

Prior to Test Day: Preparing to Administer the Diagnostic Assessment

Getting Organized

Follow these steps to make sure administration goes smoothly.

1. Ensure Compatibility and System Requirements Have Been Checked

Your school or district has likely performed this compatibility check prior to purchasing *i-Ready Diagnostic & Instruction*. You should ensure a system check was run on the exact computers students will be using for the Diagnostic. If not, information on how to check compatibility and system requirements can be found by going to <http://www.i-ready.com/support> and clicking on “System Requirements,” which opens a brief, 6-page, easy-to-use document. This document describes how to run a simple system check.

2. Gather Materials Needed

Make sure the following will be available for all students on test day:

- Headphones for every student
- Scrap paper and pencils for Math assessment
- Calculators should not be allowed, as this can lead to an inaccurate representation of a student’s ability.
- Materials for students who finish early (silent reading book, etc.)
- Print student usernames and passwords. To do this:
 - Login to *i-Ready*.
 - Click on the “Roster” tab.
 - Click on the desired class.
 - Click the “Print Passwords” button at the bottom of the pop-up.
 - This will print sheets of paper slips containing student usernames and passwords that can be cut out and given directly to students.

For a checklist to help you prepare to administer the Diagnostic Assessment, see the “Test Day: Administering the Diagnostic Assessment” section later in this chapter.

3. Prepare for Special Considerations

Consider whether any special education accommodations or modifications are required, and make any necessary preparations.

4. Schedule the Test

- The Diagnostic Assessment will automatically be assigned to all students in your classes.
- Note that your administrator may set a recommended testing window within which you will need to administer the test. To find out whether a recommended window has been assigned:
 - Log in.
 - Click on the “Home” tab.
 - If your district administrator has set test windows, you see the recommended windows in the lower right section of your “Home” page.

5. Computer Lab Logistics

- Be sure to schedule your computer lab well in advance, if needed for this test.
- The Diagnostic for each subject takes students anywhere from 35 to 60 minutes. We strongly recommend blocking off two 40- to 45-minute periods for each student to take each test (total of four, 40–45 minute periods in computer lab).

6. **INSTRUCTION** Decide Whether to Enable Instruction

As previously mentioned, you should decide in advance if you wish to enable Instruction so that students can begin lessons immediately after the test. Remember that Instruction is disabled by default, unless you take action. For more information on this, refer back to the “Enabling/Disabling Instruction” portion of Chapter 1.

Preparing Your Students

The following information can help to make students more comfortable with the Diagnostic Assessment.

1. Frame the Diagnostic for students.

Set student expectations prior to the Diagnostic by having a discussion about the test. It’s helpful to make the following points clear to students:

- “The *i-Ready Diagnostic* gives each student an individualized test, based on how you answer each question. If you answer a question correctly, *i-Ready* will give you a harder question, and if you miss a question, *i-Ready* will give you an easier question. That’s how it determines your skill levels. It’s kind of like trying on shoes—you try on several sizes and styles until you find a pair that fits. Try your best! You might not yet have learned some of the content you will encounter on the test and that is okay.”
- “Also, based on how you do in *i-Ready*, I will know exactly what you have learned already and what you need to learn, so I can make the best use of your time in my class.”
- “It is important to take your time and not rush, otherwise you may need to retake the test.”
- **INSTRUCTION** “Then, based on how you do in the assessment, you will automatically be assigned the lessons that are designed to build your skills. Each of you will work on the lessons you need. When you take lessons, you can earn credits to play games. Everyone will get to see the games, but you may see them at different times.”

2. Review computer lab or classroom computer procedures.

You may want to consider the following prior to test day:

- If using laptops, ensure they are fully charged and/or have a power source.
- Bookmark the *i-Ready* login page (www.i-Ready.com) on every computer.
- The total amount of time provided for testing periods. In order to assure students that they don’t need to rush, you might say something like this: “We have X number of minutes to work on this test today. However, we will also have X minutes tomorrow to finish up this (subject) test, so there is no need to rush.” Again, once completed, tests cannot be reset.
- For younger students, we recommend having more than one adult present during the test session.
- Students will need to have paper and pencil for the Math Diagnostic.

