

DEPARTMENT OF EDUCATION
HONOLULU DISTRICT OFFICE
STATE OF HAWAII

DEPARTMENT OF THE
REVENUE
OFFICE OF DISPUTE RESOLUTION

2020 JUN 15 PM 3:40

In the Matter of TEVITA AHOMANA, by
and through his Mother, FEKETI
HUAHULU,

Petitioners,

vs.

DEPARTMENT OF EDUCATION,
STATE OF HAWAII, and CHRISTINA
KISHIMOTO, Superintendent of the
Hawaii Public Schools,

Respondents.

DOE-SY 1920-043

RESPONDENT'S MOTION TO
DISMISS

RESPONDENT'S MOTION TO DISMISS OR FOR THE JUDGEMENT OF THE MATTER OF LAW

Respondent DEPARTMENT OF EDUCATION, hereby moves to dismiss the Request for Due Process

Hearing filed on May 11, 2020, in the instant matter for the following reason:

1. The Petitioners' Due Process Complaint dated, May 11, 2020 is considered moot.

The complaint presented before the Office of Dispute Resolution is no longer considered

a live controversy due to the fact that the Department of Education provided the relief

Petitioners sought by providing Parent with requested reports.

This motion is based on the attached memorandum, the records and files herein and such other
matters as may be adduced by the Hearing Officer.

DATED: Honolulu, Hawaii, June 15, 2020



Stuart Kim

District Educational Specialist
Honolulu District Office

DEPARTMENT OF EDUCATION
HONOLULU DISTRICT OFFICE
STATE OF HAWAII

In the Matter of TEVITA AHOMANA, by
and through his Mother, FEKETI
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MEMORANDUM IN SUPPORT OF
RESPONDENT'S MOTION

MEMORANDUM IN SUPPORT OF RESPONDENT'S MOTION

I. FACTS.

The facts underlying the instant motion are undisputed. On May 11, 2020, Ms. Huahulu filed an amended hearing request citing that the DOE committed a procedural violation of IDEA. Parent requested "copies of the complete educational records for Tevita Ahomana and been denied." Parent stated further that as of May 11, 2020 the DOE had supplied the complete Diagnostic Results report for SY 2019-2020. However the DOE refused to comply with repeated Parent requests for the complete Diagnostic Growth report which would include the comparative charts of all the assessments throughout the school year. Throughout the school year, Parent, with the assistance of Parent Advocate Vanessa Ott, had to make numerous requests each time assessments were given before receiving these educational records.

Parent then requested an amended resolution that stated, "As members of the IEP Team, both Feketi Huahulu and Vanessa Ott will receive via email full diagnostic reports of all school-wide assessments within 2 working days of assessment completion."

On May 12, 2020, Hearings Officer Imamura issued a Third Amended Prehearing Order that stated that the issue was as follows:

Issue 1 - Parent had requested copies of the complete educational records for Student and has been denied. Specifically, the school used the i-Ready assessment software. The software is capable of generating two diagnostic reports for Math and Reading: 1) diagnostic results and 2) diagnostic growth. As of May 11, 2020, the DOE has provided the diagnostic results for SY 2019-2020, but has not provided the complete diagnostic growth reports, which would include the comparative charts for all the assessments throughout the school year.

Remedy: Parent to receive via email full diagnostic reports of all school-wide assessments within 2 working days of assessment completion.

II. ARGUMENT.

A. Stevenson Middle School shared the i-Ready Growth Reports and i-Ready Diagnostic Reports.

The school provided the reports to the Petitioner as stated in Exhibit #1: Declaration of Katherine Balatico. The Emails were sent to the Petitioner on the following dates: September 6, 2019 (Exhibit #2) , January 21, 2020 (Exhibit #3) and May 29, 2020 (Exhibit #4).

B. The Full I-Ready Diagnostic Growth Report was not shared with Petitioner in September because a Diagnostic Growth Report cannot be generated with only one test administered. As stated in Exhibit #1: Declaration of Katherine Balatico.

The Fall Diagnostic Results reports were sent to Petitioner via email as stated in Exhibit #1: Declaration of Katherine Balatico. These reports did not include diagnostic growth because a student receives a valid Diagnostic Growth Report when the i-Ready Universal Screener is administered three times per year over regular intervals (Exhibit #1).

C. The i-Ready software is not capable of producing comparative Diagnostic Reports.

On an email dated, May 22, 2020, Ms. Ott stated, "We have been requesting "complete" Math and Reading Diagnostic Growth Reports." Ms. Ott defines "complete" as a report that includes the comparative results of all six tests given in the School year 2019-2020. The i-Ready software is not capable of producing comparative Diagnostic Reports, as explained in Exhibit #4: Email Dated May 29, 2020.

D. A Due Process Complaint is considered moot when claims fail to present live controversies.

Petitioner's remedy in this case has been provided by the school. It is our position that because the Petitioner's request has been fulfilled, the request for relief is now moot. This complaint is no longer a live complaint and should be declared moot, "*Under the mootness doctrine, courts lack jurisdiction to hear claims that fail to present live controversies or claims in which the court "cannot grant effectual relief."* (Jefferson County Board of Educ. v. Bryan and Darcy M.)¹

In addition, the agreement of Stevenson Middle School to provide the i-Ready diagnostic reports to Ms. Huahulu mooted the parent's claim that a delay created a denial of FAPE.

