell the most frequently occurring words, all their attention is freed for decoding and spelling less frequent words and more importantly, for processing meaning" (Cunningham, 2000).

How are High-Frequency Words assessed in *i-Ready Diagnostic*?

Test items in *i-Ready Diagnostic* assess children's ability to recognize high-frequency words. Some stems, which comprise questions or directions, are read aloud, and children are asked to choose among written answer choices. Other stems are written, and children are asked to choose among answer choices that are read aloud. Children can use an audio icon to hear stems and answer choices repeated.

How are High-Frequency Words taught in *i-Ready Instruction*?

In *i-Ready Instruction*, words are taught and practiced both in isolation and in context. Animation and audio throughout the instructional modules engage and motivate students. For example:

- An engaging animated character often establishes a context for a group of words.
- Words are presented on the screen and read aloud.
- A sentence and a visual are often displayed to provide context for the word.
- Students then identify the word in the context sentence or in isolation.

Repetition helps build automatic recognition of high-frequency words. Interactive quizzes assess progress.

Vocabulary

Vocabulary is the set of words we use to speak, listen, write, and read. Since at least 1925, vocabulary has been empirically linked to reading comprehension (Whipple, 1925) and the National Reading Panel confirmed this in its review of scientific research. Knowing what words mean is a critical part of understanding what we read. Reading development requires continued growth in the size of students' reading vocabularies. Both the Common Core State Standards and the National Reading Panel report emphasize the importance of students acquiring rich and varied vocabulary knowledge.

The Research

- Word knowledge affects reading comprehension, which in turn helps students expand their knowledge bases, which in turn facilitates vocabulary growth and reading comprehension (Cunningham & Stanovich, 1998; Johnson & Rasmussen, 1998).
- In content-area instruction, new vocabulary constitutes both information students must learn and concepts they need to understand to function within the subject (Armbruster & Nagy, 1992; Rekrut, 1996).
- "People with more extensive vocabularies not only know more words but also know more about the words they know" (Curtis & Glaser, 1983).
- A learner's knowledge of words and what they mean is an important part of the reading process, as knowledge of word meanings affects the extent to which the learner comprehends what he or she reads (National Reading Panel, 2000).
- Oral and written vocabulary instruction is a valuable component of beginning reading, because student understanding of word meanings and how words are used in text contributes significantly to general reading comprehension (Vaughn & Linan-Thompson, 2004).
- Children who enter Kindergarten with low vocabularies tend to encounter reading difficulties (Scarborough, 2001).
- Oral language development is a critical part of addressing vocabulary deficits (Anderson et al., 1985; Barnett, 2001).
- Children who have low vocabularies tend to read less and thus develop less vocabulary and fall further behind their peers (Cunningham & Stanovich, 1998).
- Vocabulary instruction that makes students think about the meaning of a word and demands that they engage with the meaning of the word is more effective than instruction that does not (Beck et al., 2002).
- Teaching prefixes, suffixes, and root words can help students understand a wider range of word meanings (White et al., 1989; Biemiller & Slonim, 2001).

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How is Vocabulary assessed in *i-Ready Diagnostic*?

Test items in *i-Ready Diagnostic* assess students' knowledge of both Tier 2 words (academic or literary words) and Tier 3 words (domain-specific or content-area words).

The words assessed were selected by teachers and reading specialists using research-based lists that included:

- Words Worth Teaching (Biemiller, 2010)
- The Living Word Vocabulary (Dale & O'Rourke, 1981)
- The Educator's Word Frequency Guide (Zeno, 1995)
- The Academic Word List (Coxhead, 2000)

The words were selected to reflect the types of words children learn in various disciplines at different grade levels and in various stages of their lives. Test items assess knowledge of these words in context. Test items aimed at early readers include visual support. Because oral vocabulary is a critical part of reading development, test items at Kindergarten through Grade 2 are supported by audio.

How is Vocabulary taught in *i-Ready Instruction*?

A key goal of *i-Ready Instruction* is to expand vocabulary in order to help readers communicate and comprehend effectively. The instructional modules use categories and rich context to teach the words students need to know. Students are encouraged to make connections between words and to connect words with real-world experiences. Words are explained, and students complete interactive exercises that lead them to engage with the meaning of the words. Corrective feedback redirects students and reinforces understanding of the correct meaning of each word. Instruction also focuses on key vocabulary skills such as prefixes and suffixes, synonyms and antonyms, homophones, and multiple-meaning words. Opportunities are provided for practice, and interactive quizzes assess progress on each skill.

Comprehension

Comprehension is the reason why we read; it is the meaning behind words. It is often referred to as "the essence of reading" (Durkin, 1978). The National Reading Panel described it as "the construction of the meaning of a written text through a reciprocal interchange of ideas between the reader and the message in a particular text" (2000). The RAND Reading Study Group defined "reading comprehension as the process of simultaneously extracting and constructing meaning" (2002). It is the last piece of the reading puzzle that *i-Ready Diagnostic and Instruction* assesses and teaches with literature and informational texts of increasing complexity deemed necessary by the Common Core State Standards.

Informational Text: Students' academic success is closely tied to their ability to comprehend informational text. Informational text is the primary source of students' new knowledge and information after the primary grades. It also makes up the majority of reading done outside of school.

Literature: The Common Core State Standards note that as students read literature—stories, dramas, poems, and myths from diverse cultures and different time periods—they gain literary and cultural knowledge as well as familiarity with various text structures and literary elements, which include setting, characters, plot, and theme.

The Research

- "Comprehension should be assessed frequently as a way to track students' growth and provide useful information that can guide instructional and diagnostic decision-making" (Klinger, Vaughn, & Boardman, 2007).
- Reliable assessment should guide aligned comprehension instruction (Lehr & Osborn, 2005).
- Comprehension instruction should start as soon as students start interacting with text and continue through high school (Duke & Pearson, 2002; Pressley & Block, 2002).

- Students must extend the range and flexibility of their reading comprehension strategies in order to maintain or improve their level of reading proficiency (Duke & Pearson, 2002).
- "Achieving success in subject areas ranging from social studies to science requires that students be able to comprehend the texts of such subjects" (Neufeld, 2003).
- "Strong evidence links readers' awareness of text structure to successful reading comprehension" (Coyne, Chard, Zipoli, & Ruby, 2007).
- Student awareness and understanding of the similarities or structure across texts gives them a frame of reference for processing and remembering the information and allows them to consider authors' messages in a broader context of literature and the world (Carnine & Kinder, 1985; Dickson, Simmons, & Kame'enui, 1998).
- "Instruction of the content and organization of stories improves story comprehension, measured by the ability of the reader to answer questions and recall what was read" (National Reading Panel, 2000).

How is Comprehension assessed in *i-Ready Diagnostic*?

Students' abilities to understand both literary text and informational text are evaluated in *i-Ready Diagnostic*. The focus in Kindergarten is on listening comprehension. At this grade, comprehension items are supported by both audio and art. Reading comprehension is the focus at Grade 1 and above. Students are presented with a passage, and interactive, multiple-choice items are shown next to the passage. When a passage has more than one page, students are able to page back and forth through the passage while still able to view the item, which encourages students to find textual support for the answer they select.

How is Comprehension taught in *i-Ready Instruction*?

The major focus of the comprehension instructional modules in *i-Ready Diagnostic* is on developing various comprehension skills, such as comparing and contrasting, distinguishing fact from opinion, and prediction, to name just a few. Graphic organizers, concept maps, and flow charts are used to aid in the explicit instruction of main ideas and details, story elements, sequencing, and determining cause and effect. Comprehension activities emphasize the ability of the reader to actively construct meaning when reading both narrative and expository text. All of these comprehension skills are presented using a mix of literary and informational passages.

The instructional modules both model and support the use of dialogue to make meaning from text and to apply comprehension skills more effectively. Animated, interactive lessons assist students in navigating the complexities of the comprehension process and develop their understanding of text by introducing several viewpoints. The lessons model a small group discussion format with a main teacher character and three students to simulate how a real student might participate and react in such sessions. Students are then encouraged to discuss concepts and ideas from the lesson in the classroom. Opportunities are provided for practice, and interactive quizzes assess progress on each skill.

Summary

i-Ready Diagnostic and Instruction is a research-based program. The adaptive diagnostic assessment evaluates areas critical to reading success—phonological awareness, phonics, high-frequency words, vocabulary, and comprehension. Assessment results not only provide data to help administrators make decisions and teachers plan instruction, but they also formulate an individualized instruction plan for every student.

The tutorials, lessons, activities, and quizzes in *i-Ready Diagnostic and Instruction* provide a gradual release of responsibility with explicit instruction during modeling and guided instruction and immediate feedback on practice and quizzes. To make instruction more effective and engaging, it is always in the context of real-world scenarios with frequent interactivity.

The research suggests that these elements make *i-Ready Diagnostic and Instruction* a powerful web-based program as it finds students' challenges and fixes them to get students on grade level.

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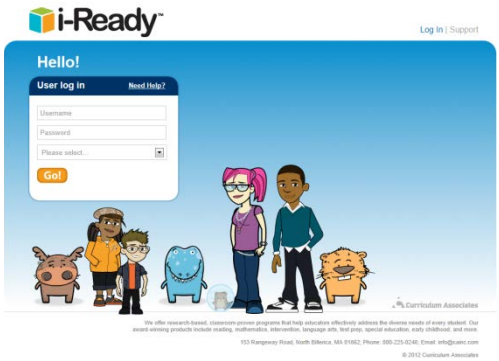
i-Ready Diagnostic & Instruction Try-it Demonstration Account Logins

We have provided login credentials so you may evaluate *i-Ready Diagnostic & Instruction* using a "Try-It" demonstration account for different user types: eight administrators, sixteen teachers, and nine students. Each demonstration account is pre-populated with sample data and/or assessments, allowing you to experience the program's functionality from each user type's viewpoint.

We have configured one set of access credentials for each evaluator. Please note that only one user at a time may be logged into a demonstration account with a given set of access credentials. If the evaluation team needs additional demonstration accounts, please contact Corey Good, cgood@cainc.com.

Each of the three user types allows access to different features and functionality within the program:

- **Administrator:**
  - View district, school, grade, class, and student reports
  - View all school administrators, classes, teachers, and students
  - Access user guides, Frequently Asked Questions (FAQs), lesson lists, and additional resources



- **Teacher:**
  - View classes and students
  - View student lesson plans
  - View class and individual student reports
  - Access user guides, FAQs, and additional resources
- **Student**
  - Work through the *i-Ready Diagnostic* assessment
  - Choose study buddies/themes and play games

To get started, go to: **www.*i-Ready*.com.** Enter the following information:

- **Username:** Enter a **username** from the table below
- **Password:** Enter the corresponding **password**
- **State:** Please select **VA** from the drop-down menu

The provided credentials are valid for 90 days from the bid opening date.

We hope you find this demonstration account access useful in evaluating *i-Ready*!

LOGIN CREDENTIALS FOR TRY-IT DEMONSTRATION ACCOUNTS			
	Login Type	Username	Password
1	Administrator	DI-Admin133	password133
2	Administrator	DI-Admin134	password134
3	Administrator	DI-Admin135	password135
4	Administrator	DI-Admin136	password136
5	Administrator	DI-Admin137	password137
6	Administrator	DI-Admin138	password138
7	Administrator	DI-Admin139	password139
8	Administrator	DI-Admin140	password140
1	Teacher	DI-Teacher265	password265
2	Teacher	DI-Teacher266	password266
3	Teacher	DI-Teacher267	password267
4	Teacher	DI-Teacher268	password268
5	Teacher	DI-Teacher269	password269
6	Teacher	DI-Teacher270	password270
7	Teacher	DI-Teacher271	password271
8	Teacher	DI-Teacher272	password272
9	Teacher	DI-Teacher273	password273
10	Teacher	DI-Teacher274	password274
11	Teacher	DI-Teacher275	password275
12	Teacher	DI-Teacher276	password276
13	Teacher	DI-Teacher277	password277
14	Teacher	DI-Teacher278	password278
15	Teacher	DI-Teacher279	password279
16	Teacher	DI-Teacher280	password280
1	Student	DI-Student1158@GradeK	password1158
2	Student	DI-Student1160@Grade1	password1160
3	Student	DI-Student1162@Grade2	password1162
4	Student	DI-Student1164@Grade3	password1164
5	Student	DI-Student1166@Grade4	password1166
6	Student	DI-Student1168@Grade5	password1168
7	Student	DI-Student1170@Grade6	password1170
8	Student	DI-Student1172@Grade7	password1172
9	Student	DI-Student1174@Grade8	password1174

VA i-Ready™ Diagnostic & Instruction

Reading and Mathematics

Diagnostic (Grades K–8)
Instruction (Grades K–6)

NEW!

Uncover student challenges and solve them

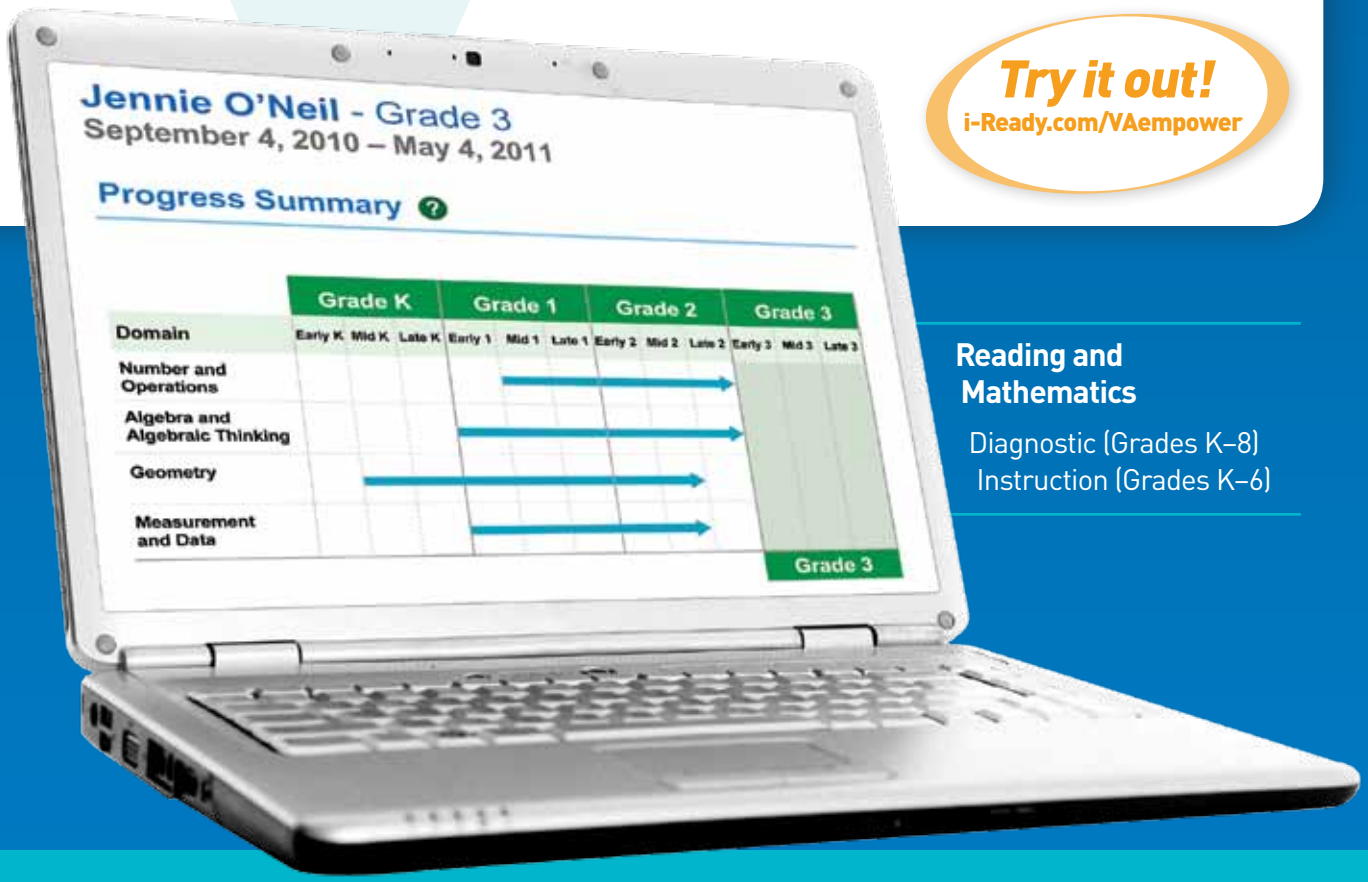
i-Ready.com/VAempower

800-225-0248

Curriculum Associates

i-Ready™ Diagnostic and Instruction: the web-based solution that raises student achievement

- Screens all your students and helps place them in **RTI tiers**
- Gets to **the root cause** of student challenges
- Delivers an **instructional action plan** to teachers
- Provides **automated differentiated instruction**
- Monitors **progress on the SOLs**



Try it out!
i-Ready.com/VAempower

Reading and Mathematics

Diagnostic (Grades K–8)
Instruction (Grades K–6)

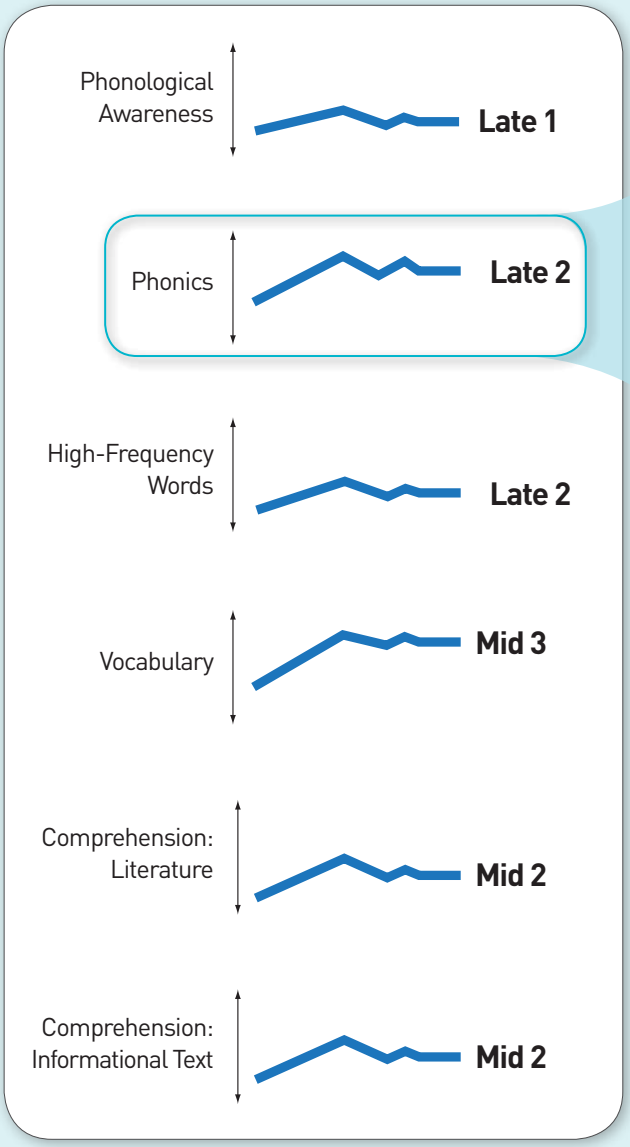
i-Ready.com/VAempower **800-225-0248**

Diagnose

The adaptive online diagnostic provides a comprehensive analysis of student strengths and weaknesses across multiple grade levels.

- Identifies the "why" behind student challenges—shows precisely which domains are slowing reading and/or math progress
- Questions adapt to student's actual performance level

Assesses student performance by domain to get an individualized instruction plan



Sample adaptive *Phonics* assessment: Cameron Davis, Grade 4

Questions get harder or easier based on a student's answer to a previous question.

Based on solid research

- Reviewed by expert advisory panel
- Field tested with more than 17,000 students nationwide
- Follows guidelines outlined by the AERA, ARA, and NCME
- Informed by best practices and current state standards
- Valid and reliable test, based on established research to ensure accuracy in measurement of skills and student ability

Instruct

Teacher-led instruction: Powerful reporting makes it easy for teachers to improve student learning

- Shows teachers which students struggle and where to focus next
- Recommends how to group students for instruction
- Provides tools to support individual and small-group instruction

Cameron Davis - Reading - Grade 4

Overall Performance

✔ On or Above Grade ◆ 1 Grade Below ✘ 2 or more Grades Below

Detail for Test 3 - 04/12/2011

	Domain	Placement	Scaled Score
Foundational Skills	Phonological Awareness	Max Score	150 (Max Score)
Foundational Skills	High-Frequency Words	Max Score	250 (Max Score)
Foundational Skills	Phonics	✘ Late 2	245
	Vocabulary	◆ Mid 3	285
	Comprehension: Literature	✘ Mid 2	221
	Comprehension: Informational Text	✘ Mid 2	226

Scaled Score 0 50 100 150 200 250

Automates analysis to depth typically given by a reading or math specialist.

Building Phonics Skills

This subtest measures the student's ability to decode, or match sounds to letters. This subtest is designed to i
already knows and which need targeted instruction.

What Cameron Can Do

Results indicate that Cameron is developing and understanding of the skills shown below.

Beginning Consonant Sounds
Matches consonant sounds to letters in isolation (soft c, soft g).

r-Controlled Vowels
Decodes words with r-controlled vowels.

Inflectional Endings
Decodes words with common inflectional endings -es, -ed, -in, and no spelling changes.

Dividing Words into Syllables
Identifies syllable boundaries of 2-syllable words.

Two-Syllable Words
Decodes 2-syllable words following basic patterns by breaking the words into syllables.

Complex Vowel Digraphs
Decodes words with other vowel patterns (digraphs & diphthongs): oo (moon), ew (blew), oo (foot), ou (out), ow (cow), oy (boy), oi (oil), aw (law), au (author).

Next Steps for Instruc

Results indicate that Cameron w
practice in the skills shown below

Prefixes and Suffixes
Decodes two-syllable words with

Two-Syllable Words with Long
Decodes regularly spelled two-s

Three-Syllable Words
Decodes 3-syllable words

Inflectional Endings
Decodes words with inflectional
possessives) that include spellin

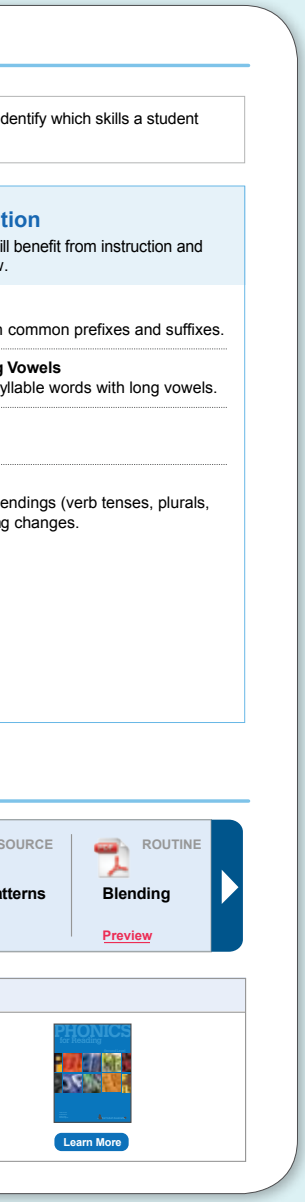
Tools for Instruction

ROUTINE	ROUTINE	RESOURCE	RESOURCE	RES
Decoding Longer Words	Blending	Sound-Spelling Cards	Six Basic Syllable Patterns	Rime Pa
Preview	Preview	Preview	Preview	Preview

If you have this product . . .	Use these lessons . . .
Phonics for Reading	**Inflectional Endings:** Lesson 13, pp. 48–53 **Prefixes and Suffixes:** Lesson 14, pp. 54–57 **Two-Syllable Words:** Lesson 16, pp. 62–55 **Three-Syllable Words:** Lesson 17, pp. 66–69

Coming soon: free lessons!

Lessons for remediation built on best practice teaching methods.



Online instruction: Automated, differentiated lessons delivered at each student's level are highly engaging and motivational

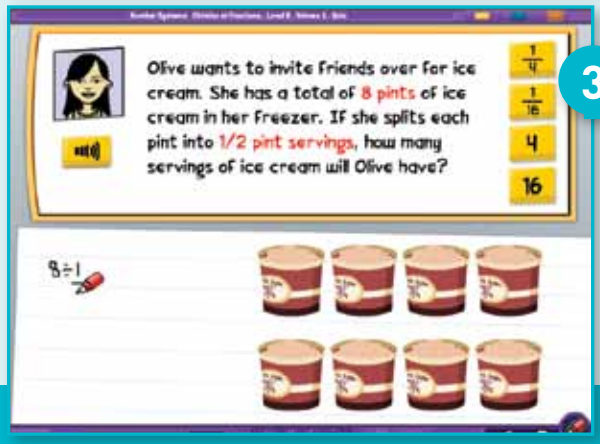
- Boosts student confidence by delivering explicit online instruction at their level
- Creates—and delivers—a differentiated instruction plan for every student automatically
- Consistent lesson structure based on best practices—explicit instruction, guided practice, and progress monitoring activities

1 Explicit instruction

Skills are taught through engaging characters and real-world scenarios.

2 Guided practice

Once students have been taught a skill, they practice what they've learned and receive corrective feedback to reinforce understanding.



3 Progress monitoring

Students are assessed at the end of each lesson to drive ongoing progress monitoring.

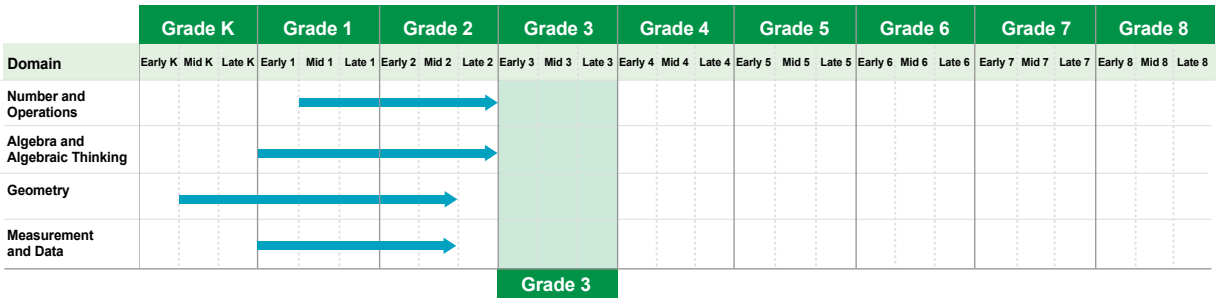
Monitor

The student diagnostic and response-to-instruction results are available instantaneously at the individual, class, school, or district level.

- Measure gains by using the diagnostic multiple times throughout the year
- Track student progress in the instructional modules on a regular basis
- See how students are tracking against Virginia Standards of Learning

Jennie O'Neil - Grade 3
September 4, 2010 – May 4, 2011

Progress Summary



Detail by Lesson

Number and Operations

Date	Lessons	Pass / Fail	Score	Time on Task	Extra Lesson
02/01/11	Subtracting with Regrouping	Pass	80%	15 min	
01/30/11	Adding with Regrouping - Part 2	Pass	85%	25 min	
01/30/11	Adding with Regrouping - Part 1	Pass	90%	20 min	Yes

Show/Hide

Click to see which SOL each lesson covers.

Try it out!
i-Ready.com/VAempower

Try i-Ready Diagnostic and Instruction **before you buy it**

- Check out the student, teacher, and administrator experience
- View reports already filled with data so you can see the power of the program in action

Find the problems and fix them

This easy-to-use, completely automated program gives your students the one-to-one attention they need to accelerate their learning.

Diagnose

Screens all students and pinpoints needs down to the sub-skill level

Instruct

Provides an action plan for teachers and delivers automated, individualized instruction online

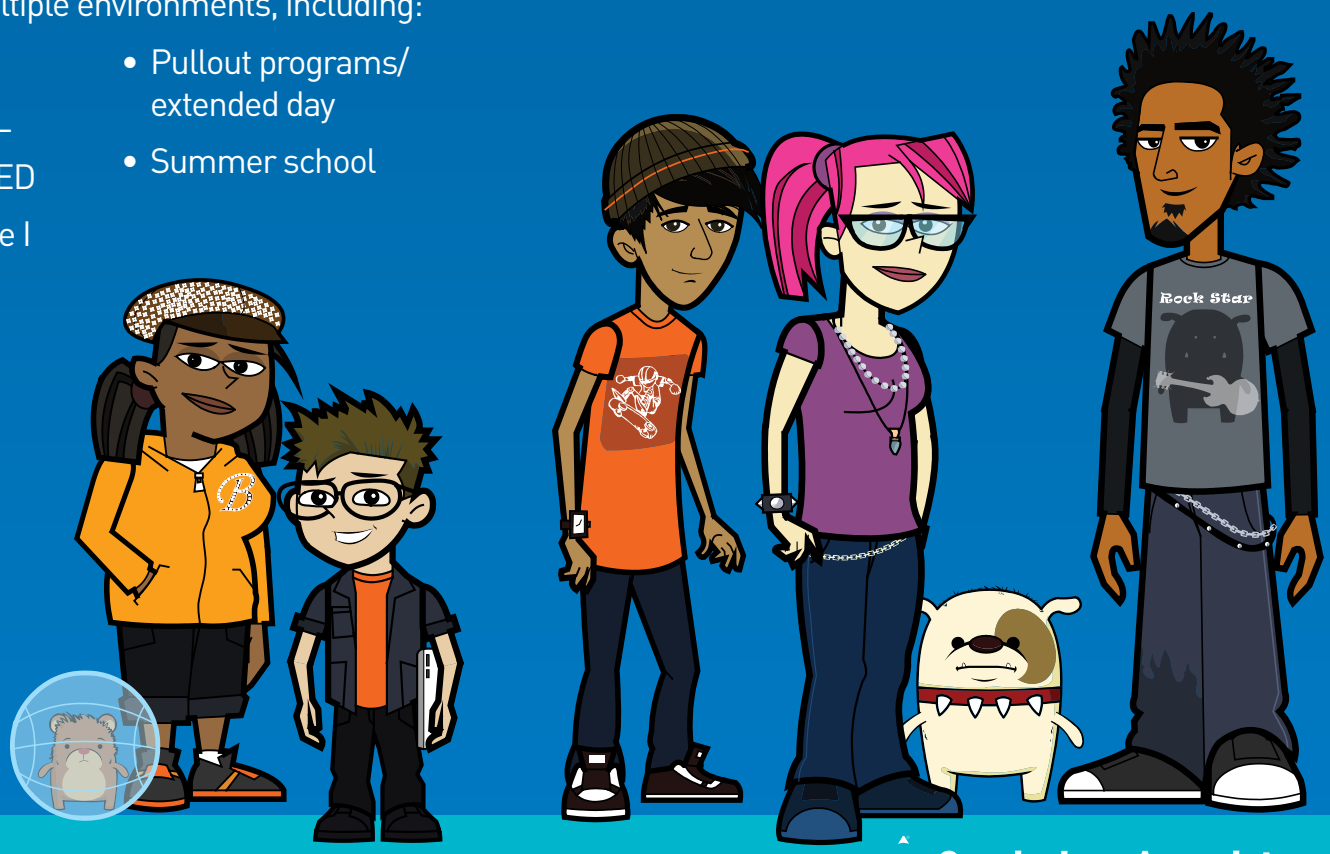
Monitor

Monitors progress for each student, class, grade, school, and district

Works well in many settings

The depth of the adaptive diagnostic, the automated delivery of instruction, and the detailed reporting make this program ideal for multiple environments, including:

- RTI
- ELL
- SPED
- Title I
- Pullout programs/ extended day
- Summer school



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VA i-Ready™ Diagnostic & Instruction

Reading and Mathematics
Diagnostic (Grades K–8)
Instruction (Grades K–6)

Try it out!
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Try i-Ready Diagnostic and Instruction before you buy it

- Check out the student, teacher, and administrator experience
- View reports already filled with data so you can see the power of the program in action

See how it will bring students up to grade level

i-Ready.com/VAempower

Contact your rep to get free print samples or to try the i-Ready online program at no cost!

8/11 1K
13418.0

i-Ready™ Diagnostic & Instruction

Reading and Mathematics | Grades K–8*

Key Features & Reports

READING

Diagnostic Reporting

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New! Lexile* Performance 6
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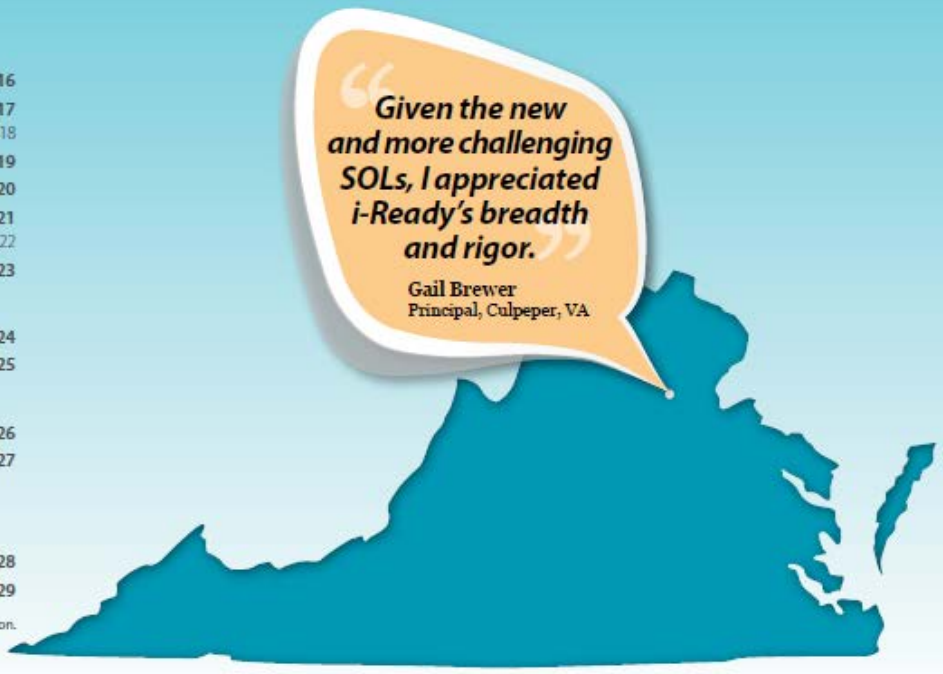
* Grades 7 and 8 Online Instruction coming soon.