3. Model and discuss the test-taking experience.

- Show the example(s) of the:
 - Login screen (Figure B-1).
 - Study buddy (Figure B-2) and theme selection screen (Figure B-3).
 - Subject selection screen (Figure B-4).
 - “Start Test” Screens (Figure B-5 and/or Figure B-6). Choose the background theme that seems most age appropriate.
 - Student Application Landing Page Screens (Figure B-7 and/or Figure B-8). Choose the background theme that seems most age appropriate.
 - Math Item Navigation Screens, with Audio (Figures C-1 and C-2).
 - Reading Item Navigation Screens, with Audio (Figures C-3 and C-4).
 - Reading Passage with Multiple Questions Screen (Figure C-5).

Reproducibles are available to help you introduce students to the Diagnostic Assessment. See Appendix B and Appendix C.

4. Use the following checklist to ensure you and your students are ready for the Diagnostic Assessment.

Checklist: Preparing for the Diagnostic Assessment

Have you...	
	...framed the Diagnostic for students?
	...reviewed procedures for the computer lab or use of classroom computers?
	Seating plan
	Bathroom breaks
	Total testing time for this session
	Extra test proctors needed/available?
	...modeled and discussed the Test-Taking Instructions?
	Where to get usernames and passwords
	How to log in
	How/when to begin the test
	How to answer a question and move on to next one
	How to navigate reading passages that span multiple pages
	Use of scrap paper and pencil for Math assessment
	Calculators are not allowed for this test. (although some questions have a built-in calculator)
	Encourage students not to rush and allow enough testing time so they do not feel a need to rush.
	Remind students: <i>Try your best! You might not yet have learned some of the content you will encounter on the test, and that is okay!</i> If you wish to ensure the assessment has been completed, tell students: <i>Please do not log out after you finish the assessment.</i>
	...checked materials?
	Headphones for all students
	Scrap paper and pencils for Math test
	Materials for students to work on if they finish early
	Laptops are charged and/or have power source

Test Day: Administering the Diagnostic Assessment

Follow these helpful suggestions to make test day go smoothly.

The Morning of Test Day

1. Check your materials.

- Do you have headphones for each student?
- If your students are taking the Math test, do they have scrap paper and pencils?
- Have you reminded students that they cannot use calculators? (unless the question specifically provides a built-in calculator)
- Do you have a backup plan for early finishers? Consider having books available to read silently.
- If you have enabled Instruction for each student, you might allow students to begin working on instructional lessons and exploring the student homepage (study buddies, themes, and games) immediately after the test. Note that this could be distracting to other students who are still working on the assessment.

2. Present Test-Taking Instructions.

- We recommend giving students a brief refresher on classroom/testing procedures and instructions, and letting them ask any questions they might have. Use the Test-Taking Instructions provided in the checklist on the previous page.
- The test is not timed on the computer, but you should explain what window of time you have allotted for each session (Reading and Math).