(District of Columbia v. Straus).² There is no "*jurisdiction to hear a case that is moot, that is where no actual or live controversy exists*" (Cook Inlet Treaty Tribes v. Shalala).³

In a Resolution meeting held on June 5, 2020, Parent and Advocate acknowledged receipt of reports and that it was a moot point as they have already received the reports for the 2019-2020 school year. Refer to Exhibit #5: Recording of June 5, 2020 Resolution #3 and attached transcript.

III. CONCLUSION.

Respondent respectfully requests that the motion be granted and that the Due Process request be dismissed and/or judgement enter as a matter of Law against FEKETI HUAHULU,

¹ *Jefferson County Bd. of Educ. v. Bryan M. and Darcy M.*, 68 IDELR 216 (N.D. Ala. 2016), *aff'd*, 70 IDELR 145 (11th Cir. 2017, unpublished).

² *District of Columbia v. Straus*, 53 IDELR 250 (D.C. Cir. 2010).

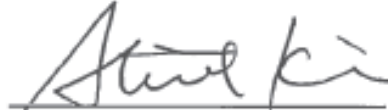
³ *Cook Inlet Treaty Tribes v. Shalala*, 166 F.3d 986 (9th Cir. 1999).

for the following reasons, alternatively and collectively:

1. The Petitioners' Due Process Complaint dated, May 11, 2020 is considered moot.

The complaint presented before the Office of Dispute Resolution is no longer considered a live controversy due to the fact that the Department of Education provided the relief Petitioners sought by providing Parent with requested reports.

DATED: Honolulu, Hawai'i, June 15, 2020

A handwritten signature in black ink, appearing to read "Stuart Kim", written over a horizontal line.

Stuart Kim

District Educational Specialist
Honolulu District Office

DEPARTMENT OF EDUCATION
HONOLULU DISTRICT OFFICE
STATE OF HAWAII

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DOE-SY 1920-043

DECLARATION OF STUART KIM
EXHIBITS 1-5

DECLARATION OF STUART KIM

Stuart Kim declares:

1. I am above the age of 18 years old and make this declaration my own personal knowledge.
2. Attached hereto as Exhibit 1 is the Declaration of Katherine Balatico.
3. Attached hereto as Exhibit 2 is the email with attached iReady Math and Reading diagnostic reports from Ronald Matsushige to Vanessa Ott on September 6, 2020.
4. Attached hereto as Exhibit 3 is the email with attached iReady Math and Reading diagnostic reports from Katherine Balatico to Feketi Huahulu on January 21, 2020.

5. Attached hereto as Exhibit 4 is the email with attached iReady Math and Reading diagnostic reports from Katherine Balatico to Feketi Huahulu and Vanessa Ott on May 29, 2020.
6. Attached hereto as Exhibit 5 transcript of recording from Resolution Session held on June 5, 2020.

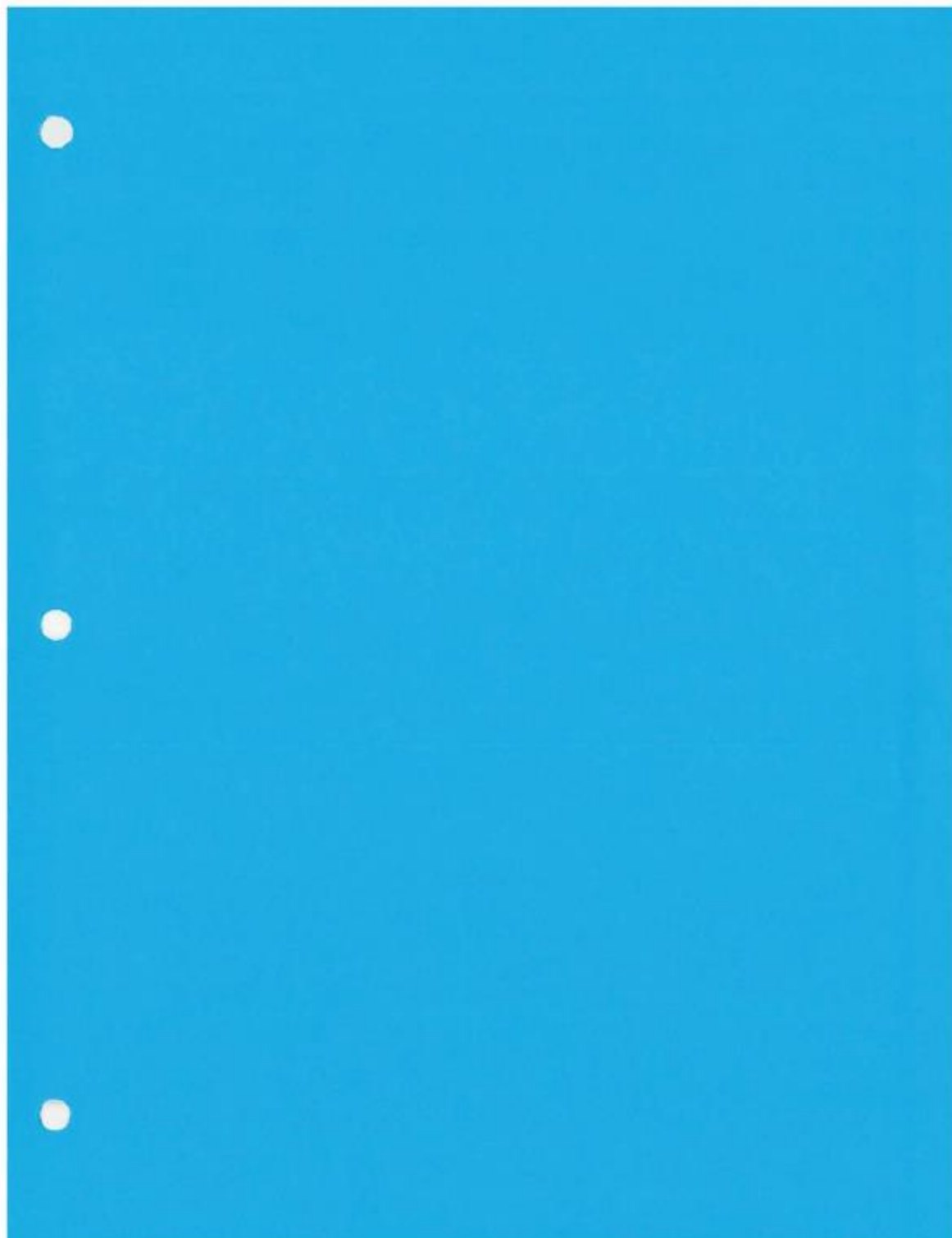
I declare under penalty of the law the foregoing is true and correct.