What is i-Ready™ Diagnostic & Instruction?

This powerful web-based program finds your students' challenges and addresses them—it's all you need to get students back up to grade level.

Diagnostic

Screens all students and pinpoints needs down to the sub-skill level

Instruction

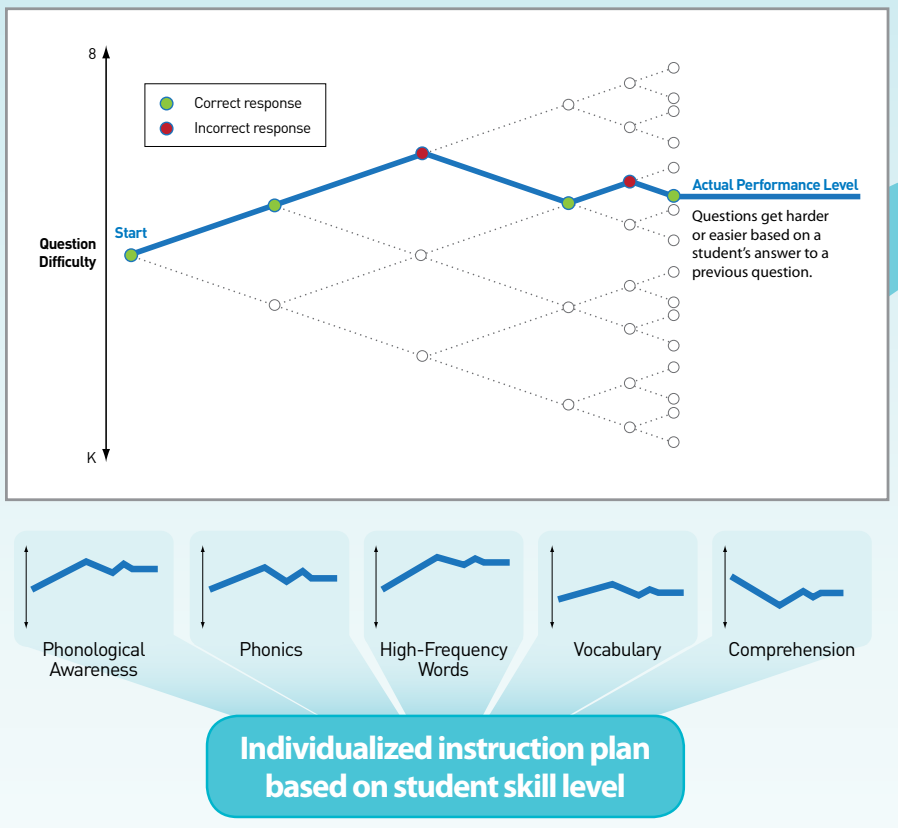
Provides an action plan for teachers and delivers automated, individualized instruction online

Progress Monitoring

Monitors progress for each student, class, grade, school, and district

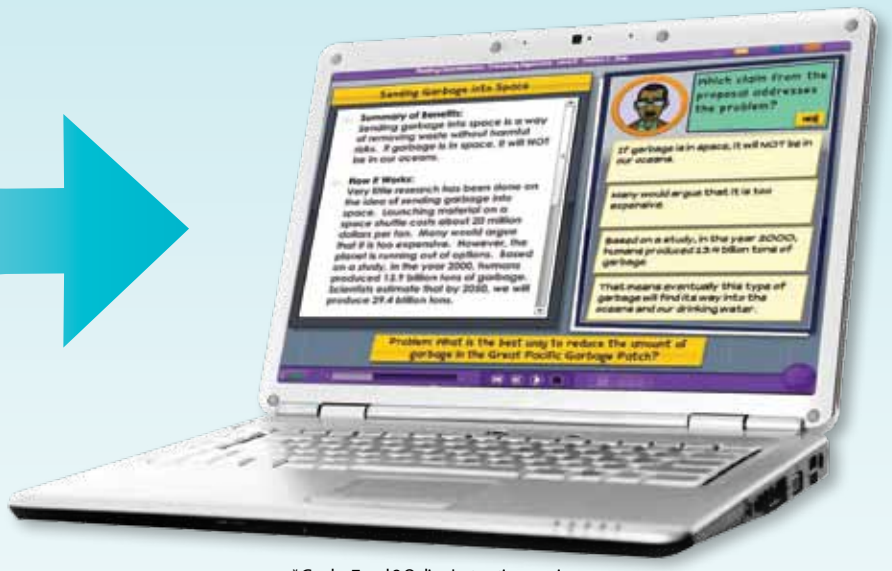
Reading and Math Diagnostic

Grades K–8



Reading and Math Instruction

Grades K–8*



* Grades 7 and 8 Online Instruction coming soon

- ✓ Tracks performance against **SOLs**
- ✓ Screens all your students and helps place them in **RTI tiers**
- ✓ Gets to **the root cause** of student challenges
- ✓ Provides **automated differentiated instruction**
- ✓ Consistent approach using explicit, direct instruction, guided practice, and **embedded progress monitoring**
- ✓ Actively involves students in the learning process

READING

Sample Diagnostic Items

Student Home Screen

Students select from a number of themes, including NBA themes, to personalize their experience.

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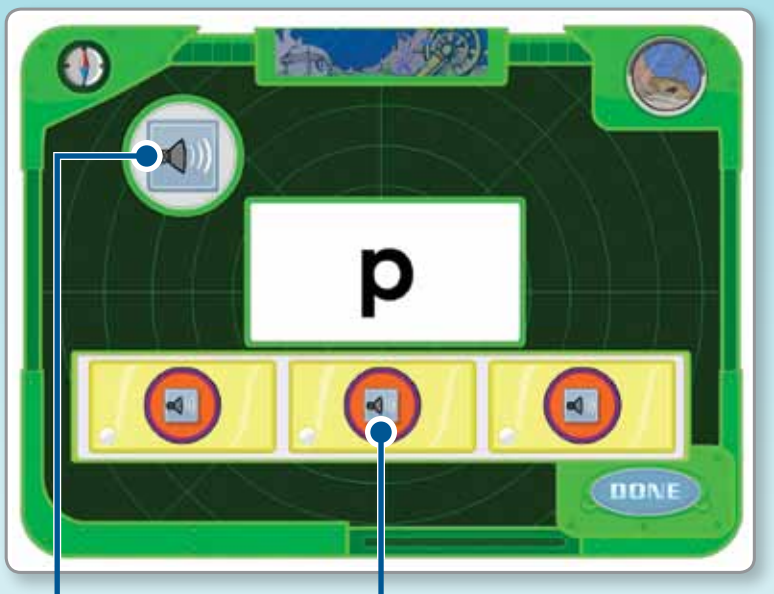
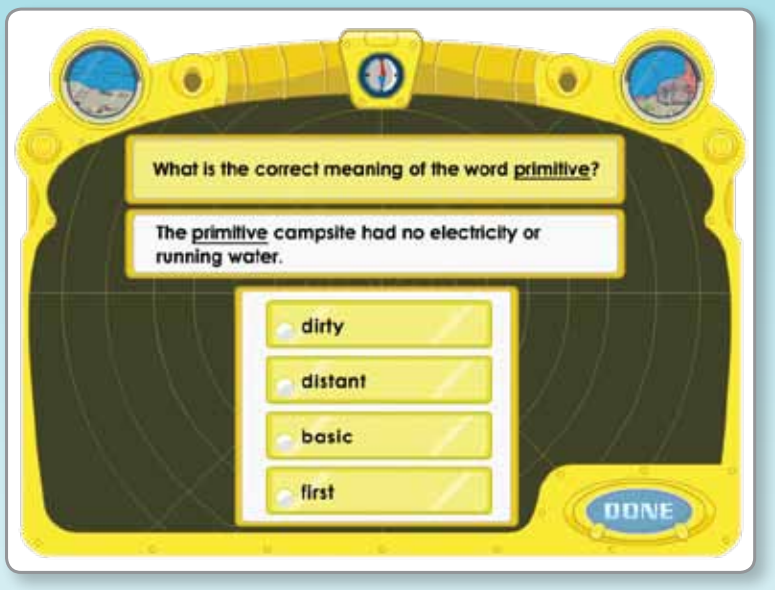
Level K–Phonics



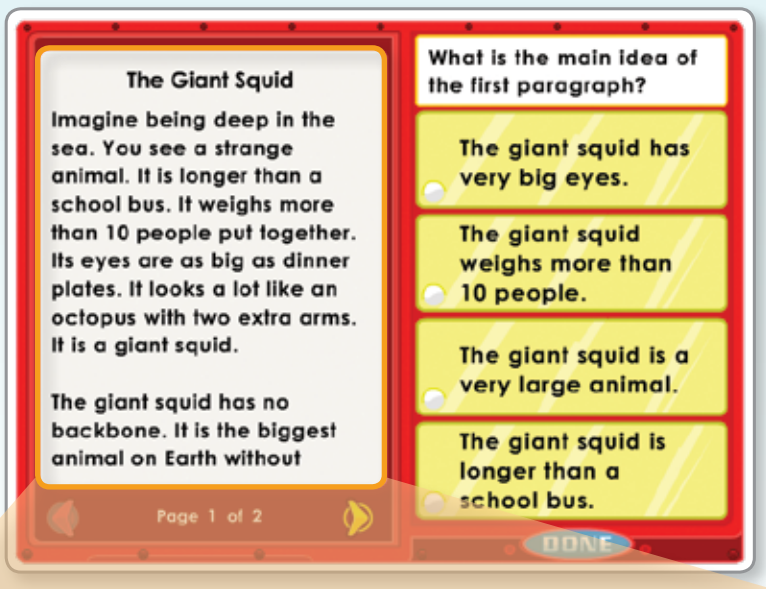
Directions are read aloud: "Look at the letter. Which sound does the letter stand for?"

Students can then roll over the speaker icons to hear the following answer choices:
• /p/ • /t/ • /a/

Level 5–Vocabulary



Level 2–Reading Comprehension



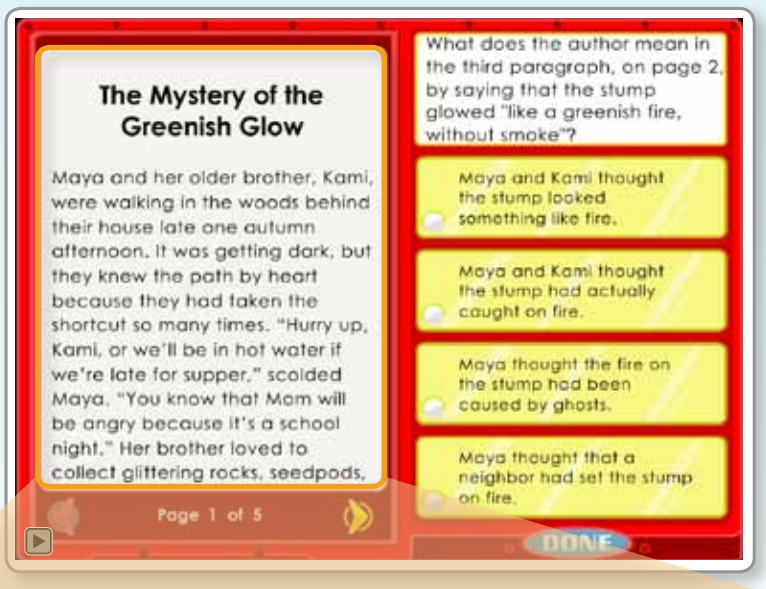
Full Passage (Informational Text)

The Giant Squid

Imagine being deep in the sea. You see a strange animal. It is longer than a school bus. It weighs more than 10 people put together. Its eyes are as big as dinner plates. It looks a lot like an octopus with two extra arms. It is a giant squid.

The giant squid has no backbone. It is the biggest animal on Earth without a backbone. Two of its arms are longer than the others. Its longest arms are used to capture food. They wrap around a fish, trapping it. Then its beak-like mouth pulls the food apart.

Level 7–Reading Comprehension



Full Passage

The Mystery of the Greenish Glow

Maya and her older brother, Kami, were walking in the woods behind their house late one autumn afternoon. It was getting dark, but they knew the path by heart because they had taken the shortcut so many times. "Hurry up, Kami, or we'll be in hot water if we're late for supper," scolded Maya. "You know that Mom will be angry because it's a school night." Her brother loved to collect glittering rocks, seedpods, and other objects wherever he took a hike, but it annoyed Maya when he dawdled during his explorations.

"Maya, look at that," hissed Kami as he pointed at an old, rotting stump that glowed with a faint blue-green light. "What is it?" asked Maya inquisitively.

READING

Student Profile

NEW!

Overview | Phonics | High-Frequency Words | Vocabulary | Comprehension: Literature | Comprehension: Informational Text | Lexile® Performance

Jasmine Wells – Reading – Grade 5

Overall Performance

✔ On or Above Level ◆ 1 Level Below ✘ 2 or more Levels Below

Test	Placement	Scale Score	Standard Error
Test 3 - 04/12/2013	✔ Early 5	595	+/- 13.2
Test 2 - 01/12/2013	◆ Level 4	571	+/- 14.0
Test 1 - 09/12/2012	◆ Level 4	546	+/- 13.0

Level 5

Scale Score 400 425 450 475 500 525 550 575 600 625 650 675 700 725 750 775 800

Detail for Test 1 - 09/12/12

	Domain	Placement	Scale Score
Foundational Skills	Phonological Awareness	✔ Tested Out	
Foundational Skills	Phonics	✘ Level 3	568
Foundational Skills	High-Frequency Words	✔ Tested Out	
	Vocabulary	✘ Level 3	515
	Comprehension: Literature	◆ Level 4	565
	Comprehension: Informational Text	✘ Level 3	532

Scale Score 400 425 450 475 500 525 550 575 600 625 650 675 700 725 750 775 800

		Placement	Developmental Analysis
	Overall Reading Performance	◆ Level 4	Results in Phonics indicate that Jasmine Wells has difficulty decoding words accurately. Vocabulary is another cause for concern. This score indicates that Jasmine Wells has gaps in grade-level word knowledge. Targeting Phonics and Vocabulary instruction is the best way to support this student´s growth as a reader. Taken together, this information places Jasmine Wells in Instructional Grouping Profile 1.
Foundational Skills	**Phonological Awareness**	✔ Tested Out	This domain is focused on how students distinguish the sounds (or phonemes) in spoken words. Based on testing results, Jasmine Wells has demonstrated the ability to distinguish individual sounds in spoken words and is exempt from taking the Phonological Awareness subtest. Max Score: Above Level 1
Foundational Skills	**Phonics**	✘ Level 3	This domain focuses on how accurately students decode written words. Jasmine Wells needs instruction and practice in distinguishing open and closed syllable patterns and in decoding multisyllabic words with a VV pattern such as *meteor*. Max Score: Above Level 3
Foundational Skills	**High-Frequency Words**	✔ Tested Out	This domain addresses how well students recognize frequently occurring words. Jasmine Wells has demonstrated accuracy and is exempt from taking this subtest. Max Score: Above Level 2
	Vocabulary	✘ Level 3	Both word knowledge and word-learning strategies are addressed in this domain. Jasmine Wells needs instruction and practice in the vocabulary typical of third-grade literature as well as science and social studies texts at that level. This student should also receive either instruction or review in prefixes *in-, dis-, mis-, non-.*
	Comprehension: Literature	◆ Level 4	This domain addresses Jasmine Wells´s understanding of literary text. Results indicate that Jasmine Wells needs instruction in Level 4 literary skills and strategies such as describing how a plot unfolds or how characters change. Teach these skills in a variety of literary genres, including poetry and plays. Jasmine Wells should also be reading fables and myths.
	Comprehension: Informational Text	✘ Level 3	This domain addresses Jasmine Wells´s understanding of informational text. Results indicate that Jasmine Wells needs instruction in Level 3 informational skills and strategies such as identifying and analyzing the author's point of view, purpose, or opinions. Teach a variety of informational genres, including biographies, autobiographies, and newspaper or magazine articles.

READING

Student Profile
Phonics Detail

Jasmine Wells – Reading – Grade 5

Test 1-09/12/2012	Placement	Scale Score
Phonics	✗ Level 3	568

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

Building Phonics Skills

What Jasmine Can Do

Results indicate that Jasmine can likely do the skills shown below.

- **Decode words with silent letters and other spellings.** Decode words with two-letter, one-sound combinations (such as *ph*, *kn*, *wr*).
- **Decode words with inconsistent sound-spelling correspondences.** Decode words with inconsistent but common sound-spelling correspondences, such as come or kind.
- **Identify syllable sounds.** Identify syllable sounds in multisyllabic words.
- **Decode multisyllabic words.** Decode five-syllable words and less common three- and four-syllable words.
- **Decode multisyllabic words with difficult letter-sound correspondences.** Decode multisyllabic words with difficult vowel + *r* sounds.

Next Steps for Instruction

Results indicate that Jasmine will benefit from instruction and practice in the skills shown below.

Teach distinguishing open and closed syllable patterns.

- Explain that knowing whether a syllable is open or closed can help students decode a word. Remind students that open syllables end with a long vowel sound and closed syllables end with a consonant.
- Write *weasel*. Label the vowels and consonants below the word. Point out the VCV pattern and explain that the first syllable is open because it ends with the long *e* vowel sound.
- Repeat with *counter*, pointing out the VCCV syllable pattern. Explain that the first syllable is closed since it ends with the consonant *n*.
- Continue with other words such as *raisin*, *season*, *fountain*, *counsel*, and *beaver*. Ask students whether the syllables are open or closed.

Teach decoding words with vowel pairs.

- Review that vowel pairs in one-syllable words, such as *thief*, represent one sound. In multisyllabic words, such as *science*, vowel pairs often have separate sounds because each vowel sound falls in a separate syllable (sci | ence).
- Have Jasmine use syllabication rules to break words with a VV pattern, such as *meteor* and *ceiling*, into syllables and then read the word parts to see if the breaks make sense. If not, suggest breaking the word between vowels and saying the word parts again.

Provide repeated practice decoding three, four, and five syllable words.

- Jasmine will benefit from decoding the same multisyllabic words multiple times.
- Create speed drills that combine 10 to 20 words multiple times.
- Ask the student to read the words aloud with a partner.

Phonics Tools for Instruction

- Distinguish Open and Closed Syllables
- Words with Two Vowels Sounded Separately
- Multisyllabic Words: Three and Four Syllables
- Multisyllabic Words: Three to Five Syllables

Recommended Products from Curriculum Associates

If you have this product...	Use...
Phonics for Reading	**Third Level** Lessons 15-33

Learn More

READING

Student Profile

Comprehension: Informational Text Detail

Jasmine Wells – Reading – Grade 5

Test 1-09/12/2012	Placement	Scale Score
Comprehension: Informational Text	✕ Level 3	532

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

Building Comprehension: Informational Text Skills

What Jasmine Can Do
Results indicate that Jasmine can likely do the skills shown below.

Results show that this student is developing proficiency in reading comprehension skills such as sequencing events, identifying cause-and-effect relationships, comparing and contrasting, and sorting information into categories.

- **Answer questions about key ideas and details.** Answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in literary or informational text.
- **Connect text and visuals in informational text.** Use details from illustrations and from text to describe key ideas.
- **Identify squence of events.** Identify the sequence of events (beginning, middle, end) in literary or informational text.
- **Identify cause-and-effect relationships.** Identify cause and effect relationships in literary or informational text.
- **Categorize and classify information in informational text.** Categorize or classify individuals, ideas, events, or facts.
- **Compare and contrast informational text.** Compare or contrast key details about people and/or events in informational text.

Next Steps for Instruction
Results indicate that Jasmine will benefit from instruction and practice in the skills shown below.

Teach text features.
- Use informational texts to point out the functions of headings, graphics, captions, and boldfaced or italicized print.
- Discuss how these features make it easier for readers to locate key facts or information.

Teach making inferences based on textual evidence.
- Using the text, demonstrate how readers use evidence to support their inferences. Explain that evidence includes words or phrases from the text, details from pictures and illustrations, and one's own knowledge and experience.
- Point out that readers often revise inferences as they read and gather more information. They consider new details and ask themselves, "Does my previous inference still make sense with what I know now?"

Teach identifying author's purpose. When reading the text, model the following:
- Determining an author's purpose for writing an informational text, including to inform, to persuade, and to entertain.
- Determining an author's point of view in an informational text by looking for stated opinions.
- Distinguishing one's own point of view from that of the author of the text.

Teach retelling.
- Explain that a good retelling of an informational text includes a brief description of the key details such as people, places, and events. It also includes a brief description of these details in the order in which the author presents them.
- After reading the informational text, ask Jasmine: "What is the text mostly about?" "What is an important detail that tells more about a key idea?"
- Guide the student to retell the text orally, using a sequence graphic organizer as an aid in the retelling.

Teach interpreting figurative language. Guide Jasmine to apply these skills to the text:
- Interpret similes and metaphors. Use the clue words like and as to identify similes.
- Analyze the impact of figurative language on mood. Examine how the images created by the language choices convey a certain feeling.

Tools for Instruction

- Use Text Features
- Make Inferences
- Determine Author's Purpose
- Retell Details and Events

Recommended Products from Curriculum Associates

If you have this product...	Use...
STARS	**Book C** Lesson 7: Finding Word Meaning in Context Lesson 9: Distinguishing Between Fact and Opinion Lesson 10: Identifying Author's Purpose Lesson 11: Interpreting Figurative Language

Learn More

READING

Student Profile
Lexile® Performance

Jasmine Wells – Reading – Grade 5

Lexile® Performance

Test	Lexile® Measure	Lexile® Range
Test 1 - 09/12/2012	750L	650L - 800L

"Find a Book, i-Ready" enables you to build custom reading lists based on Jasmine's Lexile measure and personal interests. Search for books now at www.Lexile.com/fab/i-ready (http://www.Lexile.com/fab/i-ready).

Lexile® Measures and i-Ready

The Lexile® Framework for Reading is a scientific approach to measuring reading ability and the difficulty of reading materials which was developed by MetaMetrics®, an educational research organization located in Durham, NC. The Lexile Framework includes a Lexile measure and the Lexile scale. A Lexile measure represents both the complexity of a text, such as a book or article, and an individual's reading ability. Lexile measures are expressed as numeric measures followed by an "L" (e.g., 850L), and are placed on the Lexile scale. The Lexile scale is a developmental scale for measuring reader ability and text complexity, ranging from below 200L for beginning readers and beginning-reader materials to above 1700L for advanced readers and materials. Knowing the Lexile measures of a reader and a text helps to predict how the text matches the reader's ability—whether the text may be too easy, too difficult, or just right.

The i-Ready Diagnostic Reading Assessment has been statistically linked with the Lexile Framework, making it possible to provide an equivalent Lexile measure for every Overall Scale Score. Due to this linking, you may see some fluctuation in students' Lexile measures. For example, if a student's Overall Scale Score goes down, his or her Lexile measure will also go down. This lower Lexile measure and Lexile range will be reported out on the student's Student Profile Report. Before advising a student to a change in his or her Lexile measure, consider the situation. Is it possible that the student simply had a bad day on testing day? Does it look like the student rushed through the Diagnostic? If this is the case, have the student continue reading within the previously reported Lexile range and monitor his or her comprehension. Make adjustments to the student's Lexile range as you see fit.

A Lexile measure is a powerful tool that you can use to help your students grow as readers. For more information on any of the following topics, visit www.Lexile.com (http://www.Lexile.com).

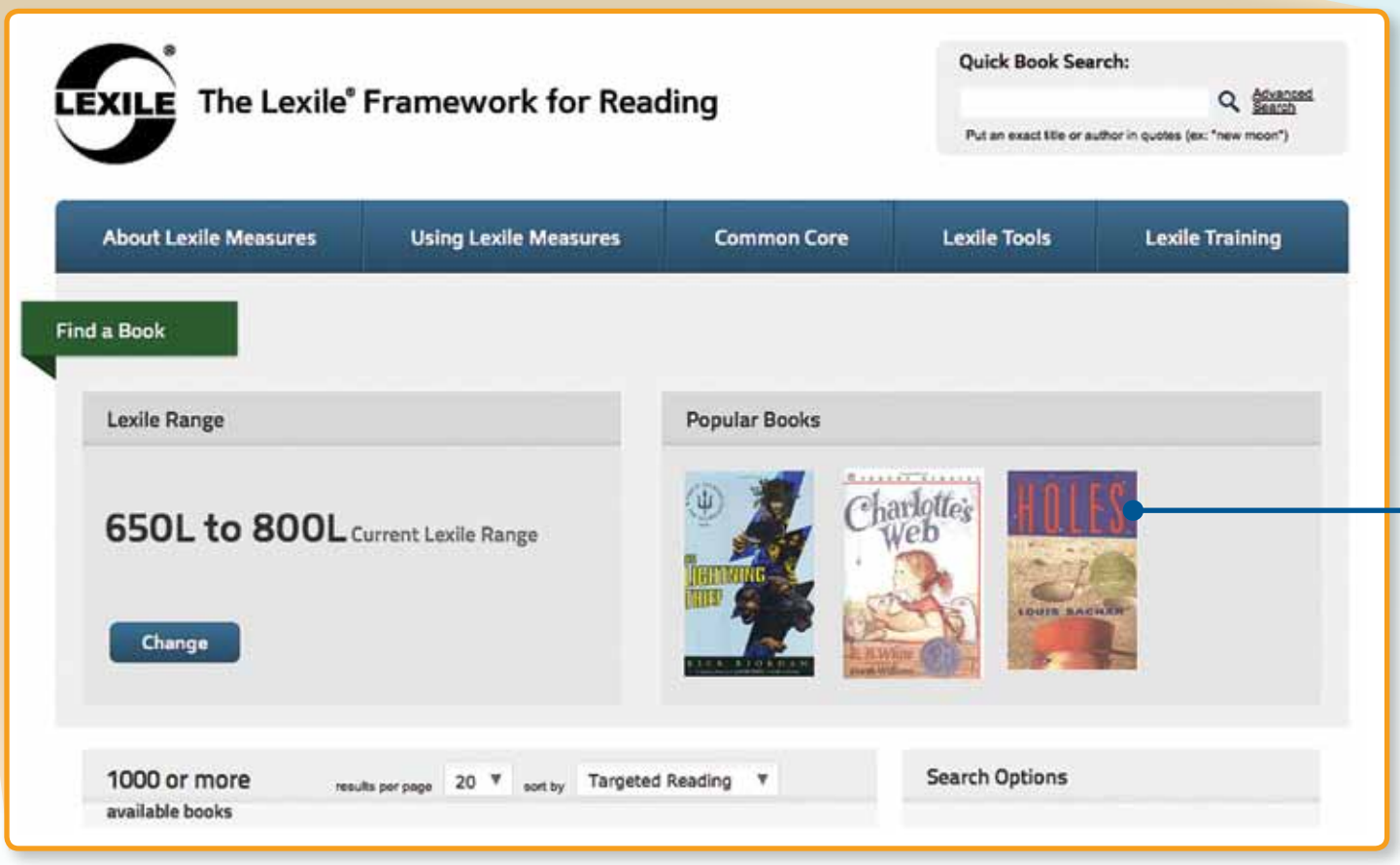
- Lexile measures at home and at school
- Lexile measures and grade levels
- Managing multiple Lexile measures
- Lexile measures and the Common Core State Standards

Find a Book, i-Ready

When matched with texts that have the same or close to the same Lexile measure, students have a much better chance of successfully comprehending what they read and growing in their reading ability. In the upper elementary and middle school grades, students benefit from knowing their Lexile measure and understanding how to use it to select books and other reading materials. "Find a Book, i-Ready" (http://www.Lexile.com/fab/i-ready) is a Lexile tool that enables you and your students to build customized reading lists according to a Lexile measure and personal interest. To make the most of this tool, have each of your students register for an account. This will allow students to save and print their reading lists. Then incorporate "Find a Book, i-Ready" into your classroom with activities such as these:

Build customized reading lists.

- Ask students to list three favorite books. Then have them tell why they liked each book so much.
- Help students identify the genre of each book. Prompt as necessary with questions such as, *Was the book suspenseful? Were the characters interesting? Did the book contain useful or interesting information*



Find books that match the student's Lexile® measure

READING

Virginia Standards of Learning

Jasmine Wells – Reading – Grade 5

Virginia English Standards of Learning

Grade 2		Test 1	Test 2
Oral Language: The student will orally identify, produce, and manipulate various units of speech sounds within words.			
LA.2.2.4.a	Count phonemes (sounds) within one-syllable words.		✓
LA.2.2.4.b	Blend sounds to make one-syllable words.	✓	✓
LA.2.2.4.c	Segment one-syllable words into individual speech sounds (phonemes).	✓	✓
Reading: The student will use phonetic strategies when reading and spelling.			
LA.2.2.5.a	Use knowledge of . . . consonant digraphs to decode . . . words.	✓	✓
LA.2.2.5.b	Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.		✓
LA.2.2.5.b	Use knowledge of . . . long . . . vowel patterns to decode . . . words.	✓	✓
LA.2.2.5.b	Use knowledge of . . . r-controlled vowel patterns to decode . . . words.	✓	✓
Reading: The student will read and demonstrate comprehension of fictional texts.			
LA.2.2.8.c	Ask and answer questions about what is read.	✓	✓
LA.2.2.8.d	Locate information to answer questions.	✓	✓
Reading: The student will read and demonstrate comprehension of nonfiction texts.			
LA.2.2.9.e	Ask and answer questions about what is read.		✓
LA.2.2.9.f	Locate information to answer questions.		
LA.2.2.9.g	Identify the main idea.		✓

Grade 3		Test 1	Test 2
Reading: The student will apply word-analysis skills when reading.			
LA.3.3.3.a	Count phonemes (sounds) within one-syllable words.		✓
LA.3.3.3.b	Blend sounds to make one-syllable words.	✓	✓
Reading: The student will read and demonstrate comprehension of fictional text and poetry.			
LA.3.3.5.d	Compare and contrast settings, characters, and events.		
LA.3.3.5.e	Identify the author's purpose.		✓
LA.3.3.5.f	Ask and answer questions about what is read.		
LA.3.3.5.g	Draw conclusions about text.	✓	✓

Grade 4		Test 1	Test 2
Reading: The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.			
LA.4.4.5.a	Explain the author's purpose.		✓
LA.4.4.5.b	Describe how the choice of language, setting, characters, and information contributes to the author's purpose.		
LA.4.4.5.c	Identify the main idea.		
LA.4.4.5.d	Summarize supporting details.		
LA.4.4.5.e	Identify the problem and solution.		
LA.4.4.5.h	Draw conclusions/make inferences about text.		✓
Reading: The student will read and demonstrate comprehension of nonfiction texts.			
LA.4.4.6.a	Use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital		

Grade 5		Test 1	Test 2
Reading: The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.			
LA.5.5.5.b	Describe character development		

Click to access i-Ready skills assessed

READING

Class Profile

Mrs. Thompson's Grade 5 Reading Class

Performance by Student

Number of Students Assessed: 19
Total Number of Students: 19

On or Above Level · < 1 Level Below · > 1 Level Below

	Overall Scale Score	Overall Placement	Placement by Domain: Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Comprehension: Literature	Comprehension: Informational Text
Chavez, Avis	643	Mid 5	Tested Out	Tested Out	Tested Out	Mid 5	Level 6	Mid 5
DelRosario, Naomi	633	Mid 5	Tested Out	Tested Out	Tested Out	Mid 5	Late 5	Mid 5
Ishikawa, Lakisha	625	Mid 5	Tested Out	Tested Out	Tested Out	Early 5	Mid 5	Mid 5
Byrd, Diedre	607	Early 5	Tested Out	Tested Out	Tested Out	Level 4	Mid 5	Early 5
Herrera, Patty	605	Early 5	Tested Out	Tested Out	Tested Out	Early 5	Early 5	Early 5
Campbell, Jorge	602	Early 5	Tested Out	Tested Out	Tested Out	Early 5	Mid 5	Level 4
Hernandez, Heath	577	Level 4	Tested Out	Tested Out	Tested Out	Level 4	Early 5	Level 4
Miller, Leigh	570	Level 4	Tested Out	Tested Out	Tested Out	Early 5	Level 4	Level 3
Good, Cary	554	Level 4	Tested Out	Tested Out	Tested Out	Level 4	Level 4	Level 4
Frasier, Ian	553	Level 4	Tested Out	Tested Out	Tested Out	Early 5	Level 3	Level 3
Favreau, Abigail	549	Level 4	Tested Out	Tested Out	Tested Out	Level 4	Level 3	Level 4
Wells, Jasmine	546	Level 4	Tested Out	Level 3	Tested Out	Level 3	Level 4	Level 3
Fussell, Tameka	533	Level 3	Tested Out	Level 3	Tested Out	Level 4	Level 4	Level 2
Alford, Tonia	532	Level 3	Tested Out	Level 3	Tested Out	Level 3	Level 4	Level 3
Ackles, Ben	517	Level 3	Tested Out	Level 3	Tested Out	Level 3	Level 3	Level 2
Burt, Blaine	509	Level 3	Tested Out	Level 3	Tested Out	Level 4	Level 3	Level 2
Gonzalez, Tia	505	Level 3	Tested Out	Level 3	Tested Out	Level 4	Level 2	Level 2
Bridger, Gordon	495	Level 2	Tested Out	Level 2	Tested Out	Level 3	Level 2	Level 2
Burris, Yash	491	Level 2	Tested Out	Level 3	Tested Out	Level 3	Level 1	Level 2

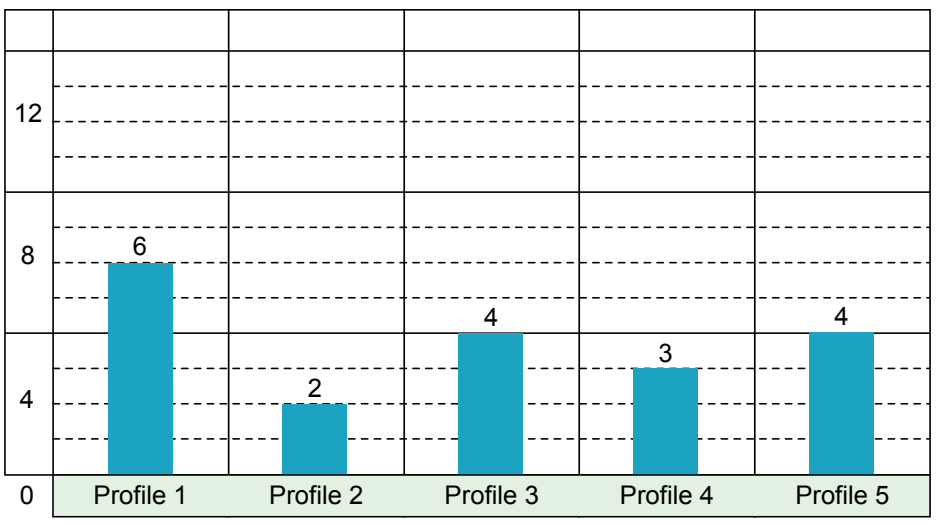
READING

Instructional Grouping

Mrs. Thompson's Grade 5 Reading Class

Profile Overview

19 out of 19 Students Tested in Fall 2012 (09/12/2012 - 12/31/2012)



Profile 1	Below-Level Phonics	Limited vocabulary
Profile 2		Larger vocabulary
Profile 3	On-Level Phonics	Limited vocabulary and low comprehension
Profile 4		Larger vocabulary and low comprehension
Profile 5		Comprehension on or above level

Students in Each Grouping Profile

Profile 1	Profile 2	Profile 3	Profile 4	Profile 5
Ackles, Ben	Burt, Blaine	Byrd, Diedre	Fraiser, Ian	DelRosario, Naomi
Alford, Tonia	Gonzalez, Tia	Hernandez, Heath	Campbell, Jorge	Herrera, Patty
Wells, Jasmine		Good, Cary	Miller, Leigh	Chavez, Avis
Bridger, Gordon		Favreau, Abigail		Ishikawa, Lakisha
Burris, Yash				
Fussell, Tameka				

READING

Instructional Grouping

Profile 1 Detail

Window 1 - 09/12/2012 - 12/31/2012

Instructional Priorities for Profile 1

PHONICS

Focus on decoding longer words.
Students in this profile are likely to be challenged by the increasing frequency of multisyllabic words in intermediate-level texts.
- Teach or review the meaning of common prefixes (*in-, dis-, mis-, non-, pre-, re-, un-*) and common suffixes (*-y, -ly, -ily, -er, -est, -ness, -ful, -less*).
- Teach or review decoding multisyllabic words with common prefixes and suffixes.
- Provide scaffolded support to help students develop proficiency with the following more complex spelling patterns: words with schwa + *l* and schwa + *n;* words with difficult vowel + /r/; and irregular vowel pairs, such as *ie* in *relief* and *science*.
- Teach strategies for decoding longer words. Provide both guided and independent practice in applying these strategies.

