i-Ready®

Assessing Remotely Kit

for Leaders

Assessing Remotely Kit for Leaders

Assessing students remotely requires thoughtful preparation to ensure the data received is reliable. In this kit, you will find guidance and ready-to-use tools inspired by educators who have done this successfully in the past. Use them to create a plan that works for your school community.

Five Things for District Leaders

to Do When Students Are Taking the Diagnostic Remotely

1 Make your plan.

Determine which students will be assessed and when, what your expectations from teachers will be, and how your staff will provide the necessary supports to teachers, students, and families.

2 Get buy-in and share the plan.

Help school leaders and teachers understand how having reliable data will support instruction, and share timelines, expectations, and planned support.

3 Create an infrastructure for success.

Ensure teachers and families have the technology and training they need and put systems in place to support them.
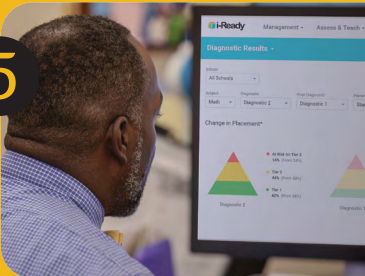
4 Prioritize partnering with families.

Reach out to families and encourage your school-based staff to do so as well. Communicate early with a simple message and in multiple ways.

5 Track completion and aim for 100 percent.

Keep track of Diagnostic completion and follow up as needed, striving to have all students complete the Diagnostic.

Checklist for Administering the Diagnostic Remotely

Make Your Plan

- ☐ Decide **which students** will be assessed (e.g., all students, certain grades, special populations).
- ☐ Determine how you will provide the **necessary supports and accommodations** to students who require them (e.g., students with special needs).
- ☐ Determine your expectations for **proctoring and monitoring** (see next page for guidance).
- ☐ Determine the **Diagnostic Window** and create a testing schedule (see additional guidance on test duration).

Communicate and Share with School Leaders and Relevant Staff

- ☐ **Communicate with your school leaders and staff:**
  - The benefits of having reliable information on student progress to help plan instruction after extended school closures
  - Rationale for administering the Diagnostic remotely
  - Diagnostic Window calendar and schedule
  - Expectations for communicating, proctoring, and monitoring
  - Available resources for support

Create an Infrastructure for Success

- ☐ Confirm that all schools have **licenses for remote technology platforms** (e.g., Zoom™, Google Classroom).
- ☐ Review accuracy of **staff and student class roster(s)**.
- ☐ Confirm that students have **necessary technology** to use the program remotely.
- ☐ Determine the **additional staff members** (e.g., specialists, support staff, paraprofessionals, etc.) who will support the administration of the assessment.
- ☐ Create a clear plan for who educators will call for **questions and troubleshooting**.

Track Completion

- ☐ Use the **Diagnostic Status (District/School) report to track** students' progress toward completion, check for Rush alerts, and ensure that each student completes a valid Diagnostic within the desired window.

Click here to download this resource as a single page.

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Different Approaches to Proctoring Remotely

There are different options for how to proctor the assessment. The table below outlines three options that educators have pursued and their corresponding benefits and considerations.

	TEACHER PROCTORED 1	FAMILY PROCTORED 2A ⟵ or ⟶ 2B	
PLAN	**Teachers:** • **Assign a specific date and time** for when students need to take the Diagnostic. • **Proctor students' test taking in real time using remote video communication programs** (whole class or small group). • **Monitor test progress and completion in real time** using the Diagnostic Status (Class) report.	**Teachers:** • **Assign a specific date and time** for when students need to take the Diagnostic. • **Monitor test progress and completion in real time** using the Diagnostic Status (Class) report.	**Families:** • **Are given discretion** for when students complete the Diagnostic during a specified window. **Teachers:** • **Monitor progress and completion throughout the Diagnostic Window** using the Diagnostic Status (Class) report.
BENEFITS	Allows teachers, staff, and administrators to: ✅ Ensure students are trying their best and are not receiving support from families throughout the duration of the exam ✅ Be more responsive to students' needs during testing ✅ Provide students additional structure, similar to what they experience in school ✅ Signal to families and students the importance of the assessment	Allows teachers, staff, and administrators to: ✅ Monitor the completion of the Diagnostic for a smaller group of students ✅ Provide students additional structure, similar to what they experience in school ✅ Signal to families and students the importance of the assessment	✅ Provides more flexibility to families to accommodate their schedules and technology availability. ✅ May cause less student anxiety while taking the test.
CONSIDERATIONS	⚠️ Requires sufficient number of teachers and staff to have remote technology licenses and be proficient in using it with students. ⚠️ Requires teachers to determine a schedule and dedicate their time to real-time proctoring. ⚠️ Having scheduled testing time can be inconvenient for families who have limitations. ⚠️ May increase students' anxiety while taking the test. ⚠️ Requires students to know how to use remote communication program(s).	⚠️ Having scheduled testing time can be inconvenient for families who have limitations. ⚠️ Requires teachers to determine a schedule and communicate it to families. ⚠️ Teachers may not be able to respond to students' needs in the moment. ⚠️ May increase students' anxiety while taking the test.	⚠️ Does not allow for live proctoring or monitoring of the Diagnostic. ⚠️ Teachers will not be able to respond to students' needs in the moment. ⚠️ Provides less structure for students.

Planning Calendar for Assessing Remotely

Assessing students remotely requires preparation from everyone—leaders, families, and students. There are many activities required and you want to have enough time to be able to complete them well. Use this calendar to plan out critical activities with specific dates, so you can ensure that you start planning early enough and decide when will be a good date to start assessing.

Monday	Tuesday	Wednesday	Thursday	Friday

Critical Activities to Include*:
- Communicate with school-based staff and teachers
- Communicate with families
- Prepare students

- Ensure technology is working at school and remotely
- Make plans to provide required accommodations to students who need them

- Ensure staff and students have licenses for and are proficient in using videoconferencing programs
- Create a testing schedule
- Testing starts

Click here to download this resource as a single page.

You can also include other activities listed on the Checklist for Administering the Diagnostic Remotely for Teachers, School Leaders, and District Leaders.

