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Anonymous Anonymous wrote: Shes 4th grade If you are the one that posted the score above, they would be in the 99th percentile. Anonymous wrote: In my experience, IReady is not a good assessment. From what I understand, it is primarily used to target those students who are below level and need remediation. My
DS is a 1st grade student who is 3+ years ahead in Math. It is not an accurate assessment. I'm a teacher, so I have a question: Did it say "On Level" or did it say 1st Grade. Here's why I ask, if your student is in a 3 AAP class, he may have been listed
under that AAP teachers math roster in iReady. Then he would be "On Level" for 3 AAP. That would make a world of difference. +1. My kid is similarly skipped ahead in math and has taken the iready level corresponding to the math class he's in rather than his grade level. When he was a 3rd grader taking 5th AAP math, he took the 5th grade iready.
As a 4th grader in 6th AAP math, he took the 7th grade iready. If you are the one that posted him as "On Level" (for 3rd graders, iready would be in the 90-97th percentile. Actually, it
would be far above the 99th percentile cutoff for 4th grade. If PP is being honest about her kid's scores, PP should be pushing the AAP 6th graders for math next year while in 5th grade). Scoring that far above the 99th percentile cutoff is very unusual, even in AAP. Anonymous
Im the previous poster who mentioned that my son is in a 3rd grade AAP class for Math, and is in 1st grade 1. Its crazy. I have very little faith in the test. Anonymous My first grader had a 537 iready for reading and a 439 for math -- both were listed as at grade 1. It look at the
diagnostic standards for 2020-2021 posted online these are both scores in 99th percentile -- how can both be true? Anonymous wrote:Im the previous poster who mentioned that my son is in a 3rd grade AAP class for Math, and is in 1st grade. I just looked back at the score report, and it says on level grade 1. Its crazy. I have very little
faith in the test. It has been consistently spot on for both of my kids. My kid who was somewhat advanced also had results reflecting that. If your kid only scored on level for first grade, then one of two things is true. Either he isn't nearly as smart and advanced as you think he is, or he
didn't take the test seriously, rushed through to get to the games, got bored with it, etc. Anonymous wrote: Hey my child got 612 in math did she do well? Yes, that's a pretty good score for a fourth grader, between the 94th and 95th percentiles on math for a test taken in winter. This means only about one in twenty students in fourth grader, between the 94th and 95th percentiles on math for a test taken in winter. This means only about one in twenty students in fourth grader, between the 94th and 95th percentiles on math for a test taken in winter.
did better than your child on the exam. You're blessed with a fairly bright child, are effectively supplementing, or both. I encourage requesting a copy of the full report from your school, which provides more information about strengths & weaknesses. Percentile data here: Anonymous wrote: Anonymous wrote: Hey my child got 612 in math
did she do well? Yes, that's a pretty good score for a fourth grader, between the 94th and 95th percentiles on math for a test taken in winter. This means only about one in twenty students in fourth grade did better than your child on the exam. You're blessed with a fairly bright child, are effectively supplementing, or both. I encourage requesting a
copy of the full report from your school, which provides more information about strengths & weaknesses. Percentile data here: You're way off. According to the chart you posted, a reading score of 612 would be between the 94th and 95th percentile cutoff is a 518. PP's kid's math score of 612 is way above
the 99th percentile. It would be like 99.99th percentile + if they had that level of discrimination. Anonymous wrote: My first grader had a 537 iready for reading and a 439 for math -- both were listed as at grade 1. If I look at the diagnostic standards for 2020-2021 posted online these are both scores in 99th percentile -- how can both be
true? I don't see why that can't be true. The range of scores is different for different subjects. Anonymous wrote: Anonymous
how can both be true? I don't see why that can't be true. The range of scores is different for different subjects. I'm just confused by how he could be on grade level for first grade with these scores, if this score chart has him at 99th percentile for first grade in both areas. Anonymous wrote: Anonymous wrote
grader had a 537 iready for reading and a 439 for math -- both were listed as at grade 1. If I look at the diagnostic standards for 2020-2021 posted online these are both scores in 99th percentile -- how can both be true? I don't see why that can't be true. The range of scores is different for different subjects. I'm just confused by how he could be on
grade level for first grade with these scores, if this score chart has him at 99th percentile for first grade in both areas. To quote people from an earlier DCUM thread, which is mostly where I derive my understanding of the process: "By my understanding of the process: "By my understanding, the grade ranges appear to overlap but don't actually do so because each grade level uses a
different question bank covering different topics. I think it's designed such that a kid earning a specific score on one grade level, but the fit is imperfect, and the kid would be tested on somewhat different things at each grade level." --- "Why Scale Score Ranges Overlap To
understand why scale score ranges overlap for on-grade levels, think about how students progress from one grade to the next in school. For a student to advance from third grade, he doesnt need to have mastered every single skill in third grade. Even if he hasnt mastered every third-grade skill, he is still able to succeed on many fourth-
grade skills. In fact, there are plenty of fourth-grade skills that are easier to master than some of the thirdgrade skills that are easier to master than a skill from the next grade level: Identifying how to correctly divide a
multi-syllabic word into syllables (third-grade skill) is harder than matching a four- or five-syllable word that you hear spoken with a written word (fourth-grade skill). Moreover, the i-Ready Diagnostic Assessment was built on the Common Core State Standards. As you know, Common Core skills are assessed throughout each grade. The hardest skills
in the Common Core are substantially more difficult than what students have typically been required to grasp at that grade level. In fact, they are often more difficult than the skills a student would typically work on at the beginning of the next grade level. In fact, they are often more difficult than what students have typically work on at the beginning of the next grade level.