DATED: Honolulu, Hawai'i, June 15, 2020



Stuart Kim

District Educational Specialist
Honolulu District Office



DEPARTMENT OF EDUCATION
HONOLULU DISTRICT OFFICE
STATE OF HAWAII

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DOE-SY 1920-043

DECLARATION OF KATHERINE
BALATICO

DECLARATION OF KATHERINE BALATICO

I, KATHERINE BALATICO, under penalty of perjury of law, do hereby declare as follows:

I am the Principal of Robert Louis Stevenson Middle School, which is the homeschool of the
above-named Student.

1. I make this declaration based on my personal knowledge and am competent to
testify to the matters set forth;
2. I have been the administrator who participated in Student's IEP meetings at
Student's home school;
3. Student physically attended the home school from August 2019 to present;
4. The school emailed copies of the Fall i-Ready Math and Reading diagnostic
result reports to Vanessa Ott and Toa Ahomana (currently known as Feketi
Huahulu) on September 6, 2019;
5. The i-Ready system limits the user to only be able to view 3 test results, with the
first being the baseline data and the last two being the most recent. The

Fall i-Ready Diagnostic Growth Reports cannot be generated because the Fall report serves as the baseline to which subsequent tests are needed to determine growth;

6. The school emailed copies of the Winter i-Ready Math and Reading diagnostic and growth reports to Feketi Huahulu on January 21, 2020;
7. The school emailed copies of the Spring i-Ready Math and Reading diagnostic and growth reports to Feketi Huahulu and Vanessa Ott on May 29, 2020; also included were individual Diagnostic Results and Diagnostic Growth reports for all administered assessments for the school year 2019-2020;
8. After a conversation with an i-Ready representative, I emailed an explanation dated May 29, 2020 to Feketi Huahulu why a comparative report could not be generated. I shared that there are no settings in the i-Ready software that allows us to generate a comparative report with all administered assessments.
9. At the resolution session on June 5, 2020, Vanessa Ott stated that she received an explanation that the growth report cannot include all of the diagnostic reports for the entire year. Ms. Ott stated that she received all of the individual diagnostic reports for the past school year. Ms. Ott, by her own admission, stated that the point is moot.

Under penalty of perjury, I hereby declare that the foregoing assertions are true and correct.

DATED: Honolulu, Hawai'i, June 15, 2020



Katherine Balatico

Principal
Robert Louis Stevenson Middle School

100%

100

100

100

1. *Journal of the American Medical Association*, 2000; 284: 2689-2695.

100%



Stephanie Kozuma <10010603@k12.hi.us>

d: Please send Tevitat's i-Ready results

Forwarded message

Ronald Matsushige <ronald.matsushige@k12.hi.us>

Mon, Jun 8, 2020 at 10:04 AM

To: Stephanie Kozuma <stephanie.kozuma@k12.hi.us>, Marie Inouye <Marie.Inouye@k12.hi.us>, Stuart Kim <Stuart.Kim@k12.hi.us>

----- Forwarded message -----

From: Ronald Matsushige <ronald.matsushige@k12.hi.us>

Date: Fri, Sep 6, 2019 at 3:41 PM

Subject: Re: Please send Tevitat's i-Ready results

To: Vanessa Ott <msvott@gmail.com>

Cc: Katherine Balatico <Katherine_Balatico@notes.k12.hi.us>, Toa Ahomana <toahuahulu@gmail.com>

Here's his math and reading test results.

Thank you!

Ronald Matsushige

On Thu, Sep 5, 2019 at 6:38 AM Vanessa Ott <msvott@gmail.com> wrote:

Mr. Matsushige,

Please send Tevita's new i-Ready Math and Reading results as soon as possible.

Mahalo,

Vanessa Ott

808 - 854 -1018

This email was scanned by the Cisco IronPort Email Security System contracted by the Hawaii Dept of Education. If you receive suspicious/phish email, forward a copy to spamreport@notes.k12.hi.us. This helps us monitor suspicious/phish email getting thru. You will not receive a response, but rest assured the information received will help to build additional protection.

2 attachments

 diagnostic-results_math_ahomana_tevita_1281600637_09062019.pdf
480K

 diagnostic-results_reading_ahomana_tevita_1281600637_09062019.pdf
390K

Diagnostic Results



Subject
Student
Student ID
Student Grade
Discontinuous

Math
Tevita Ahomana
1281600637
6
Diagnostic 3 (09/06/19)

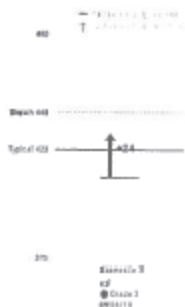
Diagnostic 3

Typical Growth

The average annual growth for a student at this grade and placement level.