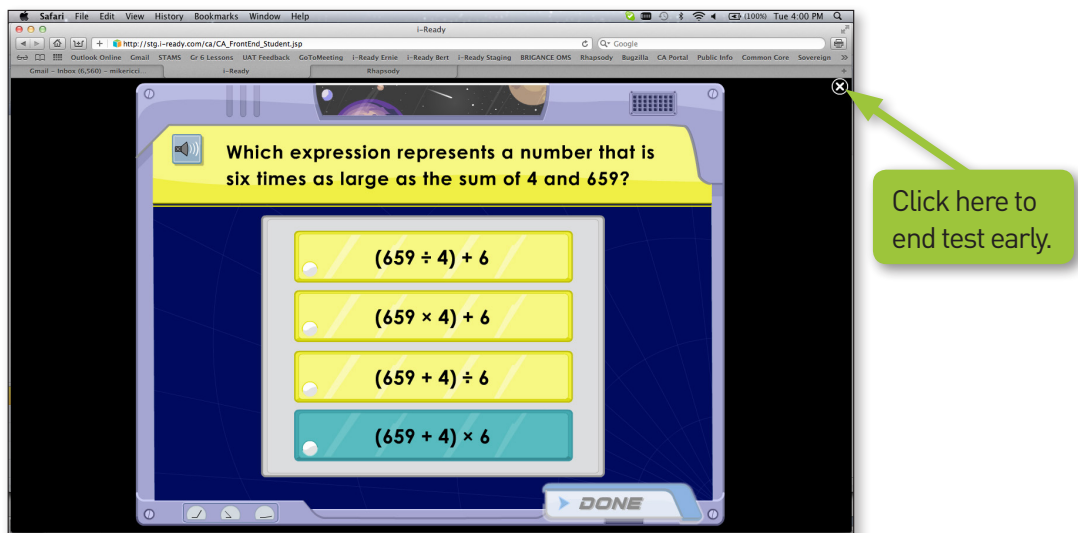
During the Test

Resist the urge to help.

The test is designed to measure students' strengths and weaknesses, so it's best to allow students to simply try their best *without* teacher help.

Ending a test before completion.

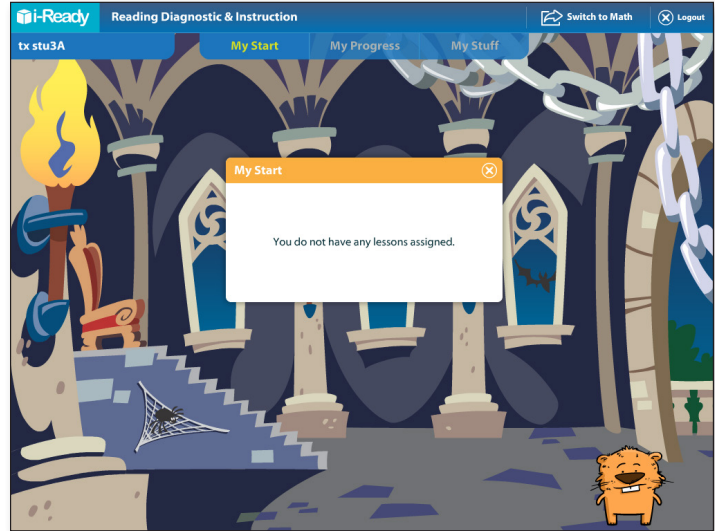
If a student does not finish in the allotted time, or if a student has to stop his test for any other reason, you can simply click on the white "X" on the upper right corner of the screen (see screenshot below) and then have the student log out. The next time the student logs in and clicks "Start Test," he will be taken to the exact spot where he previously left off.



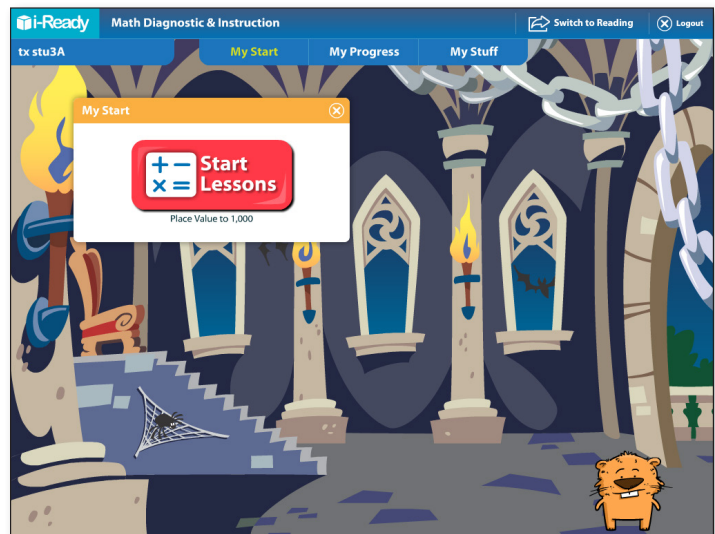
After the Test

1. Check test completion.

It's helpful to ask students to stay logged in after they have finished with the assessment. That way you can take a look at their screen to ensure they have completed the Diagnostic. Students' screens will show the student application page, with a message stating: "You do not have any lessons assigned" if Instruction is disabled.



Students' screens will show the student application page, with a "Start Lessons" button showing if Instruction is enabled.