your child's scores, so you can see if the student is working blow or above grade level. But, they don't want you to think your high scoring 2nd grader should be sent back to 2nd grade math. Or that your sixth grade math teacher has to deal with kids
who have only mastered 2nd, 3rd, 4th and 5th grade skills all in one classroom. The rationale is all educational gobbdlygook. +1. It seems like "on grade" for any specific grade level is very broad and represents what the teacher should be able to handle or differentiate between in her own classroom. Kids who are tagged as below grade level for their
grade need remediation services. Kids who are tagged as above grade level are beyond what the teacher could reasonably differentiate through and need to be placed with a higher grade level. Anonymous Anonymous wrote: Our DC is
same age, but I have no idea what his iReady score is. Where can we find this information? Email the teacher and ask. Otherwise they wont provide it to you. Anonymous Anonymous Anonymous wrote: I don't understand the scoring at all. My 1st grader's report card says he is being given above grade level reading materials but his reading scores on I
ready were kindergarten level. His math scores went down since the fall but he always has everything correct on the math that comes home (which is very easy but he shouldn't have gotten dumber). I think this test is flawed. IReady is used in states that use Common Core standards as well. So maybe your child is advanced for VA standards but not
on iReady because iReady wasnt made only for VA. Also, iReady I just a multiple choice test and some kids get bored and just click things. Its certainly not an end all be all sort of assessment. Anonymous Is there an official site to see the percentile for iReady? Also, is there and ifference between 480 (good) and 580 (great) as I assume they are both
99% for 2nd grade? Anonymous Letter from FCPS will have the official percentile. You can also try this page which shows the percentile by grade, season and subject: Demonstrating above-grade understanding in one or more subjects is a good data point. I found that the teacher report can provide more relevant insight for >99 percentile.
Anonymous I was going to send the same link PP sent. For your question of 480 vs. 580, second grade fall iready math spring table, it shows 99% are for scores 452-800. If you skip to iready math spring table, it shows 99% are for scores 452-800. If you skip to iready math spring table, it shows 99% are for scores 452-800. If you skip to iready math spring table, it shows 99% are for scores 452-800. If you skip to iready math spring table, it shows 99% are for scores 452-800. If you skip to iready math spring table, it shows 99% are for scores 452-800. If you skip to iready math spring table, it shows 99% are for scores 452-800. If you skip to iready math spring table, it shows 99% are for scores 452-800. If you skip to iready math spring table, it shows 99% are for scores 452-800. If you skip to iready math spring table, it shows 99% are for scores 452-800. If you skip to iready math spring table, it shows 99% are for scores 452-800. If you skip to iready math spring table, it shows 99% are for scores 452-800. If you skip to iready math spring table, it shows 99% are for scores 452-800. If you skip to iready math spring table, it shows 99% are for scores 452-800. If you skip to iready math spring table, it shows 99% are for scores 452-800. If you skip to iready math spring table, it shows 99% are for scores 452-800. If you skip to iready math spring table, it shows 99% are for scores 452-800. If you skip to iready math spring table, it shows 99% are for scores 452-800. If you skip to iready math spring table, it shows 99% are for scores 452-800. If you skip to iready math spring table, it shows 99% are for scores 452-800. If you skip to iready math spring table, it shows 99% are for scores 452-800. If you skip to iready math spring table, it shows 99% are for scores 452-800. If you skip to iready math spring table, it shows 99% are for scores 452-800. If you skip to iready math spring table, it shows 99% are for scores 452-800. If you skip to iready math spring table, it shows 99% are for scores 452-800. If you
spring iready often indicates the child is at least 1 year ahead of grade level. Probably familiar with multiplication and division at least 1 year ahead of grade level. Probably familiar with multiplication and division at least 1 year ahead of grade level. Anonymous wrote: I was going to send the same link PP sent. For your question of 480 vs. 580, second grade fall iready math table shows 99%
are for scores 452-800. If you skip to iready math spring table, it shows 99% covers from 479-800. So both 480 and 580 are great scores. Iready often involves above the grade level. Probably familiar with multiplication and division at least. Of
course 580 score indicates further above the grade level. A 580 math score in 2nd grade indicates that the kid is ludicrously far ahead and should be skipped ahead at least 2 years by FCPS. It's not in the realm of normal at all. Anonymous Anonymous Anonymous Is it 480 (math) and 580 (reading)? These would be 99th percentile but not outliers
within this county. Anonymous Anonymous wrote: Is it 480 (math) and 580 (reading)? These would be 99th percentile but not outliers within this county. There is no iReady for reading anymore. What would be 99th percentile but not outliers within this county.
but not outliers within this county. That's a good point. I somehow misread the OP as the kid having a 580 math, which is absurdly high. OP's kid likely has a 480 math and a 580 reading. OP, the math and reading scales aren't the same. For 2nd grade reading, 489-560 is on grade level and 561-602 is one year above. For math, 428-498 is on grade
level, and 499-515 is one year above. Anonymous 1st grade DC had fall and spring iready tests, math was 440+ fall then 530+ spring, just curious since so little score change, does it mean DC doesn't make much progress in the past 5 months? Thanks, Anonymous Not an expert, but those reading
scores already seem above grade level, so makes sense not to see a huge growth. Ask the teacher for the detailed score report and it shows what is grade level and typical and reach growth. Anonymous My kids iReady math score dropped from fall to spring. Hes well above grade level and typical and reach growth. Ask the teacher for the detailed score report and it shows what is grade level and typical and reach growth. Ask the teacher for the detailed score report and it shows what is grade level and typical and reach growth.
he was bored and didnt try when he took the spring test. Anonymous It is not the same test each time, the questions change each time. I don't expect huge leaps in DS iReady scores because of the way the test works. he brings home his scrap paper and asks us about the math questions he didn't recognize and those are different every time. So the
path is taking him to different places. He is progressing, that is what matters. My Teacher friends don't like the iReady for a variety of reasons. Some kids get
too caught up in getting the answers correct and get stuck on questions trying to get something right that they have not because the iReady scores are going up slowly. Anonymous wrote: My kids iReady math score dropped from fall to
spring. Hes well above grade level and the only math he learns is from enrichment we not. I assume he was bored and didnt try when he took the spring test. +1. Lots of problems with that iReady. I dont see how teachers are using it when it gives such erroneous responses. I dont see teachers using it. Anonymous IReady is a waste of time and money
Anonymous Anonymous wrote:1st grade DC had fall and spring iready tests, math was 440+ fall then 530+ spring, just curious since so little score change, does it mean DC doesnt make much progress in the past 5 months? Thanks, Here's the norms table for 2020-2021. Not sure how much it has changed for
this year: Your child did not have the Spring test, but rather would have taken the test during the Winter window, so those are the scores you need to check. For 1st grade, a Fall Math of 440 is 99th percentile. A Winter Math of 460 is also 99th percentile. These are stratospheric scores. 20 points is actually fairly significant on iReady. If your child had
those scores during Spring, then 440 would be 89th percentile, and 460 would still be 99th percentile. At these upper reaches, this is probably not a significant change. Anonymous Wish I could get my kid's iReady score. Prying it out of my kid's ES school is so hard.