Stretch Growth

An ambitious but attainable level of annual growth which puts below-grade level students on a path toward proficiency.



Overall

Number and Operations

Algebra and Algebraic Thinking

Measurement and Data

Geometry

● Grade 3 (437)
Standard Error +/- 6

Grade 3

Grade 4

Grade 3

Grade 2

National Norm and Quantile® Performance

National Norm:
8th Percentile

Quantile measure & range:

480Q, range 430Q-530Q

Understanding Quantile measures

Placement by Domain

Test results indicate that Tevita would benefit from intensive intervention focused on skills and concepts related to quantitative reasoning and representation. Instruction that connects understanding of number relationships, computation, and problem solving skills will strengthen Tevita's math abilities across domains. This priority places Tevita in Instructional Grouping Profile 3.

Number and Operations

9 Grade 3
435

Developmental Analysis

At placement levels 3-5 this domain addresses four operations with whole numbers with an emphasis on multiplication and division, as well as understanding of and computation with decimals and fractions. Test results indicate that Tevita could benefit from practice using place value to add and subtract within 1,000, review of multiplication and division concepts, and review of basic fraction concepts.

Can Do

3 Ten

Curriculum Associates

Diagnostic Results



Subject	Math
Student	Tevita Ahomana
Student ID	1281600637
Student Grade	6
Diagnostic	Diagnostic 3 (09/06/19)

Add three-digit numbers with regrouping.

Know multiplication facts through 9 times 9.

Fractions

Identify fractions ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$) as parts of a whole using pictures.

Next Steps & Resources for Instruction

Base Ten

Round whole numbers to the nearest ten and hundred.

Round whole numbers to the nearest ten and hundred.

Tools For Instruction

Rounding to the Nearest Ten or Hundred

Additional Resources

Ready® Common Core Math Instruction

Or

Digital access to Ready® through Teacher Toolbox



Lesson 8: Use Place Value to Round Numbers

Subtract three-digit numbers with regrouping.

Subtract three-digit numbers with regrouping.

Tools For Instruction

Three-Digit Subtraction

Additional Resources

Ready® Common Core Math Instruction

Digital access to Ready® through Teacher Toolbox

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Exhibit 2

09/06/19 | Page: 2/23

Diagnostic Results

Subject	Math
Student	Tevita Ahomana
Student ID	1281600637
Student Grade	6
Diagnostic	Diagnostic 3 (09/06/19)

i-Ready



Grade 2

Lesson 14: Subtract Three-Digit Numbers

Grade 3

Lesson 9: Use Place Value to Add and Subtract

STAMS



Book C

Lesson 2: Add and Subtract

STAMS Solve



Book C

Practice 2: Add and Subtract

Multiply 10 or a multiple of 10 by a one-digit number.

Multiply 10 or a multiple of 10 by a one-digit number.

Additional Resources

Ready® Common Core Math Instruction

Or

Digital access to Ready® through Teacher Toolbox

i-Ready



Grade 3

Lesson 10: Use Place Value to Multiply

STAMS

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Exhibit 1

09/06/19 | Page 9/35

Diagnostic Results



Subject	Math
Student	Tevita Ahomana
Student ID	1281600637
Student Grade	6
Diagnostic	Diagnostic 3 (09/06/19)



Book D

Lesson 2: Multiply Mentally

STAMS Solve



Book D

Practice 2: Multiply Mentally

Know division facts through 81 divided by 9.

Know division facts through 81 divided by 9.

For Instruction

Know Division Facts

Additional Resources

Ready® Common Core Math Instruction

Or

Digital access to Ready® through Teacher Toolbox

Ready



Grade 3

Lesson 4: Understand the Meaning of Division

Lesson 5: Understand How Multiplication and Division Are Connected

Lesson 6: Multiplication and Division Facts

STAMS



Book C

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Exhibit 2

09/06/19 | Page: 4/23

Diagnostic Results

Subject	Math
Student	Tevita Ahomana
Student ID	1281600637
Current Grade	6
Diagnostic	Diagnostic 3 (09/06/19)

Lesson 7: Fact Families

STAMS Solve



Practice 7: Fact Families

Fractions

Identify fractions that name part of a whole (denominators of 2, 3, 4, 6, 8, 10, 12).

Identify fractions that name part of a whole (denominators of 2, 3, 4, 6, 8, 10, 12).

Tools For Instruction

Parts of a Whole

Additional Resources

Ready® Common Core Math Instruction

Or

Digital access to Ready® through Teacher Toolbox



Lesson 14: Understand What a Fraction Is

STAMS



Book C

Lesson 8: Fraction Concepts

STAMS Solve



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Exhibit 2

09/06/19 | Page: 5/23

Diagnostic Results



Subject	Math
Student	Tevita Ahomana
Student ID	1281600637
Current Grade	5
Diagnostic	Diagnostic 3 (09/06/19)



Practice 8: Fraction Concepts

Identify fractions that name part of a set (denominators of 2, 3, 4, 6, 8, 10, 12).

Identify fractions that name part of a set (denominators of 2, 3, 4, 6, 8, 10, 12).

