i-Ready for Special Education Students

Setting Developmental Levels

Important take-aways for Special Educators, especially those who work with students who have significant developmental delays:

- If a student’s developmental level is significantly below their chronological grade level, consider proactively adjusting i-Ready to the student’s developmental level before the first administration of the Diagnostic. This will create a more comfortable testing experience for students who are known to perform significantly below their chronological grade level due to developmental difficulties. If this feature is used, the student’s initial Diagnostic experience will be based on the grade level you select, rather than on the student’s chronological grade (as is typically the case).

- The benefit of manually setting the developmental level is the reduction of stress and frustration for the student. For example, seventh-grade students who are performing at a second-grade reading level will likely become frustrated if they start the Diagnostic near their chronological grade 7 level, because the test will need to adapt down several levels before it reaches a comfortable level for the students. Setting the developmental level to 2 and letting the test adapt from there allows you to prevent this scenario. This will ensure the students will have the same testing experience that second graders would have while taking the Diagnostic. This feature should be used only in special cases when a student’s developmental level is known.

Setting Up Instructional Groups

The How To: Building Instructional Groups guides educators through the process of building instructional groups: http://i-readycentral.com/articles/how-to-create-instructional-groups/

Diagnostic Items with Audio Support

The i-Ready Diagnostic provides audio support for some Math and some Reading questions. In Math for grades K-5, all questions have optional sound to ensure the test is assessment math skills, not reading skills. Sound is provided with Reading questions that test students’ foundational skills. More specific information about audio support by domain is provided in the “Items with Audio Support” section of the i-Ready User Guide.

Accommodations for Students with IEPs or 504 Plans

Some accommodations are addressed directly in the design of i-Ready Diagnostic items.

Accommodated presentation of material in the i-Ready Diagnostic: All i-Ready Diagnostic items and passages are presented in a large, easily legible format on the computer screen.

- There is only one item on screen at a time.
- The font used is large, bold, and friendly to students.
- Most items presented at grade K-2 levels have audio support.
- While audio support is not provided for Comprehension items at grade level 1 and up because students are measured on their ability to understand what they read.
independently, the text may be read by a proctor as needed for visually impaired students.

- Audio support is provided for Mathematics items at grade levels K-5. Directions for the items, if not self-evident regardless of language ability, are either read aloud or demonstrated visually. The use of clear, concise, and chronological directions ensure that all students understand the questions as intended.
- When audio support is available, the audio may be played as many times as a student needs.
- i-Ready employs physical cues such as pointing or facial expressions, symbolic cues such as pictures and icons, and auditory cues such as asking a question. Some additional testing accommodations may be appropriate for individual students. Below are acceptable accommodations for i-Ready assessments that can be implemented without impacting the validity of the assessment or providing students direct assistance in understanding or solving test items. These accommodations are adapted from Tacoma Public Schools’ Accommodations for i-Ready for Students with IEPs or 504 Plans (2017).

**Changes in timing or scheduling the assessment**

- Extended time
- Offer frequent breaks
- Dividing testing over several sessions
- Administer at time(s) of day that are most beneficial for a student.
- Keep in mind that the Diagnostic is untimed and that teachers should monitor student engagement in the assessment to determine whether students are able to continue sustaining attention and doing their best work or need a break from testing.

**Changes in test setting**

- Test an individual student in a separate setting
- Test a small group of students in a separate but familiar location (e.g. Title I room, counselor’s office, small media room)
- Minimize distractions (e.g. use a study carrel or partitions)

**Changes in test directions**

- Sign directions for the deaf student
- Translate directions orally
- Simplify language in and/or clarify directions
- Use auditory amplification devices, hearing aids, noise buffers, etc.

**Changes in how the student responds**

Dictate or point responses to a scribe/assistant who will select the student’s answer choices in the i-Ready interface*
Changes in how test questions are presented

- Read text portions of mathematics items aloud to students when audio support is not embedded or when audio pacing needs to be adjusted for a student*
- Read Comprehension items aloud to visually impaired students*
- Use visual magnification devices
- Use auditory amplification devices, hearing aids, noise buffers, etc.

References and tools for students

- Scratch paper and pencils
- Masks or markers to minimize distractions on screen (e.g. the student may use a sticky note to focus on lines of text as he/she scrolls down the screen)

*Scribes, assistants, and others supporting student testing need to be neutral in responding to the student during test administration and must not “lead” a student to a particular item response. Each student’s response must accurately represent his/her choice in order to ensure valid, reliable assessment results.

Individualized Education Programs (IEPs)

The detailed Can Dos and Next Steps for Instruction in the Student Profile Report provide outstanding information to support development of IEPs and to discuss with families during parent-teacher conferences and IEP meetings.

The Standards Performance Report

The Standards Performance Report can also be used to support the development of IEPs and discussions with family members during IEP meetings. Teachers may review this report to see what is “checked off,” indicating that a student likely understand the i-Ready skills aligned to the standard, and what is not.