Anonymous Anonymous wrote: Wish I could get my kid's iReady scores are listed there. They even added all my kids scores from past years when we had not received them. Log in and go to Test Scores. Anonymous Thank you all, yes it should be winter test instead of spring
based on date pasted on fcps sis account. Anonymous Anonymous wrote: IReady is a waste of time and money. +1 Anonymous DD was probably the only one disliked game at end of each iready session, she said the it was scary and refused to proceed.
Anonymous Anonymous wrote: Anonymous wrote: Anonymous wrote: Wish I could get my kid's iReady scores from past years when we had not received them. Log in and go to Test Scores. Thanks, I'm the PPer and didn't realize it had been
posted. We just got a reading score and my kid was lower in winter than she was in the fall. Anonymous wrote: My kid went down a whole grade level from fall to winter in reading and math. Same. Fifth grade. Anonymous wrote: My kid went down a whole grade level from fall to winter in reading and math. Same. Fifth grade. Anonymous wrote: My kid went down a whole grade level from fall to winter in reading and math.
kindergarten for iready math, so why is the app set at this level? Can his teacher change it? Hes really bored and keeps fooling around with the screen because the problems are so silly. For his worksheets they are doing much more advanced math which he scores well on. Anonymous You should be able to see the diagnostic test results if you click
where you see each lesson test result. Anonymous I have no idea what aa is, but Im assuming the teacher is giving the same test to the whole class. Anonymous The iReady is really dependent on the childs motivation. You should ask your kids teacher how they are doing, because that going to be the best way to know. If a kid doesnt feel like doing
the iReady, they will fool around or just guess. Its not the way to assess little kids. Anonymous iReady should automatically progress your child, so if he's doing iReady when he's supposed to, he should be moving on to harder stuff automatically progress your child. Anonymous Anonymous
wrote:iReady should automatically progress your child, so if he's doing iReady when he's supposed to, he should be moving on to harder stuff automatically. I would think maybe he's fooling around instead of doing it. Like my child. Nope. i-Ready progresses students to the next lesson in a predetermined sequence. You can easily Google the sequence
of lessons. Based on the diagnostic a student is placed at a lesson within each of the 4 domains. It defaults to the domains are tested multiple times during the diagnostic, specific math concepts
are not. So what to do? Have the teacher simply move the individualized instructional path for the student in each domain. Its literally just clicking one 4
buttons per domain. Anonymous Anonymous Anonymous wrote: I have no idea what aa is, but Im assuming the teacher is giving the same test to the whole class. That's the opposite of what I-Ready is. Anonymous wrote: Anonymous wrot
moving on to harder stuff automatically. I would think maybe he's fooling around instead of doing it. Like my child. Nope. i-Ready progresses students to the next lesson in a predetermined sequence. You can easily Google the sequence of lessons. Based on the diagnostic a student is placed at a lesson within each of the 4 domains. It defaults to the
domain with the weakest performance. Additionally, i-Ready sets the student slightly below where they actually scored to account for the fact that while the domains are tested multiple times during the diagnostic, specific math concepts are not. So what to do? Have the teacher simply move the individualized instructional path for the student in each
domain. This will provide instruction on or at least closer to your childs present level of performance (PLOP). It takes 5 total minutes to log in and move a students instructional lesson path for each domain. Its literally just clicking one 4 buttons per domain. Yeah this was kind of annoying because I did Iready with my son all year his kindergarten year
and he still tested just slightly below grade level at the end of the year. I would have liked to keep going so we could have liked to practice grade level things. Anonymous wrote: Anonymous wr
domain with the weakest performance. Additionally, i-Ready sets the student slightly below where they actually scored to account for the fact that while the domains are tested multiple times during the diagnostic, specific math concepts are not. So what to do? Have the teacher simply move the individualized instructional path for the student in each
domain. This will provide instruction on or at least closer to your childs present level of performance (PLOP). It takes 5 total minutes to log in and move a students instruction on or at least closer to your child's level of each of the
4 domains individually and then the initial lesson offered will be the easiest one from across the domains. However, it only sets a child 1 lesson sequence is 2 lessons long, so AT WORST we're talking 8 total lessons on areas that he
already passed. More likely, we're talking 4. If the questions seem way too easy, then he screwed up something on his BOY testing. My own kid ended up with 8 easy geometry lessons in a row because of testing fatigue. He'd clearly simply had it by the time they got to that section. Anonymous wrote: My first graders iready level is as
which seems too low (lots of more or less problems) He tested at 90% at the end of kindergarten for iready math, so why is the app set at this level? Can his teacher change it? Hes really bored and keeps fooling around with the screen because the problems are so silly. For his worksheets they are doing much more advanced math whi Anonymous Op
here. Not sure why this was bumped but back in sept I did reach out to the teacher and she corrected his level. I don't think the asynchronous aspect is a feature for most kids though. Honestly he does better with workbooks, which I prefer he spends additional time in at home. Anonymous Teacher can assign harder lessons even if the default mastery
path is the aa level. If the teacher wont do that you can help your kid zoom through a bunch of easy lessons in the mastery path to get to harder ones as long as you are certain they know the material. Anonymous wrote: Iready is the worst. Ban computer-
based math. Bring back textbooks. AGREE! I only allow my kid to spend 20 minutes on I Ready. I find it incredibly boring, confusing and the knowledge does not translate to the real world problems using a pen and paper, then how useful is I ready? Why
can't the knowledge transfer? Overall, I Ready is the easiest way for teachers to rate our children without actually grading and gaining insights on what the children will enter into. I have signed my kid up for real life experiential camps that will offer a well
rounded integration of school subjects. Anonymous IReady is infuriating. My child took the "individualized" assessment and came out exactly on grade level. I knew this wasn't right and when I had additional testing done (outside of IReady)- he was found to be four grade level. I knew this wasn't right and when I had additional testing done (outside of IReady)- he was found to be four grade level. I knew this wasn't right and when I had additional testing done (outside of IReady)- he was found to be four grade level. I knew this wasn't right and when I had additional testing done (outside of IReady)- he was found to be four grade level. I knew this wasn't right and when I had additional testing done (outside of IReady)- he was found to be four grade level. I knew this wasn't right and when I had additional testing done (outside of IReady)- he was found to be four grade level. I knew this wasn't right and when I had additional testing done (outside of IReady)- he was found to be four grade level.