Scheduling Students for Remote Assessments

Use this worksheet to help organize when you will assess different student groups and what supports they will need.

Group*	Group Name or Individual Student Names	Testing Date and Time	Proctor Name *(optional)*	Accommodations	Notes (e.g., Rescheduling Needs and/or Next Steps)
Group 1					
Group 2					
Group 3					
Group 4					

These can be grade levels, individual classes, or Report Groups. Refer to this resource for directions on creating Report Groups on i-Ready.
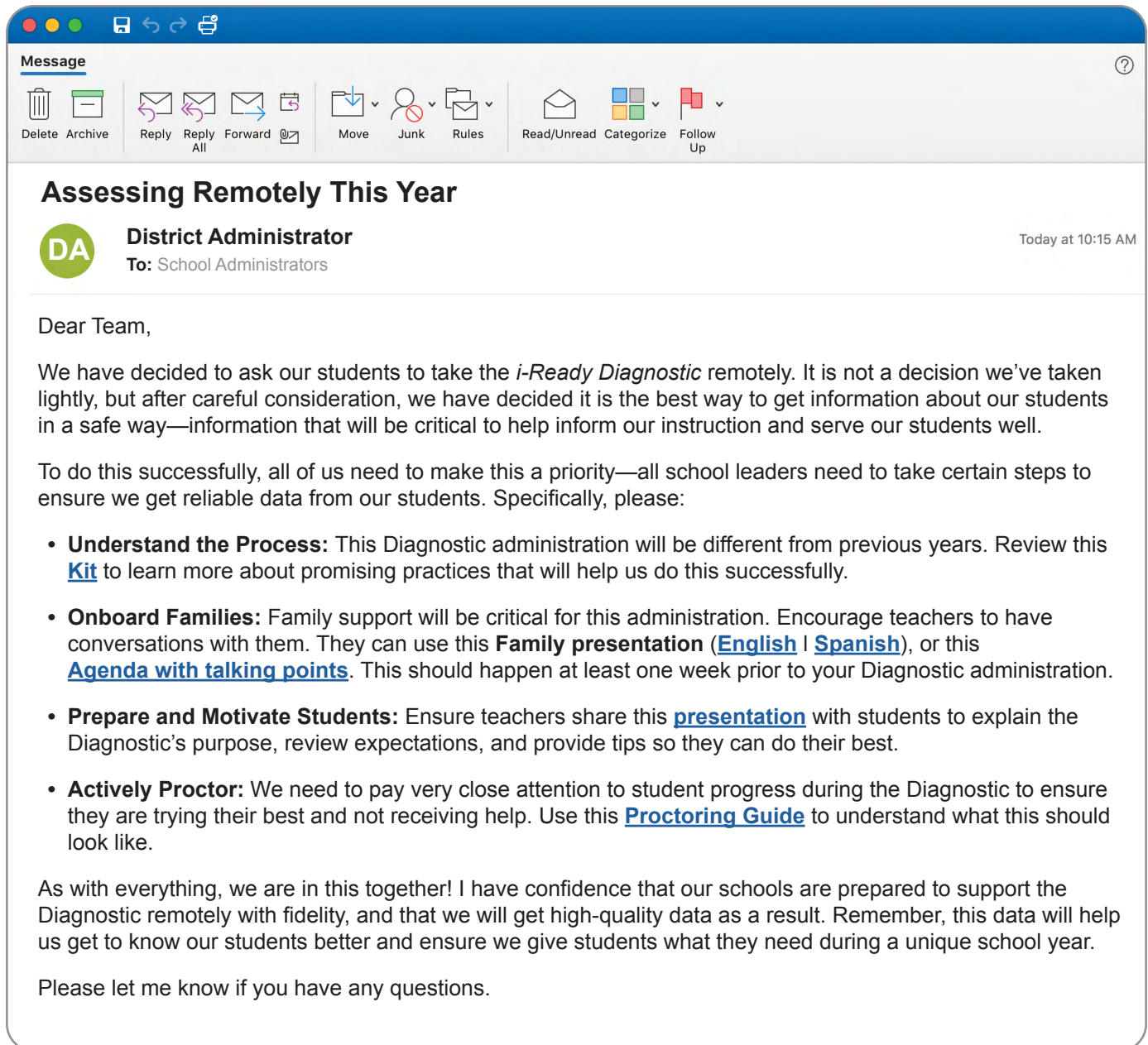
Click here to download this resource as a single page.

Sample Communication to School Leaders

Getting buy-in, setting clear expectations, and communicating priorities is a critical step in preparing for any Diagnostic, especially when students will be taking it remotely. Use the sample communication below to help develop your messages to send to school leaders. Also, refer to the sample communication to send to teachers.

Assessing Remotely This Year

District Administrator
To: School Administrators

Today at 10:15 AM

Dear Team,

We have decided to ask our students to take the *i-Ready Diagnostic* remotely. It is not a decision we've taken lightly, but after careful consideration, we have decided it is the best way to get information about our students in a safe way—information that will be critical to help inform our instruction and serve our students well.

To do this successfully, all of us need to make this a priority—all school leaders need to take certain steps to ensure we get reliable data from our students. Specifically, please:

- **Understand the Process:** This Diagnostic administration will be different from previous years. Review this **Kit** to learn more about promising practices that will help us do this successfully.

- **Onboard Families:** Family support will be critical for this administration. Encourage teachers to have conversations with them. They can use this **Family presentation** (**English** | **Spanish**), or this **Agenda with talking points**. This should happen at least one week prior to your Diagnostic administration.

- **Prepare and Motivate Students:** Ensure teachers share this **presentation** with students to explain the Diagnostic's purpose, review expectations, and provide tips so they can do their best.

- **Actively Proctor:** We need to pay very close attention to student progress during the Diagnostic to ensure they are trying their best and not receiving help. Use this **Proctoring Guide** to understand what this should look like.

As with everything, we are in this together! I have confidence that our schools are prepared to support the Diagnostic remotely with fidelity, and that we will get high-quality data as a result. Remember, this data will help us get to know our students better and ensure we give students what they need during a unique school year.

Please let me know if you have any questions.