Provide fluency practice.
- Create a word list of 10 to 12 three- and four-syllable words. Repeat the list five times, placing the words in random order each time. Have students practice reading the words aloud.
- Provide opportunities for students to practice reading texts that match their skill level.

Support for English Learners Nonnative speakers may struggle more obviously with Vocabulary, but if some of your English learners are in this profile, decoding is probably also an obstacle. Prioritize explicit Phonics instruction with these students, but don´t neglect oral language development. Support instruction with pictures and review the meaning of any unfamiliar words students are decoding.

VOCABULARY

Use read-alouds.
Using read-alouds, even with intermediate students, is a highly effective approach to increasing students´ vocabulary. Use a variety of approaches to teach the meanings of words during reading, including thinking aloud about how you can deduce the meaning of an unfamiliar word. Target words from the read-aloud to use in other contexts throughout the day.

Teach high-utility academic language.
Focus on critical-thinking words used across a range of academic contexts.
- Teach words that are useful for many academic tasks such as *achieve*, *aspects*, *complex*, *conclusion*, *distinction*, *elements*, *features*, *focus*, *impact*, *perceived*, *potential*, *previous*, *primary*, *range*, *relevant*, and *transfer.*

- Remember that in order to learn a new word, students need to read, hear, and use the word multiple times in different contexts.
- Encourage students to play with these words and connect them to everyday life. Ask questions such as "What is the simplest way to tell someone how to get from the main entrance to our classroom?" "The most complex way?"

Teach meaningful word parts.
Students can greatly expand their vocabulary by learning how prefixes and suffixes change the meaning of base words and root words.
- Teach or review the meanings of these prefixes: *in-, dis-, mis-, non-, uni-, bi-, tri-, over-, de-, trans-, super-, ex-, sub-, en-,* and *em-.*
- Teach or review the meanings of these suffixes: *-y, -ly, -ily, -er, -est, -ness, -er/-or, -ion/-tion/-ation/-ition, -ist,* and *-ment.*
- Provide instruction and practice in base words and Greek and Latin root words.

Support for English Learners Teach and reinforce all content-specific vocabulary as lessons take place. Discuss the concepts named by each

Tools for Instruction

Phonics

- Distinguish Open and Closed Syllables
- Multisyllabic Words with Prefixes and Suffixes
- Words with Two Vowels Sounded Separately
- Multisyllabic Words: Three and Four Syllables

Vocabulary

- Teach New Word Meanings
- Use Context to Find Word Meaning
- Recognize Multiple-Meaning Words
- Recognize Synonyms

Recommended Products from Curriculum Associates

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Phonics for Reading	**Second Level** all the lessons in this book **Third Level** all the lessons in this book Learn More

Tools for Instruction

i-Ready Diagnostic & Instruction Tools for Instruction

Multisyllabic Words with Prefixes and Suffixes

Fluent readers quickly identify familiar chunks within a word—syllables, endings, base words, word roots, and affixes. Affixes that appear at the start of a word are prefixes; those at the end are suffixes. As students expand their awareness of common affixes, including *re-, un-, dis-, pre-, -ly, -ful, -less, -able, -ment,* and *-ion,* they can chunk words efficiently, putting the parts together to say the whole word. One strategy for decoding longer words is identifying a base word to which one or more affixes have been added.

Step By Step 20–30 minutes

1 Introduce base words with affixes.

- Display the word *pay* and have students read it. Then display the words *repay* and *payment*. Underline *re* and tell stud
suffix, o
- Display
the suffi
- Give a m
- Explain
prefixes

2 Model

- Display
- Identify
and rest
- Point ou
sentenc

I see
mot

3 Provide

- Display

re-

- Then dis
Have stu
- Ask, *Wh*

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i-Ready Diagnostic & Instruction Tools for Instruction

Multisyllabic Words: Three and Four Syllables

With practice decoding three- and four-syllable words, students can build their knowledge of the repeated spelling patterns that make up many multisyllabic words and learn to look for familiar chunks—syllables, endings, prefixes, and suffixes. Students can gain the confidence to approach long words strategically, identifying the parts that they then put together to read the whole word. For each of the following activities, select words from the word lists **Multisyllabic Words: Three and Four Syllables** (page 3) that are appropriate for your students.

Three Ways to Teach

Identifying Base Words 10–15 minutes

- Display the words *connected, disconnect,* and *connecting.* Ask, *What is the same base word in all three words?* (connect) *What chunks have been added to the words?* (the ending *-ed*, the prefix *dis-*, the ending *-ing*)
- Have students read each longer word and show or tell about its meaning.
- Add *connection* and *connector* to the display so that students can demonstrate how to figure out each longer word by looking for the base word.
- Display groups of three words that share a base word. Have students write the base word. Then read the three words together with students and discuss their meanings.
- Challenge students to write an additional word with suffixes or prefixes made with the same base word. See the examples below.

Words with Shared Base Word			Base Word	Additional Word
wrapping	wrapper	unwrap	(wrap)	(possible answer: rewrapping)
placing	replaced	placement	(place)	(possible answer: replacement)
caring	careless	careful	(care)	(possible answer: carefully)
corrected	incorrect	correctly	(correct)	(possible answer: correction)
equally	unequal	equality	(equal)	(possible answer: equaling)

Working with Syllables 10–15 minutes

- Point out a three-syllable word that is displayed in the classroom, such as *alphabet* or *calendar.* Clap the beats of the syllables in the word as students clap along.
- Have students write the word and use slashes to show where they hear one syllable end and the next begin. As students compare their responses, point out that there is more than one way to chunk syllables, as long as each syllable has just one vowel sound and helps a reader say the word.
- Display the syllables of a three-syllable word, in a different order. See the example below.

ter en tain (entertain)

- Say the word. Have students unscramble the syllables and put them together to write a real word. Read the completed word together and discuss its meaning.

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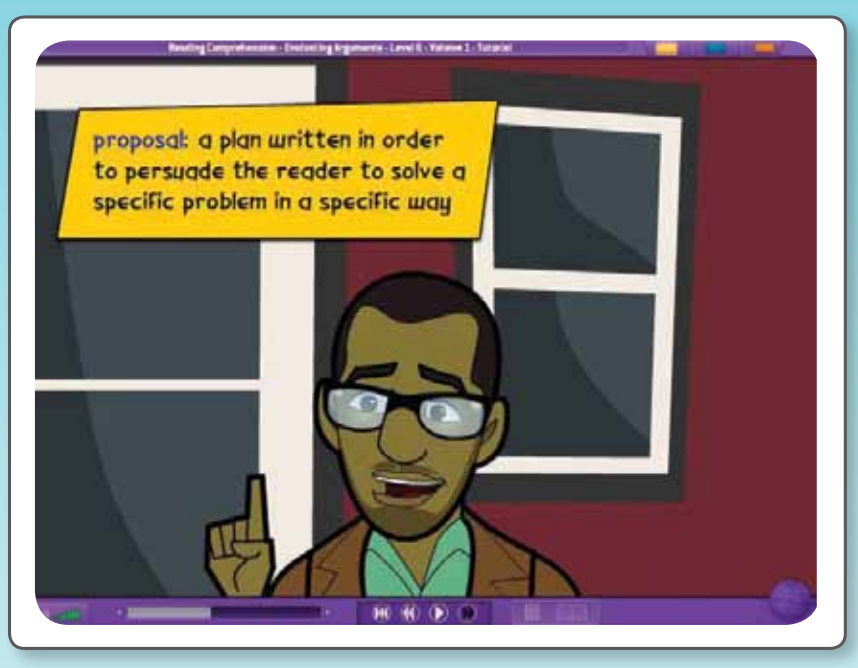
READING

Automated Online Instruction

Sample lesson: Evaluating Arguments (Grade 6)

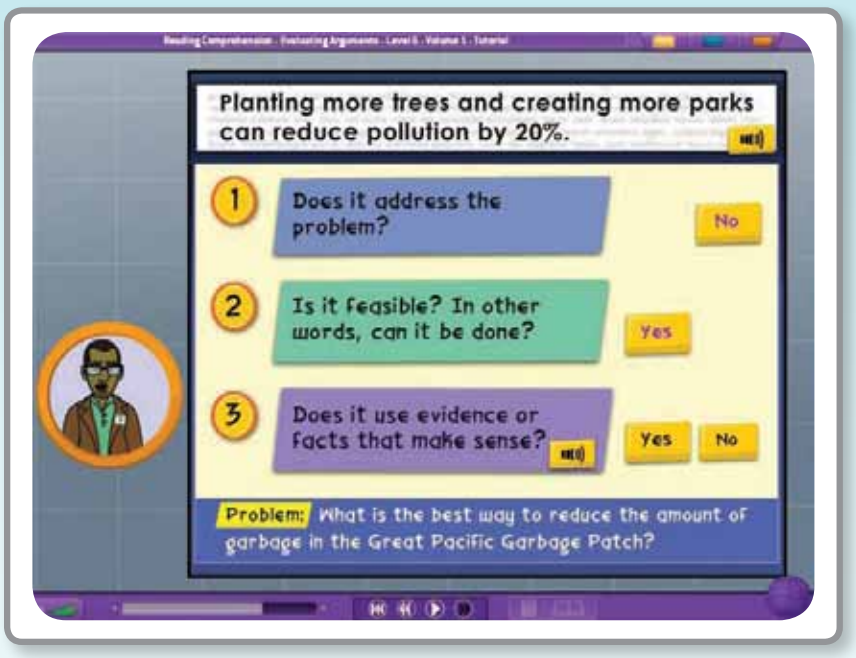
Automated, differentiated lessons delivered at each student's level are highly engaging and motivational

- Boosts students' confidence by delivering explicit online instruction at their level
- Creates—and delivers—a differentiated instruction plan for every student automatically
- Consistent lesson structure based on best practices—explicit instruction, guided practice, and progress monitoring activities



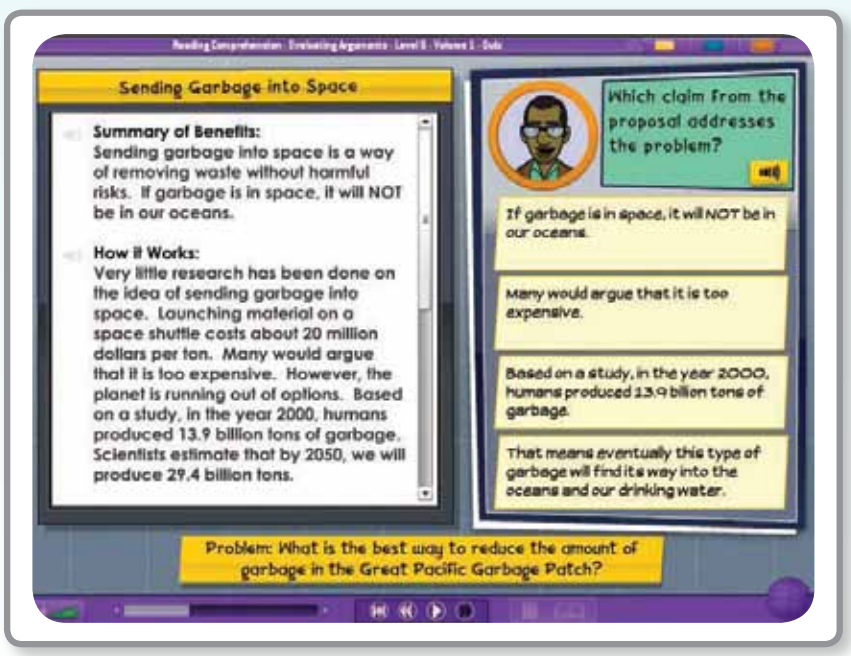
1. Explicit instruction

Skills are taught through engaging characters and real-world scenarios.



2. Guided practice

Once students have been taught a skill, they practice what they've learned and receive corrective feedback to reinforce understanding.



3. Progress monitoring

Students are assessed at the end of each lesson to drive ongoing progress monitoring.

READING

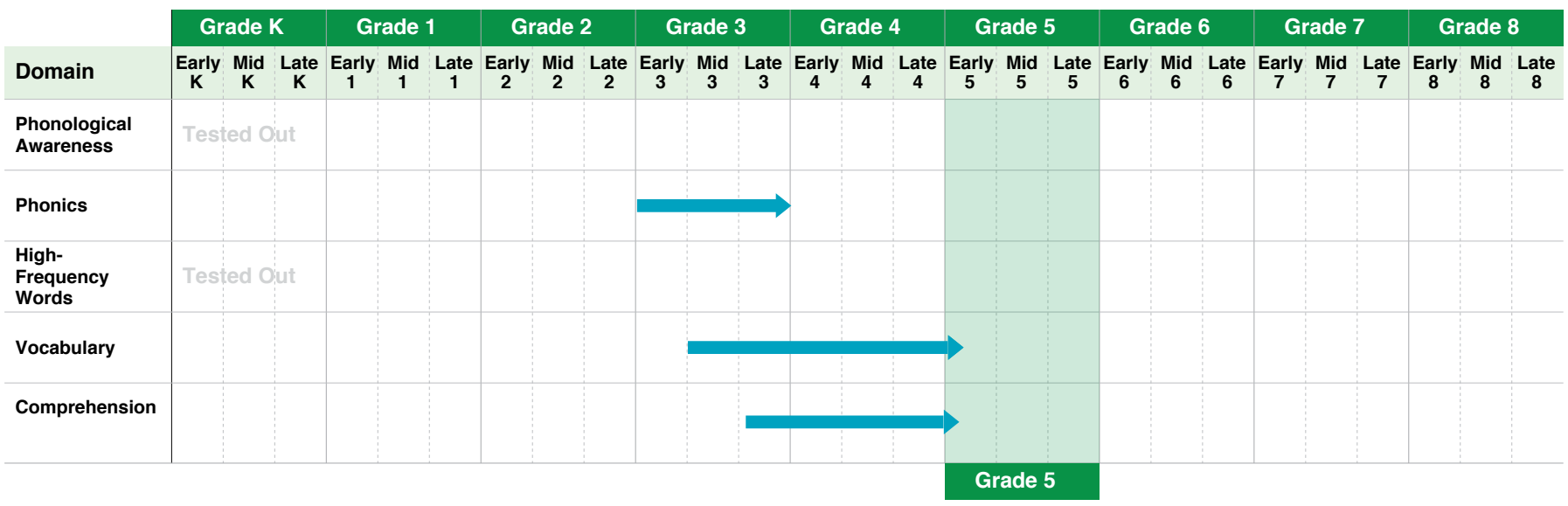
Student Response to Instruction

Jasmine Wells - Reading - Grade 5

September 15, 2012 - May 31, 2013

Use this report to review a student's progress through their online instruction. Review domain and lesson-level performance information.

Progress Summary



Detail by Domain

	Lessons				
	Passed	Completed	Pass Rate	Time on Task	Domain Status
Overview	42	63	76%	26h 46m	
Phonological Awareness	No Activity				Off
Phonics	12	15	80%	06h 44m	On
High-Frequency Words	No Activity				Off
Vocabulary	18	24	75%	08h 27m	On
Comprehension	18	24	75%	11h 34m	On

Detail by Lesson

Phonics					
Date	Lessons	Pass/Fail	Score	Time on Task	Extra Lesson
3/26/12	**Self-Monitoring** LA.3.3.4.c - Apply meaning clues, language structure, and phonetic strategies.	Pass	100%	23m	
3/20/12	**Suffixes** LA.3.3.3.b - Decode regular multisyllabic words.	Pass	88%	17m	

Comprehension					
4/1/12	**Vocabulary in Context** LA.3.3.4.d - Use context to clarify meaning of unfamiliar words.	Pass	92%	20m	
3/29/12	**Make Predictions** LA.3.3.5.c - Make, confirm, or revise predictions	Pass	89%	18m	
3/28/12	**Cause and Effect** LA.4.4.5.j - Identify cause and effect relationships.	Pass	95%	14m	
3/26/12	**Cause and Effect** LA.4.4.5.j - Identify cause and effect relationships.	Fail	54%	16m	

Cause and Effect

LA 4.RI.4.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

READING

Performance by Grade & Class

Harrington Elementary School

Subject: Reading

Grade 2

Window 1 - 09/12/2012 - 12/31/2012
Window 2 - 01/01/2013 - 05/31/2013

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Gauthier	61%	39%	42%	19%	416	25	25
	24%	76%	12%	12%	366	25	25
Smith	70%	30%	50%	20%	410	30	30
	17%	83%	0%	17%	360	30	30
Walsh	60%	40%	44%	16%	413	25	25
	26%	74%	24%	2%	363	25	25

Grade 3

Window 1 - 09/12/2012 - 12/31/2012
Window 2 - 01/01/2013 - 05/31/2013

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Krensky	50%	50%	40%	10%	451	10	18
	30%	70%	25%	5%	397	10	18
Marsh	63%	37%	33%	30%	459	25	25
	26%	75%	15%	10%	402	25	25
Nicholson	80%	10%	67%	23%	455	15	15
	50%	50%	40%	10%	411	15	15
Orem	60%	40%	30%	30%	454	16	16
	33%	67%	18%	15%	404	16	16

Grade 4

Window 1 - 09/12/2012 - 12/31/2012
Window 2 - 01/01/2013 - 05/31/2013

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Pierce	50%	50%	30%	20%	520	19	19
	27%	73%	17%	10%	480	19	19
Ritchie	71%	29%	64%	7%	525	34	34
	36%	64%	32%	4%	475	34	34
Ruwe	50%	50%	45%	5%	535	15	15
	40%	60%	37%	3%	485	15	15
Waldron	62%	38%	52%	10%	533	30	30
	15%	85%	8%	7%	483	30	30

Grade 5

Window 1 - 09/12/2012 - 12/31/2012
Window 2 - 01/01/2013 - 05/31/2013

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Berkin	80%	20%	40%	40%	570	22	22
	30%	70%	15%	15%	520	22	22
McCarthy	70%	30%	40%	30%	573	18	18

READING

District Performance

Hayes-Schulman Consolidated District

Subject: Reading

All Schools

Window 1 - 09/12/2012 - 12/31/2012
Window 2 - 01/01/2013 - 05/31/2013

	% Students On or Above Level	Student Placement Distribution (%)					
		Below Level	On Level	Above Level	Average Scale Score	Number of Students Assessed	Total Number of Students
Grade K	75%	25%	30%	45%	413	80	80
	43%	57%	30%	13%	363	80	80
Grade 1	80%	20%	40%	40%	462	100	100
	58%	42%	43%	15%	411	100	100
Grade 2	78%	22%	48%	30%	532	110	110
	60%	40%	60%	0%	482	110	110
Grade 3	79%	21%	34%	45%	579	100	100
	63%	37%	55%	8%	527	100	100
Grade 4	60%	40%	30%	30%	582	50	50
	28%	72%	27%	1%	530	50	50
Grade 5	62%	38%	30%	32%	632	60	60
	32%	68%	27%	5%	585	60	60
Grade 6	78%	32%	48%	30%	658	50	50
	53%	47%	50%	3%	607	50	50
Grade 7	74%	26%	44%	30%	663	70	70
	28%	72%	20%	8%	614	70	70
Grade 8	75%	25%	46%	29%	700	60	60
	32%	68%	22%	10%	650	60	60

Harrington Elementary School

	% Students On or Above Level	Student Placement Distribution (%)					
		Below Level	On Level	Above Level	Average Scale Score	Number of Students Assessed	Total Number of Students
Grade K	85%	15%	45%	40%	413	80	80
	43%	57%	30%	13%	363	80	80
Grade 1	83%	17%	40%	43%	462	74	74
	58%	42%	43%	15%	411	74	74
Grade 2	81%	19%	42%	39%	532	98	98
	60%	40%	60%	0%	482	98	98
Grade 3	82%	18%	40%	42%	579	84	84
	63%	37%	55%	8%	527	84	84
Grade 4	76%	24%	40%	36%	582	50	50
	28%	72%	27%	1%	530	50	50
Grade 5	74%	26%	34%	40%	632	60	60
	32%	68%	27%	5%	585	60	60

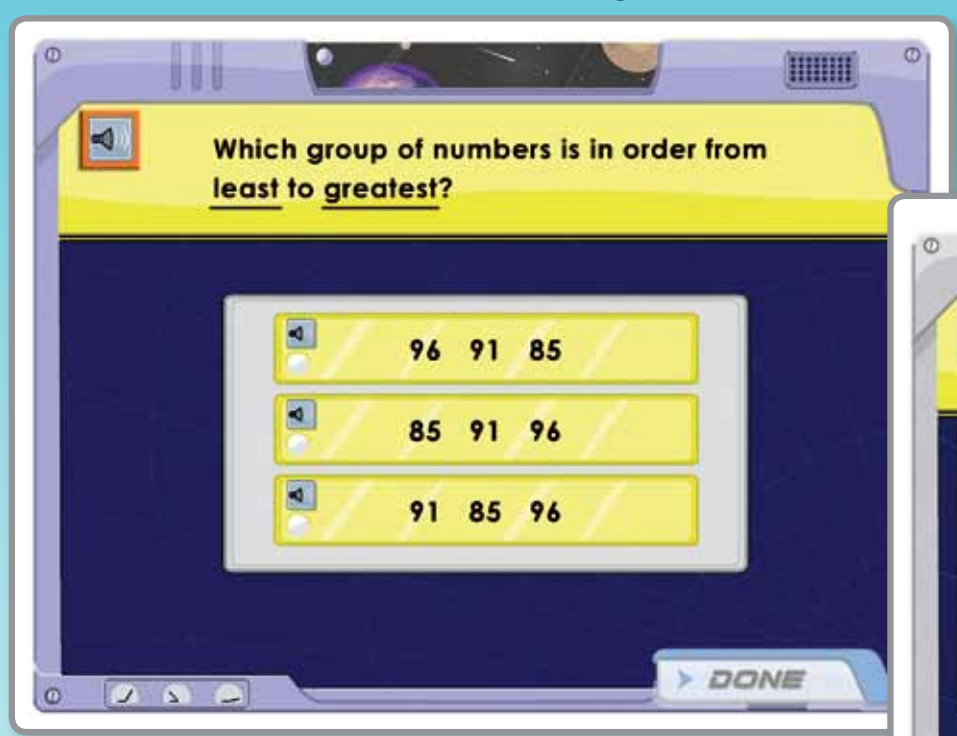
Lincoln Middle School

	% Students On or Above Level	Student Placement Distribution (%)					
		Below Level	On Level	Above Level	Average Scale Score	Number of Students Assessed	Total Number of Students
Grade 6	80%	20%	40%	40%	658	40	40
	53%	47%	50%	3%	607	40	40
Grade 7	83%	17%	43%	40%	663	80	80
	28%	72%	20%	8%	614	80	80
Grade 8	75%	25%	30%	45%	700	60	60
	32%	68%	22%	10%	650	60	60

MATHEMATICS

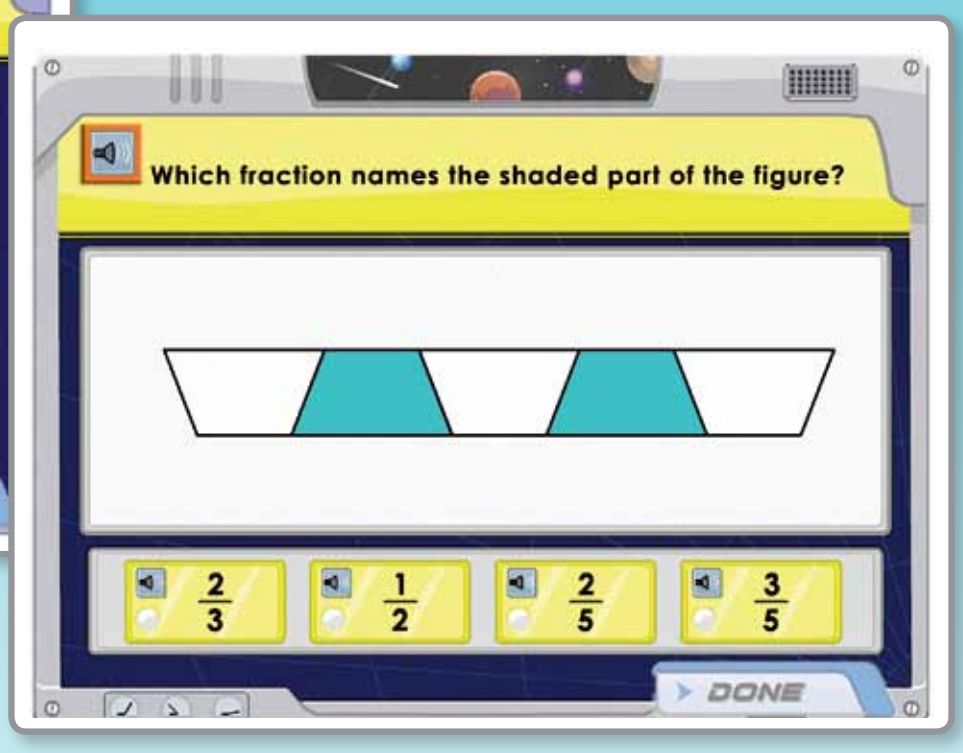
Sample Diagnostic Items

Level 1 – Number and Operations

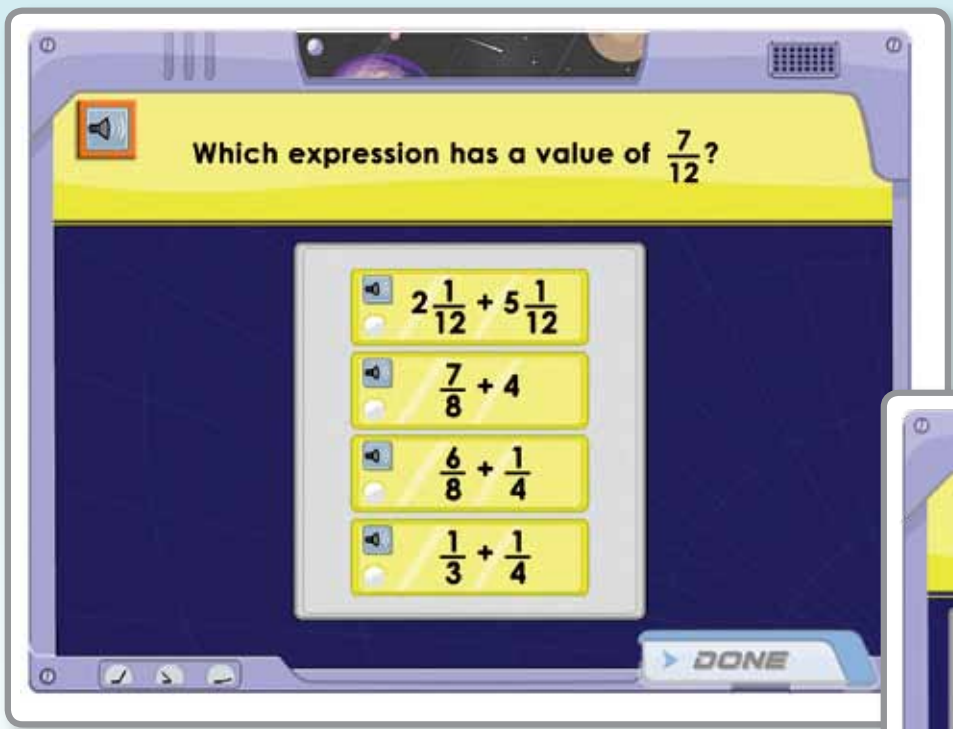


Audio is an available option for students in grades 1–5.

