i-Ready Diagnostic Testing Protocol

- Schedule the assessment in a best practice manner. i-Ready recommends two 45 minute testing sessions per subject to allow for best results in the standardized testing environment.

- Before beginning the diagnostic assessment, ensure students are seated, have space to work including paper pencil with privacy folders are in place. This may require some adjustment from typical seating arrangements.

- During the assessment period, teachers will monitor student activity. This includes logging into the teacher i-Ready interface and monitoring the diagnostic status report. If individual students are progressing too quickly through the diagnostic, it is ok to intervene with that student in private and explain to them the importance of slowing down, doing their best, using scratch paper, etc. Teachers may RESET the diagnostic for students who are rushing. This is different from retaking; it is starting them over before they finish.

- Remind students who ask for help during the assessment to do their best and use their scratch paper (for math). The teacher (or assistant) may help by reading a question and answer choices aloud. Do not read passages or vocabulary words specific to the prompt.

- **Staff may not reassign diagnostic without administrative approval.** The decision whether or not to reassign the diagnostic is made by the building data team (Reading specialist/math coach, principal, classroom teacher, and SPED if applicable) using on a fact-based review.

- **Administrators across the district agree to the following:**
  - Students with Yellow or Red Flags will be considered for retesting if team feels that the second opportunity will provide a different outcome.
  - When students do not have a flag indication, the team will consider several points of data including performance in classroom, standard deviation on i-Ready, pass rate, etc. prior to retesting. The goal here is to limit re-testing and encourage students to do their best on the first assessment.