Tip: Copy the text above and paste it into your own email. Embed these links or download the resources and include them as attachments:

- *Kit: https://i-readycentral.com/download/?res=35016&view_pdf=1*
- *Family presentation (English): https://i-readycentral.com/download/?res=34962&view_pdf=1*
- *Family presentation (Spanish): https://i-readycentral.com/download/?res=34965&view_pdf=1*
- *Agenda with talking points: https://i-readycentral.com/download/?res=35016&view_pdf=1#page=37*
- *Presentation: https://i-readycentral.com/download?res=7207&view_pdf=1*
- *Proctoring Guide: https://i-readycentral.com/download/?res=32340&view_pdf=1*

Additional Messages to Include in Your General Communications:

Prepare and Motivate Students

It is critical that our students understand the Diagnostic and why it is important. Without purpose, our students may rush, and families may help too much. Encourage teachers to use this **presentation** to explain the Diagnostic's purpose, review expectations, and provide tips to help students do their best. Teachers can facilitate this discussion in advance of the Diagnostic, or reserve 5–10 minutes before your administration begins to review these slides. It is important to do this before *each* Diagnostic, not just the first. For subsequent Diagnostics, teachers can use this **presentation**.

Links to embed:
Presentation: https://i-readycentral.com/download?res=7207&view_pdf=1
Presentation for subsequent Diagnostics: https://i-readycentral.com/download?res=5304&view_pdf=1

Partner with Families

We have always partnered closely with the families in our community to support student learning. Because we are asking students to take the Diagnostic remotely, we'll need family support to ensure they can log in, stay focused, and take the test with fidelity. Use the following resources to help prepare them for this work:

- **Presentation (English | Spanish):** Use this to facilitate 10-, 15-, or 30-minute discussions with families to set them up for success. Please ensure teachers have these meetings at least one week prior to the Diagnostic administration.

- **Video (English | Spanish)** and **Checklist (English | Spanish):** Share these with families to help them understand how the Diagnostic works and how they can support their student.

- **Technical and Troubleshooting Guide (English | Spanish):** Send this to help families find answers to their technical questions.

Share Best Practices for Proctoring Remotely

Taking the Diagnostic remotely is something that can be done successfully! Educators in virtual schools and schools that have tested remotely in the past have found tips and ideas that supported successful virtual administrations. Review this **proctoring document** to learn more about their promising practices and implement them in your own administration.

Link to embed:
https://i-readycentral.com/download/?res=32340&view_pdf=1

Get More Inspiration

For the latest tips, tools, and resources to help administer the Diagnostic remotely, check these websites regularly: **i-ReadyCentral.com/AssessingRemotely** and **i-ReadyCentral.com/Ideas**.

Links to embed:
Presentation (English): https://i-readycentral.com/download/?res=34962&view_pdf=1
Presentation (Spanish): https://i-readycentral.com/download/?res=34965&view_pdf=1

Video (English): https://www.curriculumassociates.com/teaching-learning-2020/home-assessment-family-support
Video (Spanish): https://www.curriculumassociates.com/teaching-learning-2020/home-assessment-family-support-spanish

Checklist (English): https://i-readycentral.com/download/?res=29935&view_pdf=1
Checklist (Spanish): https://i-readycentral.com/download/?res=32696&view_pdf=1

Technical and Troubleshooting Guide (English): https://i-readycentral.com/download/?res=29827&view_pdf=1
Technical and Troubleshooting Guide (Spanish): https://i-readycentral.com/download/?res=30142&view_pdf=1

Five Things for School Leaders

to Do When Students Are Taking the Diagnostic Remotely

1 Understand district guidance.

Review the guidance on who to test, when to test, accommodations and proctoring expectations, and supports that will be made available.*

*If working in an independent school, determine this guidance for your school.

2 Create a plan.

Determine testing schedule, ensure all have needed technology and corresponding training, and put systems in place for ongoing support.

3 Collaborate with teachers/staff.

Help teachers and staff understand how having reliable data will support instruction, and share timelines, expectations, and planned support.

4 Partner with families.

Reach out to families and encourage your teachers to do so as well. Communicate early with a simple message and in multiple ways to ensure they are ready to partner with you.

5 Track completion and aim for 100 percent.

Keep track of Diagnostic completion and follow up as needed, striving to have all students complete the Diagnostic.

Checklist for Administering the Diagnostic Remotely

Understand District Guidance*

☐ **Review the guidance from your district leadership in detail.** Make sure you understand:

- Which students should be assessed?
- When should testing happen?
- What are expectations for proctoring and monitoring? (*Use this guidance for additional support.*)
- What supports are necessary to support special populations/accommodations?
- What additional staff members (e.g., specialists, support staff, paraprofessionals, etc.) are available to help with proctoring and/or monitoring?

Create a Plan

☐ **Create a testing schedule for teachers and staff.** Consider the following:

- Breaking classrooms into smaller testing cohorts for easier proctoring
- Administering the Diagnostic to each cohort using two shorter testing sessions. (*Click here for more guidance on testing duration.*)
- Creating reporting groups for each testing cohort to help facilitate monitoring
- Designating other staff members beyond classroom teachers (e.g., specialists, administrative staff) to support with proctoring and monitoring

☐ **Ensure teachers and support staff have the right information and resources** to provide accommodations for those students who need it.

☐ **Clarify who educators should call for questions and troubleshooting.**

☐ **Review accuracy of class roster(s) and obtain student login information for all students.**

☐ **Confirm that students have necessary technology to use the program remotely.**

☐ **Confirm that all staff and students have licenses for videoconferencing programs** (e.g., Zoom™, Google Meet) and are proficient in using the program(s).

*Some districts may delegate this planning to school leaders. In this case, use the above questions to create the plan for your school. Zoom™ is a trademark of Zoom Video Communications, Inc.

Click here to download this resource as a single page.

Collaborate with Teachers and Staff

☐ Get your teachers and staff on board by sharing:

- Benefits of having reliable information on student progress to help plan instruction after extended school closures

- Rationale for administering the Diagnostic remotely

- Diagnostic Window calendar and suggested schedule

- Expectations for communicating, proctoring, and monitoring

- Importance of communicating with families and motivating students

- Available resources for support (e.g., Teacher Checklist, Tips for Proctoring Assessments Remotely, Preparing to Take the Diagnostic Remotely presentation)

Collaborate with Families

☐ **Communicate with families about the assessment at least one week in advance** across multiple channels—on your school website, in regular communications being sent to families, and/or by empowering teachers to send specific communications on this topic directly.