Tools For Instruction

Parts of a Set

Additional Resources

Ready® Common Core Math Instruction
Or
Digital access to Ready® through Teacher Toolbox



Lesson 14: Understand What a Fraction Is

STAMS



Lesson 8: Fraction Concepts

STAMS Solve



Practice 8: Fraction Concepts

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Exhibit 2

09/06/19 | Page: 6/23

Diagnostic Results

Subject	Math
Student	Tevita Ahomana
Student ID	1281600637
Current Grade	6
Diagnostic	Diagnostic 3 (09/06/19)

Partition objects into equal parts and identify the parts using the terms

Partition objects into equal parts and identify the parts using the terms *halves*, *fourths*, and *eighths*. Identify non-examples of objects partitioned into halves, fourths, and eighths.

Solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions.

Solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions.

Use models to find equivalent fractions.

Use models to find equivalent fractions.

Tools For Instruction

Find Equivalent Fractions 

Additional Resources

Ready® Common Core Math Instruction

Or

Get access to Ready® through Teacher Toolbox

i-Ready



Grade 3

Lesson 16: Understand Equivalent Fractions

Lesson 17: Find Equivalent Fractions

STAMS



Book C

Lesson 9: Model Equivalent Fractions

STAMS Solve



Book C

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Exhibit 2

09/06/19 | Page: 7/23

Diagnostic Results

Subject	Math
Student	Tevita Ahomana
Student ID	1281600637
Int Grade	6
Diagnostic	Diagnostic 3 (09/06/19)

Practice 9: Model Equivalent Fractions

Compare two fractions with the same numerator or the same denominator using a visual fraction model.

Compare two fractions with the same numerator or the same denominator using a visual fraction model.

Additional Resources

Ready® Common Core Math Instruction

Or

Digital access to Ready® through Teacher Toolbox



Lesson 18: Understand Comparing Fractions

Lesson 19: Use Symbols to Compare Fractions

STAMS



Lesson 11: Compare Fractions

Identify fractions shown on a number line.

Identify fractions shown on a number line.

Tools For Instruction

Fractions on a Number Line 

Additional Resources

Ready® Common Core Math Instruction

Or

Digital access to Ready® through Teacher Toolbox



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Exhibit 1

09/06/19 | Page: 8/23

Diagnostic Results

Subject	Math
Student	Tevita Ahomana
Student ID	1281600637
Student Grade	6
Diagnostic	Diagnostic 3 (09/06/19)

Grade 3

Lesson 15: Understand Fractions on a Number Line

iTAMS



Book C

Lesson 8: Fraction Concepts

iTAMS Solve



Book C

Practice 8: Fraction Concepts

Represent unit fractions ($\frac{1}{b}$)

Represent unit fractions ($\frac{1}{b}$) on number lines by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts.

Additional Resources

i-Ready® Common Core Math Instruction

or

Digital access to i-Ready® through Teacher Toolbox

i-Ready



Grade 3

Lesson 15: Understand Fractions on a Number Line

Algebra and Algebraic Thinking

Grade 4
454

Developmental Analysis

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Exhibit 2

09/06/19 | Page 6/55

Diagnostic Results

Subject	Math
Student	Tevita Ahomana
Student ID	1281600637
Current Grade	6
Diagnostic	Diagnostic 3 (09/06/19)

At placement levels 3-5 this domain addresses multiplication and division concepts, including remainders, factors and multiples, as well as numeric expressions and patterns. Test results indicate that Tevita will benefit from reviewing concepts of factors, multiples, prime and composite numbers, and interpreting remainders.

Can Do

Operations and Algebraic Thinking

Know multiplication/division fact families.

Select the proper operation to solve real-world and mathematical problems.

Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

Solve problems involving partitioning in equal groups, including identifying the remainder.

Solve problems involving sharing equal groups, including identifying the remainder.

Steps & Resources for Instruction

Operations and Algebraic Thinking

Identify factor pairs of whole numbers up to 100.

Identify factor pairs of whole numbers up to 100.

Tools For Instruction

Factors 

Additional Resources

Ready® Common Core Math Instruction

or

Digital access to Ready® through Teacher Toolbox

 i-Ready



Grade 4

Lesson 7: Multiples and Factors

Identify multiples of whole numbers with products to 100.

Identify multiples of whole numbers with products to 100.

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Exhibit 2

09/06/19 | Page 10/23

Diagnostic Results

Subject	Math
Student	Tevita Ahomana
Student ID	1281600637
Student Grade	5
Diagnostic	Diagnostic 3 (09/06/19)

Tools For Instruction

Multiples 

Additional Resources

Ready® Common Core Math Instruction

Or

Digital access to Ready® through Teacher Toolbox

Ready



Grade 4

Lesson 7: Multiples and Factors

STAMS



Book D

Lesson 2: Multiply Mentally

STAMS Solve



Book D

Practice 2: Multiply Mentally

Multiply or divide whole numbers to solve real-world problems involving multiplicative comparisons.

Multiply or divide whole numbers to solve real-world problems involving multiplicative comparisons.

Additional Resources

Ready® Common Core Math Instruction

Or

Digital access to Ready® through Teacher Toolbox



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Exhibit 2

09/06/19 | Page: 11/23

Diagnostic Results



Subject	Math
Student	Tevita Ahomana
Student ID	1281600637
Student Grade	6
Diagnostic	Diagnostic 3 (09/06/19)

i-Ready



Grade 4

Lesson 5: Understand Multiplication

Lesson 6: Multiplication and Division In Word Problems

Interpret a multiplication equation as a comparison, and represent verbal statements of multiplicative comparisons as multiplication equations.