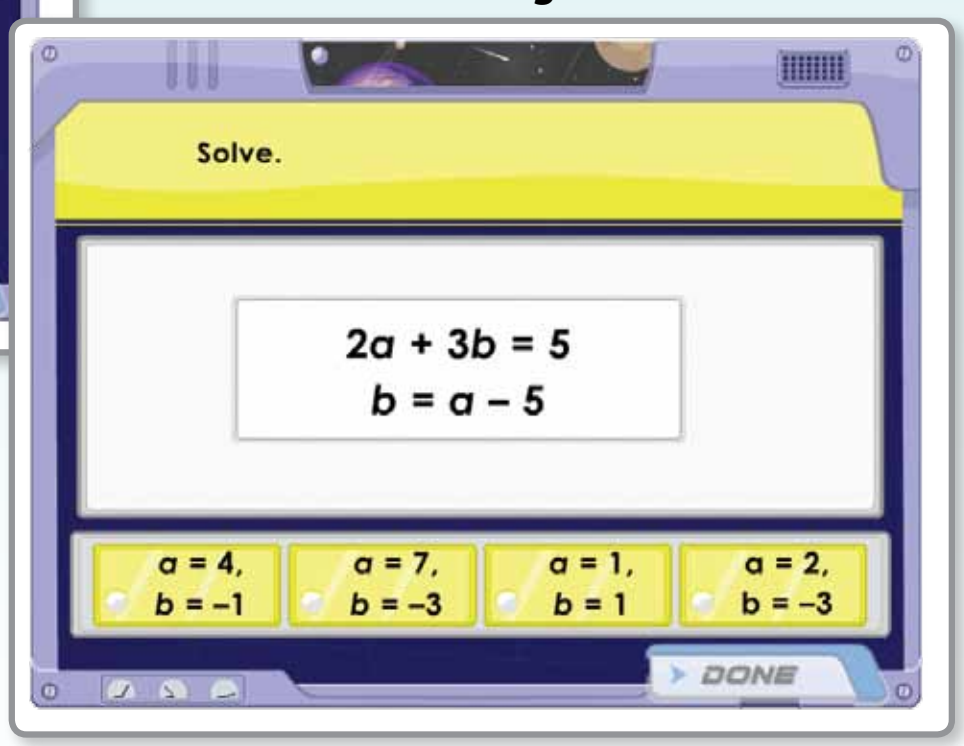
Level 3 – Number and Operations



Level 6 – Algebra



Level 8 – Algebra



MATHEMATICS

Student Profile

Overview | Number and Operations | Algebra and Algebraic Thinking | Measurement and Data | Geometry

Tabitha Fernandez - Mathematics - Grade 5

Overall Performance

✔ On or Above Level ◆ 1 Level Below ✘ 2 or more Levels Below

Level 5

Test	Placement	Scale Score	Standard Error
Test 3 - 04/12/2013	✔ Early 5	523	+/- 15.5
Test 2 - 01/12/2013	◆ Level 4	495	+/- 16.1
Test 1 - 09/06/2012	✘ Level 3	458	+/- 15.4

Scale Score 400 425 450 475 500 525 550 575 600 625 650 675 700 725 750 775 800

Detail for Test 1 09/06/2012

Domain	Placement	Scale Score
Number and Operations	✘ Level 3	459
Algebra and Algebraic Thinking	✘ Level 3	457
Measurement and Data	✘ Level 3	472
Geometry	◆ Level 4	480

Scale Score 400 425 450 475 500 525 550 575 600 625 650 675 700 725 750 775 800

	Placement	Developmental Analysis
Overall Math Performance	✘ Level 3	Test results indicate that Tabitha would benefit from intensive intervention focused on skills and concepts related to quantitative reasoning and representation. Instruction that connects understanding of number relationships, computation, and problem solving skills will strengthen Tabitha´s math abilities across domains. This priority places Tabitha in Instructional Grouping Profile 1.
Number and Operations	✘ Level 3	At levels 3-5 this domain addresses four operations with whole numbers with an emphasis on multiplication and division, as well as understanding of and computation with decimals and fractions. Test results indicate that Tabitha could benefit from practice using place value to add within 1,000.
Algebra and Algebraic Thinking	✘ Level 3	At levels 3-5 this domain addresses multiplication and division concepts, including remainders, factor pairs, and multiples, as well as numeric patterns. Test results indicate that Tabitha needs to develop a deeper understanding of the relationship between multiplication and division and apply this concept to solving word problems.
Measurement and Data	✘ Level 3	At levels 3-5 this domain addresses the relationship among measurement units, geometric measurement concepts, and presenting data on line plots and line graphs. Results indicate Tabitha may benefit from review of these topics.
Geometry	◆ Level 4	At levels 3-5 this domain addresses angles and perpendicular and parallel lines, classification of two-dimensional figures, line symmetry and plotting points on the coordinate plane. Results indicate Tabitha may benefit from review of these topics.

MATHEMATICS

Student Profile

Number and Operations Detail

Tabitha Fernandez – Mathematics – Grade 5

Test 1-09/06/2012	Placement	Scale Score
Number and Operations	Level 3	458

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

Building Number and Operations Skills

What Tabitha Can Do

Results indicate that Tabitha can likely do the skills shown below.

Base Ten

- Model three-digit numbers.
- Compare and order three-digit numbers.
- Know multiplication facts through 9 x 9.

Fractions

- Identify fractions ($^1/_2$, $^1/_4$, $^3/_4$) as parts of a whole using pictures.
- Identify fractions that name part of a whole (denominators of 2, 3, 4, 5, 6, 8, 10, 12).

Next Steps for Instruction

Results indicate that Tabitha will benefit from instruction and practice in the skills shown below.

Base Ten

Know division facts through 81 ÷ 9.
Add multi-digit numbers.
Subtract multi-digit numbers.
Multiply two-digit numbers by one-digit numbers.

Fractions

Identify fractions shown on a number line.

Use models to find equivalent fractions.
Write equivalent fractions, including fractions in simplest form.
Express fractions with denominators of 10 or 100 as decimals.
Decompose a fraction into a sum of fractions with like denominators.
Add and subtract fractions with like denominators.

Tools for Instruction

- Know Division Facts
- Add Multi-Digit Numbers
- Subtract Multi-Digit Numbers
- Multiply by One-Digit Numbers
- Fractions on the Number Line
- Find Equivalent Fractions

Recommended Products from Curriculum Associates

If you have this product...	Use...
STAMS	**Level C** Lesson 2: Add and Subtract Lesson 7: Fact Families Lesson 8: Fraction Concepts Lesson 9: Model Equivalent Fractions **Level D** Lesson 3: Multiply by 1-Digit Numbers Lesson 12: Relate Decimals to Fractions Lesson 19: Add and Subtract Like Fractions

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Virginia Standards of Learning

Tabitha Fernandez – Mathematics – Grade 5

Virginia Mathematics Standards of Learning

Grade 3		Test 1	Test 2
Number and Number Sense			
MA.3.3.1.c	The student will compare two whole numbers between 0 and 9,999, using symbols (>, <, or =) and words (greater than, less than, or equal to)	✓	✓
MA.3.3.2	The student will recognize and use the inverse relationships between . . . multiplication/division to complete basic fact sentences. The student will use these relationships to solve problems.	✓	✓
MA.3.3.2	The student will recognize and use the inverse relationships between addition/subtraction . . . to complete basic fact sentences. The student will use these relationships to solve problems.	✓	✓
MA.3.3.3.a	The student will name and write fractions (including mixed numbers) represented by a model		✓
MA.3.3.3.b	The student will model fractions (including mixed numbers) and write the fractions' names; and		✓
Computation and Estimation			
MA.3.3.4	The student will estimate solutions to and solve single-step and multistep problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping.		✓
MA.3.3.5	The student will recall multiplication facts through the twelves table, and the corresponding division facts.		✓
MA.3.3.6	The student will represent multiplication and division, using area, set, and number line models, and create and solve problems that involve multiplication of two whole numbers, one factor 99 or less and the second factor 5 or less.		✓

Grade 4		Test 1	Test 2
Number and Number Sense			
MA.4.4.1.a	The student will identify orally and in writing the place value for each digit in a whole number expressed through millions		
MA.4.4.2.a	The student will compare and order fractions and mixed numbers		
MA.4.4.2.b	The student will represent equivalent fractions; and		✓
Computation and Estimation			
MA.4.4.4.b	The student will add, subtract, and multiply whole numbers		✓
MA.4.4.4.c	The student will divide whole numbers, finding quotients with and without remainders; and		
MA.4.4.4.d	The student will solve single-step and multistep addition, subtraction, and multiplication problems with whole numbers		✓
MA.4.4.5.a	The student will determine common multiples and factors, including least common multiple and greatest common factor of up to two fractions		
Patterns, Functions, and Algebra			
MA.4.4.15	The student will recognize, create, and extend numerical and geometric patterns.		

Grade 5		Test 1	Test 2
Number and Number Sense			
MA.5.5.2.a	The student will recognize and name fractions in their equivalent decimal form and vice versa; and		
MA.5.5.2.b	The student will compare and order fractions and decimals in a given set from least to greatest and greatest to least		
Computation and Estimation			
MA.5.5.4	The student will create and solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division with and without remainders of whole numbers.		

Click to access i-Ready skills assessed

MATHEMATICS

Class Profile

Mr. Brown's Grade 5 Mathematics Class

Performance by Student

Number of Students Assessed: 22
Total Number of Students: 22

On or Above Level · 1 Level Below · 2 or More Levels Below

	Overall Scale Score	Overall Placement	Placement by Domain: Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
Kell, Clayton	596	Late 5	Level 7	Level 7	Late 5	Early 5
Herdon, Rachelle	580	Late 5	Level 6	Late 5	Late 5	Mid 5
Kapanadze, Iva	567	Mid 5	Level 6	Level 7	Level 7	Early 5
Hill, Cary	562	Mid 5	Early 5	Early 5	Early 5	Late 5
Iman, Zachary	534	Early 5	Mid 5	Early 5	Mid 5	Mid 5
Hawkins, Franklin	520	Early 5	Early 5	Late 5	Early 5	Early 5
Cronk, Jamie	514	Early 5	Level 4	Level 4	Level 4	Early 5
Afridi, Sheri	509	Level 4	Level 4	Early 5	Level 4	Early 5
Grasty, Ashlee	502	Level 4	Late 5	Level 6	Level 3	Level 3
Ditullio, Pearlie	497	Level 4	Late 5	Mid 5	Level 4	Mid 5
Guzman, Kate	496	Level 4	Mid 5	Early 5	Level 2	Level 2
Gunderman, Marco	494	Level 4	Late 5	Mid 5	Level 3	Level 3
Danz, Warren	490	Level 4	Level 6	Late 5	Level 4	Level 4
Coleman, Chong	479	Level 4	Level 4	Level 4	Level 4	Level 4
Hahn, Derrick	474	Level 3	Early 5	Mid 5	Level 3	Level 2
Donovan, Lacey	469	Level 3	Level 3	Level 3	Level 2	Level 4
Gowdy, Neil	467	Level 3	Level 2	Level 2	Level 2	Level 3
Eber, Sofia	463	Level 3	Level 3	Level 4	Level 4	Level 3
Fernandez, Tabitha	458	Level 3	Level 3	Level 3	Level 3	Level 4
Hamilton, Emilia	455	Level 3	Mid 5	Early 5	Level 4	Level 2
Dixon, Jay	450	Level 2	Level 4	Level 3	Level 2	Level 2
Eargle, David	450	Level 2	Level 3	Level 3	Level 4	Level 2

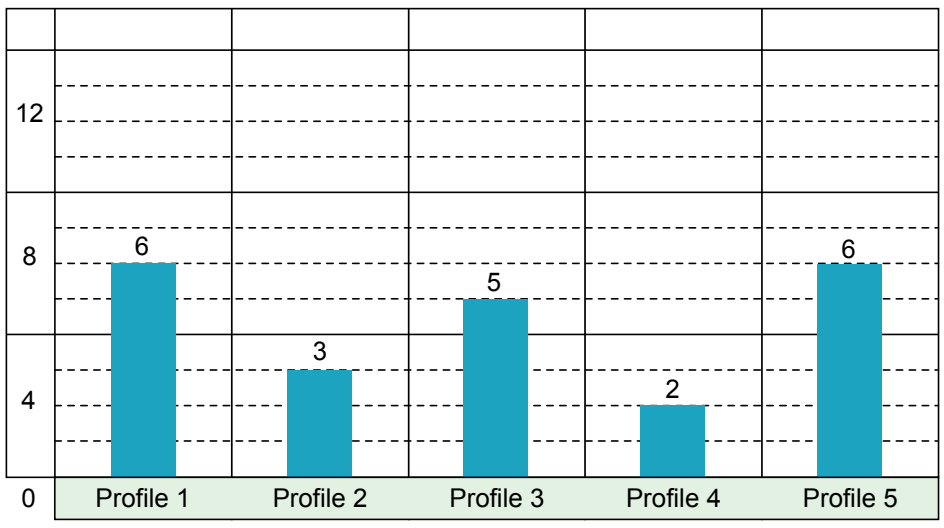
MATHEMATICS

Instructional Grouping

Mr. Brown's Grade 5 Mathematics Class

Profile Overview

22 out of 22 Students Tested in (Window 1 - 09/06/2012 - 12/31/2012)



Profile 1	Below level in Number and Operations or Algebra and Algebraic Thinking	Two or more grades below level in Number and Operations or Algebra and Algebraic Thinking
Profile 2		One grade below level in Number and Operations or Algebra and Algebraic Thinking
Profile 3	On or above level in Number and Operations and Algebra and Algebraic Thinking	Two or more grades below level in Geometry or Measurement and Data
Profile 4		One grade below level in Geometry or Measurement and Data
Profile 5		On or above level in all domains

Students in Each Grouping Profile

Profile 1	Profile 2	Profile 3	Profile 4	Profile 5
Dixon, Jay	Afridi, Sheri	Grasty, Ashlee	Danz, Warren	Hawkins, Franklin
Donovan, Lacey	Coleman, Chong	Gunderman, Marco	Ditullio, Pearlie	Herdon, Rachelle
Eargle, David	Cronk, Jamie	Guzman, Kate		Hill, Cary
Eber, Sofia		Hahn, Derrick		Iman, Zachary
Fernandez, Tabitha		Hamilton, Emilia		Kapanadze, Iva
Gowdy, Neil				Kell, Clayton

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Instructional Grouping

Profile 1 Detail

Instructional Priorities for Profile 1

Number–Base Ten

- Round whole numbers to the nearest ten or hundred.
- Add and subtract multi-digit numbers with regrouping.
- Multiply and divide within 100.
- Multiply single-digit numbers by 10 and by multiples of 10.

Students who struggle with operations involving regrouping often lack the conceptual understanding that drives the algorithms. These students may benefit from working with concrete or visual models in order to focus on the place value concepts behind the process. Once students understand why the process works, they can be guided to see the relationship between the models and the algorithms, and eventually use the algorithm alone.

Number–Fractions

- Use fractions to name parts of a whole or set.
- Show fractions on a number line.
- Use models to show equivalent fractions.
- Express fractions with denominators of 10 or 100 as decimals.
- Decompose a fraction into a sum of fractions with like denominators.
- Add and subtract fractions with like denominators.

Challenges with fractions often relate to not understanding how fraction notation represents a part or multiple parts of a whole or a set. Be sure students read fraction names appropriately (*two thirds* rather than *two over three*) and understand that, for example, *two thirds* means *two copies of one third*. This provides the basis for understanding fractions greater than 1 as well as for later adding and subtracting unlike fractions. Give students repeated opportunities to practice representing fractions and equivalent fractions on a number line, with a variety of models (fraction strips for parts of a whole, counters for parts of a set), and with fraction notation.

Algebraic Thinking

- Write multiplication sentences to represent equal groups and repeated addition.
- Solve problems involving partitioning in equal groups, including identifying the remainder.
- Solve problems involving sharing equal groups, including identifying the remainder.
- Know multiplication/division fact families.

Students at this stage will likely benefit from reviewing the basic concept of multiplication and division. Present both the repeated addition model and the array model since both of these will become useful in different word problem situations. Having a very solid conceptual foundation will help students apply strategies that will develop fact fluency, while fact fluency will also help them apply concepts to solve word problems. While students are still developing their conceptual understandings, be sure to use small numbers that represent easy-to-grasp quantities in discussion examples as well as in independent work. Present problems involving larger one-digit numbers only when students are more confident of the concepts.

Fluency

- Know multiplication and division facts through 100.

The students in this group may have difficulty recalling basic multiplication facts. Discuss with them strategies for remembering facts, or recalling facts based on other known facts, such as that the 4s are simply the 2s two times. Give students smaller goals for remembering facts, starting first with 1s, 2s, 5s, and 10s, then moving on to the more difficult-to-recall facts. Remind students that once they know one fact in a family, they can use that fact to recall the other facts in the family. Use a table to illustrate that the commutative property reduces the number of facts that need to be memorized. Provide daily practice as necessary. Have each student keep a personal record of which facts they know and which they still need to learn.

Profile 1 Tools for Instruction

- Know Division Facts
- Add Multi-Digit Numbers
- Subtract Multi-Digit Numbers
- Multiply by One-Digit Numbers
- Fractions on the Number Line
- Find Equivalent Fractions

Profile 1 Tools for Instruction

If you have this product...	Use...
STAMS	**Level C** Lesson 2: Add and Subtract Lesson 7: Fact Families Lesson 8: Fraction Concepts Lesson 9: Model Equivalent Fractions **Level D** Lesson 3: Multiply by 1-Digit Numbers Lesson 12: Relate Decimals to Fractions Lesson 19: Add and Subtract Like Fractions

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Tools for Instruction

i-Ready™ Diagnostic & Instruction Tools for Instruction

Multiply by One-Digit Numbers

Objective Use place value and the Distributive Property of multiplication over addition to multiply two-digit numbers by one-digit numbers.	**Materials** Grid paper, colored pencils or markers

This activity extends students' understanding of multiplication using arrays, as well as their fluency with multiplication basic facts. They are ready to focus on more complex concepts related to multiplication. In this activity, students use their knowledge of place value to build an introductory understanding of the Distributive Property (without knowing it by name) as they visualize and model the relationship between multiplication and addition. Then they apply this understanding to multiply two-digit numbers by one-digit numbers. The understanding built in this activity will lead students to see how place value and the Distributive Property are used in the standard algorithm for multiplication.

Step by Step 20–30 minutes

1 Review modeling a basic multiplication fact.

- Write a basic multiplication fact such as "7 × 5" on the board.
- Model the fact wit
array. Have the stu
- Remind the stude
to find the answer

2 Connect to the

- Explain that anoth
- Draw a dashed ho
rectangles with he
Then present the
- Help the student s
the two rectangle
that the two recta
- Now focus on (4 ×
distributed across t
product for emph
- Guide the student
the areas of these r

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Fractions on a Number Line

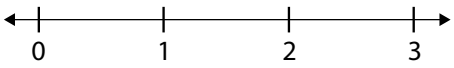
Objective Locate the fractions $\frac{1}{2}$, $1\frac{1}{2}$, and $2\frac{1}{2}$ on a number line and count by halves from 0 to 3.	**Materials** Paper tape about two feet long, unused pencil

Students are usually introduced to the concept of a fraction with an area model. Developing the concept of a fraction as a number on the number line is a more abstract idea. To help make the connection between an area model and a number line model, begin with a number line that has recognizable width, such as one made from paper tape or masking tape. The number line in this activity is constructed using a familiar interval, the length of a pencil, to represent 1. Learning to count by halves from 0 to 3 introduces the idea that fractions are also numbers, not just ways to describe areas or lengths.

Step by Step 20–30 minutes

1 Display the number line.

- Post a piece of paper tape about two feet long.
- Tell the student you are going to make a number line.
- Use a standard length such as a pencil to mark off the numbers 0, 1, 2, and 3 with one pencil length between them.

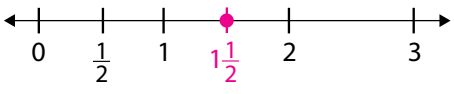


2 Locate $\frac{1}{2}$.

- Focus the student's attention on the segment between 0 and 1.
- Tell the student that the section is 1 pencil long. Hold the pencil up against the number line to reinforce this idea.
- Ask: *If this is one pencil long, how could we show the length of one half of a pencil?* (Make a mark halfway between the 0 and the 1.)
- Label that location $\frac{1}{2}$.
- Help the student understand that $\frac{1}{2}$ marks the point halfway between 0 and 1. The number $\frac{1}{2}$ shows a half more than 0.
- Fold the number line in half between the 0 and the 1 to reinforce the idea of a half.

3 Locate $1\frac{1}{2}$.

- Focus the student's attention on the segment between 1 and 2.
- Remind the student that 1 represents 1 pencil length. Ask: *Where on this number line is half a pencil length more than 1?* (halfway between 1 and 2)
- Mark and label $1\frac{1}{2}$.
- Help students understand that $1\frac{1}{2}$ marks the point halfway between 1 and 2. The number $1\frac{1}{2}$ shows a half more than 1.



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MATHEMATICS

Automated Online Instruction

Sample lesson: Dividing Fractions (Grade 6)

Automated, differentiated lessons delivered at each student's level are highly engaging and motivational

- Boosts students' confidence by delivering explicit online instruction at their level
- Creates—and delivers—a differentiated instruction plan for every student automatically
- Consistent lesson structure based on best practices—explicit instruction, guided practice, and progress monitoring activities

1. Explicit instruction

Skills are taught through engaging characters and real-world scenarios.

2. Guided practice

Once students have been taught a skill, they practice what they've learned and receive corrective feedback to reinforce understanding.

3. Progress monitoring

Students are assessed at the end of each lesson to drive ongoing progress monitoring.

MATHEMATICS

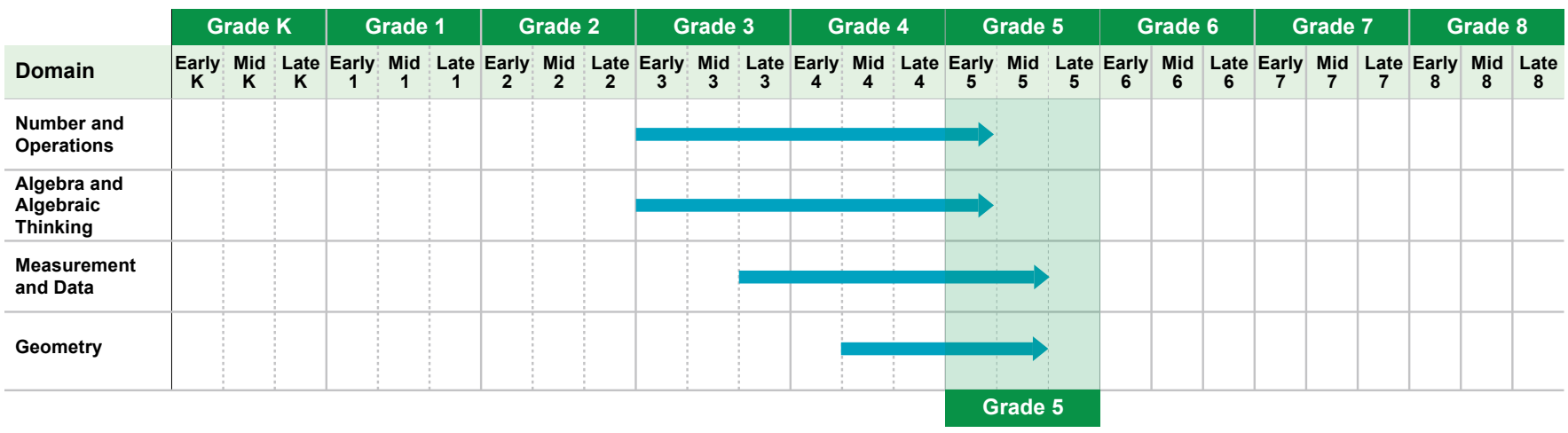
Student Response to Instruction

Tabitha Fernandez - Grade 5

September 6, 2012 - May 31, 2013

Use this report to review a student's progress through their online instruction. Review domain and lesson-level performance information.

Progress Summary



Detail by Domain

	Lessons Passed	Completed	Pass Rate	Time on Task	Domain Status
Overview	68	80	85%	26h 15m	
Number and Operations	20	25	80%	08h 30m	On
Algebra and Algebraic Thinking	17	20	85%	06h 30m	On
Measurement and Data	16	18	89%	05h 30m	On
Geometry	15	17	88%	05h 45m	On

Detail by Lesson

Number and Operations					
Date	**Lessons**	**Pass/Fail**	**Score**	**Time on Task**	**Extra Lesson**
4/7/13	**Adding Multi-Digit Numbers** MA.3.3.20.a - The student will investigate the identity and the commutative properties for addition and multiplication	Pass	90%	17m	
4/5/13	**Subtracting Three-Digit Numbers** MA.3.3.4 - The student will estimate solutions to and solve single-step and multistep problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping.	Pass	79%	16m	
4/4/13	**Comparing and Ordering Numbers to 1,000** MA.3.3.1.c - The student will compare two whole numbers ... using symbols (>, =, <).	Pass	90%	15m	
3/30/13	**Comparing and Ordering Numbers to 1,000** MA.3.3.1.c - The student will compare two whole numbers ... using symbols (>, =, <).	Fail	60%	14m	
3/28/13	**Rounding to the Nearest 10 or 100** MA.3.3.1.b - The student will round whole numbers, 9,999 or less, to the n	Pass	94%	13m	
Algebra and Algebraic Thinking					
3/28/13	**Review Addition and Subtraction Fact Families** MA.3.3.2 - The student will recognize and use the inverse relationships be to complete basic fact sentences. The student will use these relationships		73%	19m	
3/27/13	**Subtracting to Solve Real-World Problems** MA.3.3.4 - The student will estimate solutions to and solve single-step and multistep problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping.	Pass	95%	18m	

Comparing and Ordering Numbers to 1,000

MA.2.2.NBT.4 - Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

MATHEMATICS

Performance by Grade & Class

Harrington Elementary School

Subject: Mathematics

Grade K

Window 1 - 09/06/2012 - 12/31/2012
Window 2 - 01/01/2013 - 03/31/2013

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Gauthier	61%	39%	42%	19%	402	25	25
	24%	76%	12%	12%	381	25	25
Smith	70%	30%	50%	20%	405	30	30
	17%	83%	0%	17%	390	30	30
Walsh	60%	40%	44%	16%	425	25	25
	76%	74%	24%	2%	383	25	25

Grade 1

Window 1 - 09/06/2012 - 12/31/2012
Window 2 - 01/01/2013 - 03/31/2013

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Krensky	50%	50%	40%	10%	426	10	18
	30%	70%	25%	5%	397	10	18
Marsh	63%	37%	33%	30%	432	25	25
	25%	75%	15%	10%	402	25	25
Nicholson	80%	10%	67%	23%	475	15	15
	50%	50%	40%	10%	411	15	15
Orem	60%	40%	30%	30%	428	16	16
	33%	67%	18%	15%	400	16	16

Grade 2

Window 1 - 09/06/2012 - 12/31/2012
Window 2 - 01/01/2013 - 03/31/2013

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Pierce	50%	50%	30%	20%	453	19	19
	27%	73%	17%	10%	430	19	19
Ritchie	71%	29%	64%	7%	500	34	34
	36%	64%	32%	4%	476	34	34
Ruwe	50%	50%	45%	5%	452	15	15
	40%	60%	37%	3%	432	15	15
Waldron	62%	38%	52%	10%	461	30	30
	15%	85%	8%	7%	436	30	30

Grade 3

Window 1 - 09/06/2012 - 12/31/2012
Window 2 - 01/01/2013 - 03/31/2013

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Berkin	80%	20%	40%	40%	540	22	22
	30%	70%	15%	15%	461	22	22
McCarthy	70%	30%	35%	35%	484	18	18
	54%	46%	34%	20%	464	18	18
	67%	33%	30%	37%	477	29	29

MATHEMATICS

District Performance

Hayes-Schulman Consolidated District

Subject: Mathematics

All Schools

Window 1 - 08/15/2012 - 12/31/2012
Window 2 - 01/01/2013 - 03/31/2013

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Grade K	75%	25%	30%	45%	425	80	80
	43%	58%	30%	13%	393	80	80
Grade 1	80%	20%	40%	40%	465	100	100
	58%	43%	43%	15%	438	100	100
Grade 2	78%	22%	48%	30%	480	110	110
	60%	40%	60%	0%	456	110	110
Grade 3	79%	21%	34%	45%	490	100	100
	63%	38%	55%	8%	470	100	100
Grade 4	60%	40%	30%	30%	511	50	50
	28%	72%	27%	1%	489	50	50
Grade 5	62%	38%	30%	32%	535	60	60
	32%	68%	27%	5%	511	60	60
Grade 6	78%	32%	48%	30%	560	50	50
	53%	48%	50%	3%	539	50	50
Grade 7	74%	26%	34%	30%	560	70	70
	28%	73%	20%	8%	538	70	70
Grade 8	75%	25%	46%	29%	592	60	60
	32%	68%	22%	10%	569	60	60

Harrington Elementary School

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Grade K	85%	15%	45%	40%	425	80	80
	43%	58%	30%	13%	393	80	80
Grade 1	83%	17%	40%	43%	466	74	74
	58%	43%	43%	15%	438	74	74
Grade 2	81%	19%	42%	39%	480	98	98
	60%	40%	60%	0%	456	98	98
Grade 3	82%	18%	40%	42%	500	84	84
	63%	38%	55%	8%	476	84	84
Grade 4	76%	24%	40%	36%	512	50	50
	28%	72%	27%	1%	489	50	50
Grade 5	74%	26%	34%	40%	535	60	60
	32%	68%	27%	5%	511	60	60

Lincoln Middle School

	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Number of Students
		Below Level	On Level	Above Level			
Grade 6	80%	20%	40%	40%	564	40	40
	53%	47%	50%	3%	538	40	40
Grade 7	83%	17%	43%	40%	566	80	80
	28%	73%	20%	8%	540	80	80
Grade 8	75%	25%	30%	45%	594	60	60
	32%	68%	22%	10%	569	60	60

APPENDIX

Research

i-Ready™ Diagnostic development has followed guidelines outlined by the American Educational Research Association (AERA), the American Psychological Association (APA), and the National Council on Measurement in Education (NCME) for best practices in assessment development.

- **Best-practice adaptive test design:** Based on well-accepted test theories of Rasch and Item Response Theory (IRT) Modeling
- **Best-practice assessment development** (e.g., item design, test construction): Informed by best practices in the field of educational testing, as well as the state standards
- **Assessment development led by expert advisors:** Includes renowned experts in psychometrics, reading, math, special education, English language learner education, and teacher preparation
- **Large, diverse sample for item and scale calibration:** Assessment items have been field tested with over 28,200 students across representative socioeconomic, geographic, and ethnic strata
- **Strong validity and reliability:** The technical manual further documents assessment design protocol and provides a detailed analysis of test statistics and characteristics

Large, diverse sample for item and scale calibration

- More than 28,200 students nationwide
- More than 16,500 math and 27,300 reading assessments administered
- 23 different states represented by 91 sites

Continued item development and testing

- 80,371 students nationwide
- 75,341 math and 81,471 reading assessments administered
- 42 different states represented by 413 sites

Demographic diversity of sample sites (approx.)	
African American	31%
Hispanic	12%
Caucasian	51%
Qualified for free or reduced lunch	53%
Below the poverty line	19%
Special education student	14%
English language learner	15%

Expert advisors

Psychometrics

- **Dr. Richard Brown |** *Associate Professor at the Rossier School of Education at the University of Southern California*
  - Works with the California Department of Education (CDE) on testing and assessment in the California public school system
  - Previously, Senior Researcher at the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA

Reading

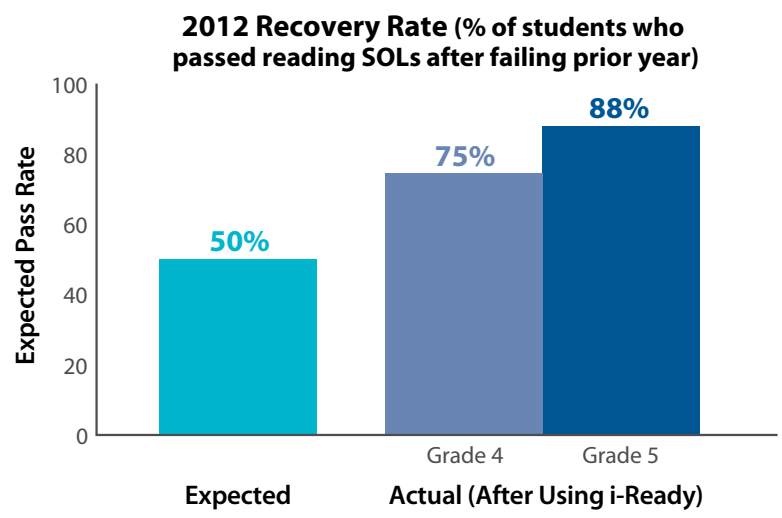
- **Dr. David Chard |** *Dean of the Annette Caldwell Simmons School of Education and Human Development at Southern Methodist University*
  - Research review panelist at both state and national levels, including panels of the National Science Foundation and U.S. Department of Education
  - Awarded more than $11 million in deferral, state, and private grants since 1993
- **Dr. Lori Helman |** *Associate Professor in the Department of Curriculum and Instruction at the University of Minnesota*
  - Many years of bilingual teaching experience at the early grades; leads new teacher induction programs
  - Co-Director of the Minnesota Center for Reading Research

Mathematics

- **Dr. Richard Bisk |** *Chair and Professor of Mathematics at Worcester State University*
  - Advisor to the Massachusetts Department of Education in the development of the Guidelines for the Mathematical Preparation of Elementary Teachers
  - Expert on Singaporean mathematics education
- **Dr. David Chard |** *Dean of the Annette Caldwell Simmons School of Education and Human Development at Southern Methodist University*
  - Research review panelist at both state and national levels, including panels of the National Science Foundation and U.S. Department of Education
  - Awarded more than $11 million in deferral, state, and private grants since 1993
- **Dr. Cathy Seely |** *Senior Fellow at the Charles A. Dana Center at the University of Texas at Austin*
  - Veteran mathematics educator and change facilitator with 35 years of experience at the local, state, and national levels; works on state and national policy and improvement efforts in mathematics education
  - Prior president of the National Council of Teachers of Mathematics (NCTM) from 2004 through 2006, and currently an active member of the council

APPENDIX

Case Studies

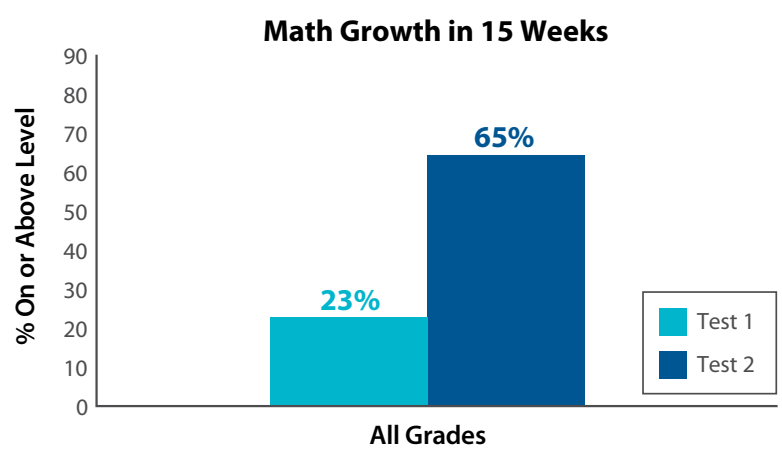


Farmington Elementary School, Culpeper, VA

- Title I school
- 52% Eligible for Free/Reduced Lunch
- Used i-Ready 30-45 minutes/day, 4-5 days/week

"Of the Grade 5 Tier 2 students we used i-Ready with this year, none passed the SOLs last year and 88% passed this year."

