



Checklist for Administering the *i-Ready Diagnostic* at Home

For Families

Your school has asked that your child complete the *i-Ready Diagnostic* at home. This is a different type of assessment. It is important that you do not help your child with understanding or answering questions. Your child *will* benefit from your support and encouragement to ensure the information received accurately reflects what they know and still need to learn. Here is a checklist that can help.

Familiarize Yourself

- Watch two videos in this link: <https://www.curriculumassociates.com/teaching-learning-2020/home-assessment-family-support>
 - First video in the browser
 - Second video, scroll down and click “watch video” under ‘what you need to know’
 - Play from beginning to 2:22
 - Start again from 3:23 through end
 - We are skipping the section about logging in and administering the diagnostic, seeing as we will be administering the assessment during synchronous learning time for the corresponding subject



Get Organized

Please Note: i-Ready testing will be administered during Synchronous Learning Time in small blocks but these are a few things you can do to set your child up for success

- Find a quiet space for your students to take the diagnostic
- Ensure you have the correct login information from the student’s teacher
 - students will login via Clever with their username: lunch# and password: wcpsskid
- Confirm headphones and audio are working (if applicable)
- Gather paper and pencils for your child to use during the diagnostic

Prepare and Motivate Your Child

- Explain to your child
 - Why they are taking this Diagnostic, motive them to do their best
 - How the Diagnostic works
 - That you cannot help them with any questions

Support Your Child

- Monitor and encourage your child as they complete the Diagnostic. Use the key phrases on the next page for supportive prompts you can use with your child throughout the assessment.
- Do not assist your child with answering assessment questions, as this may lead to the online lessons not being at the right level for your child or may lead to their teacher receiving inaccurate information

Diagnostic at Home: Supportive Phrases to Use with Students



<p>Before the assessment</p>	<ul style="list-style-type: none"> • “The Diagnostic helps you find out what you know, understand what you are ready to learn, and will help you get ‘just right’ lessons.” • “Try your best and do not rush, but do not spend too much time on a question.” • “Remember, the Diagnostic is adaptive. This means the questions change based on your answer to earlier questions. You will see some questions you don’t know. That is okay! Just try your best.” • For Mathematics: “Use your scratch paper to show your work on each question.” • For Reading: “Read each passage carefully.”
<p>Throughout the assessment (every 8–10 minutes)</p>	<ul style="list-style-type: none"> • “I can tell you are very focused. Keep up the good work!” • “Great work, you have [number] minutes left.” • “Nice job showing your work/reading each passage carefully.”
<p>When a student is rushing</p>	<ul style="list-style-type: none"> • “I noticed you seem to be clicking through quickly. Remember, take your time and try your best.”
<p>When a student is moving too slow</p>	<ul style="list-style-type: none"> • “It seems like you are stuck on this one problem. It’s okay if you do not know the answer. Make your best guess and move to the next question.”
<p>When a student is starting to feel frustrated, mad, upset, etc.</p>	<ul style="list-style-type: none"> • “Wow. That looks like a very advanced question! That likely means you have been answering a lot of questions correctly. Don’t get [frustrated, mad, upset, etc.]. Make your best guess so the assessment can find your ‘just right’ level.” • “Let’s take a quick break! Do you want to finish this question now or when you get back?”
<p>When a student asks for help</p>	<ul style="list-style-type: none"> • “Just like when you take the test at school, I can’t help you find the answer. We want to find out what you know, not what I know. It’s okay if you are stuck!” Use the following suggestions: <ul style="list-style-type: none"> – For Mathematics: “Try working out the problem on paper.” – For Reading: “Try going back and rereading the text.” – “Try using a strategy that worked in a similar question before.” – “It’s okay if you don’t know it. You are going to get some challenging questions, which means you are answering a lot of questions correctly. Make your best guess and move on to the next question!”
<p>After the assessment</p>	<ul style="list-style-type: none"> • “I’m really proud of you. You did a great job [taking your time, showing your work, persisting through challenging questions, etc.]”