Interpret a multiplication equation as a comparison, and represent verbal statements of multiplicative comparisons as multiplication equations.

Additional Resources

i-Ready® Common Core Math Instruction

Or

Digital access to i-Ready® through Teacher Toolbox

i-Ready



Grade 4

Lesson 5: Understand Multiplication

Determine whether a whole number from 1 to 100 is prime or composite.

Determine whether a whole number from 1 to 100 is prime or composite.

Additional Resources

i-Ready® Common Core Math Instruction

Or

Digital access to i-Ready® through Teacher Toolbox

i-Ready



Grade 4

Lesson 7: Multiples and Factors

Solve one- and two-step real-world problems involving addition, subtraction, and multiplication of decimals.

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Exhibit 2

09/06/19 | Page 12/23

Diagnostic Results

Subject	Math
Student	Tevita Ahomana
Student ID	1281600637
Student Grade	6
Diagnostic	Diagnostic 3 (09/06/19)

Solve one- and two-step real-world problems involving addition, subtraction, and multiplication of decimals.

Additional Resources

Ready® Common Core Math Instruction

or

Digital access to Ready® through Teacher Toolbox

 i-Ready



Grade 5

Lesson 7: Add and Subtract Decimals

Lesson 8: Multiply Decimals

iTAMS



Book E

Lesson 12: Add and Subtract Decimals

iTAMS Solve



Book E

Practice 12: Add and Subtract Decimals

Write and solve equations with variables to determine the answers to multi-step real-world problems using the four operations and whole numbers.

Write and solve equations with variables to determine the answers to multi-step real-world problems using the four operations and whole numbers.

Additional Resources

Ready® Common Core Math Instruction

or

Digital access to Ready® through Teacher Toolbox



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Exhibit 2

09/06/19 | Page 13/23

Diagnostic Results

Subject	Math
Student	Tevita Ahomana
Student ID	1281600637
Student Grade	6
Diagnostic	Diagnostic 3 (09/06/19)

i-Ready



Grade 4

Lesson 9: Model Multi-Step Problems

Lesson 10: Solve Multi-Step Problems

STAMS Solve



Book D Teacher Guide

Practice 20: Multiplicative Comparisons

Estimate and assess the reasonableness of answers to word problems involving whole numbers and the four operations.

Estimate and assess the reasonableness of answers to word problems involving whole numbers and the four operations.

Interpret the remainder in a real-world problem involving division of up to a three-digit number by a one-digit number.

Interpret the remainder in a real-world problem involving division of up to a three-digit number by a one-digit number.

Additional Resources

Ready® Common Core Math Instruction

Or

Digital access to Ready® through Teacher Toolbox

i-Ready



Grade 4

Lesson 12: Divide Whole Numbers

Generate a number or shape pattern that follows a given rule, and identify and explain features of the pattern that were not explicit in the rule.

Generate a number or shape pattern that follows a given rule, and identify and explain features of the pattern that were not explicit in the rule.



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Exhibit 2

09/06/19 | Page: 14/23

Diagnostic Results

Subject	Math
Student	Tevita Ahomana
Student ID	1281600637
Current Grade	6
Diagnostic	Diagnostic 3 (09/06/19)

Measurement and Data

Grade 3
436

Developmental Analysis

At placement levels 3-5 this domain addresses the relationship among measurement units, geometric measurement concepts, and presenting and interpreting data on line plots and bar graphs. Results indicate Tevita may benefit from additional practice with area, perimeter, and scaled graphs.

Can Do

Measurement

Tell time to the nearest five minutes.

Identify and compare the values of coin combinations (pennies, nickels, dimes, quarters).

Solve problems involving counting dollar bills and coins, and use the dollar symbol.

Add and subtract within 100 to solve word problems involving lengths that are given in the same units, including using equations with a symbol for the unknown.

Choose inches, feet, yards, or miles to measure length.

Estimate length using inches, feet, centimeters, and meters.

Data

Create or interpret a picture graph with a single-unit scale to represent data that include multiple categories.

Construct a bar graph with a single-unit scale to represent data that includes multiple categories, and solve simple joining, separating, and comparing problems based on the data displayed.

Next Steps & Resources for Instruction

Measurement

Tell time to the minute and measure time intervals in minutes.

Tell time to the minute and measure time intervals in minutes.

Additional Resources

Common Core Math Instruction
Or

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Exhibit 2

09/06/19 | Page: 15/23

Diagnostic Results



Subject	Math
Student	Tevita Ahomana
Student ID	1281600637
Current Grade	6
Diagnostic	Diagnostic 3 (09/06/19)



Book C

Lesson 8: Fraction Concepts

Lesson 17: Understand Area

TAMS Solve



Book C

Practice 8: Fraction Concepts

Practice 17: Understand Area

2

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Exhibit 2

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Diagnostic Growth



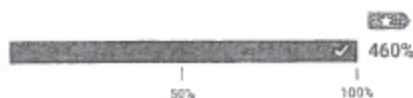
Subject
Student
Student ID
5th Grade

Math
Tevita Ahomana
1281600637
5

Year-to-Date Growth

Progress to Annual Typical Growth

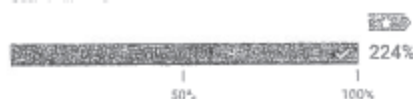
Scale Points: 92/20



This student has made 460% progress towards annual typical growth. Typical growth is the average annual growth for a student at this grade and placement level.