tests again in the fall he will be bumped back to grade level. I suspect by under-placing them, they can report more successful "gains". Anonymous I'm trying to see if my child might be placed in a better class. He scored at 93% in I Ready math and 91% in IReady reading on the last report. According to his teacher some students score 30 to 40
POINTS above the 99th percentile. Since these scores are way above the 99th percentile. am I being told the truth? I guess if there dozens of little geniuses at the school, he's just looked at as average. Anonymous Yes - 91 and 93 are not particularly strong or impressive scores for this area, hes likely not in the top half of his class Anonymous Yes - 91 and 93 are not particularly strong or impressive scores for this area, hes likely not in the top half of his class Anonymous Yes - 91 and 93 are not particularly strong or impressive scores for this area, hes likely not in the top half of his class Anonymous Yes - 91 and 93 are not particularly strong or impressive scores for this area, hes likely not in the top half of his class Anonymous Yes - 91 and 93 are not particularly strong or impressive scores for this area, hes likely not in the top half of his class Anonymous Yes - 91 and 93 are not particularly strong or impressive scores for this area, hes likely not in the top half of his class Anonymous Yes - 91 and 93 are not particularly strong or impressive scores for this area, hes likely not in the top half of his class Anonymous Yes - 91 and 93 are not particularly strong or impressive scores for this area, he say that the score is a supplication of the score is a supplicatio
math in the 6th grade is the 99th percentile. I doubt kids are scoring 580 in 6th grade. Or 572 is in the 99th percentile, or a 612 in 8th grade is the 99th percentile. I doubt kids are scoring 580 in 6th grade. Or 572 is in the 99th percentile. I doubt kids are scoring 580 in 6th grade. Or 572 is in the 99th percentile. I doubt kids are scoring 580 in 6th grade. Or 572 is in the 99th percentile.
math group? Anonymous Anonymous wrote: A 524 in math in the 6th grade is the 99th percentile. I doubt kids are scoring 580 in 6th grade. Or 572 is in the 99th percentile, or a 612 in 8th grade. I'm not sure where your teacher gets that information.
Probably from the score sheets that you dont have access to? What makes you think you know what kids are in AAP and have tanked the i-ready for years. It's a seriously flawed test considering that they hit perfect SOL scores and my oldest got a perfect algebra readiness test. Anonymous Anonymous wrote: A 524 in
math in the 6th grade is the 99th percentile. I doubt kids are scoring 564 in 5th grade. Or 572 is in the 99th percentile, or a 612 in 8th grade is the 99th percentile. I doubt kids are scoring 580 in 6th grade spring iReady. He scored
581 on the math. Anonymous Anonymous wrote: I'm trying to see if my child might be placed in a better class. He scored at 93% in I Ready math and 91% in IReady reading on the last report. According to his teacher some students score 30 to 40 POINTS above the 99th percentile. Since these scores are way above the 99th percentile. am I being told
the truth? I guess if there dozens of little geniuses at the school, he's just looked at as average. 93% is excellent but I fully believe that there are kids who score higher then he does. The iReady is not an IQ test, my kid is smart and loves math but he is not a genius or a prodigy or needing to be super accelerated. He enjoys math and asked for
enrichment and to do math competitions. So yes, his iReady score is a lot higher then your kids was. He has always scored in the 99th percentile for math. Anonymous My kids told me that they get the exact same reading passages and questions every single year. They are in 7th so as far back as they remember- 3rd or 4th- they have been reading and
answering the exact same passages. They said the kids all talk about it and laugh. It is not a useful tool. Anonymous wrote:my kids are in AAP and have tanked the i-ready for years. It's a seriously flawed test considering that they hit perfect SOL scores and my oldest got a perfect algebra readiness test. Same here. They tanked the fall
test, and their teacher started asking questions. They had not been in the classroom long enough for the teacher to know their abilities. I told my kid not to do it again. Anonymous 93rd percentile in iready math seems perfectly fine for advanced math placement. Usually, the schools use some combination of CogAT Q, beginning of year tests, end of
previous year tests, iready, and teacher recommendation. If your child is not in advanced math, but otherwise has 90th percentile+ scores in these, you should ask the school for advanced math, since they're going to want some beginning of year testing.