—Gail Brewer, *Principal*

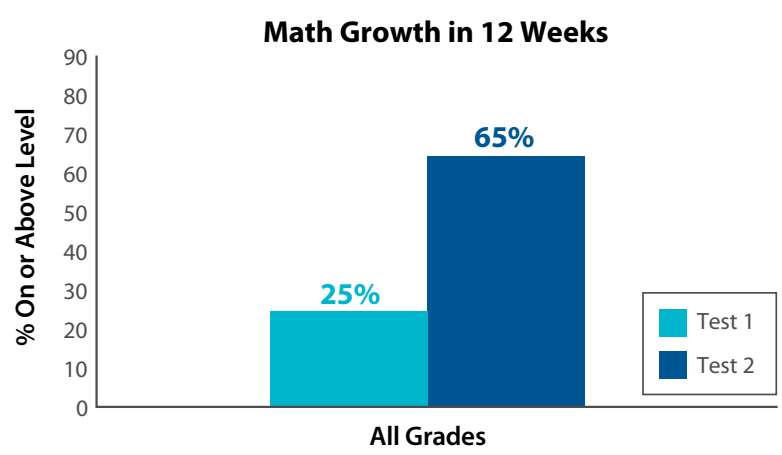


Springfield Elementary School, New Middletown, OH

- Title I school
- High-performing
- 29% Eligible for Free/Reduced Lunch
- 14% Special Education
- Implemented with grades K-4

"The reports are phenomenal."

—Kristen Snyder, *Library Media Specialist*

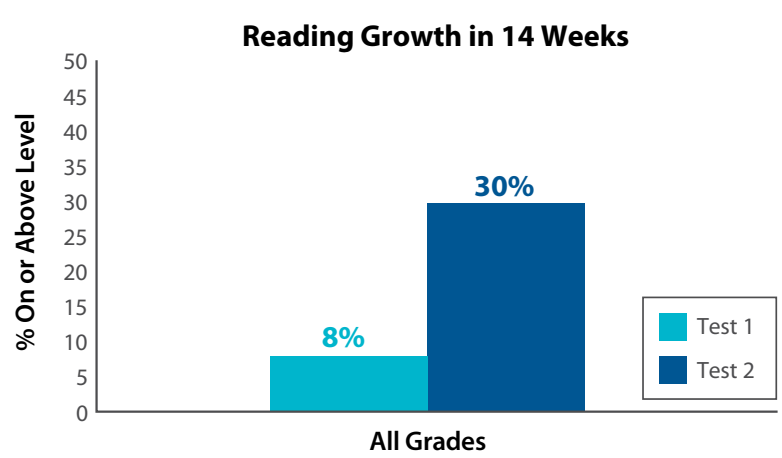


Edward Kemble Elementary School, Sacramento, CA

- Title I school
- 89% Eligible for Free/Reduced Lunch
- 50% English Language Learners
- Implemented with grades 2 and 3

"The key is that it is assessment and instruction together."

—Dr. Shana Henry, *Principal*

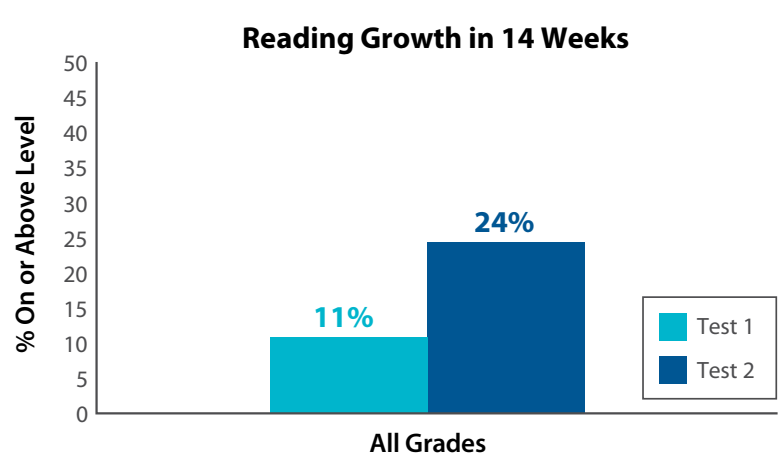


PS 49, Bronx, NY

- Title I school
- 98% Eligible for Free/Reduced Lunch
- 23% English Language Learners
- Implemented with grades 2 and 4

"When we used i-Ready, differentiation was a lot easier. The program figured out what students needed and adjusted to them."

—Kevin Burke, *Assistant Principal and Academic Service Leader*



PS 1, Courtlandt School, Bronx, NY

- Title I school
- 98% Eligible for Free/Reduced Lunch
- 20% English Language Learners
- Implemented with grades K-5

"Students are engaged, excited, and want to do the work."

—Eric Grande, *Assistant Principal*

Home | Roster | Settings | Assignments | Reports | Resources

District Reports | School Reports | Class Reports

HEDI Student Growth Report

Academic Year: Current (2012-2013)
Subject: Reading
Show: Last Test of Previous Year

Compare to: Test Window 4
Is this report an End of Year Report or Mid-Year Progress Report: End of Year Report

Back
Print/Save

District Level Version of Report showing "End of Year" version

Hayes-Schulman Consolidated District

Evaluation Period: Last Test of Previous Year (2011-2012) - Test Window 4 (05/01/13 - 06/01/13)

Teacher Performance Summary

Growth Category		% of Teachers in Each Growth Category	Number of Teachers
Highly Effective	H	25%	25
Effective	E	50%	50
Developing	D	20%	20
Ineffective	I	5%	5
No Data Available		0	0

Teacher Performance Detail

H Highly Effective | E Effective (Target) | D Developing | I Ineffective

Teacher	Growth Category	Progress Towards Targeted Growth (Average Across All Students) Target 100%	Test Window 4 Average Scale Score	Average Scale Score Increase Achieved	Average Scale Score Increase Require to Achieve Target	% Students who have Achieved Target	Number of Students included in Report	Total Number of Students
Wetmore, Johanna	H	200%	350	+75	40	60%	60	60
Powell, Sara	H	200%	400	+75	40	50%	50	50
West, Dante	H	175%	450	+75	45	60%	60	60
Avery, Lana	H	150%	400	+75	50	50%	50	50
Richards, Destiny	H	200%	350	+75	40	60%	60	60
Anderson, Calvin	E	75%	300	+40	40	25%	25	25
Zaya, Carol	E	75%	350	+45	25	35%	35	35
Breaux, Albert	E	100%	200	+35	25	35%	35	35
Tate, Michelle	E	75%	300	+25	25	30%	30	30
Shepozov, Miranda	E	100%	350	+35	30	35%	35	35

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District Level Version of Report showing "Mid-Year Progress"

Roster | Settings | Assignments | Reports | Resources

District Reports | School Reports | Class Reports

HEDI Student Growth Report

Academic Year: Current (2012-2013)
Subject: Reading

Show: Last Test of Previous Year
Show: Test Window 3
Compare to: Test Window 4
Is this Report an End of Year Report of Mid-Year Progress Report:
Mid-Year Progress Report

Back
Print/Save

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Teacher Performance Detail

Teacher	Growth Category	Progress towards Targeted Growth (Average Across All Students) 100% Target	Test Window 3 Average Scale Score	Average Scale Score Increase Achieved	Average Scale Score Increase Required to Achieve Target	% Students who have Achieved Target	Number of Students included in Report	Total Number of Students
Wetmore, Johanna	N/A	200%	350	+75	40	60%	60	60
Powell, Sara	N/A	200%	400	+75	40	50%	50	50
West, Dante	N/A	200%	450	+75	45	60%	60	60
Avery, Lana	N/A	200%	400	+75	50	50%	50	50
Richards, Destiny	N/A	200%	350	+75	40	60%	60	60
Anderson, Calvin	N/A	75%	300	+40	40	25%	25	25
Zaya, Carol	N/A	75%	350	+45	25	35%	35	35
Breaux, Albert	N/A	100%	200	+35	25	35%	35	35
Tate, Michelle	N/A	75%	300	+25	25	30%	30	30
Shepozov, Miranda	N/A	100%	350	+35	30	35%	35	35
Torres, Jesus	N/A	75%	200	+20	25	45%	45	45
Ules, Maria	N/A	75%	250	+25	30	45%	45	45
Richards, Destiny	N/A	75%	150	+18	20	40%	40	40
Anderson, Calvin	N/A	75%	250	+18	30	45%	45	45
Zaya, Carol	N/A	75%	250	+26	20	25%	25	25
Breaux, Albert	N/A	50%	300	+16	20	60%	60	60
Tate, Michelle	N/A	50%	200	+20	30	60%	60	60
Shepozov, Miranda	N/A	50%	350	+20	30	40%	40	40

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i-Ready™
Diagnostic & Instruction

Introduction to Tools for Instruction

Targeted Support for Classroom Math Instruction

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04/15/2012 Version 4.0

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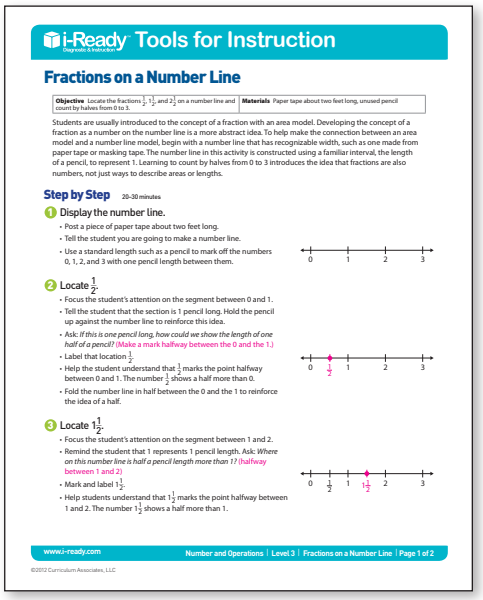
What Are Tools for Instruction?

Best-Practice Instructional Resources

Tools for Instruction are best-practice instructional resources provided to support you in targeting students' needs as identified by i-Ready Diagnostic reports.

- **Instructional Grouping Profile Report** identifies instructional groups and instructional priorities for each group in your classroom. Use Tools for Instruction to address these priorities.
- **Student Profile Report** identifies Next Steps skills for each student. Use Tools for Instruction to teach these skills.

Number and Operations



i-Ready Diagnostic & Instruction Tools for Instruction

Fractions on a Number Line

Objective Locate the fractions $\frac{1}{2}$, $1\frac{1}{2}$, and $2\frac{1}{2}$ on a number line and count by halves from 0 to 3.

Materials Paper tape about two feet long, unused pencil

Students are usually introduced to the concept of a fraction with an area model. Developing the concept of a fraction as a number on the number line is a more abstract idea. To help make the connection between an area model and a number line model, begin with a number line that has recognizable width, such as one made from paper tape or masking tape. The number line in this activity is constructed using a familiar interval, the length of a pencil, to represent 1. Learning to count by halves from 0 to 3 introduces the idea that fractions are also numbers, not just ways to describe areas or lengths.

Step by Step 20–30 minutes

1. Display the number line.
   - Post a piece of paper tape about two feet long.
   - Tell the student you are going to make a number line.
   - Use a standard length such as a pencil to mark off the numbers 0, 1, 2, and 3 with one pencil length between them.

0 1 2 3

2. Locate $\frac{1}{2}$.
   - Focus the student's attention on the segment between 0 and 1.
   - Tell the student that the section is 1 pencil long. Hold the pencil up against the number line to reinforce this idea.
   - Ask: *If this is one pencil long, how could we show the length of one half of a pencil?* (Make a mark halfway between the 0 and the 1.)
   - Label that location $\frac{1}{2}$.
   - Help the student understand that $\frac{1}{2}$ marks the point halfway between 0 and 1. The number $\frac{1}{2}$ shows a half more than 0.
   - Fold the number line in half between the 0 and the 1 to reinforce the idea of a half.

0 $\frac{1}{2}$ 1 2 3

3. Locate $1\frac{1}{2}$.
   - Focus the student's attention on the segment between 1 and 2.
   - Remind the student that 1 represents 1 pencil length. Ask: *Where on this number line is half a pencil length more than 1?* (halfway between 1 and 2)
   - Mark and label $1\frac{1}{2}$.
   - Help students understand that $1\frac{1}{2}$ marks the point halfway between 1 and 2. The number $1\frac{1}{2}$ shows a half more than 1.

0 $\frac{1}{2}$ 1 $1\frac{1}{2}$ 2 3

www.i-ready.com Number and Operations | Level 3 | Fractions on a Number Line | Page 1 of 2

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Downloadable and Printable

Tools for Instruction can be downloaded and printed out or viewed on your screen. Each resource consists of the following:

- A short introduction that describes what you need to know about the skill and what the main focus of instruction should be
- Either a recommended sequence of instruction for a single lesson or a range of activity options for teaching or reinforcing a skill
- A formative assessment guide with suggestions for following up with students who don't yet understand

Support for Small Group, Individual, or Whole Class Instruction

Each Tool for Instruction describes one or more ways in which classroom teachers, aides, or specialists can jump-start instruction on a particular skill. These research-based resources are designed to support instruction with either an individual student, a small group, or the whole class.

- These resources are particularly appropriate for occasions when you need a quick suggestion on how to target a specific skill but don't want to send your student to a textbook—or you don't have a lesson easily accessible.
- Tools for Instruction include instructional tips to support English Learners at point of use when language may be an obstacle.
- In addition to lesson suggestions, many resources include reproducible copymasters when needed to support instruction.

Help for Remediating Below-Level Skills

Tools for Instruction are especially helpful in situations where your students are performing well below grade level, and so you might be less comfortable or knowledgeable about how to teach some skills. For example, if you are a fifth-grade teacher trying to help a student understand a second-grade concept, or a second-grade teacher working with a student at the kindergarten level, use Tools for Instruction for guidance on teaching skills outside your own area of expertise.

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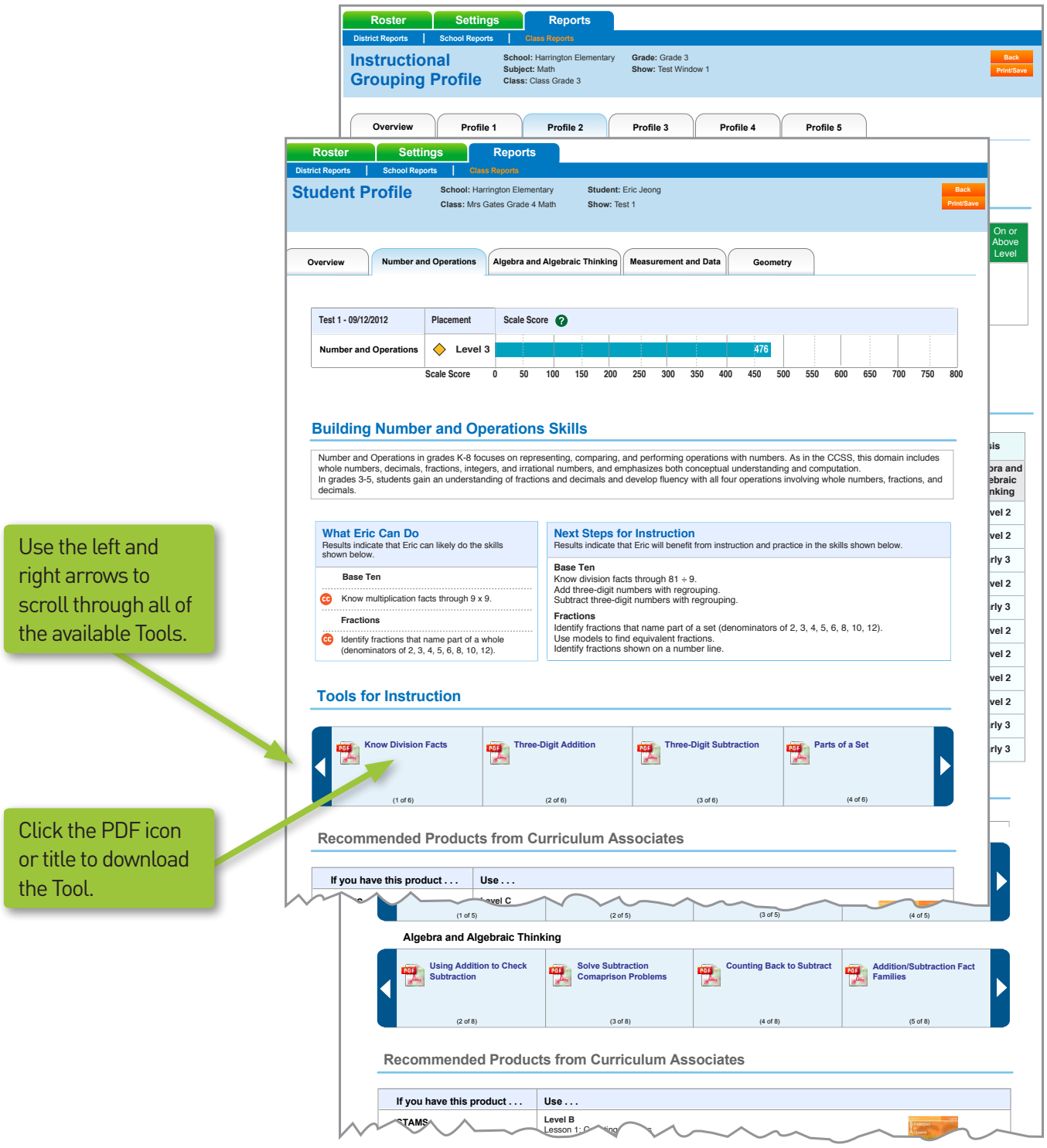
Where Are Tools for Instruction Located?

Diagnostic Reports

For your convenience, the Tools for Instruction are integrated into your Instructional Grouping Profile Report and your Student Profile Reports. To access the Tools, navigate to the Report of interest and then scroll to the bottom of the page. The lessons are located just before the Recommended Curriculum Associates products. For support in navigating to these specific Reports, see the i-Ready Diagnostic and Instruction Teacher's Guide.



Use the left and right arrows to scroll through all of the available Tools.

Click the PDF icon or title to download the Tool.

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Resources Tab

To browse all of the available Tools for Instruction at one time, use the "Get Tools" feature found on the Resources tab.

Step 1: Click on the Resources tab.

Go to your teacher homepage.

Click on the Resources tab.

Step 2: Click on Tools for Instruction.

Select Math.

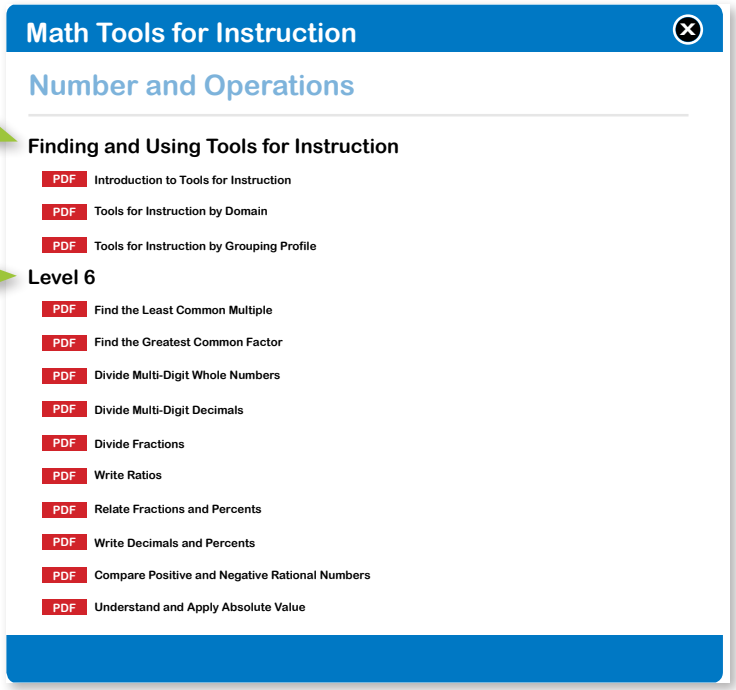
Select one of the four domains.

Click on Get Tools.

Step 3: Navigate to the domain folder you need.

Each domain includes a folder with the same information about finding and using Tools for Instruction.

Find Tools for Instruction in the level folders within each domain.



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Step 4: Select and download the Tools you need.

Implement recommendations in the Instructional Grouping Profile Report.

Refer to the chart Tools for Instruction by Grouping Profile.

Select the chart for your students' grade level.

Select the Tools you need. Then navigate to the appropriate folder.

i-Ready Math Tools for Instruction by Grouping Profile

Instructional Profile Overview

Profile 1	Below Level in Number or Algebra	Two or more levels below in Number or Algebra
Profile 2		One level below in Number or Algebra
Profile 3	On or Above Level in Number and Algebra	Two or more levels below in Geometry or Measurement and Data
Profile 4		One level below in Geometry or Measurement and Data
Profile 5		On or above level in all domains

Grade 8

	Number and Operations	Algebra and Algebraic Thinking	Geometry	Measurement
Profile 1	Level 6 • Find the Least Common Multiple • Find the Greatest Common Factor • Divide Multi-Digit Whole Numbers • Divide Multi-Digit Decimals • Divide Fractions • Write Ratios • Relate Fractions and Percents • Write Decimals and Percents	Level 6 • Finding Percents • Find the Whole from a Part and a Percent • Visualizing Unit Rate • Using Ratio Tables to Solve Problems • Evaluating Expressions Containing Exponents • Use Order of Operations • Use Mathematical Vocabulary • Evaluate Variable Expressions		

Implement recommendations in the Student Profile Report.

Refer to the chart Tools for Instruction by Domain.

Select the domain and the level identified in the Student Profile Report.

Select the Tool you need. Then navigate to the appropriate folder.

i-Ready Math Tools for Instruction by Domain

Next Steps Skill	Tool for Instruction	Common Core State Standard
Level 6		
The Number System *(continued)*		
Express decimals as percents and percents as decimals.	**Write Decimals and Percents**	***Related fit: MA.7.7.EE.3*** *Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.*
Represent and compare positive and negative rational numbers as points on the number line.	**Compare Positive and Negative Rational Numbers**	***MA.6.6.NS.6.c*** *Find and position integers and other rational numbers on a horizontal or vertical number line diagram . . .*
Understand absolute value and interpret it in the context of a real-world situation.	**Understand and Apply Absolute Value**	***MA.6.6.NS.7.c*** *Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.*

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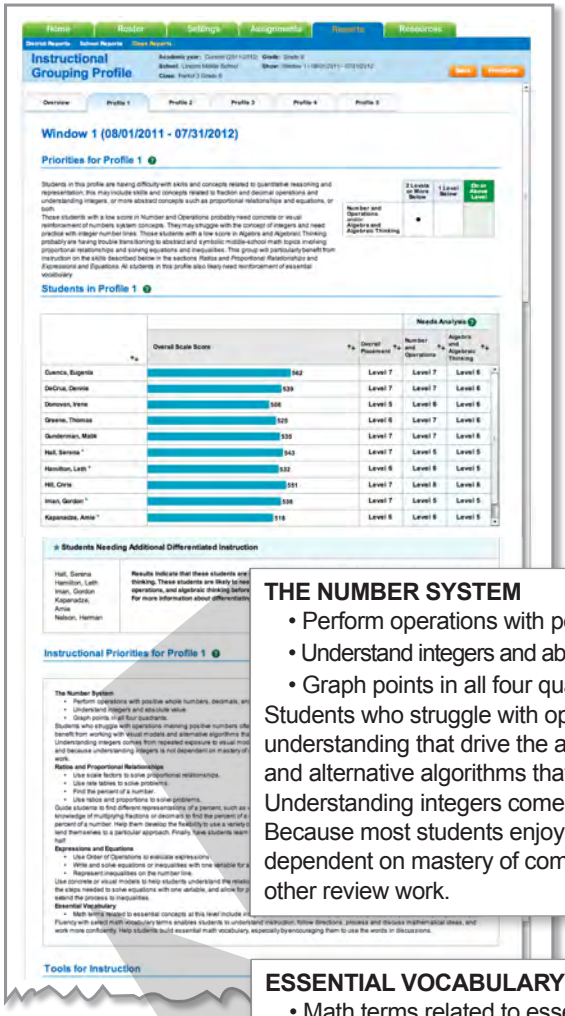
Classroom Implementation

Target Small Group Needs

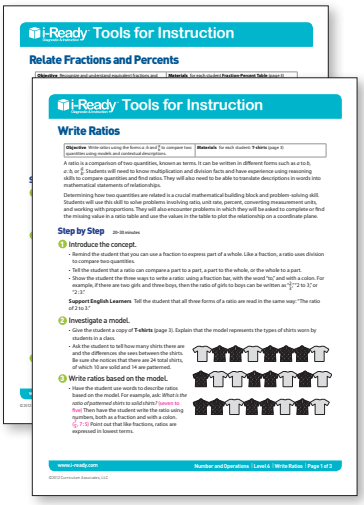
Planning The iReady Instructional Grouping Profile Report sorts your students into five instructional groups, based on the results of i-Ready Diagnostic. The report then lists Priorities for Instruction for each group, based on their common areas of need.

Implementation Tools for Instruction address the Priorities for Instruction identified for each group. Use the activities described in each Tool for Instruction to jump-start instruction.

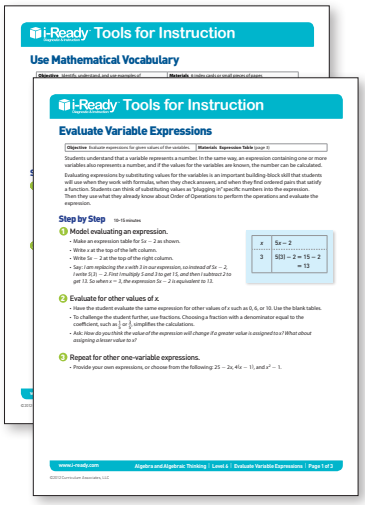
Instructional Grouping Report



Number and Operations



Algebra and Algebraic Thinking



THE NUMBER SYSTEM

- Perform operations with positive whole numbers, decimals, and fractions.
- Understand integers and absolute value.
- Graph points in all four quadrants.

Students who struggle with operations involving positive numbers often lack the conceptual understanding that drive the algorithms. These students may benefit from working with visual models and alternative algorithms that focus on the number sense and place value concepts behind the process. Understanding integers comes from repeated exposure to visual models and real-life connections. Because most students enjoy learning about integers, and because understanding integers is not dependent on mastery of computation skills, practice with integers can be a welcome break from other review work.

ESSENTIAL VOCABULARY

- Math terms related to essential concepts at this level include *integers, absolute value, ratio, proportion, expression, equation, inequality,* and *equal*. Fluency with select math vocabulary terms enables students to understand instruction, follow directions, process and discuss mathematical ideas, and work more confidently. Help students build essential math vocabulary, especially by encouraging them to use the words in discussions.

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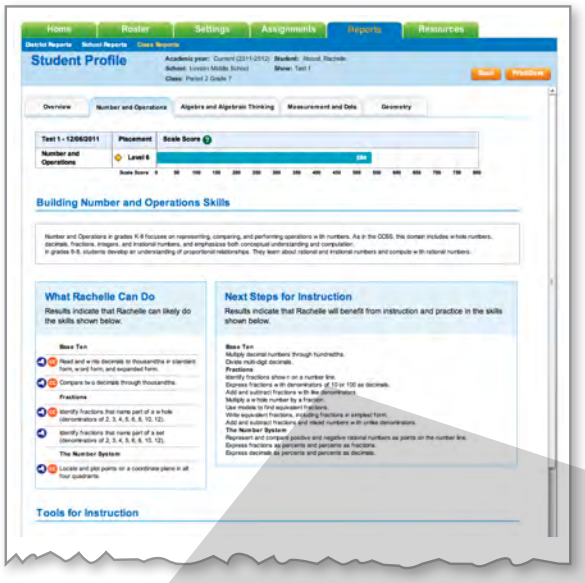
Target Individual Student Needs

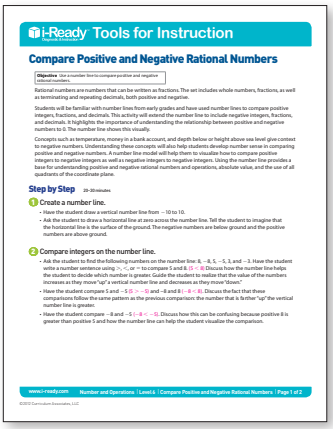
Planning The Student Profile Report identifies domain placement levels and recommends Next Steps skills for each student, based on the results of i-Ready Diagnostic.

Implementation Tools for Instruction provide targeted activities to teach the skills listed in Next Steps for Instruction.

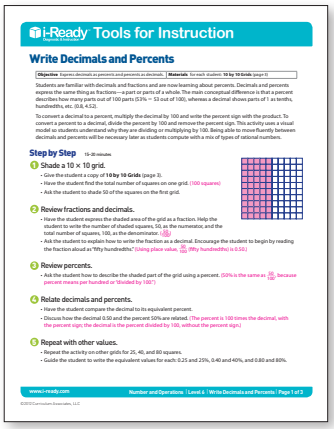
Student Profile Report

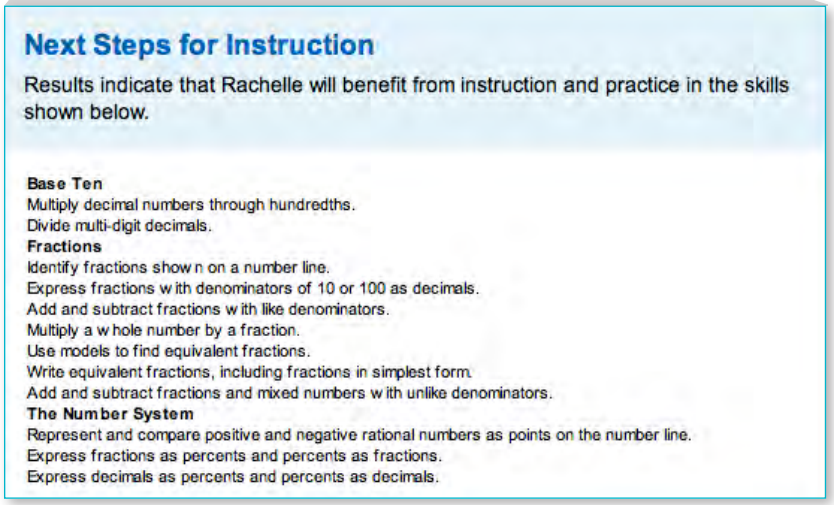


Number and Operations



Number and Operations





Target Whole Class Needs

i-Ready Diagnostic may identify certain Priorities for Instruction or Next Steps skills that many of your students share. Tools for Instruction can support you in teaching these skills to the whole class.

Two Kinds of Tools for Instruction

Step by Step

Step by Step lessons model the steps required to teach a single skill. These Tools are focused on a recommended sequence of instruction and provide in-depth detail about each step.

i-Ready Diagnostic & Instruction Tools for Instruction

Find the Whole from a Part and a Percent

Objective Calculate the whole given a part and the percent by using 10% pieces.

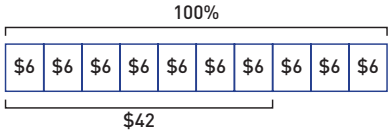
To help students develop a deeper understanding of percents, it is important that they be able to visualize the relationships between the numbers in terms of parts and wholes. If students are able to make sense of the problem, they will be able to work through a solution regardless of whether they remember a specific algorithm. Finding the whole given a part and the percent is an important skill that arises in many contexts. For example, if I bought a sweater for 70% of its original price and it cost me $42, what was the original price? This activity incorporates bar modeling to guide students to solve percent problems. The bar model will help students visualize the relationship between the whole and the part, thus helping them see a path to solve the problem.

Step by Step 20–30 minutes

1. Present the problem.
   - I bought a sweater for 70% of its original price and it cost me $42. What was the original price?

   Support English Learners Explain that the *original price* means the first, or starting price for the item. It may help to interpret the problem for the student, explaining that $42 is the price paid after an amount is subtracted from the original price.

2. Draw a bar model to illustrate the problem.
   - Explain that the bar represents the original price, or 100%. Label the bar "100%."
   - Explain that 100 can be divided into 10 groups of 10 each. Divide the bar into 10 equal sections.
   - Ask how many sections of the bar represent 70%. (7)
   - Ask: *What is the value of 70% of the original price?* ($42)
   - Bracket 7 of the 10% sections and label it "$42."