Progress to Annual Stretch Growth

Scale Points: 92/41

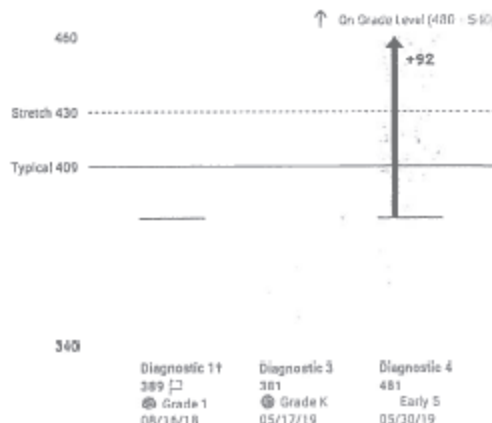


This student has made 224% progress towards their stretch growth. Stretch growth is an ambitious but attainable level of annual growth which puts students on a path towards proficiency.

This student will need to meet their annual stretch growth for at least 3 years to be proficient. Proficient for Grade 5 is a mid-on-level scale score of 498.

[Learn More About Growth](#)

Overall Diagnostic Growth



† This Diagnostic used to establish Growth Measures

Placement by Domain

Domain	Diagnostic 1	Diagnostic 3	Diagnostic 4
Overall ↑	Grade 1	Grade K	Early 5
Number and Operations ↑	Grade 1	Grade K	Grade 4
Algebra and Algebraic Thinking ↑	Grade 1	Grade 2	Mid 5
Measurement and Data ↑	Grade 1	Grade K	Mid 5
Geometry ↑	Grade K	Grade K	Grade 4

↑ Placement improved from Initial

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Exhibit 2

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Diagnostic Results

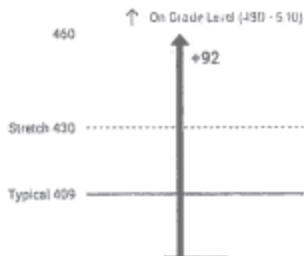
Subject
Student
Student ID
5th Grade
Diagnostic

Math
Tevita Ahomana
1281600637
5
Diagnostic 4 (05/30/19)

Diagnostic 4

Typical Growth
The average annual growth for a student at this grade and placement level.

Stretch Growth
An ambitious but attainable level of annual growth which puts below-grade level students on a path towards proficiency.



Overall

Number and Operations
Algebra and Algebraic Thinking
Measurement and Data
Geometry

● Early 5 (481)
Standard Error +/- 7
Grade 4
● Mid 5
● Mid 3
Grade 4



National Norm and Quantile® Performance

National Norm:
39th Percentile

Quantile measure & range:
750Q range 700Q-800Q
Understanding Quantile measures

Placement by Domain

Test results suggest that Tevita would benefit from intervention focused on skills and concepts related to quantitative reasoning and representation. Instruction that connects understanding of number relationships with computation and problem solving skills will strengthen Tevita's math abilities across domains. This priority places Tevita in Instructional Grouping Profile 2.



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Diagnostic Results



Subject	Math
Student	Tevita Ahomana
Student ID	1281600637
Student Grade	5
Diagnostic	Diagnostic 4 (05/30/19)

Number and Operations

Grade 4
458

Developmental Analysis

At placement levels 3-5 this domain addresses four operations with whole numbers with an emphasis on multiplication and division, as well as understanding of and computation with decimals and fractions. Test results indicate that Tevita could benefit from practicing multi-digit whole-number operations and fraction concepts.

Can Do

Base Ten

Read and write whole numbers through hundred millions in expanded form and standard form and identify the value of the digits.

Compare and order numbers through hundred millions.

Add multi-digit numbers.

Multiply a whole number by a power of 10 or a multiple of 10.

Compare two decimals to hundredths, including amounts of money.

Fractions

Identify fractions that name part of a whole (denominators of 2, 3, 4, 5, 6, 8, 10, 12).

Next Steps & Resources for Instruction

Base Ten

Subtract multi-digit numbers.

Subtract multi-digit numbers.

Tools For Instruction

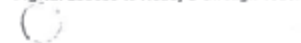
Subtract Multi-Digit Numbers

Additional Resources

Ready® Common Core Math Instruction

Or

Digital access to Ready® through Teacher Toolbox



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Exhibit 2

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Diagnostic Results



Subject Math
Student Tevita Ahomana
Student ID 1281600637
Current Grade 5
Diagnostic Diagnostic 4 (05/30/19)



Lesson 3: Add and Subtract Whole Numbers
Lesson 4: Round Whole Numbers

STAMS



Lesson 2: Add and Subtract

STAMS Solve



Practice 2: Add and Subtract

Multiply three-digit numbers by one-digit numbers.

Multiply three-digit numbers by one-digit numbers.

Tools For Instruction

Multiply Three-Digit Numbers by One-Digit Numbers

Additional Resources

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Lesson 11: Multiply Whole Numbers

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Diagnostic Results



Subject Math
Student Tevita Ahomana
Student ID 1281600637
Student Grade 5
Diagnostic Diagnostic 4 (05/30/19)

STAMS



Book D

Lesson 17: Multiply 3-Digit Numbers

STAMS Solve



Book D

Practice 17: Multiply 3-Digit Numbers

Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

Additional Resources

Ready® Common Core Math Instruction

Or

Digital access to Ready® through Teacher Toolbox



Grade 4

Lesson 1: Understand Place Value

Fractions

Write equivalent fractions, including fractions in simplest form.

Write equivalent fractions, including fractions in simplest form.