☐ **Support families to ensure they have the technology they need remotely.** Share the Technical and Troubleshooting Guide for Families.

☐ **Be clear about the level of support families should and should not provide**, and provide specific action steps to take. You can use this checklist to help.

Track Completion

☐ **Use the Diagnostic Status (School) report to track students' progress toward completion**, check for Rush alerts, and ensure that each student completes a valid Diagnostic within the desired window.

☐ **Celebrate classrooms when they have successfully completed the Diagnostic** so they internalize their results and get motivated to work hard on their learning.

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- Testing starts

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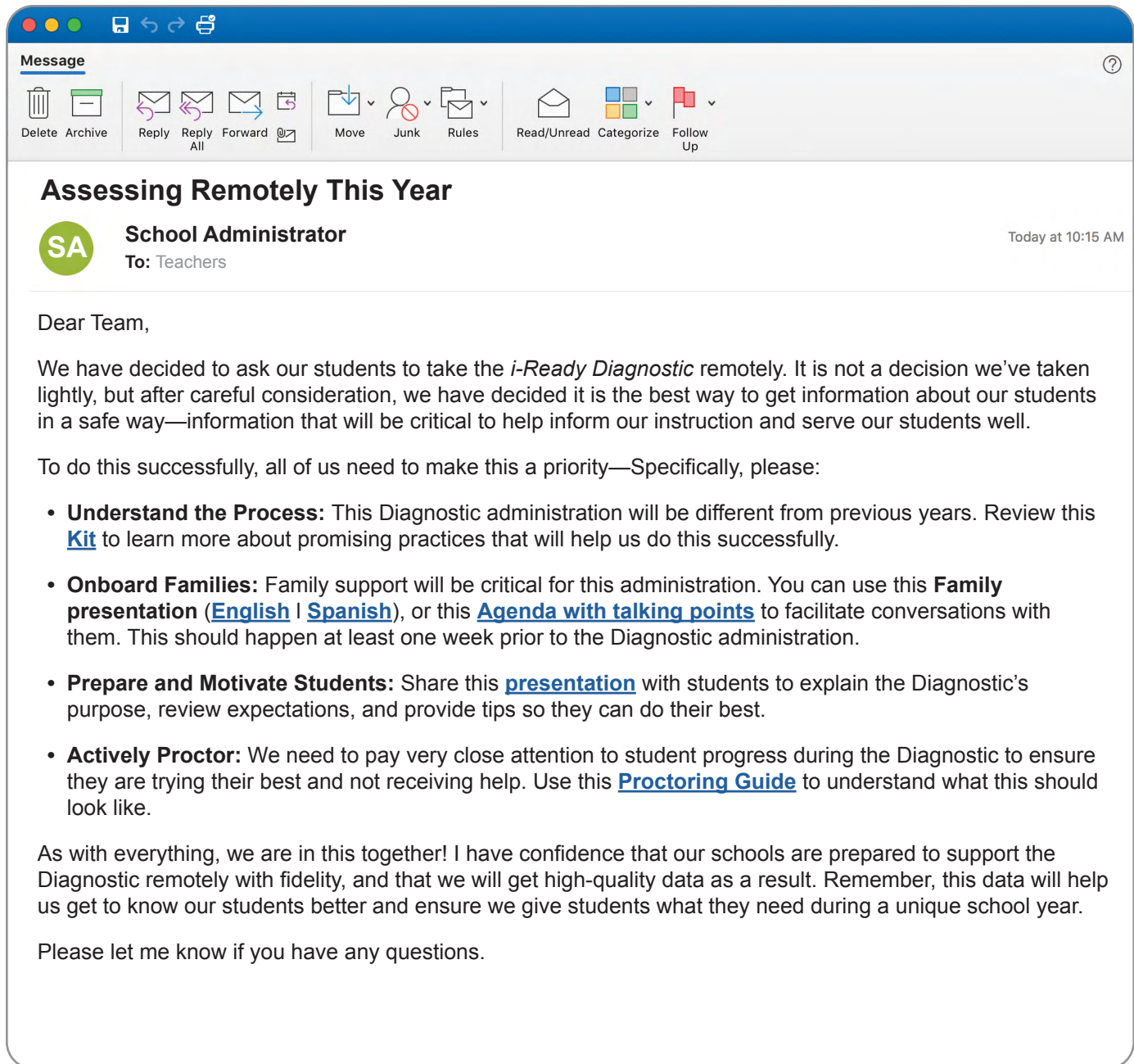
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These can be grade levels, individual classes, or Report Groups. Refer to this resource for directions on creating Report Groups on i-Ready.

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Sample Communication to Teachers

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Message

Delete Archive Reply Reply All Forward Move Junk Rules Read/Unread Categorize Follow Up

Assessing Remotely This Year

SA **School Administrator**
To: Teachers

Today at 10:15 AM

Dear Team,

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To do this successfully, all of us need to make this a priority—Specifically, please:

- **Understand the Process:** This Diagnostic administration will be different from previous years. Review this **Kit** to learn more about promising practices that will help us do this successfully.

- **Onboard Families:** Family support will be critical for this administration. You can use this **Family presentation** (**English** | **Spanish**), or this **Agenda with talking points** to facilitate conversations with them. This should happen at least one week prior to the Diagnostic administration.

- **Prepare and Motivate Students:** Share this **presentation** with students to explain the Diagnostic's purpose, review expectations, and provide tips so they can do their best.

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- *Agenda with talking points:* https://i-readycentral.com/download/?res=35016&view_pdf=1#page=37
- *Presentation:* https://i-readycentral.com/download?res=7207&view_pdf=1
- *Proctoring Guide:* https://i-readycentral.com/download/?res=32340&view_pdf=1

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We know taking the Diagnostic remotely can be done successfully! Educators in virtual schools and schools that have tested remotely in the past have found tips and ideas that supported successful virtual administrations. Review this **proctoring document** to learn more about their promising practices and implement them in your own administration.