3. Compute the original price, or whole.

Objectives specify the exact skill the lesson addresses.

Introduction describes what prior knowledge the skill builds on and what key understanding the instruction should focus on.

Stepped-out instruction guides you through teaching the lesson one step at a time.

Point-of-use tips support instruction for English language learners in both kinds of Tools, as needed.

Diagrams clarify instructional recommendations.

Check for Understanding

Have the student find 100% of a number if 60% of the number is 48. (80) Have the student show and explain how she found her answer.

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

If you observe…	the student may…	Then try…
the student has difficulty computing 10% of a quantity	not understand how to use place value.	reviewing how to use place value to divide by 10.
the student has difficulty calculating 100% given the value of 10%	not understand how to use place value.	reviewing how to use place value to multiply by 10.
the student has difficulty deciding what to do with the given numbers	not have a firm understanding of percents and wholes.	encouraging the student to label what he knows on the diagram first, and then help him find a path to the solution.

Check for Understanding offers informal assessment and additional support for students who are still acquiring the skill.

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Ways to Teach

These Tools for Instruction present two to three activity options. Ways to Teach activities model a variety of ways to approach teaching or reinforcing a skill.

i-Ready Tools for Instruction

180° Rotations of Polygons

Objective Describe the effects of rotation on polygons (i.e., the location changes, yet the shape, perimeter, and area stay the same).	**Materials** Masking tape, graph paper, plain paper, scissors

At this point, students have had experience with polygons and with the coordinate grid. Now they will put polygons "in motion," using the coordinate grid to describe the figure's change in position, while observing that the figure's shape and side lengths do not change. Soon, students will use knowledge of transformations to connect with ideas about congruence and similarity.

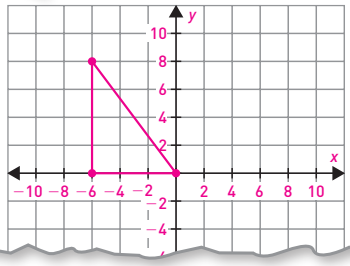
Two Ways to Teach

Concrete Model: Act it Out 10–15 minutes

Start with an informal example of rotation. Remind the student that the phrase "to do a 180" means to change to an opposite position or opinion. Use tape to mark a line, dot, and 180° arc on the floor as shown. Stand facing left with your heels on the dot and toes pointing toward the left end of the arc. Tell the student to observe as you rotate 180°. Identify the dot as the point of rotation. Keeping your heels on the dot and toes pointing toward the arc, rotate until your toes are pointing toward the right end of the arc and you are facing right. Guide the student to observe that the only thing different about you now that you have rotated 180° is that you are facing the opposite direction. Ask: *Have any of my physical characteristics changed?* Guide the student to understand that nothing about you has changed except your position; your heels are in the same location, and all physical attributes, such as height, weight, and shape, are the same.

Visual Model: Graph a Rotation 20–30 minutes

Have the student draw and label *x*- and *y*- axes from −10 to 10 on graph paper. Then cut a right triangle from plain paper with sides 6, 8, and 10 grid squares long. Have the student label the side lengths on the triangle. Lay the triangle on the graph as shown. Draw an outline around the triangle. Make a dot on the grid at each of the triangle's vertices and label the coordinates. ((0, 0), (−6, 0), (−6, 8)) Rotate the triangle 180° clockwise with the point of rotation at (0, 0). Guide the student to see that both the shape and side lengths of the triangle have not changed. Ask: *What are the coordinates of the vertices of the triangle now?* ((0, 0), (6, 0), (6, −8)) Repeat the activity with another



Check for Understanding

A rectangle has vertices at $A(2, 1)$, $B(-3, 1)$, $C(-3, -1)$, and $D(2, -1)$. Rotate the rectangle 180° clockwise around the point (2, 1). Provide materials for modeling the rotation. What are the coordinates of the rectangle's vertices after the rotation? ($A'(2, 1)$, $B'(7, 1)$, $C'(7, 3)$, $D'(2, 3)$)

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

If you observe…	the student may…	Then try…
the student identifies vertices at $A'(2, 1)$, $B'(3, -1)$, $C'(3, 1)$, $D'(-2, 1)$	think the rule is to change the sign of the original coordinates.	using a paper rectangle and a coordinate grid to model the rotation.
the student identifies vertices at $A'(2, 1)$, $B'(7, 1)$, $C'(7, -1)$, $D'(2, -1)$	have reflected the rectangle over $x = 2$.	using models to distinguish between rotation and reflection.
the student identifies vertices at $A'(-2, -1)$, $B'(3, -1)$, $C'(3, 1)$, $D'(-2, 1)$	have rotated the rectangle around the origin.	reinforcing the fact that the point of rotation is not always (0, 0).

Objectives and Materials specify the exact skill the lesson addresses and what materials (if any) to gather ahead of time.

Introduction

Ways to Teach provide multiple representations for challenging skills or concepts.

Time estimates support you in planning the lesson.

Check for Understanding

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Offeror Name: Curriculum Associates, LLC
Proposed Assessment Name: BRIGANCE® *Inventory of Early Development III (IED III) Standardized*
Content Area(s) and Grade Level(s) Assessed: Pre-Kindergarten

Section 1: Overview of Tests

Requirement: 1.1

1.1
Describe the specific grade(s) and subject area(s) covered by each assessment and provide an overview of the content and skills measured. Include the types of test items used, the mode(s) of delivery, the availability of equivalent forms, including short forms or screeners (if available) and a test blueprint for each test being proposed.

Curriculum Associates, LLC proposes a comprehensive assessment system for Virginia that includes reliable, valid assessments and an easy-to-use web-based data management and reporting system. With our proposed early childhood assessment program, teachers in the Commonwealth will use two components:

- BRIGANCE® *Inventory of Early Development III (IED III) Standardized* for the 2013–14 school year
- BRIGANCE® *Online Management System (OMS)*

If divisions desire to purchase a Pre-Kindergarten assessment prior to the March 2013 availability of the *IED III Standardized*, they may choose the previous edition of the Inventory, the BRIGANCE® *IED II Standardized*. The administration process is the same with both editions, and both use the same *Online Management System*, so transition to the newest edition would be very straightforward. Curriculum Associates also publishes the BRIGANCE® *Early Childhood Screens III* (BRIGANCE® *Screens*), which offers an abbreviated assessment form based on the items in the more comprehensive *IED III Standardized*. The BRIGANCE® *Screens* provide age-specific screeners for each age from birth (Infant screen) through six years of age (First Grade screen). Each screen is designed for brief administration (10-15 minutes per child). Growth may be measured over time across screening ages. For more information on this abbreviated assessment, please see www.BRIGANCE.com/ECScreens. .

The responses in this attachment are based on the *IED III Standardized*.

***IED III Standardized* Overview**

The BRIGANCE® *IED III Standardized* is a single assessment system designed for use with children from birth to seven years 11 months of age. Not all assessments are appropriate for every age. For example, one assessment is designed for infants and toddlers only and several assessments are only appropriate for older children. The 55 assessments in the *IED III Standardized* allow for continuous assessment of a child's growth and development. The assessments cluster in the following domains: physical development (gross and fine motor), language development (receptive and expressive), academic/cognitive skills (literacy and mathematics), adaptive behavior (self-help skills), and social and emotional development.

The five domains measured by the *IED III Standardized* are consistent with theoretical perspectives of early childhood development where the assessment of areas such as language, early literacy, mathematics, social-emotional competency, regulation of attention, behavior, and emotion, and physical development are important indicators of a child's growth and development (Snow and Van Hemel 2008).

Requirement: 1.1

Skills included in the five noted domains support children's school readiness and future achievement. These areas reflect early learning standards across a number of states—including Virginia, the Common Core State Standards, the Head Start Child Development and Early Learning Framework, and guidelines from organizations focused on the welfare of young children (Snow and Hemel 2008).

The *IED III Standardized* leverages the long history of the *Inventory of Early Development*, while benefiting from the newest content, research, and standardization. The *IED III Standardized* has:

- A test structure that is empirically and theoretically supported.
- Up-to-date basals, ceilings, and entry points based on standardization sample results.
- Validated item sequencing based on current research in early childhood development and examinee performance using Classical Test Theory and Item Response Theory.
- Normative scores by age for:
  - 55 assessments with a Mean of 10, Standard Deviation of 3;
  - Nine subdomains with a Mean of 100, Standard Deviation of 15;
  - Five domains with a Mean of 100, Standard Deviation of 15; and
  - One total developmental score with a Mean of 100, Standard Deviation of 15.
- Strong reliability and validity evidence.
- Enhanced attention to score use, which includes
  - difference analysis across domain scores;
  - updated instructional range calculation; and
  - revised scoring sheets and instructions.
- A *Standardization & Validation (S&V) Manual* that reflects new standardization, reliability, and validity evidence, as well as a review of materials by a Technical Advisory Board.

The *IED III Standardized* offers a complete range of information on a child's early developmental skills. The skills assessed are meaningful and age-appropriate, providing valid predictors of school success. Because the *IED III Standardized* is designed for use with children of this age range, Virginia can use the same instrument to assess—and track—children's development and learning at multiple points throughout their early years.

To support assessment of a broad range of school readiness skills, the *IED III Standardized* offers three assessment methods: observation, interview (of parent/caregiver), and child performance. Specific assessment methods are indicated for each of the assessments. Some skills are assessed using one specific method. For other skills, the program offers a choice of assessment methods. If two or more methods are listed for assessing a skill or a group of skills, the examiner can choose the method(s) that will make the child most comfortable and that will be the most convenient and efficient to produce valid results in that particular situation.

As the *IED III Standardized* supports multiple assessment methods, it offers VDOE a broader range of options for implementation. In addition, it can be easily administered in a variety of settings: home care, day care, and parents as teachers, as well as in preschools.

As a norm-referenced assessment, the *IED III Standardized* enables teachers and other professionals to compare a child's mastery of skills to that of other children of the same age. The assessments allow educators to determine each child's readiness for school by:

- Pinpointing an individual child's specific strengths and needs
- Comparing each child to same-age children nationwide
- Providing a valid and reliable measure of predictors of school success

Requirement: 1.1
The *IED III Standardized* also provides data to support identification of potential learning disabilities, language impairment, giftedness, or other exceptionalities. With easy-to-follow administrator instructions and simple scoring procedures, the results from administration of the norm-referenced assessments produce standardized scores, including scaled scores, percentiles, and age equivalents. The standardized scores show concrete progress and measure each child's progress from one evaluation period to the next. The *IED II Standardized*—the *IED III Standardized* predecessor—is widely used in the assessment of school readiness skills, curricular planning, and the development of Individualized Education Programs (IEPs). The DRAFT *IED III S&V Manual*, provided with this submission, provides information on deriving standardized scores, as well as details on the validity and reliability of the *IED III Standardized* assessments. See Chapters 5, 6, and 7.

Requirement: 1.2
1.2 Provide evidence of alignment of test items to the Virginia Standards of Learning (SOL) for existing assessments. For assessments developed in response to the RFP, provide a plan for assuring the alignment of test items to the SOL.
In the Correlations subtab of this section, we have included a correlation of the *IED III Standardized* to the Virginia Department of Education Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds. The *IED III Standardized* covers 31 of the 36 Foundation Blocks. The five not covered are all in the science domain.

Section 2: Technical Characteristics

Requirement: 2.1
2.1 Provide evidence of content, construct, concurrent, and predictive validity as appropriate. Include validity evidence that supports the use of scores from the proposed assessment in teacher evaluation, addressing specifically the validity of using assessment results to support inferences about effectiveness of teacher in producing growth in student performance (if available).
Test validation is the most essential and fundamental aspect of test construction (AERA et al. 1999). Ultimately, test score validity is said to refer to the degree to which the decisions based on test scores and the inferences on which the decisions are based, are justified by supporting evidence (Linn 2005).

Requirement: 2.1

The following forms of validity evidence have been studied with regards to the *IED III Standardized*:

- Evidence based on test content (**content validity**) answers the question "Do *IED III Standardized* items sample developmental and early academic skills considered to be important by developmental researchers and educators?"
- Evidence based on internal structure (**construct validity**) answers the question "To what extent do *IED III Standardized* assessment scores indicate a child's standing on distinct measured traits?"
- Evidence based on **fairness** (construct validity) answers the question "Do children of similar ability have the same chance of receiving credit for *IED III Standardized* assessment items regardless of group membership (e.g., male vs. female)?"
- Evidence based on **associations with other variables** (criterion-related validity) answers questions such as: "Does the *IED III Standardized* correlate with comparable and related measures (such as other tests of early development, achievement, intelligence and language)?" "Is there evidence to suggest the *IED III Standardized* is measuring intended constructs when compared to measures that are assessing different constructs?" and "Does the test predict achievement?"

There is strong support for the content validity of the *IED III Standardized* and, therefore, for the applicability of its use in educational settings. The construction of the *IED III Standardized* (like its predecessors the *IED, IED-R,* and *IED II*) was based on extensive reading of developmental and readiness literature and involved collaboration with numerous other educators who assisted in item selection and field-testing. Similarly, the items that comprise the previous versions of the *IED* are supported by the extensive field-testing, use, and published reviews of these previous editions.

The confirmatory factor analysis results support the score structure of the *IED III Standardized.* Analyses provide strong support for the internal structure of the *IED III Standardized* across all age groups. Strong correlations were indicated for individual assessments with their associated domains and weaker correlations were demonstrated with unassociated domains. The raw score age trends support that the scores do increase with age as expected. This combination of evidence supports the use of *IED III Standardized* scores with the proposed score structure in combination with other information to aid decisions about individuals.

More details and data tables related to score validation for the *IED III Standardized* are provided in the DRAFT *S&V Manual* in Chapter 7, beginning on page 75.

Requirement:2.2

2.2
Provide evidence of reliability, both for the total test and for any subtests for which scores are reported. Include estimates of error in measurement.

Evidence demonstrates that the assessments in the *IED III Standardized* have strong reliability. The assessments' scaled scores, subdomain scores, domain scores and Total Development Score have high internal consistency; appropriate standard errors of measurement (which can be applied to various scores to create confidence intervals around a child's score); a high degree of test-retest reliability; and a high degree of inter-rater reliability.

Requirement:2.2

The scaled scores for individual assessments, as well as the subdomain and domain composites have:

- **Internal consistency.** The range of estimates for the domain scores is 0.80 to 0.93 (median = 0.92) and for the Total Development Score is 0.90 to 0.99 (median = 0.96), meeting standards for reliability estimates for scores that might inform decisions about individuals (when used with other relevant information).
- **Standard error of measurement**, which indicates how much scores are likely to differ if the test were re-administered within a short timeframe. Please see Chapter 6 in the *IED III S&V Manual* for these values.
- **Test-retest reliability** values range from 0.70 to 0.99. This ensures that assessment results are independent of when the assessment is administered.
- **Inter-rater reliability** values that range from 0.73 to 0.97. This confirms that assessment results are stable across multiple examiners. This is a testament to the clarity of the directions for administering and scoring the *IED III Standardized*, as well as its ease of use.

While we have not yet specifically studied the use of the *IED III Standardized* in measuring teacher effectiveness, many customers employ the program to measure student growth due to its reliability and validity. A comprehensive analysis of the *IED III Standardized*'s score reliability is described in detail in Chapter 6 (beginning on page 68) of the DRAFT *IED III S&V Manual* included with this submission.

Requirement: 2.3

2.3
Provide evidence that the assessment is appropriate for use with student subgroups, including English language learners and student with disabilities. Include documentation that the assessment does not exhibit bias toward any major subgroups (e.g., through an analysis of differential item functioning). In addition, provide a sensitivity review to demonstrate the assessment tasks and items are designed to be accessible and fair for all students.

The scores for the *IED III Standardized* are based on a nationally representative normative sample that included English language learners and students with disabilities, ensuring the assessments are appropriate for use with both of these populations and that the normative scores take these populations into account.

An expert panel conducted a bias and sensitivity review. The panel represented a wide range of demographics (e.g., gender, race/ethnicity, culture), ensuring that diverse demographic concerns were considered in the review process. Panel members reviewed key assessments and associated illustrations, examining the items for content that could possibly provide an advantage to a certain group or that could possibly alienate certain individuals. The information gleaned from the bias and sensitivity review was considered and any necessary revisions were made.

We also conducted an empirical differential item functioning analysis—as described in on pages 83–84 of the DRAFT *IED III S&V Manual*—as a second level of item screening to identify any content that might be problematic for certain groups of examinees

To assess DIF, logistic regression (LR) was employed; LR is considered an effective method for DIF detection (e.g., Narayanan and Swaminathan 1996; Swaminathan and Rogers 1990). This examination involved a process of comparing three nested models for each item and testing the improvement of fit for these models as terms were entered. We conducted analyses within each individual assessment.

Requirement: 2.3

DIF was examined for gender and for race/ethnicity categories.

Across all 684 item analyses, only six items were classified with large enough DIF to warrant consideration. For those items that were identified, we reviewed content to ensure the items were not biased; there were no apparent reasons for these items to have functioned differently, thus no changes to the items were required. In light of the content review findings, it is possible that the results for these items stemmed purely from chance findings (i.e., Type I error). It is expected that a certain percentage of items would be identified by chance given the number of statistical tests conducted.

Requirement: 2.4

2.4
Provide evidence that the assessment includes items of varying difficulty to ensure accurate measurement of student achievement across the ability continuum, including the tails of the score distribution.

Items in the *IED III Standardized* were developed first from a content standpoint to reflect the range of skills (beginning to advanced) in each domain assessed; items were developmentally sequenced based on previous and new research in the field of early development. Furthermore, the sampling process ensured the national standardization sample incorporated a range of student abilities within and across ages. Employing both classical test theory and item response theory, data collected via the normative sample were analyzed using empirical item analyses; both item difficulty and discrimination were examined. In this process, we confirmed items within each domain by age covered the range of difficulty (easy to hard). Items that appeared too difficult or easy based on criteria in the manual and/or item reports were identified and reviewed.

Item characteristic curves and item response parameter estimates were also employed to confirm that items did assess a range of ability and were sequenced within each assessment from easy to difficult (which is important given the use of basal and ceiling rules). Additional details about item-level analyses are available upon request.

Section 3: Use of Assessment as a Measure of Growth

Requirement: 3.1

3.1
Provide evidence that the scores resulting from the assessment have been used as measures of growth by other local or state education agencies.

The *IED III Standardized* will be released this coming spring 2013. As such, we do not yet have evidence that the scores resulting from this edition of the assessment have been used as measures of growth by other agencies. However, previous versions of the inventory are being used by states across the country:

Requirement: 3.1

- The state of Hawaii is using the previous version, the *IED II Standardized*, for Office of Special Education Programs' (OSEP's) Early Childhood Outcomes (ECO) reporting. This reporting includes measurement of student growth.
- The state of Missouri is currently underway with a pilot of the *IED II Standardized*, evaluating it as an early childhood assessment to inform instruction and measure student growth at three points in time during the year.
- The *IED II* was chosen as Connecticut's statewide assessment to be used for OSEP's Early Childhood Outcomes ECO reporting.

Given the program's broad application, Curriculum Associates has relationships with school districts and educational organizations nationwide that have adopted the *IED II Standardized* as a key assessment instrument. In fact, since 2007 more than 1,800 customers have purchased the *IED II*.

Over the course of our more than 40 years in business, we have built a reputation for outstanding products and support. Across all of our product lines, more than 12,000 districts nationwide (CurriculumAssociates.com/NAT-stats) trust Curriculum Associates products to accelerate student learning.

Requirement: 3.2

3.2
Describe the methodology used to measure growth. For example, does the assessment employ a vertical scale, use a computer-adaptive model to measure growth over time, or employ some other methodology. Does the methodology allow for the longitudinal measure of growth across academic years? What about the measurement of required growth on the proposed assessment to reach proficient on the statewide assessments (the Standards of Learning tests) in a specified amount of time? Include standard setting studies or other analyses conducted to establish measures of growth.

We developed the items within the *IED III Standardized* on a developmental continuum with scaled scores available for each age level across that continuum. These scaled scores, in addition to other relevant normative scores, may be used to measure child growth over time. For more information about the creation of the normative scores in the *IED III Standardized*, please refer to chapter 5 of the DRAFT *IED III S&V Manual*.

The *IED III Standardized* is designed to provide information about an individual child's skill mastery and development, while providing normative scores that may assist with diagnostic decisions, including identifying potential delays in development. However, it should be clear that experts in the measurement field do *not* recommend making a decision about an individual child's developmental needs based on a single score or single measure (AERA, APA, & NCME 1999).

Decisions about a child's developmental or academic needs should be based on a multifaceted assessment process involving appropriate and varied measures and sources of information. Several data points should be evaluated to ensure that the best possible decisions are made regarding each child's needs.

Aggregate results from the *IED III Standardized* can be used to evaluate the effectiveness of program models and curricular plans, thereby informing the success of programs in accomplishing their goals. Such use is in accordance with how other instruments are used in various types of educational research.

Requirement: 3.2

Typical questions that might be considered include:

- In what developmental areas are (groups of) children making progress?
- What are the outcomes for children in different kinds of programs or forms of services (e.g., inclusion versus self-contained special education, type of curriculum employed)?
- How do children fare developmentally according to different issues (e.g., numbers of psychosocial risk factors, length of time in Head Start or special education program, age of initial participation, and so forth)?
- How do programs perform over time? Are there changes in patterns of child performance from year to year?

Literature provides examples of how previous editions of the *IED* were used in such a manner (e.g., Aral et al., 2011; Holahan & Costenbader, 2000; Unruh & Dupree; 1998). When considering the *IED III Standardized* for such use, previous studies of this nature may be useful in helping to inform effective evaluation design (e.g., Shadish, Cook, & Campbell, 2001).

Please refer to Chapter 4 of the DRAFT S&V Manual for information regarding the use of the *IED III Standardized* for progress monitoring, profile analysis, and program evaluation.

Requirement: 3.3

3.3
Describe the methodologies used to control item exposure so that the accuracy of students' scores is not impacted by multiple exposures to the same items.

Given the target age range (birth to age 7 years 11 months) and the recommendation of only two administrations annually (fall and spring), it is unlikely that item exposure would be a factor with the *IED III Standardized*.

Results laid out in Chapter 6 (see especially Figure 28 on page 73) of the DRAFT *IED III S&V Manual* demonstrate that practice effects were minimal, as the range of differences across age groups was constrained to fewer than two points. Only for a few assessments at certain ages did the difference approach or go slightly beyond three points (e.g., Mathematics for ages 1-2, as well as Language Development and Receptive Language for ages 5-7), and in these cases there may be some indication of practice effects factoring into results for the second testing. Nevertheless, the subdomain scores, domain scores, and Total Development Scores across ages appear stable and not influenced by practice effects.

Test-retest reliability further supports the appropriate use of the measure multiple times during a school year. Examining test-retest score reliability provides one method for investigating the stability of an instrument's scores. Test-retest reliability is usually expressed as correlations between scores obtained during the two assessment sessions. These values were uniformly high across domains and ages, an outcome that demonstrates the *IED III Standardized* produces consistent results, regardless of when an assessment session takes place (within an appropriate interval of time).

The retest reliability for the Total Development Score was also high, especially for ages greater than 1 year. The retest reliability values are slightly lower for subdomain scores for the 0-11 month age group, likely because skills assessed for the youngest children are changing on a daily basis. Thus, even with short time intervals, maturation/natural development may influence the scores for this group.

Requirement: 3.3

That said, the estimates for the Total Developmental Score and the majority of estimates for the domain scores are excellent. See pages 71–73 of the DRAFT S&V Manual, as well as Figures 27 and 28.

Requirement: 3.4

3.4
Describe the procedures used to validate the measures of growth.

As detailed in response to Requirement 2.1, evidence supports that the *IED III Standardized* is a valid and reliable assessment instrument. In developing the program, we studied its content validity, construct validity, fairness, and criterion-related validity:

- Test content in the *IED III Standardized* is supported.
- The *IED III Standardized* factor structure is supported.
- The *IED III Standardized* items function similarly across major identified groups.
- Related *IED III Standardized* assessments correlate closely with relevant domains.
- Correlations with external variables reveal that *IED III Standardized* scores are highly correlated with other similar measures, including individually administered diagnostic tests, developmental tests, and achievement measures. In contrast, correlations across dissimilar domains demonstrate low correlation values.
- The *IED III Standardized* scores show expected differences in groups such as children with autism, speech or language impairments, developmental delays, and other impairments.

Major forms of validity evidence were provided to support the *IED III Standardized* scores and inferences. That said, exhaustive validity evidence is impossible to collect given (a) building validity evidence is an ongoing process, (b) an assessment program or assessment developer cannot foresee all uses of the scores, and (c) a test developer cannot predict every type of child that may be assessed. However, the evidence we do present provides a strong foundation for the use of the *IED III Standardized.* To support the inferences drawn by administrators of the *IED III Standardized,* continued validation work will be ongoing.

Please refer to Chapter 7 of the DRAFT *S&V Manual* for specific validity information and data.

Section 4: Test Administration Procedures

Requirement: 4.1

4.1
Describe the administration procedures necessary to produce growth scores. For example, is the assessment designed to be administered multiple times during the year or administered once in the fall and once in the spring?

The test can be administered multiple times during the year; for example, it may be administered as a pre- and post-test once in the fall and once in the spring (when being used as a growth measure).

Requirement: 4.1

This is the model we have proposed in the Cost Form.

The assessments in the *IED III Standardized* are designed to be administered by professionals including classroom teachers, special educators, psychologists, health care providers, occupational and physical therapists, and speech-language pathologists. These professionals should have general knowledge of assessment practices and experience administering standardized assessments to children within the age ranges being addressed. Although no specific qualifications (e.g., those of a licensed school psychologist) are required, when standardized scores are going to be derived, it is critical that an examiner:

- Is familiar with the directions and scoring procedures,
- Has practiced administration several times before administering assessments to a child, and
- Is able to administer the *IED III Standardized* in strict accordance with the directions accompanying each assessment.

There are three assessment methods for administering assessments: Observation, Interview, and Performance. The manner in which information is obtained depends on the age of the child and the assessments being administered. (Specific assessment methods appropriate for a given assessment are indicated on the first page of that assessment). Some assessments are administered using one method. For other assessments, a choice of methods is given. If two or more methods are listed for administering an assessment, the examiner can choose the method or methods that he/she feels will make the child most comfortable and will most efficiently produce valid results given the particular situation.

Please see Chapter 2 of the DRAFT *S&V Manual* for details about each of these assessment methods, and general administration procedures for the *IED III Standardized*.

Administration time will vary, depending on the child's age. If administering all age-appropriate assessments, the battery requires, on average, between twenty to thirty minutes (for infants and toddlers) and sixty minutes (for most five- to seven-year olds). Less time is needed if only select assessments are administered.

To ensure the child is rested and optimally cooperative, administration may take place in multiple sittings; however, assessment should be limited to only a few sessions, preferably on consecutive days. Shorter sessions, early in the day, are recommended for very young children. To measure student growth, we recommend the assessment be given twice per year, once in the fall and once in the spring.

The administration process, summarized below, is very straightforward, as outlined in the steps below.

Step 1: Plan Ahead—Those who will administer the assessment(s) spend time becoming familiar with the directions and scoring procedures, practice administration prior to a live session with a child, follow the guidelines provided, prepare their materials, and plan ahead for a successful administration.

Requirement: 4.1

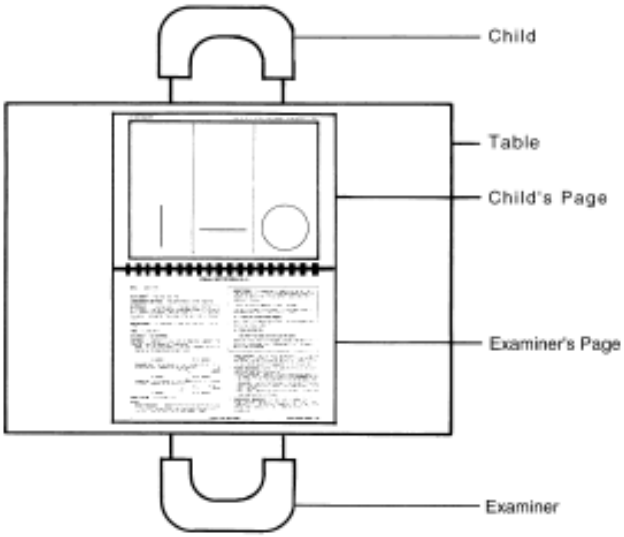
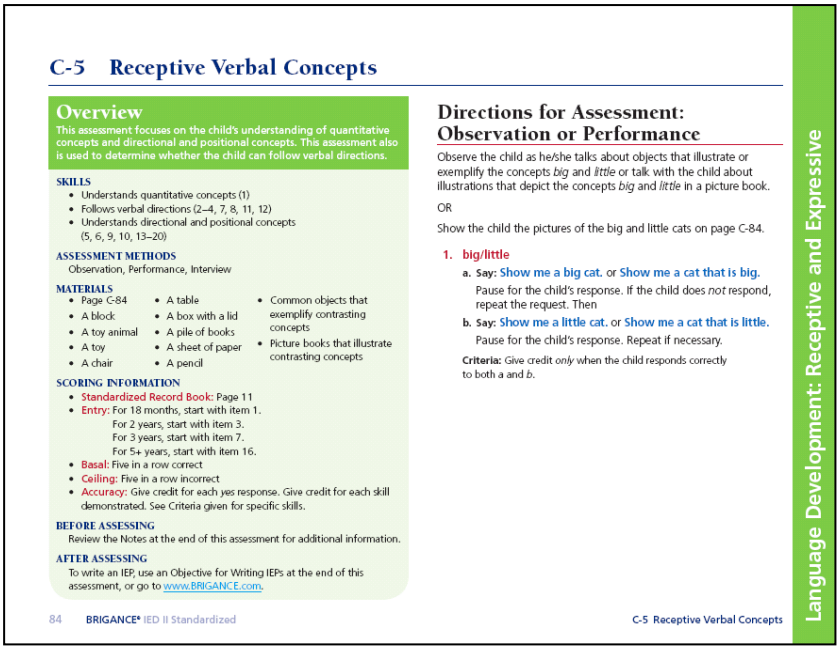


Figure 1. Placement of *IED III Standardized* between Teacher and Student

Step 2: Conduct the Assessment —The format of the *IED III Standardized* allows the teacher and the child to follow the assessment procedures easily. When the *IED III Standardized* has an accompanying child's page, the *Examiner's Manual* can be opened to the assessment and placed on a table between the examiner and the child, as shown in Figure 1 above.

The consistent structure and layout helps examiners administer the assessments easily. The first page of each assessment includes an Overview, which lists the primary focus of the assessment. The skills assessed are then listed (with the item number measuring each skill), along with the assessment methods for the assessment and the materials needed. Scoring information is also listed, as well as suggestions for steps to follow the assessment. A sample page appears below.



C-5 Receptive Verbal Concepts

Overview
This assessment focuses on the child's understanding of quantitative concepts and directional and positional concepts. This assessment also is used to determine whether the child can follow verbal directions.

SKILLS
- Understands quantitative concepts (1)
- Follows verbal directions (2–4, 7, 8, 11, 12)
- Understands directional and positional concepts (5, 6, 9, 10, 13–20)

ASSESSMENT METHODS
Observation, Performance, Interview

MATERIALS
- Page C-84
- A block
- A toy animal
- A toy
- A chair
- A table
- A box with a lid
- A pile of books
- A sheet of paper
- A pencil
- Common objects that exemplify contrasting concepts
- Picture books that illustrate contrasting concepts

SCORING INFORMATION
- Standardized Record Book: Page 11
- Entry: For 18 months, start with item 1.
  For 2 years, start with item 3.
  For 3 years, start with item 7.
  For 5+ years, start with item 16.
- Basal: Five in a row correct
- Ceiling: Five in a row incorrect
- Accuracy: Give credit for each yes response. Give credit for each skill demonstrated. See Criteria given for specific skills.

BEFORE ASSESSING
Review the Notes at the end of this assessment for additional information.

AFTER ASSESSING
To write an IEP, use an Objective for Writing IEPs at the end of this assessment, or go to www.BRIGANCE.com.

Directions for Assessment: Observation or Performance

Observe the child as he/she talks about objects that illustrate or exemplify the concepts *big* and *little* or talk with the child about illustrations that depict the concepts *big* and *little* in a picture book.

OR

Show the child the pictures of the big and little cats on page C-84.

1. big/little
   a. **Say:** Show me a big cat. or Show me a cat that is big.
   Pause for the child's response. If the child does *not* respond, repeat the request. Then
   b. **Say:** Show me a little cat. or Show me a cat that is little.
   Pause for the child's response. Repeat if necessary.

Criteria: Give credit *only* when the child responds correctly to both a and *b*.

84 BRIGANCE® IED II Standardized C-5 Receptive Verbal Concepts

Language Development: Receptive and Expressive

Figure 2. First page of *IED II Standardized* assessment (the *IED III Standardized* is not yet available, so we present the previous version here as an example of the format)

Requirement: 4.1

Step 3: Record Results in the *Standardized Record Book*—This information is then entered into the BRIGANCE® *Online Management System* for reporting and next steps.

Step 4: Analyze the Results—Step-by-step procedures for analysis and interpretation are included with the program materials.

Step 5: Identify Next Steps—Determine if the child is on track for kindergarten readiness and, if not, target instruction appropriately; communicate results with parents/caregivers and the school community, as appropriate.