Anonymous They keep changing the requirements for advanced math so you should ask your AART. It depends on the grade level as well. Anonymous Anonymous wrote: My kids told me that they get the exact same reading passages and questions every single year. They are in 7th so as far back as they remember- 3rd or 4th- they have been reading
and answering the exact same passages. They said the kids all talk about it and laugh. It is not a useful tool. have heard the same from my kids. Its garbage. They don't use the results for anything, the teachers say its crap, why waste everyone's time THREE TIMES A YEAR? Anonymous wrote: Anonymous wrote: my kids are in AAP and
have tanked the i-ready for years. It's a seriously flawed test considering that they hit perfect SOL scores and my oldest got a perfect algebra readiness test. Same here. They tanked the fall test, and their teacher started asking questions. They had not been in the classroom long enough for the teacher to know their abilities. I told my kid not to do it
 again. I remember story of student who raced through iready (failing it) b/c had heard teacher say when done they would have recess so student wanted to get done quickly. Anonymous I haven't seen scores that were 40 points higher than the 99th percentile when looking at the beginning of the year, mid year and end of year assessments
Anonymous Looking to crowd source some context for i-ready diagnostic scores. Our kindergartener ended the year in the high 400s for reading but strangely high for math. They did not start kindergarten high (the math score went up
more than 100 points over the year). Just curious if this is super common and what it might mean (if anything) for 1st grade). Anonymous I think iReady math scores, in early grades especially, are pretty sensitive to factors like ability to sit still and use a computer, which probably increased for your kid over the course of kindergarten. Since theres no
red flag showing failure to learn, I would pay much more attention to your kids expressions of interest (e.g., try some board games, or puzzles with math for a K student as far as the norms tables go. The norm tables are developed from the
schools who give iReady, however, so the mix of schools using the tool will impact the norms. Still, its a very high score for K. If you are curious as to how your student performs against standards, you could cross reference with IXL (online math program). That would help you understand if your child is truly on a 2nd or 3rd grade math level or if they
may have been an extraordinarily good guesser on the Spring iReady. When your student takes iReady again in the Fall that will also give you a sense of whether this Spring score was an anomaly. Anonymous wrote: Looking to crowd source some context for i-ready diagnostic scores. Our kindergartener ended the year in the high 400s for
i-ready math and mid 400s for reading. When I look up score norms online it seems slightly above-grade level for reading but strangely high for math. They did not start kindergarten high (the math score went up more than 100 points over the year). Just curious if this is super common and what it might mean (if anything) for 1st grade). High 400s
for math is very high for K. There is a kid like that at my kids' school (just over 500 at EOY K testing) and he gets pulled up two grade levels for math. For context, my 3rd grader just got just over 500 at EOY K testing) and he gets pulled up two grade levels for math.
familiarity/ability to concentrate to score high 400s in math. Probably comprehension isn't great. Anonymous You can see the norms percentile tables here This puts your kid waaaay above the rest, like consider skipping a grade? Anonymous wrote: Anonymous wrote: Anonymous wrote: Anonymous wrote some context for i-ready diagnostic scores. Our
kindergartener ended the year in the high 400s for i-ready math and mid 400s for reading. When I look up score norms online it seems slightly above-grade level for reading but strangely high for math. They did not start kindergarten high (the math score went up more than 100 points over the year). Just curious if this is super common and what it
might mean (if anything) for 1st grade). High 400s for math is very high for K. There is a kid like that at my kids' school (just over 500 MOY & is at the 99th%ile for 3rd grade. On the flip side, Mid-400s in reading is actually a little bit
low for a smart UMC kid with enough computer familiarity/ability to concentrate to score high 400s in math. Probably comprehension isn't great. mid-400s for a kindergartener at the winter assessment is 98th percentile, pipe down. Anonymous wrote: Anonymous wrote: Anonymous wrote: Anonymous wrote: Anonymous wrote: Anonymous wrote some context for i-ready
diagnostic scores. Our kindergartener ended the year in the high 400s for i-ready math and mid 400s for reading. When I look up score norms online it seems slightly above-grade level for reading but strangely high for math. They did not start kindergarten high (the math score went up more than 100 points over the year). Just curious if this is super
common and what it might mean (if anything) for 1st grade). High 400s for math is very high for K. There is a kid like that at my kids' school (just over 500 MOY & is at the 99th%ile for 3rd grade. On the flip side, Mid-400s in reading is
actually a little bit low for a smart UMC kid with enough computer familiarity/ability to concentrate to score high 400s in math. Probably comprehension isn't great. mid-400s for a kindergartener at the winter assessment is 98th percentile, pipe down. This query is from the end of last year FWIW. Anonymous I wouldnt base everything just on the
ready test. Is your child able to do math a grade or two above grade level consistently. If not, I wouldnt go bothering the school about this. If yes, then maybe you can get a pull out. Anonymous Teacher here. It is high for kindergarten. However, it is just one assessment. What other assessments were given to give a another data point on his Math
abilities? Also, it is important to look for trends within a specific assessment. So lets see how his end of year Math i ready looks. He could very well be far ahead. I have seen it. Anonymous wrote: Looking to crowd source some context for i-ready diagnostic scores. Our kindergartener ended the year in the high 400s for i-ready math and
mid 400s for reading. When I look up score norms online it seems slightly above-grade level for reading but strangely high for math. They did not start kindergarten high (the math score went up more than 100 points over the year). Just curious if this is super common and what it might mean (if anything) for 1st grade). Score norms don't relate
directly to grade-level expectations (at least, not in the table that PP linked to). The scores top out at EOY at 435 for math and 504 for reading. If your kid had a score of 450 in reading, they are in the 90th
percentile of all children who tested. There's no detail on what the score for the expected end of K performance is to be on grade level. It means your kid finds it easy to learn math. Anonymous wrote: Anonymou
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grades, you need to be around the 90th%ile. Anonymous wrote: Anonymous wro
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on grade level. It means your kid finds it easy to learn math. You are totally misunderstanding the tables you're looking at. IReady tops out at 800 and is adaptive for all grades. In addition to percentile tables (which just compare your kid to other test takers), there are placement tables showing where your kid should be placed grade-wise based on
what grade they're in and their iReady score. The iReady definitely does not "top out" at 435 & it is used precisely because it doesn't just test grade-level material. Anonymous My son just got his latest report card. Can someone shed some light on what the numbers mean? I have sent a message to his teacher but I haven't heard back from her. It looks