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Video (English): https://www.curriculumassociates.com/teaching-learning-2020/home-assessment-family-support
Video (Spanish): https://www.curriculumassociates.com/teaching-learning-2020/home-assessment-family-support-spanish

Checklist (English): https://i-readycentral.com/download/?res=29935&view_pdf=1
Checklist (Spanish): https://i-readycentral.com/download/?res=32696&view_pdf=1

Technical and Troubleshooting Guide (English): https://i-readycentral.com/download/?res=29827&view_pdf=1
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![i-Ready]

Assessing Remotely Kit
for Teachers

Assessing Remotely Kit for Teachers

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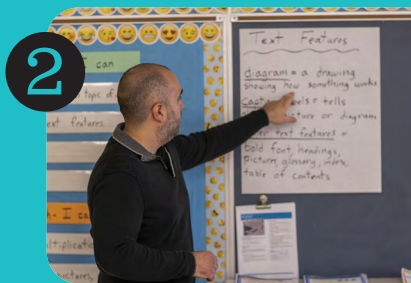
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to Do When Students Are Taking the Diagnostic Remotely

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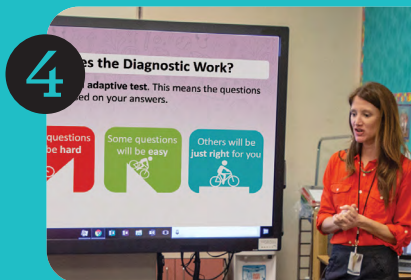
2 Get organized.

Set up your testing schedule, gather the information and resources you need, and confirm all students can access the Diagnostic properly.
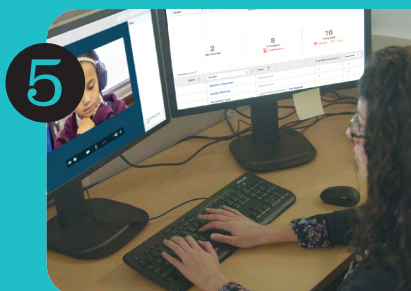
3 Partner with families.

Reach out to all of your families. Communicate early with a simple message and in multiple ways, ideally one on one, to ensure they are ready to partner with you.

4 Prepare and motivate students.

Explain to your students why they're taking the Diagnostic and how it can help, and energize them in fun ways so they put forth their best effort.

5 Track completion and aim for 100 percent.

Keep track of Diagnostic completion and follow up as needed, striving to have all students complete the Diagnostic.

Checklist for Administering the Diagnostic Remotely

Understand Your School's Guidance

☐ **What is the testing window?**

☐ **When are your students being assessed?**

☐ What supports are necessary to support **special populations/accommodations**?

☐ What are the **expectations for proctoring and monitoring**?

Get Organized

☐ **Create a schedule to share with families.**

☐ **Review accuracy of class roster(s)**, obtain login information for all students, and make sure they can use the program remotely.

☐ **Confirm that the Diagnostic has been assigned.**

Collaborate with Families

☐ **Communicate with families about the Diagnostic and their role in supporting students.** You can do so by including information on your district website or in regular communications being sent to families and/or sending specific communications on this topic directly.

☐ **Be specific about what support families should and should not provide.** Help families by providing clear steps they can take to support their student. You can point them to this bilingual site that contains a video, checklist, and other resources to help.

Prepare and Motivate Students

☐ **Prepare students to take the Diagnostic.** If you have the ability to videoconference with students, we recommend allocating time to explain to students why they are taking the Diagnostic, how it will support them, how it works, and how they should take it remotely. You can use this presentation (English | Spanish) to help.

Track Completion

☐ **Use the Diagnostic Status report** to track students' progress toward completion, check for Rush alerts, and ensure that each student completes a valid Diagnostic within the desired window.

☐ **Celebrate students** when they have successfully completed the Diagnostic, and share their data via videoconferencing so they internalize their results, set goals, and get motivated to work hard on their learning through the summer.

Click here to download this resource as a single page.

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- Testing starts

Click here to download this resource as a single page.

*You can also include other activities listed on the Checklist for Administering the Diagnostic Remotely for Teachers, School Leaders, and District Leaders.

Assessing Remotely Kit for Teachers

i-Ready |

Scheduling Students for Remote Assessments

Use this worksheet to help organize when you will assess different student groups and what supports they will need.

Group*	Group Name or Individual Student Names	Testing Date and Time	Proctor Name *(optional)*	Accommodations	Notes (e.g., Rescheduling Needs and/or Next Steps)
Group 1					
Group 2					
Group 3					
Group 4					

These can be grade levels, individual classes, or Report Groups. Refer to this resource for directions on creating Report Groups on i-Ready.

Click here to download this resource as a single page.

Ideas and Tools for Engaging Students about Assessing Remotely

It is always critical to motivate students before they take the Diagnostic to ensure they put forth their best effort and you get accurate data. This is even more important when students are taking the Diagnostic remotely. Below is a list of ideas and corresponding tools that can help you get your students ready to do their best.

💡 Ideas

- Review with students why they are taking the assessment and how it will help you and them.

- Share expectations and tips with students.

- Have individual data chats with students where they can set goals.

- Have students write pledges of what they will do during the assessment.

- Create classwide goals for completion and no rushing.

- Visit _i-Ready Central_ Ideas for other ways to make it fun, like writing personal messages or playing this video (English | Spanish).

🔧 Tools

- Presentation to share with students

- Pledges

- Data Chats

- Certificates

- Ideas from other educators

Supportive Phrases to Use with Students While Assessing Remotely

Before the assessment	• "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 answers 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."
Throughout the assessment (every 8–10 minutes)	• "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."
If a student is rushing	• "I noticed you seem to be clicking through quickly. Remember, take your time and try your best."
If a student is moving too slow	• "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 on to the next question."
If a student is starting to feel frustrated, mad, upset, etc.	• "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?"
If a student asks for help	• "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: 　– 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!"
After the assessment	• "I'm really proud of you. You did a great job [taking your time, showing your work, persisting through challenging questions, etc.]."