BRIGANCE® *Online Management System (OMS)*

The BRIGANCE® *OMS* is a web-based program designed for recording and managing data from the *IED III Standardized*. This powerful, easy-to-use system guides administrators and teachers step-by-step through data management and reporting. The *OMS*:

- Simplifies and centralizes data management
- Accurately computes standardized scores, including scaled scores, percentiles, age equivalents, and instructional ranges
- Identifies children's specific strengths and needs
- Supports targeting instruction with customizable objectives linked directly to assessment results
- Monitors children's progress with user-friendly reports and charts
- Generates teacher and administrator reports, as well as communications for families
- Helps districts, schools, and programs meet their reporting requirements

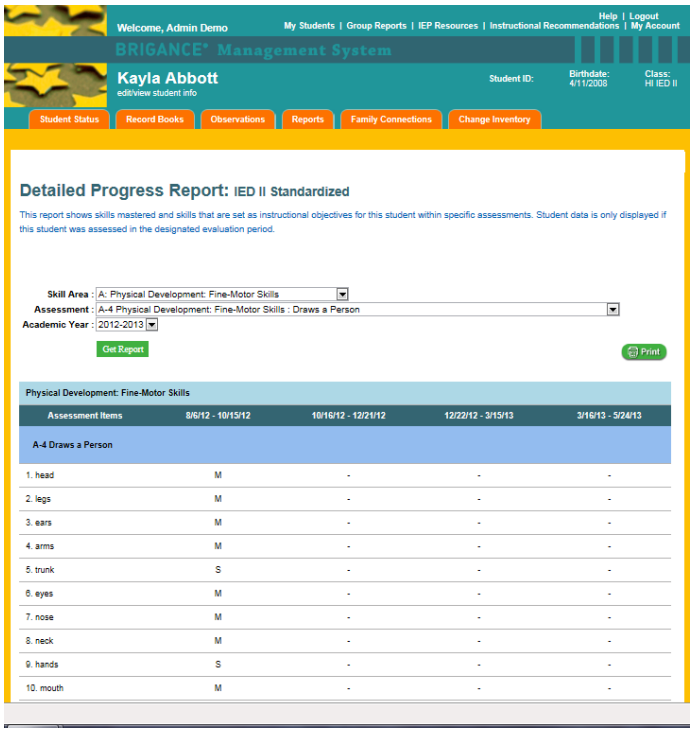


Figure 3. The BRIGANCE® *OMS* provides reports that enable administrators and teachers to easily track and view student growth between administrations.

Requirement: 4.1

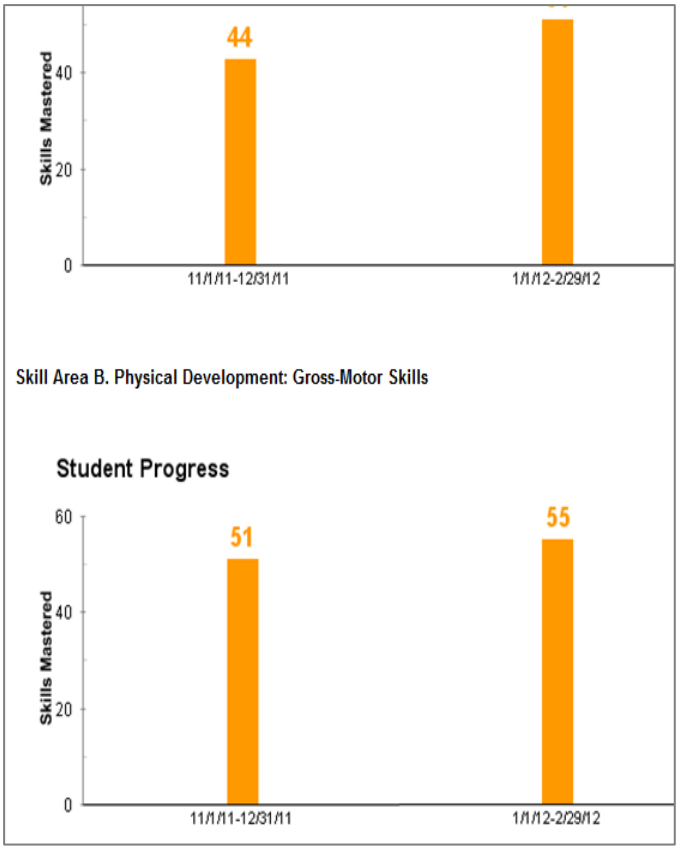


Figure 4. Summary Progress Report: each chart shows the cumulative number of skills that were mastered in the skill area selected, in each evaluation period.

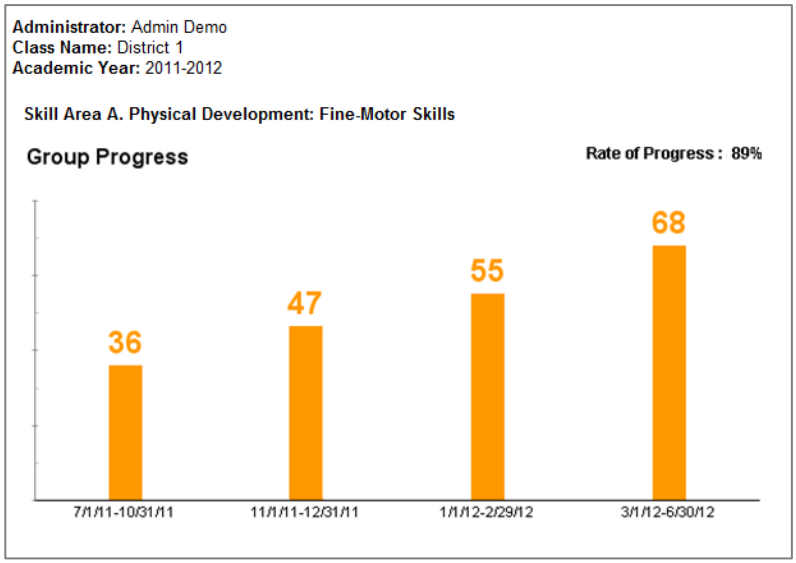


Figure 5. Group Progress Report: Each chart shows the cumulative number of skills that were mastered in the skill area selected, in each evaluation period. The rate of progress is noted at the right and shows the percent growth in skills mastered from the first evaluation to the most recent evaluation period.

Requirement: 4.2

4.2
Describe any processes used for pre-identifying and/or registering students for testing. Include what data, including the State Testing Identifier, are collected for each student, how data are collected or transmitted, and how data are maintained and securely managed.

The BRIGANCE® *OMS* is web-based (nothing to install locally) and all related data are maintained and stored on Curriculum Associates' secure Web servers. As described in the Written Narrative, response to RFP Section B.3.b., we follow industry best practices in the maintenance, back-up, and security of all program servers.

Authorized users (e.g., examiner/teacher, administrator) enter student data directly into the *OMS*, either individually or in a bulk import, as shown in the figures below. Student demographic information—such as Gender, Ethnicity/Race, Language, and Free or Reduced Lunch status—may be entered at the same time.

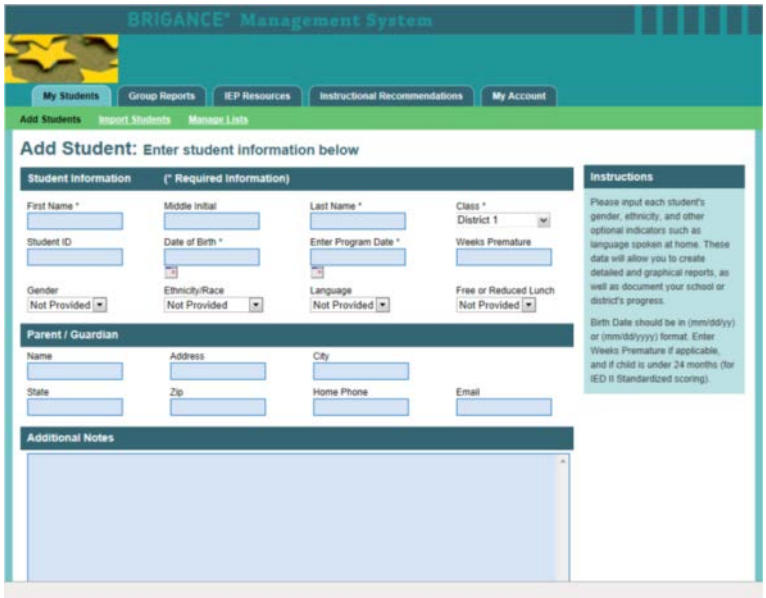


Figure 6. To add students individually, click "Add Students" in the My Students tab and complete the required fields.

Requirement: 4.2

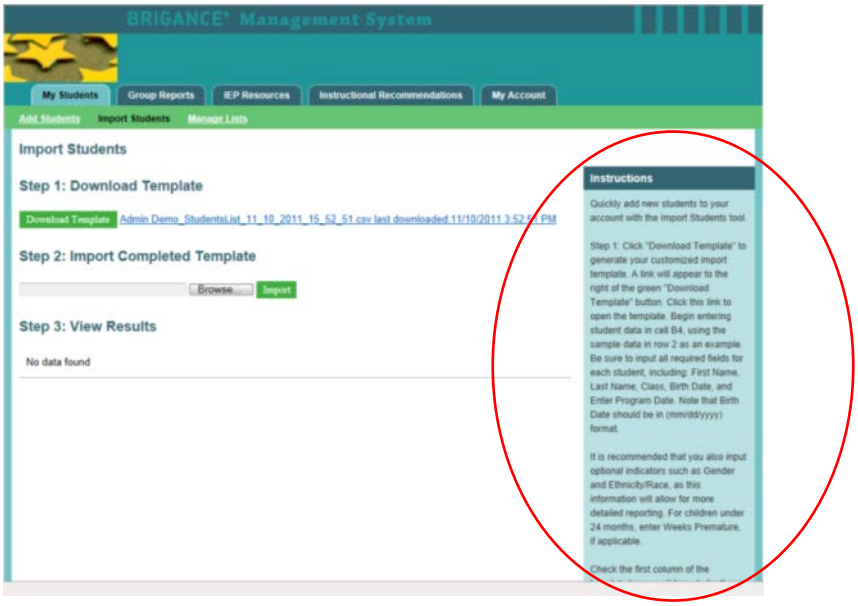


Figure 7. To add multiple students at once, click "Import Students" from the My Students tab and then follow the step-by-step onscreen instructions on the right side bar to download and complete a customized import template

Requirement: 4.3

4.3
Describe all materials needed for test administration and how school divisions will order and obtain sufficient quantities. Include details of test booklets and answer documents for paper/pencil testing (if applicable), test administration manuals, etc. If applicable, identify any test administration materials school divisions would be responsible for supplying locally (manipulatives, copies of test materials, etc.).

School divisions may mail, fax, email, or submit a purchase order online through our website:

- Online: CAorders.com
- Fax: 800-366-1158
- Call: 800-225-0248 (Mon–Thurs 8:30 am–7:00 pm, Fri 8:30 am–5:00 pm Eastern Time)
- Mail: Customer Service, Curriculum Associates, P.O. Box 2001, North Billerica, MA 01862-0901

The following components (full samples of the *IED II Standardized*, the current edition, are provided with this submission) are used to administer and score the assessments:

- The *IED III Standardized Examiner's Manual*, which includes the assessments and all instructions for the person administering the assessments
- The *Standardized Record Book*, in which the examiner records observations and student responses (for one year; up to two administrations per year)

Requirement: 4.3

- The Accessories Kit, which includes the various materials needed during assessment administration.
- The *S&V Manual* (downloadable from the *OMS*)
- The BRIGANCE® *Online Management System*, where the examiner will log in to enter student results to generate automatic scores and reports (demonstration account logins are provided in the Additional Information subtab of this section)

Additional materials needed may include:

- A regular pencil
- A timer or watch with a second hand
- Blank sheets of paper for covering distracting items on a child page

Some assessments include child pages for the child's written responses. Administration of any of these assessments requires a copy of the child page for each child. Curriculum Associates grants permission to reproduce the child pages for nonprofit educational purposes in quantities as needed.

Requirement: 4.4

4.4
Provide examples of the test administration manuals to be used with the assessment(s).

We have provided a full set of *IED II Standardized* product samples, including the test administration manual, with this submission.

We do not yet have samples available for the *IED III Standardized* (to be available by March 2013), but we have included the DRAFT *S&V Manual* (on CD) and DRAFT *Examiner's Manual* Table of Contents in the Additional Information subtab of this section. The layout of assessments and basic assessment procedures for the *IED III Standardized* mirrors that of the *IED II Standardized*, thus those product samples should provide evaluators a sound understanding of the new edition.

Requirement: 4.5

4.5
Describe all technology requirements related to school personnel managing the administration of tests and to students completing tests if assessments include technology-based delivery. Include the minimum and recommended hardware and software requirements and network requirements for test administration by school personnel and test delivery to students. Include how assessments are hosted (e.g., locally, vendor, 3rd party). Provide examples of user interfaces for test administration by school personnel and test delivery to students. Include descriptions or examples of test navigation and any test tools (e.g., calculator, ruler, highlighter) available to students for testing.

Students do not interact with technology to be assessed, as described in response to Requirement 4.1. Test delivery is accomplished through the print materials and accessories listed in response to Requirement 4.3.

Requirement: 4.5

The BRIGANCE® *OMS* is web-based, so there is nothing to install at the local level. The system and all related data are maintained and stored on Curriculum Associates' secure Web servers. The easy-to-use *OMS* allows teachers to enter data, produce reports, and track student growth.

User Interface

The user interface for school personnel is highly intuitive, as shown in the figures below and through the demonstration accounts we have set up for VDOE evaluation (see the Additional Information subtab of this section for login information) .

The figure below shows the My Students section of the system. Here teachers can manage all their students' information:

- Add Students (either individually or by importing a complete student list for a class, school, or entire district)
- View Your Student List
- Manage Your Student List

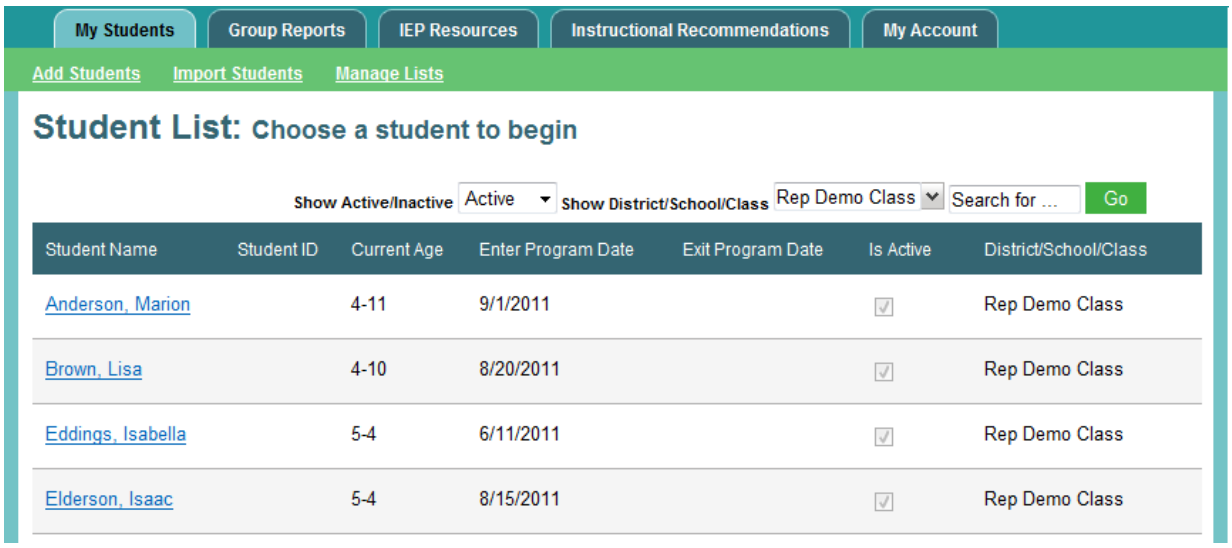


Figure 8. My Students tab in BRIGANCE® *OMS*

Teachers will use the *OMS* to manage assessment data and generate reports. The next figure shows how the screen is formatted to allow users to easily input assessment data in the *OMS*.

Requirement: 4.5

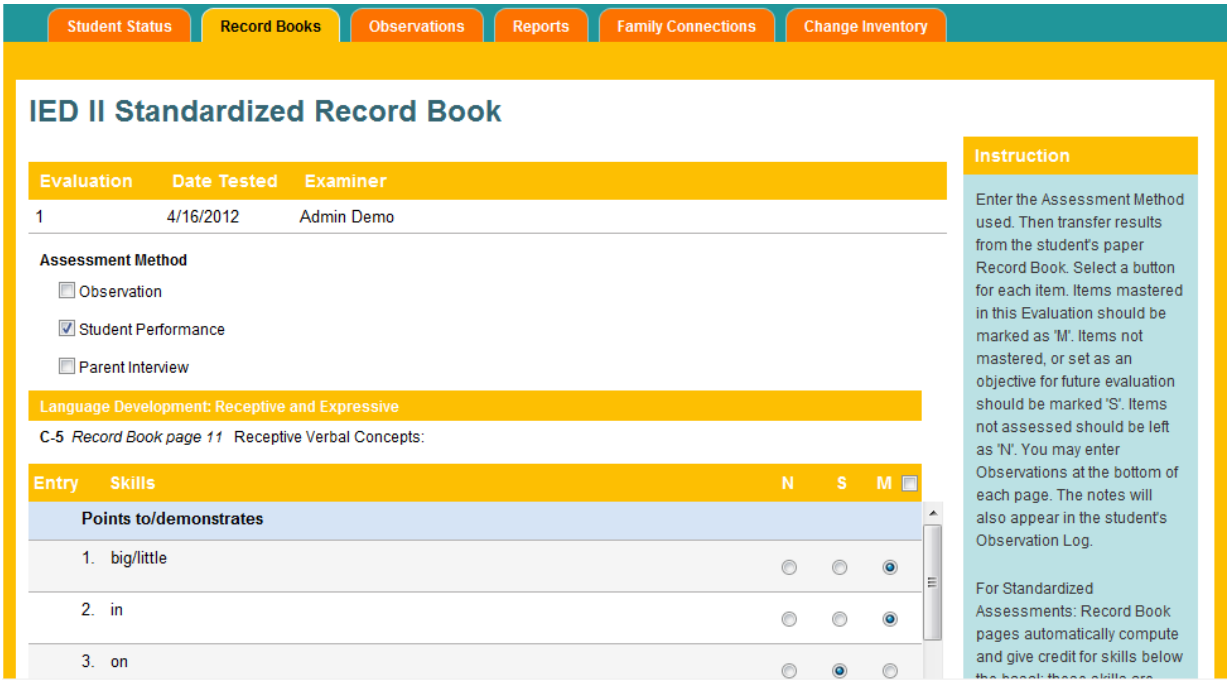


Figure 9. BRIGANCE® *OMS* online entry screen

The Observation Log, shown below, can be used to record and track important skill-specific and general observations noted on each child. Observations are listed by domain.

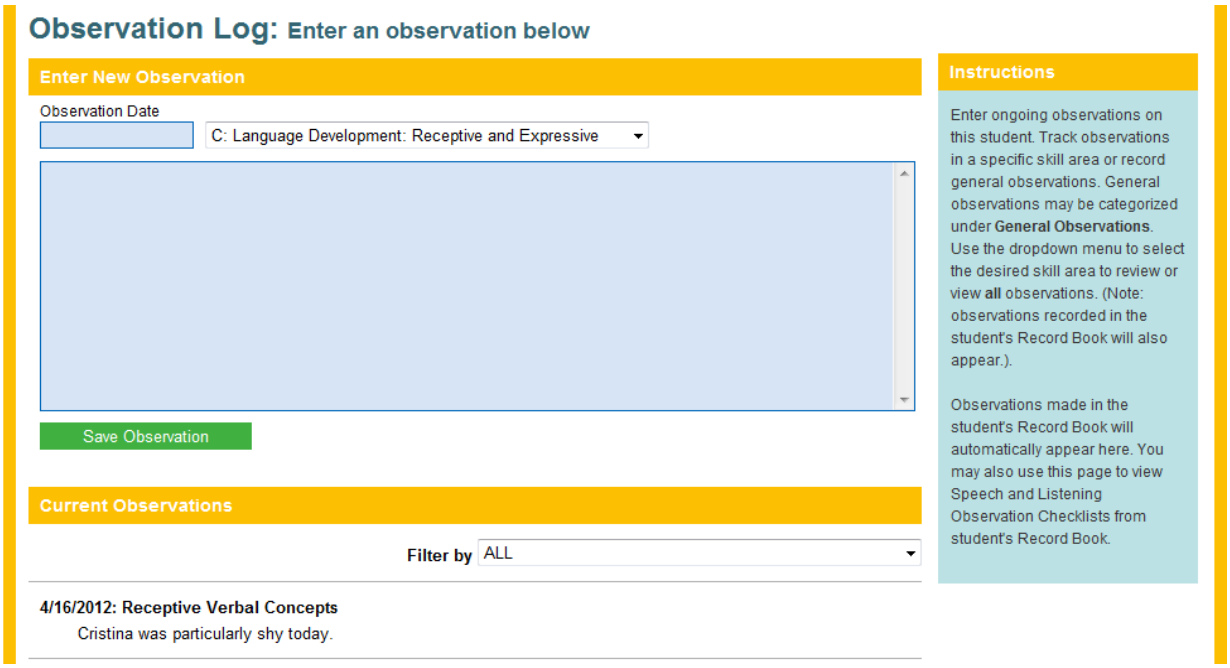


Figure 10. BRIGANCE® *OMS* Observation Log

Requirement: 4.5

Technical Requirements

The BRIGANCE® *Online Management System* is Web-based, and requires use of either a Windows® PC or Apple Macintosh® computer. PC users must have Windows® XP or Vista. Apple users must have OSX. The following Web browsers are supported:

- Internet Explorer 6.0 or higher
- Firefox 3.0 or higher
- Safari 3.0 or higher for Macintosh OSX

Web browsers must have *JavaScript enabled* and must be configured to accept *Session Cookies.* Pop-up blockers must *allow pop-ups* from www.BRIGANCE.com Other software requirements:

- To print and download documentation, you must have Adobe Acrobat Reader® (downloadable for free at http://www.adobe.com).
- To view reports in a spreadsheet, the user must have Microsoft® Excel or a similar spreadsheet utility.

All student session data in the BRIGANCE® *Online Management System* is transmitted via TCP/IP. All computers using the *OMS* must have TCP/IP installed, and the network must be capable of routing traffic through port 80 and 443 to the Internet.

Security

The security and reliability of student and staff data are of the highest importance. Our Technology Management team employs widely accepted best practices and precautions in server data backup and security. These measures together will provide Virginia school division staff the confidence that data will be safeguarded against accidental loss or deliberate Internet-based attacks by automated or human agents. Among the specific security measures we follow are:

- **Data Management Policies**: Online servers are proactively and intensively monitored on a constant basis (24x7x365). Advanced system performance equipment quickly identifies server performance issues with a rapid response system in place if any corrective action is necessary. The goal is to replace hardware before it fails by using predictive hardware failure monitoring tools. Differential backups of data are taken throughout the day in order to achieve a very high data recovery rate; current nightly backups are done to a different storage network. Continuous maintenance plans are in place to keep all servers optimized and tuned to operate at peak performance levels. Data is stored in a high availability (HA) cluster environment on one of the most widely used, supported and proven SQL Server environments in the industry. Online servers are connected to the Internet by one of the most redundant networks in the industry providing us an Internet connectivity service level in the five nines (99.999%) uptime. Bandwidth is burstable to almost switched wired speeds providing us with virtually unlimited bandwidth. Routine server patches and security updates are applied regularly.

- **Security Policies**: All staff, teacher, and student logins require valid user names and passwords. All data transfers are conducted using a secure internet protocol (https). All authorized access is timed out after 30 minutes of no activity. Our servers are located in a new, state of the art data center hosting facility that includes a high level of security, as well as fire protection systems. Our servers are protected under 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. Advanced and hardened firewalls protect all our online servers. Data servers are behind the firewall residing on a private network. Data traffic is continuously monitored for malicious activity.

Requirement: 4.5

Support

We provide responsive support for BRIGANCE® *OMS* via:

- Phone: 800-225-0248 x392—Monday through Friday, 8:30 am to 5:00 pm Eastern Time
- Email: *wsupport@cainc.com*
- Facsimile: 800-366-1158
- Training: available on our website (www.curriculumassociates.com) 24/7

Requirement: 4.6

4.6
Describe accommodations available to students with disabilities and limited English proficient students. Include procedures related to the provision of accommodations to eligible students.

We developed the *IED III Standardized* to assess the domains and skills that are important for all children as they grow, learn, and progress from birth to age seven. The *Examiner's Manual* presents information on administering the assessments to children with special considerations, including those students with disabilities and those who are limited English proficient. Many of the same types of administration accommodations used with other standardized instruments—such as ensuring the appropriate types of seating are available and repeating directions—are also suggested within the *IED III Standardized*. Any accommodations utilized should always be recorded on each child's *Standardized Record Book*.

The following accommodation strategies are appropriate when administering the *IED III Standardized* and should be considered for children with exceptionalities as needed:

- **Extended Time:** The majority of assessments (and items within those assessments) in the *IED III Standardized* are untimed. A child should be allowed to use as much time as necessary in order to complete the assessment. If a time limit is provided in an assessment or item, it should be followed.
- **Basals**: Consider beginning the assessment at an age younger than the child's chronological age to establish the basal level for a child whose development is delayed.
- **Allow Frequent Breaks**: Allow break times for the child to maintain focus and energy on the assessment.
- **Multiple Sessions**: Plan for multiple sessions so the child can maintain performance during each session.
- **A Separate Space**: Administer the assessment in a separate, quiet room.

Children with Disabilities

The assessments provide a range of scores needed for documenting eligibility for special education services, allowing educators to use the *IED III Standardized* to support identification of students with special needs. Educators may also use the results to develop goals and objectives for IEPs, to plan targeted instruction, and to monitor progress of special education students.

In addition to the accommodations listed above, some additional allowable accommodations that are relevant for specific exceptionalities include those listed in the table below.

Requirement: 4.6

Exceptionality	Possible Strategies/Accommodations
Children with Motor Impairment	• Allow the child to use adaptive seating or other adaptive devices unless the assessment is explicitly testing these abilities. • Allow the child to formulate a verbal response *before* a written response, whenever possible. • Allow the use of different writing products (not just a #2 pencil). • Allow the use of scratch paper. • Allow frequent breaks for physically tiring activities associated with the assessment.
Children with Vision Impairment or Blindness	• Read items to the child (with the exception of reading passages or any items that require the child to read to demonstrate a skill in reading). • Provide magnification devices for visual stimuli (e.g., pictures). • Provide additional lighting, as needed. • Reduce visual distractions by covering extraneous visual stimuli on a child-facing page.
Children with Hearing Impairment or Deafness	• Allow the child to use his/her communication system or assistive technology if used in regular classroom work (note: spend time in advance of the assessment session becoming knowledgeable about the way the child communicates and receives information to ensure the most effective strategies are put in place). • Provide a sign language interpreter, if needed.
Children with Severe Speech Impairment	• Enlist the assistance of someone who is familiar with the child's speech patterns (a parent/caregiver) to help with the interpretation of the child's meaning. • Allow the child to use his/her communication system or assistive technology if used in regular classroom work (note: spend time in advance of the assessment session becoming knowledgeable about the way the child communicates and receives information to ensure the most effective strategies are put in place). • Allow alternate response methods (pointing, drawing, etc.), when acceptable and when these alternatives will not compromise the construction of an assessment item. For instance, if the assessment specifically asks the child to respond using expressive language, it would invalidate the standardization to have the child respond receptively (i.e., by pointing at a picture instead of naming what the picture represents).
Children with Emotional Disturbance and Behavior Problems	• Reduce visual distractions by covering extraneous visual stimuli on a child-facing page. • Plan for multiple sessions so the child can maintain performance during each session. • Administer the assessment in a separate, quiet room.
Children with Autism Spectrum Disorders (ASD) and Developmental Disorders	• Reduce visual distractions by covering extraneous visual stimuli on a child-facing page. • Determine the child's method of communication if the child has limited verbal skills or is nonverbal, and consider utilizing the accommodations for children with hearing or speech impairments described above as needed. • Provide preparation ahead of the testing session so that the child is aware of the change in his/her usual schedule. • Providing a list or pictorial representation of the tests to be completed (and crossing them off as you go) may be helpful, particularly for children who are used to using a visual schedule • Allow alternate response methods (pointing, drawing, etc.), when acceptable and when these alternatives will not compromise the construction of an assessment item. For instance, if the assessment specifically asks the child to respond using expressive language, it would invalidate the standardization to have the child respond receptively (i.e., by pointing at a picture instead of naming what the picture represents). • Plan for multiple sessions so the child can maintain performance during each session. • Administer the assessment in a separate, quiet room.

Requirement: 4.6

Exceptionality	Possible Strategies/Accommodations
Children with Traumatic Brain Injury, Significant Health Problems, or Multiple Disabilities	• The use of any strategy for the disabilities listed above as well as the general accommodations in the previous section can be used for a child with traumatic brain injury, health problems, or multiple disabilities as needed.

Limited English Proficient Children

The *IED III Standardized* can be administered to bilingual or non-English speaking children. The *Examiner's Manual* presents the following accommodations that are designed to help children with these characteristics demonstrate the skills they possess:

- Test children who are bilingual or non-English-speaking in their primary language—the language spoken most at home. Even children who speak some English perform best when tested in their native tongue.
- If the examiner is not fluent in the child's language, an interpreter will be needed during the assessment and for gathering parent information and interpreting results. If an interpreter is not available, parents can be asked to bring a friend to help interpret to the parent and the child, who will need the kind of guidance given to parents who accompany children into testing.
- A professional interpreter should evaluate a student's articulation and syntax skills in the child's native language.

In addition to these recommended accommodations designed to support effective assessment of dual-language learners, VDOE can be assured that the assessment results derived from administration of the *IED III Standardized* remain valid and reliable when working with this population. In fact, the standardization sample for the *IED III Standardized* included English language learners.

Requirement: 4.7

4.7
Describe procedures for completed student tests to be submitted for scoring and reporting purposes.

Scoring is done at the local level, with the test administrator entering student results into the *Student Record Book* and then transcribing that information into the *OMS* for instant scoring and reporting.

Section 5: Scoring and Reporting

Requirement: 5.1

5.1
Describe scoring procedures for all item types and test forms administered, including implemented quality control measures.

Requirement: 5.1

During administration, the teacher enters student results in the *Standardized Record Book*. Once testing is complete, the teacher than enters this information into the BRIGANCE® *OMS* for instant reporting.

A high degree of agreement can be attained by ensuring scoring instructions are clear and understood by the examiners and maximizing standardized observational protocols. Inter-rater reliability evidence demonstrates that assessment directions are sufficiently clear to ensure nearly identical administration and scoring across examiners. This type of reliability is less of a concern when tests are designed to be scored by computers (e.g., computer adaptive tests); however, the *IED III Standardized* is employed in settings that require intensive examination by individuals, making it important to investigate examiner variance.

As the data in Figure 29 (page 74) of Chapter 6 of the DRAFT *S&V Manual* demonstrate, no values were below the fair criterion. In fact, 78% of the values met the excellent criterion, 14% met the good criterion, and only 7% (one value) were below the top two tiers of criteria.

BRIGANCE® *OMS*

Once complete, the teacher than enters this information into the BRIGANCE® *OMS* for immediate reporting and next steps (see figure below). This provides essential quality control, as the *OMS* automatically calculates student scores; examiners are not required to do so manually.

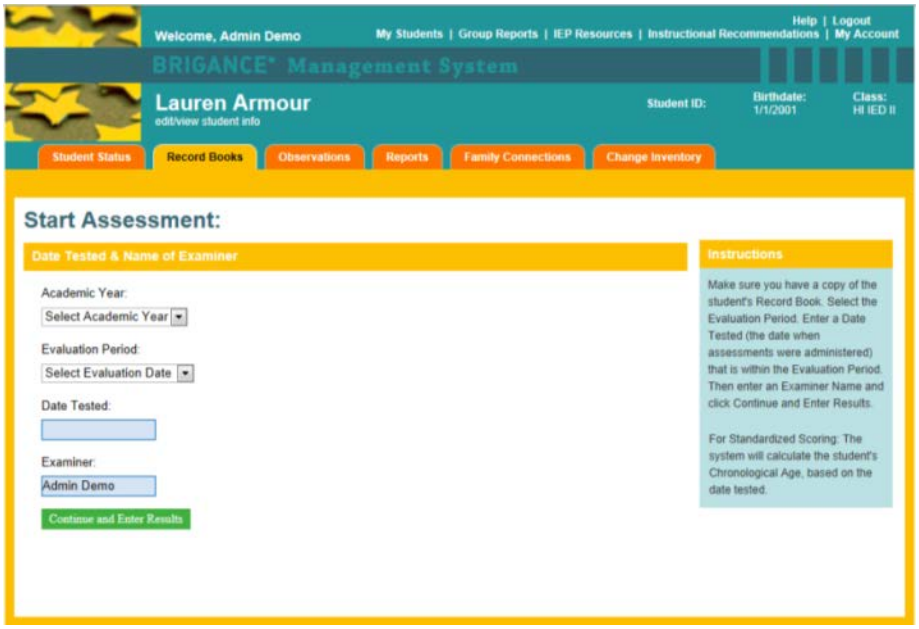


Figure 11. The user interface guides teachers step-by-step through entering information from the *Student Record Book* into the BRIGANCE® *OMS* for scoring and reporting.