2. Look at reports.

See Chapter 3 to learn how you can obtain a wide variety of information about student performance by using the *i-Ready* Reports. These reports will enable you to immediately plan appropriate instruction.

3. Discuss test results with students.

After students complete the assessment, you may wish to show them one or more of their Student Profile reports in a private conference. Bringing the students into the process helps them understand that this is an important tool that you will use to drive instruction that helps them learn and grow academically. Point out to them what they do know, and then show them what they will be working on as they move forward in their instruction. For more information about all *i-Ready* Reports, see the "Using Reports" section of Chapter 3.

Frequently Asked Diagnostic Assessment Questions

Teacher Diagnostic Assessment FAQs

The following table answers the questions teachers ask most frequently.

Teacher Question	Answer
Why are some questions so hard?	To enable a precise assessment, the Diagnostic is designed so that students will answer some questions incorrectly. That's why it will challenge them with a more difficult question after each correct answer. Thus, high-performing students who are accustomed to scoring well on tests may feel particularly challenged. Further, many items associated with a particular grade will match current expectations, but the Common Core State Standards (CCSS) have a lot of additional expectations. Questions based on those additional expectations may feel more rigorous to students.
Can my students skip questions?	No, students are not able to skip questions. It is critical to the test design that students answer every question so that the test can adapt with an easier or more difficult question. The test needs to be able to see what students know and don't know to accurately pinpoint their unique needs.
Why are my student scores lower than expected at the start of the school year?	Most students take the Diagnostic at the beginning of the school year, when "last year's content" is the latest they've received. For example, if a new fourth grader scores at a third-grade level, this is likely because he has not yet been exposed to fourth-grade content.
Why are my students seeing content that they haven't learned yet?	The Diagnostic Assessment adapts based upon what students should know according to the Common Core State Standards. Some states teach concepts in different grades, and the criteria for grade-level success might be more rigorous than the criteria applied by your state.
Is the Diagnostic Assessment a timed test?	No, however you may want to create your own allotted time windows for the test. We recommend <u>two</u> 45-minute class periods per subject.

Student Diagnostic Assessment FAQs

The following chart suggests how you might respond to the questions students frequently ask.

Student Question	Answer
<p>What is <i>i-Ready</i>? or Why do we have to take this test?</p>	<p>The <i>i-Ready Diagnostic</i> gives each student an individualized test, based on how you answer each question. If you answer a question correctly, <i>i-Ready</i> will give you a harder question. If you miss a question, <i>i-Ready</i> will give you an easier question. The process continues in this way, until <i>i-Ready</i> determines your skill levels. It's kind of like trying on shoes—you try on several sizes and styles until you find a pair that fits.</p> <p>Also, based on how you do in <i>i-Ready</i>, I will know exactly what you have learned already and what you still need to learn, so I can make the best use of your time in my class.</p> <p>INSTRUCTION Then, based on how you do in the assessment, you will automatically be assigned the lessons that are designed to build your skills. Each of you will work on the lessons you need.</p>
<p>Does this count for our grade?</p>	<p>This doesn't count towards your grade, but it does help me figure out what sorts of assignments to give you later, and those may be part of your grade.</p>
<p>INSTRUCTION Can we play games or do lessons after the test?</p>	<p>If disabling Instruction on test day: You won't be able to play games or start lessons today, because today is only for testing. But we will be starting work on lessons and playing games really soon.</p> <p>If enabling Instruction on test day: You may check out the student homepage right after you finish your test. Check out all the themes and study buddies you can pick. Then, you can start your first lesson, where you can earn credits for playing games!</p>
<p>Can I ask for help during the test?</p>	<p>I can't help you help on test questions because I want to see what you know on your own. You should just give each question your best shot.</p>
<p>What happens if I don't understand what a question is asking me?</p>	<p>Just try your best. You might not yet have learned some of the content you encounter on the test, but that's okay because that's how this test is designed. Remember, this test is different from other tests you've taken.</p>
<p>Can I skip a question?</p>	<p>No. This test is designed so you have to answer every question. Always select what you think is the best answer, even if you aren't completely sure.</p>