Tips for Proctoring the Diagnostic Remotely

Have Students Log in to a Communication Platform

- Keep students logged in to a virtual videoconferencing platform (e.g., Zoom™, Google Meet, etc.).
- Have students keep their audio and webcams on (if applicable) during the test.
  - If using Zoom, place students into breakout rooms so they can also share their screen.
- Students may need to minimize the meeting screen when they start working on the assessment.

Kick Off the Diagnostic

- Use the Preparing Students for the Diagnostic presentation (English | Spanish) to prepare students.
  - If you have already reviewed these slides, remind students of why they are taking the Diagnostic and key instructions.
- If students completed Pledge Sheets, remind them of their commitments.

Monitor and Be Responsive

- While still monitoring the videoconferencing platform, log in to the Diagnostic Status report and refresh frequently to monitor progress in real time.
- If you notice students working too fast or taking too long on individual items, provide verbal or written encouragement as you would in the classroom.
- Encourage students to share their screen with you when they need support.

Provide Encouragement

- Offer words of encouragement to students during testing.
- Offer stretch breaks at specific times or as needed by students.
- Provide comments to individual students in your videoconferencing platform or by text message.
- Use visual cues, posters, and signs to provide encouragement or redirection as needed.

Be Flexible

- If you notice a student having a difficult time completing the Diagnostic, consider:
  - Having a conversation with the student and their family
  - Scheduling a different test-taking time
  - Resetting the Diagnostic
- For students with accommodations, consider one-on-one testing sessions so you can support them.
- For families, encourage them to reference helpful resources here.

Partnering with Families When Assessing Remotely

> **"** *It all starts with the families. The families were the ones to make it happen. Never has it been more of a partnership than now.* **"**
>
> —**4th Grade Teacher, Dallas, TX**

When partnering with families:

1 ## Have a simple message.

Be clear and concise, explaining how the data will help you and how to support the student without assisting with questions.

2 ## Start outreach early.

Reaching out at least two weeks before testing gives families time to prepare.

3 ## Reach out in as many ways as you can.

Email? Webinar? Phone call? Appeal to families' different schedules and preferences by communicating across multiple channels.

4 ## Make it personal.

Have a short conversation to explain how their support on the Diagnostic will help you meet *their* student's unique needs.

5 ## Get to 100 percent.

Keep track of the families you reach and strive to connect with each one.

Use the tips and tools that follow to partner with families. →

Partnering with Families When Assessing Remotely

Creating a strong partnership with families is the most important step when asking students to assess remotely. Based on our research with educators who have done this successfully in the past, we have created resources to guide your planning and ready-to-use tools for communicating with families.

The intent is not for you to use all of these tools, but rather, to provide options for you to choose from. As educators, you know your families best and can use that knowledge to help you decide on the best ways to reach them, build relationships with them, and get their support.

Table of Contents

Planning Calendar for Assessing Remotely

Assessing students remotely requires preparation from everyone—leaders, families, and students. There are many activities required and you want to have enough time to be able to complete them well. Use this calendar to plan out critical activities with specific dates, so you can ensure that you start planning early enough and decide when will be a good date to start assessing.

Monday	Tuesday	Wednesday	Thursday	Friday

Critical Activities to Include*:

- Communicate with school-based staff and teachers
- Communicate with families
- Prepare students

- Ensure technology is working at school and remotely
- Make plans to provide required accommodations to students who need them

- Ensure staff and students have licenses for and are proficient in using videoconferencing programs
- Create a testing schedule
- Testing starts

Click here to download this resource as a single page.

You can also include other activities listed on the Checklist for Administering the Diagnostic Remotely for Teachers, School Leaders, and District Leaders.

Scheduling Students for Remote Assessments

Use this worksheet to help organize when you will assess different student groups and what supports they will need.

Group*	Group Name or Individual Student Names	Testing Date and Time	Proctor Name *(optional)*	Accommodations	Notes (e.g., Rescheduling Needs and/or Next Steps)
Group 1					
Group 2					
Group 3					
Group 4					

These can be grade levels, individual classes, or Report Groups. Refer to this resource for directions on creating Report Groups on i-Ready.

🔍 **Click here to download this resource as a single page.**

Ideas and Tools for Communicating with Families about Assessing Remotely

To successfully partner with families, you must make sure you reach them. Schools that have assessed remotely successfully shared that reaching out to families early and in multiple ways ensured that all families were aware and ready to support their students. When choosing how to communicate with families, keep in mind what you know about the families you serve and communicate with them in ways that are most relevant to them. Use the ideas and tools below to help craft your communication plan.

- Place messaging on your district and school website.
- Include details in your regular information bulletins.
- Schedule individual conversations between teachers and families.
- Include information in teacher webpages and blogs.
- Schedule an automated phone call the day before the assessment.
- Include information in social media posts from the district, school, or individual educators.

- Host and record a virtual family night.
- Ask families to join their student when you are sharing information about the assessment.
- Reach out to local media outlets to place an announcement.
- Involve your PTA.
- Involve families in making it fun for students with pledge sheets, certificates, classwide completion competitions, videos, and more.

Elementary School

Gary Road Elementary @GREHCSD · Aug 20
Families: This year we'll be using i-Ready, an online program that helps us determine your child's needs, personalize their learning, and monitor progress throughout the school year. Learn more about i-Ready here: i-Ready.com/Tour
#iReady

Flyer for Families

You can send this flyer to families so they understand the top five things they need to do to help you get accurate data. Many families are feeling quite overwhelmed with everything they're being asked to do these days, so they'll likely appreciate having a simple list of five things to remember.

Dear Families,

Your child's teachers need to know what our students already know and what they still need to learn so we can plan how to teach them best. The *i-Ready Diagnostic* can help us get this information for each child but only if students give it their best effort without anyone else helping with the answers.

Here's how you can help:

1 **Watch this video**
to familiarize yourself with the Diagnostic and how to best support your child.

2 **Get organized**
by finding a quiet space for your child to take the test and confirming your technology is working properly.

3 **Motivate your child**
by explaining how doing their best will help their teachers know how to teach them better.

4 **Support, but do NOT help,**
by encouraging your child to stay focused and try their best and NOT helping them with the answers.

