

i-Ready Diagnostic StudyWise Plans



These are IXL skill alignments pertaining to the i-Ready® Diagnostic and are provided by IXL as a service to teachers, students, and parents. IXL is not affiliated with, sponsored, or endorsed by Curriculum Associates, and Curriculum Associates was not involved in creating these skill alignments.

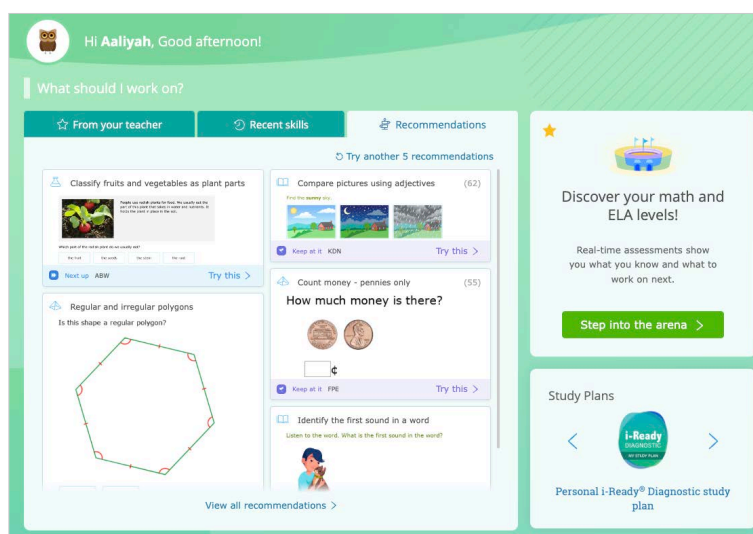
IXL's StudyWise tool for the i-Ready Diagnostic generates a custom list of IXL skills that students can work on to close knowledge gaps and make efficient progress toward their learning goals.

And good news, **IXL has already uploaded your students' i-Ready Diagnostic scores!** Each student has their own StudyWise plan pinned to their dashboard making it easy to get started today.

STUDENT VIEW

Students can find their personal i-Ready Diagnostic StudyWise Plan by going to their dashboard under the My IXL tab.

Note: Please tell your students not to select 'Update personal plan'. Modifying the scores will change their personal plan and impact outcomes.

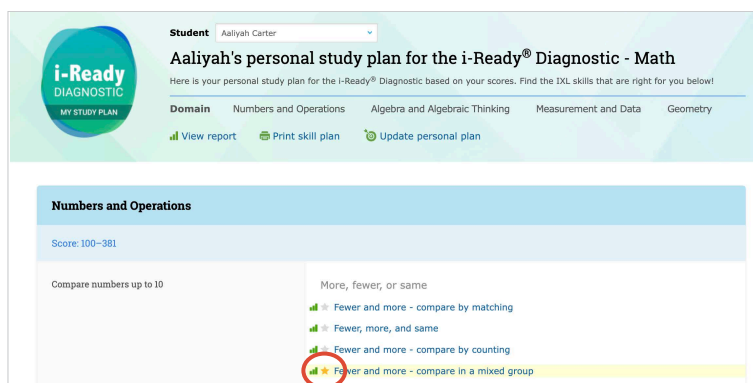
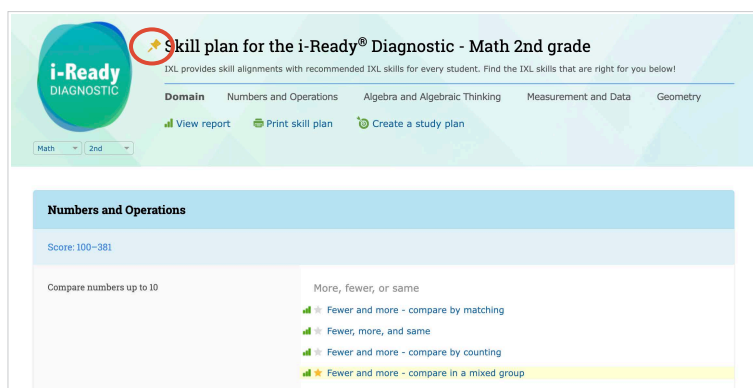


TEACHER VIEW

Pin the i-Ready Diagnostic skill plan to see the skill plan as a whole and for easy access at the top of the page.

Within the skill plans, teachers can assign the skill using the star icon and monitor progress by clicking the green graph icon.

Teachers can also view students' StudyWise plans individually.



SETTING GOALS FOR STUDENTS

There is a score range identified under each topic. Students scoring within this range would benefit from working on the skills listed. You can have students dive into practicing the skills independently or conduct small group instruction for students that fall within a particular score range.

The skills are adaptive and will advance from simpler to more complex problems. Encourage students to strive for a SmartScore of 80 (proficiency), which is displayed to the right of each skill on their plan.

Algebra and Algebraic Thinking

Score: 100–378

Understand addition up to 10

Put together numbers using cubes - sums up to 10 (82) #

Build cube trains to add up to 10 - words (56)

Addition sentences up to 10 - which model matches?

CHECK FOR UNDERSTANDING

Trouble Spots

Using the Trouble Spots report, teachers can see a class-level view of skills students are struggling with and quickly group students working at similar difficulty levels for targeted reteaching.

Pro tip: From the drop-down menus at the top, filter this report to the i-Ready Diagnostic skill plan to only view skills practiced from student study plans.

StudentsAssessmentTrouble SpotsSkillsScoresQuestionsQuizzesProgress

STUDENTS: All studentsSUBJECT: All subjectsSKILL GRADES: Pre-K - 12DATE RANGE: Last 30 daysSTANDARDS/SKILL PLANS: Skill plansreset

TROUBLE SPOTS

SKILL PLAN: i-Ready® Diagnostic: Math 2nd gradeSTUDENT: All students

Ways to help 3 or more students at once...

K (Y.2) Subtraction sentences up to 10 - which model matches? Level 1Search shortcut: UPH4

MISSED QUESTIONS FROM THIS ITEM TYPE

Write a subtraction sentence based on the picture (for example, $3 - 1 = 2$).

STUDENTS STUCK ON THIS ITEM TYPE

Esther Jean-Baptiste - 94

Legend Walker - 73

Nathan Montoya - 34

Gianna Reyes - 34

Student Score Chart

Use the Student Score Chart to view an individual student's progress on recommended skills. This report can be used with students to discuss progress and can be printed out to share with parents. Students also have access to it from their Student Analytics.

Scores					
Viewing current scores or prior mastery achieved this school year.					
SKILL		SMARTSCORE	QUESTIONS ANSWERED	TIME SPENT	LAST PRACTICED
NUMBERS AND OPERATIONS					
Score: 100–381					
Compare numbers up to 10					
More, fewer, or same					
1. Fewer and more - compare by matching	TYV	100	102	22 min	January 12
2. Fewer, more, and same	FLW	56	29	5 min	March 5
3. Fewer and more - compare by counting	Y2E	100	60	7 min	December 3, 2023
4. Fewer and more - compare in a mixed group	TMY	100	69	22 min	December 3, 2023
Greater or less					
5. Greater and less - compare by matching up to 10	TBS				