as if my son has improved but I don't understand what the score means. I was wondering if someone here could shed some light on what the scores mean. Thanks. My son is in K. Anonymous Talk to the teacher to see if she/he has any concerns. The i-ready tests are on the computer and it's still hard for many kinder students to use a mouse and click
correctly. Anonymous Anonymous wrote: Thank you so much to whomever posted this. I had no idea how extreme my childs score was and didnt know how to interpret it at all (despite trying). I dont know why dcps doesnt attach a guide when they give us standardized assessment scores. Anonymous i'm confused, for example mine scored 401 in math
at the beginning of 1st grade, and near it on report card it says below grade level range. But on the link above it says 90-99 percentile for that score. Makes no sense. Anonymous wrote: i'm confused, for example mine scored 401 in math at the beginning of 1st grade, and near it on report card it says below grade level range. But on the
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helpful DCPS. They should give percentiles. The example above (401 marked as below grade level) seems to be an error. Anonymous Are we sure that website is a legit source? Its not the official iReady blog, right? Anonymous Are we sure that website is a legit source? Its not the official iReady blog, right? Anonymous Are we sure that website is a legit source? Its not the official iReady blog, right? Anonymous Are we sure that website is a legit source? Its not the official iReady blog, right? Anonymous Are we sure that website is a legit source? Its not the official iReady blog, right? Anonymous Are we sure that website is a legit source? Its not the official iReady blog, right? Anonymous Are we sure that website is a legit source? Its not the official iReady blog, right? Anonymous Are we sure that website is a legit source? Its not the official iReady blog, right? Anonymous Are we sure that website is a legit source? Its not the official iReady blog, right? Anonymous Are we sure that website is a legit source? Its not the official iReady blog, right? Anonymous Are we sure that website is a legit source? Its not the official iReady blog, right? Anonymous Are we sure that website is a legit source? Its not the official iReady blog, right? Anonymous Are we sure that website is a legit source? Its not the official iReady blog, right? Anonymous Are we sure that we 
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THAT table from? This is crazy, doesnt DCPS have something official somewhere?? Anonymous wrote: Im a 3rd grade teacher. The iready took away hours of instructional time 3 times this year. After my students spent 2 weeks taking sol tests, they had to sit and take the iready which was brutal for them. Walking around and looking at the
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writing letters of advice for my next years class, they said that the iready is more stressful. So are you saying the test is challenging your students more than their current curriculum? I agree the SOL's are very easy. Anonymous Make up your minds. Is iready problematic because the results weren't accurate, or is it that
the results were superfluous since you already knew where everyone stood? If the former, do you have any real examples of kids whose scores were not at all reasonable? If the latter, keep in mind that not all teachers are good at identifying student strengths and weaknesses as you apparently are. As a parent of a child who scored way up in the
ceiling of the test, I appreciated having another data point that helped identify the appropriate educational placement for my child. Yes, the test didn't tell us anything that we didn't already know, but sometimes when you're plowing through FCPS red tape, it helps to have some concrete numbers. Anonymous Anonymous wrote:Im a 3rd grade
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used to actually instruct students. That is a valid concern to streamline the testing, but the previous poster was complaining that it wasn't worthwhile or was too stressful to give children questions they might not know. My problem with it is that students are
already taking ecart tests and sols, and are now taking another time consuming test. If its not providing valuable information, Im not sure why they need to be put through it. The hours spent testing could be used to actually instruct students. I wasn't under the impression that ecarts took much time at all. SOLs don't really take much time, either.
Even with iready, FCPS seems significantly lighter on the standardized tests than what I had while growing up, and compared to most other parts of the country. Also, I was under the impression that iready was going to replace DRA and MRA administration. Since the DRA wastes a lot more instructional time, I don't see how this would be a bad
thing. As far as the just trying if they don't know the answer: I agree that the kids should just try, but if they're spending inordinate amounts of time on problems they haven't yet learned, and it's okay to get it wrong if theyere spending inordinate amounts of time on problems they haven't yet learned, and it's okay to get it wrong if theyere spending inordinate amounts of time on problems they haven't yet learned, and it's okay to get it wrong if theyere spending inordinate amounts of time on problems they haven't yet learned, and it's okay to get it wrong if theyere spending inordinate amounts of time on problems they haven't yet learned, and it's okay to get it wrong if they inordinate amounts of time on problems they haven't yet learned, and it's okay to get it wrong if they inordinate amounts of time on problems they haven't yet learned, and it's okay to get it wrong if they inordinate amounts of time on problems they haven't yet learned, and it's okay to get it wrong if they inordinate amounts of time on problems they haven't yet learned, and it's okay to get it wrong if they inordinate amounts of time on problems they haven't yet learned, and it's okay to get it wrong if they inordinate amounts of time on problems they haven't yet learned, and it's okay to get it wrong if they inordinate amounts of time of the yet learned, and it's okay to get inordinate amounts of time of the yet learned, and it's okay to get inordinate amounts of time of the yet learned, and it's okay to get inordinate amounts of the yet learned, and it's okay to get inordinate amounts of time of the yet learned, and it's okay to get inordinate amounts of the yet learned, and it's okay to get inordinate amounts of time of the yet learned, and it's okay to get inordinate amounts of time of the yet learned, and it's okay to get inordinate amounts of the yet learned, and it's okay to get inordinate amounts of the yet learned amou
really don't know something. Anonymous Anonymous wrote: Im a 3rd grade teacher. The iready took away hours of instructional time 3 times this year. Considering the sheer amount of busywork, computer "station" time, independent reading time, in-class movies, and other completely worthless activities, I'm finding it hard to believe that teachers
are in a tizzy about losing a couple hours 3 times per year. If teachers are worried about instructional time, maybe the answer is to cut back on the busy work. As a parent, I find that most teachers are incredibly vague about how your child is doing, even when your child is well above grade level. I really like getting iready results, since at least that
gives me a more concrete view of how my kids are doing. A teacher has posted numerous times that the tests don't tell her anything you "know" about your students to their parents? I'd rather know that my kid is performing 2 years above grade
level according to iready than get the nebulous comment that my kid is "doing well", and then wonder whether that means my kid is completely average or whether it means my kid is completely average or whether that means my kid is completely average or whether it means my kid is significantly beyond grade teacher. The iready took away hours of instructional time 3 times this
