



Administrative Center

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Dear Parents and Guardians,

Plainfield Community Consolidated District 202 is implementing the *i-Ready Diagnostic* assessment this year in grades K-8. The *i-Ready Diagnostic* is given to students three times in the following testing windows: at the beginning (August 23-September 20), middle (January 8-February 5), and end of the school year (April 30-May 25).

Attached is a parent report from the third assessment, outlining your child's progress in Reading and Mathematics. *i-Ready Diagnostic* assesses the following skill areas:

- Reading - Phonological Awareness, Phonics, High-Frequency Words, Vocabulary and Comprehension
- Mathematics – Number and Operations, Algebra, Measurement and Data, and Geometry

i-Ready is an adaptive assessment that presents students with questions that can be both too easy and too hard. It is designed to do this until the assessment finds exactly the level at which the student is performing. Therefore, children will certainly see some items above his or her level.

Each time a student gets an item incorrect, he or she is presented with a simpler question until the diagnostic finds the grade level at which the student is performing. The assessment efficiently assesses students across multiple grade levels, allowing for identification of root causes of students' struggles; or for identification of areas where a student is ready for further challenge. The results of the adaptive assessment provide teachers with an instructional course of action personalized for each student.

More information is also available at: <http://i-readycentral.com/home-connections/>

Feel free to contact your child's teacher, building administration, or district office if you have any questions related to the *i-Ready* assessment.

Sincerely,

A handwritten signature in black ink, appearing to read "Glenn Wood".

Dr. Glenn A. Wood

Assistant Superintendent, Curriculum and Instruction

What Is i-Ready Reading?

i-Ready is an online assessment program focused on reading and math. Your student has recently taken the i-Ready assessment at school. The parent report gives you a snapshot of a child's performance in reading and math.

What are the Reading Domains?

Phonological Awareness is the understanding that a spoken word is made up of different parts and that each of these parts makes a sound. For example, the word *bat* includes the sounds /b/, /a/, and /t/, and the word *batter* can be broken into two syllables that make the sounds /bat/ and /ter/. Phonological Awareness is an important building block for Phonics. Readers need to be able to distinguish, or make out, the individual sounds in spoken words before they can fully master matching sounds to letters.

Phonics instruction teaches children how to connect the sounds they hear in spoken words to the letters they see in written words. For example, a student who can connect sounds to letters knows to read "th" in *then* as a single sound /th/, rather than the sound /t/ and the sound /h/. Students have to learn many different connections between sounds and spelling patterns. In fact, there are so many connections that learning Phonics can feel like learning the rules to understand a hidden code. But this skill is mastered by taking one step at a time, learning one rule and then another, and so on. Once students can make these connections quickly and easily, they can really start to read for meaning.

High-Frequency Words are the words that appear most often in what children read. Words such as *the*, *and*, and *it* are high-frequency words. Because these words appear so often, readers must learn to recognize them automatically. Also, these words are often spelled in ways that can be confusing. Words such as *could* and *there* do not follow the rules that connect sounds to letters in most words. Learning to recognize these words automatically helps students read more quickly and easily, which gives them a better opportunity to understand what they are reading.

Vocabulary is the name for the words a student knows. The more words a student knows, the easier it is to understand what he or she reads. Good readers know the meanings of many words. Students grow their vocabularies by hearing and reading new words, talking about words, and being taught specific words.

Comprehension: Literature describes a student's ability to understand types of writing that are usually made up, or fictional. Stories are the literary texts that students read most often, but plays and poems are also examples of literary texts. A student who understands literature might identify the sequence of events in a story, discuss the meaning of a poem, or explain the lines a character speaks in a play. As a student develops as a reader, he or she is able to understand stories, plays, and poems that are increasingly complicated.

Comprehension: Informational Text describes a student's ability to understand types of writing that are usually true. Books about science or history are examples of informational text, as are newspaper articles or magazine articles. This kind of writing is often structured differently than literary texts. Informational text often does not tell a story, and it is usually organized into sections with headings. Additionally, it might contain charts, diagrams, and graphs that are important to understanding. A student who understands informational text might identify the main idea and supporting details, describe the way the writing is organized, or draw information out of a photograph or diagram.

Number and Operations in grades K-8 refers to the math skills often thought of as arithmetic, from reading and writing numbers to adding, subtracting, multiplying and dividing different types of numbers. This includes whole numbers, decimals, fractions, integers, and irrational numbers.

Algebra and Algebraic Thinking in grades K-8 refers to math skills related to seeing number patterns, understanding the meaning of addition, subtraction, multiplication and division, and using symbols to write and solve equations including those used to solve word problems. In the high school grades, this domain covers the Algebra topics related to using functions, equations, and inequalities to model mathematical situations and solve problems by reasoning quantitatively, and extending the understanding of operations beyond the real number system.

Measurement and Data in grades K-8 is a wide range of math skills related to collecting, organizing, and interpreting numerical information, from telling time or using a ruler to measure the length of an object to using formulas to find volume or surface area. It also includes understanding tables and graphs, and in later grades, statistics and probability.

Geometry in grades K-8 refers to a variety of skills related to analyzing two- and three-dimensional shapes. These include naming and classifying shapes using characteristics such as symmetry, number of sides, and angle measures, and in later grades, using congruence and similarity. In the high school grades, this domain covers Geometry and Measurement topics related to developing spatial geometric reasoning, connecting geometric properties and equations, writing proofs, and using statistics and probability concepts to analyze data.