Administration of the *IED III Standardized* generates several scores to aid in interpreting assessment results. The initial score produced is the raw score for each assessment. Next, a series of derived scores are constructed. Raw scores are converted to scaled scores for each assessment. These scaled scores are converted to composite scores, which represent scores for each skill area (i.e., subdomains and domains). Finally, the composite scores are used to calculate a Total Developmental Score.

Requirement: 5.1

This series of standard scores expresses a child's performance relative to the mean or average performance of the standardized sample (in terms of standard deviation units away from the calculated mean). In addition to scaled scores for both assessments and skill areas, age-equivalent scores and percentile-rank scores may be derived. Detailed information about interpreting each of these scores is provided in Chapter 4 of the DRAFT *S&V Manual*, beginning on page 42

Requirement:

5.2
Describe the type of reporting provided (e.g., static and/or dynamic, electronic and/or paper-based, item-level, strand-level, and/or test-level scoring). Include approximate timelines for score reports to be available to divisions, how score reports will be accessed and/or obtained, and samples of student, class, school, and division score reports and sample record layouts for electronic data files.

Authorized users with access to the *OMS* can enter a child's item-level performance and automatically and immediately receive a score report from the system.

The BRIGANCE® *OMS* guides users step-by-step through each process, ensuring consistent and accurate data and reports. Reports can be easily printed from the *OMS*, where all essential data management and reporting features are housed in one easy-to-access and use system. In the Additional Information subtab of this section, we have provided login credentials to access the *OMS*, so evaluators may review the reporting functionality first-hand. The tool offers many features, including:

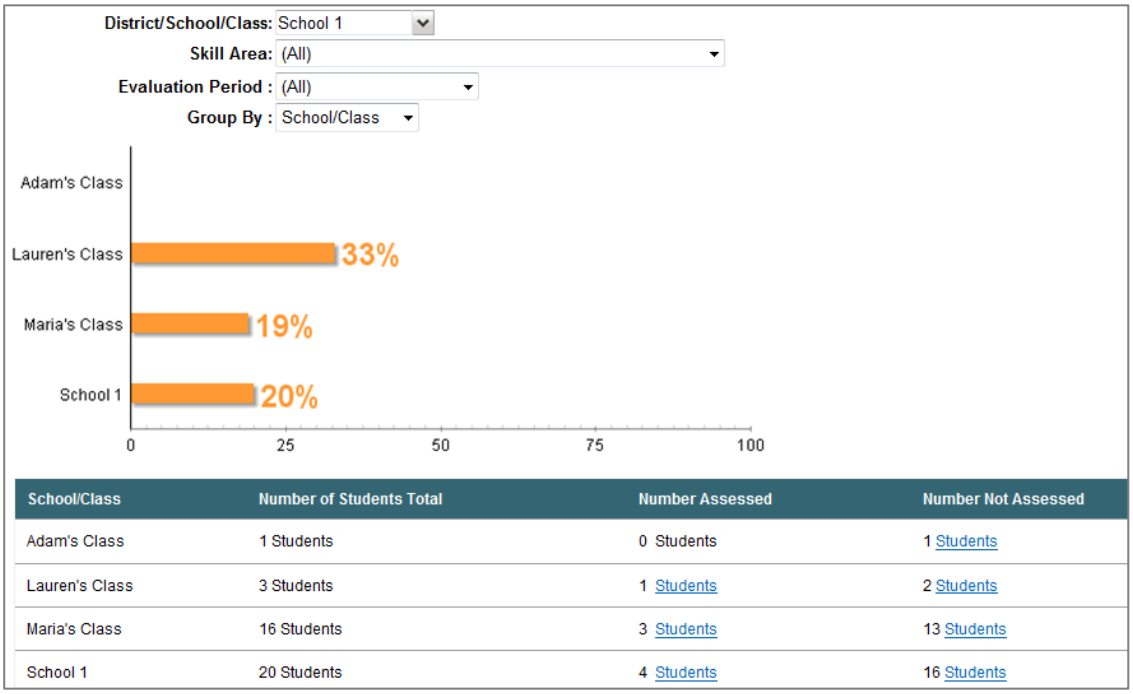
- The *OMS* will enable all authorized school and district users to easily manage program data and meet reporting requirements.
- The *OMS* automatically calculates standardized scores and generates scaled scores, percentiles, age equivalents, and instructional ranges.
- The *OMS* generates easy-to-read and easy-to-share reports and letters for families.
- Teachers can easily enter a child's performance on individual assessment items to generate summary results and standardized scores.
- Teachers can plan individualized instruction based on assessment results.
- Users can track a child's progress across multiple assessments to support progress monitoring in a broad range of skills and domains.

The table below lists the individual and group reports for the *IED II Standardized* that can be generated and accessed in the *OMS*.

BRIGANCE® *OMS* Report	Description
Standardized Scoring Report	With this report, teachers and administrators can automatically generate raw scores, scaled scores, percentiles, age equivalents, and instructional ranges.
Goals & Objectives Report	This report provides a complete list of skills that the student needs to develop (based on results of the assessment), supporting educators to efficiently plan and focus instruction.
Summary Progress Report	This report shows a cumulative record of the student's skill mastery for each assessment in a skill area. This information lets users see a student's overall progress across skill areas.

Requirement:

BRIGANCE® *OMS* Report	Description
Detailed Progress Report	This report displays a complete list of skills that the student has mastered, as well as those that have been marked as instructional objectives. This report is helpful in monitoring progress over time and communicating progress with a child's parents.
Group Progress Report	This report shows each skill area and the percentage of skills mastered out of the total number of skills that were assessed for an entire group of students (e.g., class, school, district, program).
Skills Mastered Group Summary Report	This report shows a cumulative record of skill mastery in a skill area.
Skills Mastered Group Detail Report	This report shows skill mastery by student for each assessment during a selected evaluation period.
Students Assessed/Not Assessed Report	This report displays the number of students assessed and not assessed during a selected evaluation period.



School/Class	Number of Students Total	Number Assessed	Number Not Assessed
Adam's Class	1 Students	0 Students	1 Students
Lauren's Class	3 Students	1 Students	2 Students
Maria's Class	16 Students	3 Students	13 Students
School 1	20 Students	4 Students	16 Students

Figure 12. Students Assessed/Not Assessed: This report displays the total number of students within a class, and then shows how many of these students have or have not been assessed during the selected evaluation period.

Requirement:

District/School/Class : District 1
Academic Year: 2011-2012
Evaluation Period : 07/01/2011 - 10/31/2011
Student Filters : Age/Grade (All) | Gender (All) | Ethnicity / Race (All) | Language (All) | Free / Reduced Lunch (All)

Skills Mastered Out Of Skills Assessed (within each Skill Area)							
Student Name	A	B	C	D	E	F	G
Michael Jordon	-	-	-	54 / 68	41 / 80	-	-
Joan Andrews	40 / 44	25 / 35	53 / 53	-	-	-	-
Jessica Bram	7 / 15	6 / 12	169 / 206	36 / 47	8 / 15	43 / 61	8 / 17
Jason Hutchins	63 / 78	46 / 51	188 / 212	-	-	-	-
Isabella Eddings	10 / 19	3 / 9	17 / 20	0 / 7	105 / 156	4 / 4	-
Isaac Elderson	6 / 8	-	-	-	-	-	-
Kayla Abbott	-	-	60 / 60	-	-	-	-
Total Skills Mastered / Assessed In Skill Area	**126 / 164**	**80 / 107**	**487 / 551**	**90 / 122**	**154 / 251**	**47 / 65**	**8 / 17**

Figure 13. Skills Mastered Group Summary Report: This report shows a cumulative record of the skill mastery for each skill area. Assessments only display if items in that assessment were actually assessed. Click links in the skill area row (i.e. "A") to view the Skills Mastered Group Detail Report. Click links in a student row (i.e. "5/11") to view the student's Summary Progress Report.

Requirement:

5.3
Describe all data tools available to school division staff for the analysis of data and the creation of customized reports.

A full data export for current and historical data is available in Excel and CSV formats, so school division staff may run comparisons and create custom reports of multiple data points.

There are two options to choose from to export data:

1. Exporting **Student Data** will generate a list of students for the selected class/school/district. The list will include student information from each student's record, such as Full Name, Student ID, Date of Birth, Class, etc. Student Data does not include assessment results or observations.
2. Exporting **Assessment Data** will generate a list of assessment results for each student selected, such as Assessment Name, Skill Name, Date Tested, etc. (data is exported only for administered assessments). Data is shown for students assessed within the selected class/school/district and selected date range. Assessment Data does not include student demographic information or observations.

Requirement:

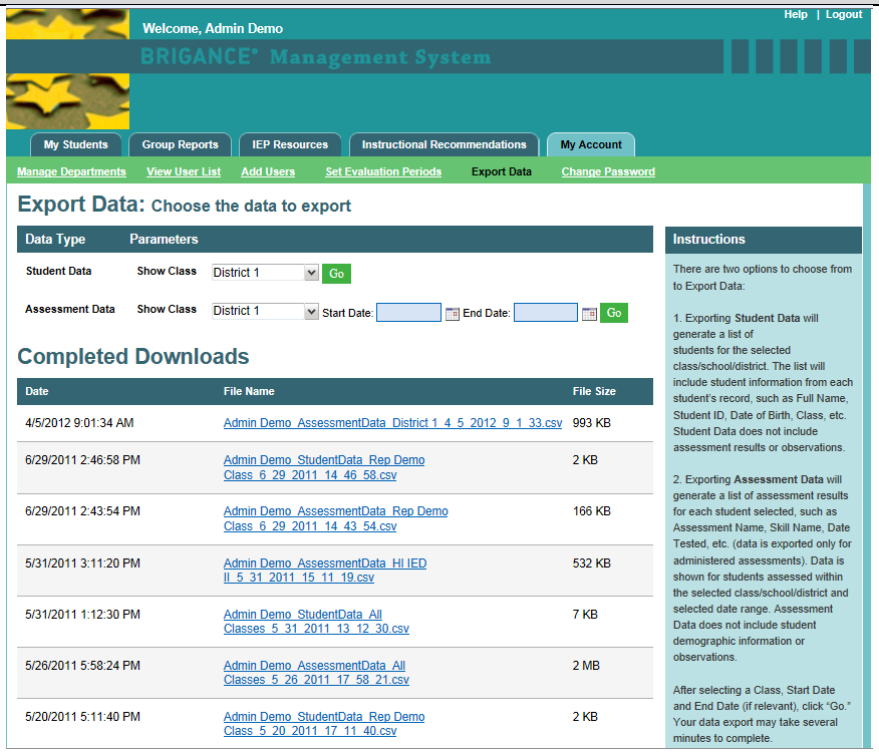


Figure 14. The "Export Data" function enables authorized users to readily select data types and parameters to run and export desired data for further analyses or comparison.

Virginia Department of Education

Foundation Blocks for Early Learning:

Comprehensive Standards for Four-Year-Olds

Correlated to

BRIGANCE® Inventory of Early Development III Standardized

October 2012

Curriculum Associates LLC | Phone: 800-225-0248 | Fax: 800-366-1158 | www.CurriculumAssociates.com

Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds	Assessments
Literacy Foundation Block 1 Oral Expression	
a) Listen with increasing attention to spoken language, conversations, and stories read aloud	D-1 Experience with Books and Text
b) Correctly identify characters, objects, and actions in a picture book, as well as stories read aloud, and begin to comment about each	D-1 Experience with Books and Text
c) Make predictions about what might happen in a story	C-14 Uses Grammar and Language in Context
d) Use two words to ask and answer questions that include actions	C-2 Early Expressive Language Skills C-7 Knows Uses of Objects C-12 Verbal Fluency
e) Use appropriate language for a variety of purposes, e.g., ask questions, express needs, get information	C-14 Uses Grammar and Language in Context
f) Engage in turn taking exchanges and rules of polite conversation with adults and peers	G-8 Prosocial Behaviors (3 years through 7 years)
g) Listen attentively to stories in a whole class setting	D-1 Experience with Books and Text
Literacy Foundation Block 2 Vocabulary	
a) Use single words to label objects	C-2 Early Expressive Language Skills C-3 Identifies Pictures C-10 Identifies Parts of the Body (Expressive) C-14 Uses Grammar and Language in Context
b) Listen with increasing understanding to conversations and directions	C-6 Follows Verbal Directions G-5 Relationships with Adults (3 years through 7 years)
c) Follow simple, one-step oral directions	C-6 Follows Verbal Directions G-5 Relationships with Adults (3 years through 7 years)
d) Engage in turn taking exchanges with adults and peers	G-8 Prosocial Behaviors (3 years through 7 years)
e) Use new vocabulary with increasing frequency to express and describe feelings and ideas	G-5 Relationships with Adults (3 years through 7 years)
f) Expose children to a wide-variety of experiences to build vocabulary	C-7 Knows Uses of Objects

Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds	Assessments
	C-14 Uses Grammar and Language in Context D-1 Experience with Books and Text
Literacy Foundation Block 3 Phonological Awareness	
a) Discriminate similarities and differences in sounds (environmental, letter)	D-6 Auditory Discrimination
b) Identify words that rhyme, generate simple rhymes	D-5 Familiarity with Sounds: Phonological Awareness
c) Successfully detect beginning sounds in words	D-6 Auditory Discrimination
d) Listen to multi-syllable words	D-5 Familiarity with Sounds: Phonological Awareness D-7 Familiarity with Sounds: Phoneme Manipulation
Literacy Foundation Block 4 Letter Knowledge and Early Word Recognition	
a) Correctly identify 10-18 alphabet (uppercase) letters by name in random order	D-4 Identifies Uppercase Letters
b) Select a letter to represent a sound (8-10 letters)	NA
c) Correctly provide the most common sound for 5-8 letters	NA
d) Read simple/familiar high-frequency words, including his or her name	D-8 Reads Words from Common Signs D-9 Word Recognition
e) Notice letters around him/her in familiar, everyday life, and ask how to spell words, names or titles	NA
Literacy Foundation Block 5 Print and Book Awareness	
a) Identify the front of a book	D-1 Experience with Books and Text
b) Identify the location of the title of a book	NA
c) Identify where reading begins on a page (first word or group of words)	NA
d) Demonstrate directionality of reading left to right on a page	D-1 Experience with Books and Text
e) Identify part of the book that “tells the story” (print as opposed to pictures)	D-1 Experience with Books and Text
f) Turn pages one at a time from the front to the back of a book	NA
Literacy Foundation Block 6 Written Expression	
a) Distinguish print from pictures	NA
b) Copy or write letters using various materials	B-5 Prints Personal Information B-7 Prints Uppercase Letters in Sequence

Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds	Assessments
c) Print first name independently	B-5 Prints Personal Information B-7 Prints Uppercase Letters in Sequence
d) Print 5 - 8 letters with a writing tool	B-5 Prints Personal Information B-7 Prints Uppercase Letters in Sequence
e) Copy 3 - 5 letter words	NA
f) Use inventive spellings to convey messages or tell story	NA
Mathematics Foundation Block 1 Number and Number Sense	
a) Count objects to 20 or more	E-1 Understands Number Concepts E-5 Matches Quantities with Numerals
b) Count a group (set/collection) of three to five objects by touching each object as it is counted and saying the correct number (one-to-one correspondence)	E-1 Understands Number Concepts E-5 Matches Quantities with Numerals
c) Count the items in a collection of one to five items and know the last counting word tells “how many”	E-1 Understands Number Concepts E-5 Matches Quantities with Numerals
d) Compare two groups (sets/collections) of matched objects (less than five) and describe the groups using the terms more, fewer, or same	E-3 Compares Different Amounts
Mathematics Foundation Block 2 Computation	
a) Describe changes in groups (sets/collections) by using more when groups of objects (sets) are combined (added together)	E-7 Solves Word Problems E-9 Adds Numbers
b) Describe changes in groups (sets/ collections) by using fewer when groups of objects (sets) are separated (taken away)	E-7 Solves Word Problems E-10 Subtracts Numbers
Mathematics Foundation Block 3 Measurement	
a) Recognize attributes of length by using the terms longer or shorter when comparing two objects	NA
b) Know the correct names for the standard tools used for telling time and temperature; and measuring length, capacity, and weight (clocks, calendars, thermometers, rulers, measuring cups, and scales)	NA
c) Use the appropriate vocabulary when comparing temperatures, e.g., hot, cold	NA
d) Use appropriate vocabulary when describing duration of time, e.g., hour, day, week, month, morning, afternoon, night, day	C-14 Uses Grammar and Language in Context

Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds	Assessments
Mathematics Foundation Block 4 Geometry	
a) Match and sort shapes (circle, triangle, rectangle, and square)	E-4 Sorts Objects (by Size, Color, Shape)
b) Describe how shapes are similar and different	NA
c) Recognize shapes (circle, triangle, rectangle, and square) by pointing to the appropriate figure when the teacher names the shape	NA
d) Describe the position of objects in relation to other objects and themselves using the terms next to, beside, above, below, under, over, top, and bottom	C-5 Understands Verbal Concepts C-14 Uses Grammar and Language in Context
Mathematics Foundation Block 5 Data Collection and Statistics	
a) Collect information to answer questions of interest to children	NA
b) Use descriptive language to compare data in objects and picture graphs by identifying which is more, fewer, or the same	E-3 Compares Different Amounts
Mathematics Foundation Block 6 Patterns and Relationships	
a) Sort and classify objects according to one or two attributes (color, size, shape, and texture)	E-4 Sorts Objects (by Size, Color, Shape)
b) Identify and explore simple patterns, i.e., AB, AB; red, blue, red, blue	NA
c) Use patterns to predict relationships between objects, i.e., the blue shape follows the yellow shape, the triangle follows the square	NA
Science Foundation Block 1 Scientific Investigation, Reasoning, and Logic	
a) Identify basic properties of objects by direct observation	C-4 Identifies Parts of the Body (Receptive) C-5 Understands Verbal Concepts C-7 Knows Uses of Objects C-8 Identifies Colors (Receptive) C-10 Identifies Parts of the Body (Expressive) C-11 Identifies Colors (Expressive)
b) Describe objects using pictures and words	C-5 Understands Verbal Concepts C-7 Knows Uses of Objects C-11 Identifies Colors (Expressive)
c) Sequence objects according to size	NA

Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds	Assessments
d) Separate a set of objects into two groups based on one physical attribute	E-4 Sorts Objects (by Size, Color, Shape)
e) Compare the length and mass of different objects	NA
f) Identify the body parts that correspond with each of the five senses	NA
Science Foundation Block 2 Force, Motion and Energy	
a) Describe the effects magnets have on other objects; they stick to some but not to others. Introduce the words “attracted to” and “not attracted to”	NA
b) Describe the effects magnets have on other magnets; they stick together or push apart	NA
Science Foundation Block 3 Matter	
a) Identify colors (red, orange, yellow, green, blue, purple) and white and black	C-8 Identifies Colors (Receptive) C-11 Identifies Colors (Expressive)
b) Identify shapes (circle, triangle, square, and rectangle) of an object	NA
c) Identify textures (rough/smooth) and feel (hard/soft)	NA
d) Describe relative size and weight (big/little, large/small, heavy/light, wide/thin, long/short)	C-5 Understands Verbal Concepts
e) Describe position (over/under, in/out, above/below) and speed (fast/slow)	C-5 Understands Verbal Concepts C-14 Uses Grammar and Language in Context
f) Recognize water in its three forms (solid, liquid, gas)	NA
Science Foundation Block 4 Life Processes	
a) Describe what living things need to live and grow (food, water, and air)	NA
b) Recognize that “baby” plants and animals are similar but not identical to their parents and to one another	NA
Science Foundation Block 5 Interrelationships in Earth/Space Systems	
a) Create a shadow and describe how it was created	NA
Science Foundation Block 6 Earth Patterns, Cycles and Change	
a) Make daily weather observations	NA
b) Observe and classify the shapes and forms of many common natural objects including seeds, cones, and leaves	NA
c) Recognize the order or stages of animal and plant growth	NA
d) Describe home and school routines	NA
Science Foundation Block 7 Resources	

Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds	Assessments
a) Recognize that some objects can be recycled	NA
b) Recognize that some objects can be reused	NA
c) Identify ways that energy can be conserved	NA
History and Social Science Foundation Block 1 History/Similarities and Differences	
a) Recognize ways in which people are alike and different	NA
b) Describe his/her own unique characteristics and those of others	NA
c) Make the connection that he/she is both a member of a family and a member of a classroom community	NA
d) Engage in pretend play to understand self and others	G-6 Play and Relationships with Peers (3 years through 7 years)
e) Participate in activities and traditions associated with different cultural heritages	NA
History and Social Science Foundation Block 2 History/Change Over Time	
a) Describe ways children have changed since they were babies	NA
b) Express the difference between past and present using words such as before, after, now, and then	NA
c) Order/sequence events and objects	E-8 Knows Missing Numerals in Sequences
d) Ask questions about artifacts from everyday life in the past	NA
e) Recount episodes from stories about the past	D-1 Experience with Books and Text
f) Take on a role from a specific time, use symbols and props, and act out a story/narrative	NA
g) Describe past times based on stories, pictures, visits, songs and music	NA
History and Social Science Foundation Block 3 Geography/Location	
a) Identify and describe prominent features of the classroom, school, neighborhood and community	NA
b) Engage in play where one item represents another – miniature vehicles, people, blocks	G-2 Play and Relationships with Peers (birth to 3 years)
c) Make and walk on paths between objects ex., from the door to the window	NA
d) Represent objects in the order in which they occur in the environment	NA
e) Experience seeing things from different elevations	NA
History and Social Science Foundation Block 4 Geography/Descriptive Words	
a) Use words to indicate relative location	C-5 Understands Verbal Concepts C-14 Uses Grammar and Language in Context

Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds	Assessments
b) Use words to describe features of locations in the environment and manmade structures found in stories and seen in everyday experiences	C-5 Understands Verbal Concepts C-14 Uses Grammar and Language in Context
c) Develop control in using direction words -on, under, over, behind, near, far, above, below, toward, and away	C-5 Understands Verbal Concepts C-6 Follows Verbal Directions C-14 Uses Grammar and Language in Context
d) Develop control in using comparison words - closer, farther away, taller, shorter, higher, lower, alike, different, inside, and outside	C-14 Uses Grammar and Language in Context
e) Develop fluency using attribute words -hard, soft, rough, smooth	NA
f) Use labels and symbols for what the child has seen	NA
History and Social Science Foundation Block 5 Economics/World of Work	
a) Identify pictures of work and name the jobs people do	NA
b) Describe what people do in their community job	NA
c) Match tools to jobs	NA
d) Match job sites to work done	NA
e) Role-play the job of workers	G-6 Play and Relationships with Peers (3 years through 7 years)
History and Social Science Foundation Block 6 Economics/Making Choices	
a) Identify choices	NA
b) Recognize that everyone has wants	NA
c) Choose daily tasks	G-7 Motivation and Self-Confidence (3 years through 7 years)
d) Role-play purchasing situations where choices are made	NA
History and Social Science Foundation Block 7 Civics/Citizenship	
a) Cooperate with others in a joint activity	G-6 Play and Relationships with Peers (3 years through 7 years) G-7 Motivation and Self-Confidence (3 years through 7 years) G-8 Prosocial Behaviors (3 years through 7 years)

Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds	Assessments
b) Recognize the need for rules to help get along with others	G-6 Play and Relationships with Peers (3 years through 7 years) G-7 Motivation and Self-Confidence (3 years through 7 years) G-8 Prosocial Behaviors (3 years through 7 years)
c) Participate in creating rules for the classroom	NA
d) State personal plans for learning center activities	NA
e) Participate in discussing and generating solutions to a class problem	G-8 Prosocial Behaviors (3 years through 7 years)
f) Share thoughts and opinions in group settings	G-5 Relationships with Adults (3 years through 7 years)
g) Demonstrate responsible behaviors in caring for classroom materials	G-8 Prosocial Behaviors (3 years through 7 years)
h) Identify the needs of other people by helping them	G-8 Prosocial Behaviors (3 years through 7 years)
Physical and Motor Development Foundation Block 1 Skilled Movement	
Locomotor Activities	
a) Demonstrate progress in performing the mature level of selected locomotor skills.	A-3 Walking, Skipping, and Galloping A-4 Jumping and Hopping A-5 Stair Climbing
b) Demonstrate initial, elementary and mature forms of walking and running.	A-3 Walking, Skipping, and Galloping
Non-locomotive Skills	
a) Maintain a stable static position while practicing specific balances.	A-2 Standing
b) Maintain balance while performing a controlled spin.	NA
c) Maintain balance while walking on a painted line or a low balance beam that is no more than three inches above the floor.	NA
d) Maintain balance while climbing up steps and walking on a horizontal ladder placed on the floor.	A-5 Stair Climbing
e) Perform criss-cross pattern activities that will stimulate the brain.	NA
Manipulative Skills	
a) Manipulate a variety of objects during structured and unstructured physical activity settings.	A-6 Rolling, Throwing, and Catching B-2 Builds Tower with Blocks

Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds	Assessments
b) Manipulate small objects using one hand independently, the other hand independently, and both hands working on the same task.	A-1 Early Gross Motor Skills B-1 Early Fine Motor Skills B-2 Builds Tower with Blocks
Physical and Motor Development Foundation Block 2 Movement Principles and Concepts	
a) Apply knowledge of movement concepts by performing various locomotor movements while changing directions (right, left, up, down, forward and backward), levels (high, medium, and low), pathways (straight, curved, and zig-zag), and effort (fast, slow, hard, and soft).	A-3 Walking, Skipping, and Galloping A-4 Jumping and Hopping A-5 Stair Climbing
b) Identify fundamental movement patterns.	NA
c) Begin and expand movement vocabulary.	NA
d) Perform various locomotor movements demonstrating changes in directions, levels, pathways, effort, and relationships in space while listening to music, or responding to a drum beat, the beat of a tambourine, verbal instruction, or other signal.	NA
Physical and Motor Development Foundation Block 3 Personal Fitness	
a) Participate in activities that allow the child to experience a rise in the heart rate and breathing rate.	A-3 Walking, Skipping, and Galloping A-4 Jumping and Hopping A-5 Stair Climbing
b) Demonstrate the ability to determine if the heart is beating faster after activity.	NA
c) Participate in activities designed to strengthen major muscle groups.	A-3 Walking, Skipping, and Galloping A-4 Jumping and Hopping A-5 Stair Climbing A-6 Rolling, Throwing, and Catching
d) Participate in activities that enhance flexibility.	A-6 Rolling, Throwing, and Catching
Physical and Motor Development Foundation Block 4 Responsible Behaviors	
a) Demonstrate safe behaviors by applying rules regarding behaviors in a physical activity setting.	G-6 Play and Relationships with Peers (3 years through 7 years) G-7 Motivation and Self-Confidence (3 years through 7 years) G-8 Prosocial Behaviors (3 years through 7 years)
b) Share equipment and space, and take turns with help from the teacher.	G-8 Prosocial Behaviors (3 years through 7 years)
c) Work well with all children.	G-6 Play and Relationships with Peers

Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds	Assessments
	(3 years through 7 years) G-8 Prosocial Behaviors (3 years through 7 years)
d) Listen to and follow simple directions.	C-6 Follows Verbal Directions G-5 Relationships with Adults (3 years through 7 years)
Physical and Motor Development Foundation Block 5 Physically Active Lifestyle	
a) Identify the activities that they like and dislike.	G-5 Relationships with Adults (3 years through 7 years)
b) Describe what it means to be physically active and then have the opportunity to actively pursue the activities they have described.	NA
c) Participate in structured and unstructured physical activity every day.	NA
d) Participate in activities geared toward different levels of proficiency.	NA
e) Identify places at home, in the neighborhood and in the communities where children can play safely and be physically active.	NA
Personal and Social Development Foundation Block 1 Self-Concept	
a) Demonstrate knowledge of personal information including first and last name, gender, age, and birthday.	B-5 Prints Personal Information F- 4 Knows Personal Information
b) Begin to recognize and express own emotions using words rather than actions.	G-5 Relationships with Adults (3 years through 7 years)
c) Recognize self as a unique individual and respect differences of others.	G-7 Motivation and Self-Confidence (3 years through 7 years)
d) Develop personal preferences regarding activities and materials.	NA
e) Demonstrate self-direction in use of materials.	G-6 Play and Relationships with Peers (3 years through 7 years) G-7 Motivation and Self-Confidence (3 years through 7 years)
f) Develop increased independence in school activities throughout the day.	G-7 Motivation and Self-Confidence (3 years through 7 years)
Personal and Social Development Foundation Block 2 Self-Control	
a) Contribute ideas for classroom rules and routines.	NA
b) Follow rules and routines within the learning environment.	G-6 Play and Relationships with Peers

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	(3 years through 7 years) G-7 Motivation and Self-Confidence (3 years through 7 years) G-8 Prosocial Behaviors (3 years through 7 years)
c) Use classroom materials purposefully and respectfully.	G-8 Prosocial Behaviors (3 years through 7 years)
d) Manage transitions and adapt to changes in routine.	NA
e) Develop positive responses to challenges.	G-7 Motivation and Self-Confidence (3 years through 7 years) G-8 Prosocial Behaviors (3 years through 7 years)
Personal and Social Development Foundation Block 3 Approaches to Learning	
a) Show interest and curiosity in learning new concepts and trying new activities and experiences.	G-7 Motivation and Self-Confidence (3 years through 7 years)
b) Demonstrate ability to learn from experiences.	NA
c) Increase attention to a task or activity over time.	G-7 Motivation and Self-Confidence (3 years through 7 years)
d) Seek and accept help when needed.	G-5 Relationships with Adults (3 years through 7 years) G-7 Motivation and Self-Confidence (3 years through 7 years)
Personal and Social Development Foundation Block 4 Interaction with Others	
a) Initiate and sustain interactions with other children.	G-6 Play and Relationships with Peers (3 years through 7 years) G-8 Prosocial Behaviors (3 years through 7 years)
b) Demonstrate verbal strategies for making a new friend.	G-8 Prosocial Behaviors (3 years through 7 years)
c) Interact appropriately with other children and familiar adults by cooperating, helping, sharing, and expressing interest.	G-5 Relationships with Adults (3 years through 7 years) G-6 Play and Relationships with Peers

Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds	Assessments
	(3 years through 7 years) G-7 Motivation and Self-Confidence (3 years through 7 years) G-8 Prosocial Behaviors (3 years through 7 years)
d) Participate successfully in group settings.	G-5 Relationships with Adults (3 years through 7 years) G-6 Play and Relationships with Peers (3 years through 7 years) G-7 Motivation and Self-Confidence (3 years through 7 years) G-8 Prosocial Behaviors (3 years through 7 years)
e) Demonstrate respectful and polite vocabulary.	G-8 Prosocial Behaviors (3 years through 7 years)
f) Begin to recognize and respond to the needs, rights, and emotions of others.	G-8 Prosocial Behaviors (3 years through 7 years)
Personal and Social Development Foundation Block 5 Social Problem-Solving	
a) Express feelings through appropriate gestures, actions, and words.	G-5 Relationships with Adults (3 years through 7 years) G-8 Prosocial Behaviors (3 years through 7 years)
b) Recognize conflicts and seek possible solutions.	G-8 Prosocial Behaviors (3 years through 7 years)
c) Allow others to take turns.	G-8 Prosocial Behaviors (3 years through 7 years)
d) Increase the ability to share materials and toys with others over time.	G-8 Prosocial Behaviors (3 years through 7 years)
e) Include others in play activities.	G-6 Play and Relationships with Peers (3 years through 7 years) G-7 Motivation and Self-Confidence (3 years through 7 years)

Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds	Assessments
	G-8 Prosocial Behaviors (3 years through 7 years)

List of BRIGANCE® Inventory of Early Development II Samples

Included with our proposal are the following *IED II* samples:

- BRIGANCE® IED II Standardized Examiner's Manual
- BRIGANCE® IED II Standardized Records Book
- BRIGANCE® IED II Accessories Kit

Online Management System Trial Accounts

Please use the following log in information to access the BRIGANCE® Online Management System (OMS) at https://www.brigance.com/SpecialEd/login.aspx:

LOGIN CREDENTIALS FOR OMS DEMONSTRATION ACCOUNTS			
	Login Type	Username	Password
1	Administrator	AdministratorVA1	AdministratorVA1
2	Administrator	AdministratorVA2	AdministratorVA2
3	Administrator	AdministratorVA3	AdministratorVA3
4	Administrator	AdministratorVA4	AdministratorVA4
1	Teacher	TeacherVA1	TeacherVA1
2	Teacher	TeacherVA2	TeacherVA2
3	Teacher	TeacherVA3	TeacherVA3
4	Teacher	TeacherVA4	TeacherVA4
1	Data Entry	DataentryVA1	DataentryVA1
2	Data Entry	DataentryVA2	DataentryVA2
3	Data Entry	DataentryVA3	DataentryVA3
4	Data Entry	DataentryVA4	DataentryVA4

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Assessments

B-1 Early Fine Motor Skills .....
B-2 Builds Tower with Blocks .....
B-3 Visual Motor Skills.....
B-4 Draws a Person .....
B-5 Prints Personal Information.....
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E-1 Understands Number Concepts
E-2 Counts by Rote
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