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know about her students. My question to that teacher is this: Do you convey everything you "know" about your students to their parents? I'd rather know that my kid is performing 2 years above grade level according to iready than get the nebulous comment that my kid is performing 2 years above grade level according to iready than get the nebulous comment that my kid is performing 2 years above grade level according to iready than get the nebulous comment that my kid is performing 2 years above grade level according to iready than get the nebulous comment that my kid is "doing well", and then wonder whether that means my kid is completely
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too much time? I don't think so. Anonymous Anonymous wrote: DP. My DS took the iready test 3 times this year (I assume), and we saw one sheet of paper with a bar graph at the beginning of year conference. That's it. Iready doesn't give me any information about my DS because I didn't get any results. Whether my child is one year above grade level
or two, I don't care. Since we won't be grade skipping him, what does it matter? I received a paper for each iready administration that gave an overall score for math and for reading, as well as a grade level ranking in each sub-domain (Vocabulary, comprehension Lit, Comprehension informational text, Number and Operations, Algebraic thinking,
Measurement & Data, Geometry). It was useful for me to see that a different child had a relative weakness in geometric concepts. I was a bit worried that neither of my children received much time with the teacher during reading
class, and both did a lot of free reading. It was reassuring to see that even with almost no attention from the teacher, they still seemed to have reasonable growth. I call BS on not caring about the specifics of how well your child is doing. I think just about every parent wants some specifics on how their child is doing and where that child's educational
needs are best met. If your child is 2-3 years above grade level, not being instructed at his or her proper level, and then not really making much growth, you would care. Anonymous wrote: Anony
spent 2 weeks taking sol tests, they had to sit and take the iready which was brutal for them. Walking around and looking at the guestions, there were many that are not covered in our curriculum. It also gets harder as the students get the answers correct. I had average math students working on 3 digit Long division problems, creating a lot of
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Why is this so hard for FCPS teachers? They've been administering tests like this all over the US for close to a decade. I'm curious why you would support an "idont know button"? DC mentioned how difficult the test questions were and I explained that they get progressively more difficult asyou answer correctly. He didn't understand why he kept
going and going while his classmate finished super early. He thought he was doing poorly because he took longer than this kid. His scores were great and as PP mentioned, it's nice for parents to have that additional data point. Answering that they don't know seems like it would skew the assessment instead of forcing them to at least work out the
problems. Anonymous Anonymous wrote: Ano
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great and as PP mentioned, it's nice for parents to have that additional data point. Answering that they don't necessarily support it. I'd prefer the teacher just point out that if they get questions they don't understand well the program is
trying to challenge them and to just do their best. Anonymous Anyone found the iReady Placement is a little bit weird? It seems they place every child score below 99 percentile one grade above as "on level". For example, according to this table: A fourth grade score 526 would be considered "on level" (grade 4) instead of one level above (grade 5),
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while according to this table: Math scale score of 526 can be placed as 95 percentile as a 6th grader (and a fourth grader need to do many 6th or 7th grade questions right to get a score below 99 percentile one grade above as "on level". For example, according to this table: A fourth grade score 526 would be considered "on level" (grade 4) instead of one level above (grade 5), while according to this table: Math scale score of 526 can be placed as 95 percentile as a 6th grader (and a fourth grader need to do many 6th or 7th grade questions right to get a score like 526. In my understanding, iready is primarily meant as a screener to catch problems rather than a tool to identify high learners so it may not be sensitive to do assess above grade level well. Anonymous wrote: Anonym

percentile one grade above as "on level". For example, according to this table: A fourth grade score 526 would be considered "on level" (grade 4) instead of one level above (grade 5), while according to this table: Math scale score of 526 can be placed as 95 percentile as a 6th grader (and a four ight to get a score like 526. In my understanding, iready is primarily meant as a screener to catch problems rather than a tool to identify high learners so it may not be sensitive to do assess above grade level well. Yeah it was put in by the counting after the state mandated a universal screene obbied heavily for a screener, it is a waste of time for most istidis, but that particular group of parents are for its problems. The screen is the state of the problems are all the weity of the screen is	er. A group parents who felt their child was dyslexic is above 7th grade 99th percentile when taking 7th grade in normal classroom. The range is very broad. Below grade esistently scored 100+ points above the 99th percentile and it seems like "On grade level" simply means that the lat kid's needs in a regular classroom. See my kid always entory and in 7th grade she has a score that is hundreds of arring learning disabilities, do acquire fairly fully by the lading geniuses' among adults like there might be led. But my kid can just choose to read more advanced the percentile cutoff, even when taking the test out-of-grade that the child is within the range that can be differentiated aways scored that way on the iready too (on the reading) direds of points above the "advanced" category of a 12th by by the time they reach college. So there's this natural e mathematical geniuses that we should be nurturing. So looks and extract more meaning from whatever she reads. The word is a something iready means that the kid is far enough beyond the norm that the lably normed national tests? Same thing now years later for than average and at a reasonably high level, but reading
of reading. It's not like there are 'reading geniuses' among adults like there might be mathematical geniuses that we should be nurturing. So I'm not sure how FCPS should adjust instruction based on this for advanced kids once they are beyond teaching the basics of reading (besides just havin instruction is so sequentially based. But my kid can just choose to read more advanced books and extract more meaning from whatever she reads. It seems much more important to use the test to identify kids who struggle with reading. Teach a like the pare beyond teaching the basics of reading (besides just havin instruction is so sequentially based. But my kid can just choose to read more advanced books and extract more meaning from whatever she reads. It seems much more important to use the test to identify kids who struggle with reading. It's a high reading a least know that he kid is a higher grade level or with a resource teacher, and reading materials that are appropriate for the child's level. Even if they can't manage any of that, they would at least know that the kid is a different classrooms according to the score? Anonymous Pls tell us. How do they even use Iready? Do they group the kids in different classrooms according to the score? Anonymous wrote: Pls