5 **Celebrate your child's effort**
once you have confirmed they have completed the assessment.

For more information and resources about:
- **Assessments and digital lessons**, visit i-ReadyCentral.com/FamilyCenter
- **Your student's mathematics curriculum**, visit ReadyClassroomCentral.com/FamilyCenter

i-Ready

Click here to download this resource as a single page in English or Spanish.

Checklist

Families sometimes appreciate having more detail on exactly how to do what you're asking them to support you with. This checklist provides a step-by-step guide of what families need to do remotely, including additional details of how to do it and links on where to find additional information.

Family Checklist
for Administering the *i-Ready Diagnostic* Remotely

Your child's teachers need to know what our students already know and what they still need to learn so we can plan how to teach them best. The *i-Ready Diagnostic* can help us get this information for each child but only if students give it their best effort without anyone else helping with the understanding or answering questions. This Diagnostic is usually given at school, but this time, we need students to take it remotely. Your child will benefit from your support and encouragement to ensure the information received accurately reflects what they know and still need to learn. **We greatly appreciate your partnership. Here is a step-by-step checklist that can help.**

Familiarize Yourself

☐ **Watch this video to familiarize yourself with the Diagnostic** and how to best support your child.

Get Organized

☐ **Find a quiet space** for your child to take the Diagnostic.

☐ **Determine a time** for your child to take the Diagnostic. Your child's teacher may assign a time OR you will be asked to determine a time on your own. If choosing a time on your own, keep the following in mind:
  - The Diagnostic is untimed. We suggest splitting the assessment into several short sessions: 15–20 minutes for younger students (i.e., Grades K–1) and 30 minutes for older students.
  - We recommend working early in the day when possible.

☐ **Ensure you have correct login information from your child's teacher.**

☐ **Test the device(s) your child will use to take the Diagnostic.** Run our system check to confirm computers are functioning properly. Consult this guide if you need help logging in. Confirm headphones and audio are working.

☐ **Gather paper and pencils** for your child to use during the Diagnostic.

Motivate Your Child

☐ **Explain to your child** *(you can use these phrases to help you)*:
  - Why they are taking this Diagnostic, and motivate 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 these supportive phrases with your child throughout the assessment.

☐ **Do NOT assist your child with answering assessment questions** as this may lead to the teacher receiving inaccurate information and/or online lessons not being at the right level for your child.

Confirm Completion and Celebrate

☐ **Ensure your child has fully completed the assessment.** Your child will receive a congratulatory message and see lessons appear on their screen. Make sure your child logs off the *i-Ready* account after completing the assessment. If problems arise, reach out to your child's teacher for support.

For more information and resources about:
- **Assessments and digital lessons**, visit i-ReadyCentral.com/FamilyCenter
- **Your student's mathematics curriculum**, visit ReadyClassroomCentral.com/FamilyCenter

i-Ready

Click here to download this resource as a single page in English or Spanish.

Supportive Phrases

For many families, this is the first time they're being asked to take an active role while their student takes an assessment. They may struggle with the right words to say, especially given the unique adaptive nature of the *i-Ready Diagnostic*. You can share these phrases with families to give them ideas of how to talk to their student to be supportive.

Supportive Phrases to Use with Students While Assessing Remotely

Before the assessment	• "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 answers 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."
Throughout the assessment (every 8–10 minutes)	• "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."
If a student is rushing	• "I noticed you seem to be clicking through quickly. Remember, take your time and try your best."
If a student is moving too slow	• "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 on to the next question."
If a student is starting to feel frustrated, mad, upset, etc.	• "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?"

If a student asks for help	• "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:
	  – 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!"

After the assessment	• "I'm really proud of you. You did a great job [taking your time, showing your work, persisting through challenging questions, etc.]."

i-Ready

Click here to download this resource as a single page.

Family Remote Assessment Agreement

Some schools may want to provide something a bit more formal to share with families to signal the importance of this Diagnostic and confirm that families have understood how they should support but not help their students. Use this document if you wish to follow this approach.

Remote Assessment Agreement for Families

This year, your student is taking the *i-Ready® Diagnostic* remotely. We thank you in advance for helping us get the information about your student to help us plan and provide the instruction that will meet their unique needs.

Today, we're asking that you supervise your student's Diagnostic the same way a supportive teacher would. To this end, we would appreciate your confirmation that you have understood and are able to provide the right supports. Specifically:

- I have viewed the video about how to support students while taking the Diagnostic remotely.

- I understand that the *i-Ready Diagnostic* is a different type of test. My student will receive questions they will struggle with and are not expected to answer correctly.

- I will not help my student answer the questions on the Diagnostic, even if they struggle.

- I will have my student complete the assessment according to my teacher's directions (e.g., quiet place, free of distractions with needed technology, etc.) within the dates and/or times specified by the teacher.

We know it's difficult to watch your student struggle, even if that struggle is productive. We're asking for your trust that the best ways to help us meet your student's unique needs this year are to help prepare them before the Diagnostic and allow them the opportunity to demonstrate their learning independently during the Diagnostic. Thank you again for your cooperation as we work together to grow your student's learning.

_____
(Family Member Signature)

Click here to download this resource as a single page.

Fridge Tips for Assessment Day

Sometimes families need something to serve as a quick reminder of what they need to do to properly support their student. Use this one-page Fridge Tips to help families remember what to do and have suggestions of what to say as they partner with you to support their student.

Fridge Tips FOR *Assessment Day*

Before the Diagnostic

Make sure your child knows what to expect:

✓ **"The Diagnostic is like a vision test—the goal is not to get every question correct.** It is to show what you know and don't know so your teachers can teach you better."

✓ **"If the questions feel too challenging, just try your best** and move on."

✓ **"The Diagnostic isn't timed**—you can work on it in small, 15- to 30-minute chunks."

Make sure they've got what they need:

✓ **A quiet, comfortable place** to take the test

✓ **A device that works with *i-Ready,* consistent internet connection, login information, and headphones**

✓ **Any specific scheduling, instructions, and/or accommodations** provided by your child's school

✓ **Paper and pencil** for taking notes or solving math questions

During the Diagnostic

Encourage and support, but DON'T HELP:

✓ **Play the role of supportive teacher.** Encourage them to do their best, reassure them, and offer to take a break.

