Understanding i-Ready: Let’s Learn Together

A recreated family workshop | October 14, 2026
For parents and guardians who could not attend

Welcome, families! Our school workshop series is an opportunity to work together to understand how children learn, grow, and achieve academic success. This session focused on i-Ready: what it is, how to read the information it provides, and how we can use that information to support our children. Whether you are familiar with school assessments or this is all new to you, we hope this guide helps you feel more confident asking questions and partnering with your child’s teacher.

First, what exactly is i-Ready?

i-Ready is a diagnostic assessment in **reading and math**. Think of a diagnostic as a learning check-in. It gives teachers a starting point: which skills a child already understands, which skills are still developing, and what the child may be ready to learn next. The results also help the school track growth over time.

It is not a graded test, and children do not pass or fail it. A diagnostic does not define your child’s intelligence, potential, or worth. It is one piece of information teachers use alongside daily classroom work and other assessments.

Why do the questions sometimes feel too difficult?

i-Ready adjusts as the student answers. When a child answers correctly, the next questions may become more challenging; when they struggle, the questions may become easier. This helps the assessment locate the child’s current learning level. Encountering difficult questions is a normal part of the process.

Understanding the report you receive

The report may contain unfamiliar numbers, colors, and educational terms. Here is how to think about them:

Placement colors: Green generally reflects on-grade-level skills, yellow indicates skills approaching that level, and red points to areas where additional support may be needed. **Red does not mean your child failed, or that they struggle with everything.** The teacher looks more closely at the specific skills behind the color.

Scale score: A number that becomes more useful when compared with the child’s earlier results to see growth. **Percentile:** A comparison with other students nationally; it is not the main tool teachers use to decide what to teach next.

Learning domains: These are the specific parts of reading or math. For example, a child might recognize words quickly but still need support understanding what a story means. That is why a teacher studies individual skills, not only the overall placement.

Does a red placement mean my child is behind in every subject?

No. The placement is a starting point for discussion. Ask which specific reading or math skills need attention and which are already strengths.

What happens after teachers receive the results?

Teachers do not simply send a score home and move on. They study results together with classroom evidence, identify patterns, form targeted learning groups, teach needed skills, and check whether students are making progress. They can then adjust instruction.

The workshop described a period called **Universal Access (UA)**, during which children may receive extra help or enrichment. Some children may benefit from targeted classroom-based support (often called Tier 2). Others may need a closer look and more intensive support (Tier 3). These terms describe *levels of support*, not labels for children.

How do teachers know whether the extra support is working?

They use smaller instructional check-ins, described in the workshop as occurring approximately every four to six weeks, and adjust support based on what students demonstrate. A single diagnostic result is never the whole story.

How often will my child take the diagnostic?

The workshop described fall, winter, and spring diagnostics for TK–5 students, and fall and spring diagnostics for grades 6–8. Teachers also use other checks between these assessments.

What can families do at home?

You do not need to become a reading or math specialist to make a difference. Consistent encouragement, curiosity about your child's learning, and communication with the teacher all matter.

Make room for manageable practice. The workshop suggested about 20 minutes of i-Ready practice at home each day, while following any schedule or guidance from your child's teacher. A realistic routine is better than turning learning into a source of stress.

Talk about learning. Read together, discuss stories, ask your child to explain their thinking, and notice new words or ideas. Families can have meaningful learning conversations in the language they use most comfortably at home; for specific skill practice, ask the teacher what will help.

Let your child complete the diagnostic independently. Encourage thoughtful, unhurried responses. Helping with answers can make the results less useful for planning the right instruction.

Celebrate progress. Ask what your child learned, not just what color or number appeared. Share any observations with the teacher, including things your child finds easy or frustrating.

Does i-Ready replace teaching by a real teacher?

No. Teachers continue to teach, observe, explain, and support students directly. i-Ready provides information and targeted practice that help guide those decisions.

Getting ready for your parent-teacher conference

The workshop reminded families that conferences are brief, about 15 minutes, and that they should receive an i-Ready report. If possible, look at it before the meeting. You do not have to understand every number. Start with one strength, one area for growth, and one question.

You might ask: **What is my child doing well? Which skill should we focus on first? What support is happening at school? What simple activity can we do at home? How will we know my child is progressing?**

A final message to our families

Every child develops at their own pace, and every family brings valuable knowledge of their child. i-Ready is a tool for understanding learning needs and planning support, not a judgment of a child or family. Please reach out to the school's Parent Liaison, reading specialist, or your child's teacher when questions arise. Our shared goal is to help each student grow.