tell us. How do they even use Iready? Do they group the kids in different classrooms according to the score? If the child is show, the child may be flagged for interventions. It is not used for any advanced placements or advanced groupings, even if the child is show it is assinine to make kids who are high take a test to just take a test. The testing this year is out of control already. Anonymous Have they already? DS hasnt said anything group the kids in white part is assinine to make kids who are high take a test to just take a test. The testing this year is out of control already. Anonymous wrote: Anonymous wrote: Anonymous wrote: Pls tell us. How do they even use Iready? DS hasnt said anything group the kids in different classrooms according to the percentile,	e 90th percentile or higher to take this test every year 2-3 just having AAP). Maybe it's different for math because in language arts, because the school might be able to ing the kid with busywork that is intended to develop skills fore? If the child is above like the 30th or 40th percentile, ady? Do they group the kids in different classrooms it for Adv Math placement. It is used predominantly to get already given the iReady? DS hasnt said anything about to the score? If the child is above like the 30th or 40th of which kids are below grade level. Which is why it is up the kids in different classrooms according to the score? Int. It is used predominantly to get an idea of which kids are lanew program for reading that has assessment portion ally scored slightly "above grade level" and have
Anonymous wrote: The percentiles never seem to match up with the assessment of whether the student is at, above, or below "grade level." My kids have typically scored slightly "above grade level." and have consistently been in the 97-99% let is sad, of course, but a possible explanation for how "grade level" kids can be in the 95-4 percentile. But at the beginning of the year, the percentile mid year with a barely 30 point score gain? We were all worried at the beginning that he was behind. Anonymous wrote: Anonymous wrote: The percentiles never seem to match up with the assessment of whether the student is at scored slightly "above grade level" and have consistently been in the 97-99% le, according to i-Ready. This is decause your percentile compares you to other test-takers, it is usually urban (lower-performing) schools that use i-Ready. This is sad, of course, but not be 97-99% let a percentile on the percentile in the 97-99% let according to i-Ready. Someone once mentioned to me that this is because your percentile compares you to other test-takers, it is usually urban (lower-performing) schools that use i-Ready. This is sad, of course, but not be 40 percentile in the year. It is usually urban (lower-performing) schools that use i-Ready. This is sad, of course, but not be 40 percentile in the year to 90th percentile ind year with a barely 30 point score gain? We were all looked at this cores, kid was around 60th percentile for beginning of the year, the pinning of the year, the percentile mid year. If find this irritating as it seems the norms tables and percentiles are designed to make the kid seem behind at the start of the year to 90th percentile in year to 90th percentile in year to 90th percentile year to 90th percenti	me that this is because your percentile compares you to de? Would this explain how my kid jumped form like 45th t, above, or below "grade level." My kids have typically it a possible explanation for how "grade level" kids can be all worried at the beginning that he was behind. Correction, rade level material it's comparing students to where they rding to i-Ready. Someone once mentioned to me that this ELA iReady results are totally different. Unless you think not all 99%iles are above grade level. That's insane in and have consistently been in the 97-99%ile, according to i-pinning of the year, the percentiles are vs. "grade level" ound 60th percentile for beginning of the year, then he year. No, the assessment of "on grade level" or whatever the scores kids get in those years to be "on grade level" ed or projected growth. Anonymous I think scores in K-2
can be very unreliable as children that age are just too young and might not be taking the testing seriously. Anonymous wrote: Anonymous be a backed. Secondary of the was a subject of the period of th	sible explanation for how "grade level" kids can be in the ried at the beginning that he was behind. Correction, I de level material it's comparing students to where they the year on the scale. Based on what you're saying, I'm ee course of a year. A 30 point growth for a K-2er is in Math. This is why a math scaled score can be lower in scores are much higher than Math scores, which is why they may be distracted, etc. Look for patterns over 3-4 ap from grade to grade. My own kid scored 547 on the Alg Ready report just said he was late 6th, not mid-7th or 8th heally get a high enough score to be rated a higher grade, so grade level. I think it is misleading. It is easiest to see this adder was an earlier reader, and I track her reading. Her hers don't seem to understand how I-Ready works, so they
you don't know what needs to be learned, and you can't judge what needs to learned by a pupil with what "most students in this score range need help with." Anonymous You want on or above grade level and improvement. But many kids rush. My child has hand mid-elementary years where the four DCPS gave us DIBELS score results for reading this year which was so helpful (1st grade). Because it breaks everything down into different types of fluency, like fluency with common words versus accuracy with may be the property of grade level but also have a sense of where their weak or strong points are so you can better support. I love the DIBELS score sheet we got, it's so helpful. We still get 1-ready for math and have the same complaints others on this thread have. It seems vague and not always accurate. Also last never used a tablet before (sorry not sorry) and didn't know how to navigate it. We got some instructions after her initial assessment was a mess to show her how to navigate the test for MOY and it went better but it sounds like she still had issues. So we asked for a hand-administered assessment as so me be so may they couldn't. It is wound up being fine because DD was learning well and wound up somewhere in the realm of on or above grade level by the end of K, it was apparent, and now 1st has gone better. I ready might be a useful teaching being the because DD was learning well and wound up somewhere in the realm of on or above grade level by the end of K, it was apparent, and now 1st has gone better. I ready may be useful to the properties of the pr	escores went down over the course of the year. Anonymous each thing. So you not only know where your kid is in terms t year our I-ready scores were useless because my kid had nent which I believe they are required to do but they gave by weak and doesn't do much for parents looking to support and 99th percentile on all their iready tests and are on grade my children are scoring consistently high. It's more that abilities. My oldest no longer takes a Map math test so we so Anonymous wrote: I frequently find myself wondering if see except that my kids score in the 97th to 99th percentile d my youngest in 4th-5th. I iready has them placed on ions. (which my 5th grader just went through in class) - He es SAME score would show as above grade level, because by be placed in math with kids a grade ahead of them e end. This is despite doing ok on tests (B average) and
math in class and online. For ela, he is working 2 grades ahead online. But the tests say on grade level. In class they use the arc reading to determine what to have him read so he is reading content for high school freshmen and sophomores as long as it's appropriate.	

I ready book 7 answer key. Iready 7th grade book. I-ready book answers grade 7 reading. Iready math book 7th grade answer key. What is 7th grade level on iready. Iready answer key 7th grade.