✓ **Remember, not helping them with the answers** is the best way to help.

✓ **Anticipate some frustration.**
Use the phrases below or others here to help your child:

- *"Wow. That looks like a very advanced question! Remember, it's okay if you don't know it. Just try your hardest and give your best guess so i-Ready can find your 'just right' level. And then move on."*

- *"Looks like you could use a quick break! Do you want to finish this question now or when you get back?"*

After the Diagnostic . . . celebrate!

For more information and resources about:
- **Assessments and digital lessons**, visit i-ReadyCentral.com/FamilyCenter
- **Your child's mathematics curriculum**, visit ReadyClassroomCentral.com/FamilyCenter

Click here to download this resource as a single page in English or Spanish.

◆ i-Ready

Family Meeting Agenda and Talking Points

Building strong partnerships with families is key to academic success. It is especially important during remote learning, in which families play an even more active role in their student's learning. We need families to prepare, monitor, and support their students when they take the Diagnostic remotely.

Educators who have successfully had students test remotely have repeatedly said that having conversations with families was the most important step in getting reliable data. Use the agenda and suggested talking points below to plan your family meeting.

Meeting Length: ~15–20 minutes

Confirm Before:
- Diagnostic date and time
- How you plan to proctor (i.e., teacher or family proctored)
- Student accommodations as specified on student's IEP/504 Plan

Materials Needed: Family Checklist

Introduction (~2 min.) This may be the first time you are meeting with a family. Take time for introductions to help establish a partnership.	*If meeting with family for the first time:* "Hi, I'm *(your name)*. I'm excited to be *(student's name)* teacher this year. Tell me a little about *(student's name)* and your family. What is one hope you have for *(student's name)* this year?" "Thank you for taking the time to speak with me! We have much to talk about, but today, I want to ask for your help on a specific task."
Purpose (~3 min.) Explain why their student is taking the Diagnostic and how it will help inform instruction.	"This year, our class will be taking the *i-Ready Diagnostic*. The main purpose of this assessment is to help me learn more about what *(student's name)* already knows and what they are ready to learn. This helps me plan my instruction and support them better." *If using* i-Ready Personalized Instruction*:* "The information also ensures the lessons *(student's name)* receives in *i-Ready* are 'just right' for them." "Please talk about the importance of the Diagnostic with *(student's name)*."

Scheduling and Logistics (~6 min.)
 	
For new and returning families, explain how you will administer the Diagnostic differently this year.
 	
Use the Family Checklist to guide part of this conversation (specifically *Familiarize Yourself* and *Get Organized*).
 	
Provide login information and system check directions to families.
	"Typically, we take the Diagnostic in our class, but this is a unique time."
	
	"Here is how I could use your help:" *(choose the proctoring method you will use)*
	
	• **Teacher Proctored:**
	  – "*(Student's name)* will take the Diagnostic on *(date)* at *(time)*. I could use your support in helping *(student's name)* log in to *(Google Classroom, Zoom, etc.)* at that time."
	
	• **Family Proctored (Assigned Time):**
	  – "*(Student's name)* will take the Diagnostic on *(date)* at *(time)*. You can help them log in to their Diagnostic."
	  – "We will not be on *(Google Classroom, Zoom, etc.)*, so I will need your support in monitoring."
	  – "Is this time too difficult for your family?" *(If so, see if you can find another time that works better.)*
	  – "I will monitor student progress throughout the assessment with a real-time report I have. If needed, can I text you to ensure your student stays on task?"

Scheduling and Logistics, Cont'd.	• **Family Proctored (Family Determined Time):**
	  – *"(Student's name)* needs to complete the Diagnostic the week of *(dates)*. I'll need your help in giving the Diagnostic that week at a time that works for you and *(student's name)*.
	  – "It should take 45 minutes for Reading and 45 minutes for Mathematics. You can break this into shorter sessions."

Supporting Your Student with the Diagnostic Remotely (~6 min) Explain how families can support their student during the assessment. Use the Family Checklist to guide the conversation.	"It's very important to NOT HELP *(student's name)*." • "The Diagnostic is about showing us what *(student's name)* knows and what they are ready to learn. They should not receive help because it could provide me with misleading data." • *"(Student's name)* will receive some challenging questions. That's okay. They will know the answers to about half the questions, while the other half may be more difficult. When they are stuck, please do not help them!" • "Help that can alter the results looks like: reading passages (unless specified in an IEP or 504), helping to solve a problem, giving a strategy, and hinting at or giving the answer." "You CAN, however, offer support and motivation." • "I'll send you some supportive phrases after this call that you can use to help provide support." • Monitor and engage your student: "Watch *(student's name)* activity. They may look like they are taking the Diagnostic, but they may be opening other windows." • Confirm completion: "When *(student's name)* is done, they will receive a congratulatory message and see lessons. Make sure they log off after completing the assessment." *Mention any accomodations that are relevant to this student based on their IEP, 504, or English Learner designation).*
Closing (~3 min) Leave time for questions, and flag important dates and resources.	"I want to support you as much as possible. To recap:" • "We will take the Diagnostic on *(date/time or week of)*." • *If applicable:* "I will be hosting a presentation on *(date/time)* with additional information for both families and students. It would be great if you could listen in." • "I will send you a checklist that summarizes what we spoke about today and you can reference as a reminder. This will include those supportive phrases." • "Do you have any questions?"

To get all of the resources in this kit, visit

i-ReadyCentral.com/AssessingRemotely.

. . . .

To get guidance and resources to support your teaching, visit

i-ReadyCentral.com/TeachingRemotely.

. . . .

To see how other educators are maximizing their *i-Ready* experience, follow us on social media!

f Curriculum Associates   🐦 @CurriculumAssoc   📷 @MyiReady   📌 iReady

. . . .

For additional support:

Technical Support	**Customer Service**
i-ReadySupport@cainc.com	(800) 225-0248
i-Ready.com/Support	*(Mon.–Thurs. 8:30 a.m.–6 p.m.;*
(Mon.–Fri. 7 a.m.–9 p.m. ET)	*Fri. 8:30 a.m.–5 p.m. ET)*

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