Tools For Instruction

Equivalent Fractions

Additional Resources

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Exhibit 2

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Diagnostic Results



Subject	Math
Student	Tevita Ahomana
Student ID	1281600637
School Grade	5
Diagnostic	Diagnostic 4 (05/30/19)

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Grade 4

Lesson 13: Understand Equivalent Fractions

STAMS



Book D

Lesson 8: Equivalent Fractions

STAMS Solve



Book D

Practice 8: Equivalent Fractions

Decompose a fraction into a sum of fractions with like denominators.

Decompose a fraction into a sum of fractions with like denominators.

Tools For Instruction

Fractions as Sums

Additional Resources

Ready® Common Core Math Instruction

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Diagnostic Results



Subject Math
Student Tevita Ahomana
Student ID 1281000637
Student Grade 5
Diagnostic Diagnostic 4 (05/30/19)

Grade 4

Lesson 13: Understand Equivalent Fractions

Lesson 15: Understand Fraction Addition and Subtraction

Compare two fractions with different numerators and different denominators using a visual fraction model.

Compare two fractions with different numerators and different denominators using a visual fraction model.

Additional Resources

Ready® Common Core Math Instruction

Or

Digital access to Ready® through Teacher Toolbox

i-Ready



Grade 4

Lesson 14: Compare Fractions

Compare two fractions with unlike denominators.

Compare two fractions with unlike denominators.

Tools For Instruction

Compare Fractions

Additional Resources

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Grade 4

Lesson 14: Compare Fractions

STAMS



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Diagnostic Results



Subject Math
Student Tevita Ahomana
Student ID 1281600637
Student Grade 5
Diagnostic Diagnostic 4 (05/30/19)



Book E

Lesson 9: Compare Unlike Fractions

STAMS Solve



Book E

Practice 9: Compare Unlike Fractions

Add and subtract fractions with like denominators.

Add and subtract fractions with like denominators.

Go to For Instruction

Adding Fractions and Mixed Numbers

Additional Resources

Ready® Common Core Math Instruction

Or

Digital access to Ready® through Teacher ToolBox

Ready



Grade 4

Lesson 15: Understand Fraction Addition and Subtraction

Lesson 16: Add and Subtract Fractions

Lesson 17: Add and Subtract Mixed Numbers

STAMS



Book D

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Exhibit 2

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Diagnostic Results

Subject	Math
Student	Tevita Ahomana
Student ID	1281600637
Student Grade	5
Diagnostic	Diagnostic 4 (05/30/19)

Lesson 19: Add and Subtract Like Fractions

STAMS Solve



Book D

Practice 19: Add and Subtract Like Fractions

Add and subtract mixed numbers with like denominators.

Add and subtract mixed numbers with like denominators.

Additional Resources

Ready® Common Core Math Instruction

Or

Digital access to Ready® through Teacher Toolbox



Grade 4

Lesson 17: Add and Subtract Mixed Numbers

STAMS



Book E

Lesson 11: Add and Subtract Mixed Numbers

STAMS Solve



Book E

Practice 11: Add and Subtract Mixed Numbers

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Diagnostic Results



Subject	Math
Student	Tevita Ahomana
Student ID	1281600637
System	5
Diagnostic	Diagnostic 4 (05/30/19)

Solve word problems by adding and subtracting fractions with like denominators that refer to the same whole.

Solve word problems by adding and subtracting fractions with like denominators that refer to the same whole.

Additional Resources

Ready® Common Core Math instruction

Or

Digital access to Ready® through Teacher Toolbox

Ready



Grade 4

Lesson 16: Add and Subtract Fractions

STAMS



Book D

Lesson 19: Add and Subtract Like Fractions

STAMS Solve



Book D

Practice 19: Add and Subtract Like Fractions

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Exhibit 2

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Diagnostic Results

Subject	Math
Student	Tevita Ahomana
Student ID	1281600637
Student Grade	5
Diagnostic	Diagnostic 4 (05/30/19)

Algebra and Algebraic Thinking

Mid 5
513

Developmental Analysis

At placement levels 3-5 this domain addresses multiplication and division concepts, including remainders, factors and multiples, as well as numeric expressions and patterns. Tevita's score indicates an appropriate understanding of divisibility rules, factors, and interpreting numeric patterns. Tevita may be ready to develop skills related to evaluating, writing, and interpreting numeric expressions.

Can Do

Operations and Algebraic Thinking

Identify factor pairs of whole numbers up to 100.

Multiply or divide whole numbers to solve real-world problems involving multiplicative comparisons.

Interpret a multiplication equation as a comparison, and represent verbal statements of multiplicative comparisons as multiplication equations.

Use and solve number sentences with variables to determine the answers to multi-step real-world problems using the four operations and whole numbers.

Apply divisibility rules for 2, 3, 4, 5, 6, 9, and 10.

Describe, extend, analyze, and make generalizations about numeric patterns.

Generate two numerical patterns using two given rules, identify relationships between corresponding terms, and form and graph ordered pairs using corresponding terms.

Next Steps & Resources for Instruction

Operations and Algebraic Thinking

Solve one- and two-step real-world problems involving addition, subtraction, and multiplication of decimals.

Solve one- and two-step real-world problems involving addition, subtraction, and multiplication of decimals.

Additional Resources

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Diagnostic Results

Subject	Math
Student	Tevita Ahomana
Student ID	1281600637
Student Grade	5
Diagnostic	Diagnostic 4 (05/30/19)

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Grade 5

Lesson 7: Add and Subtract Decimals

Lesson 8: Multiply Decimals

STAMS



Book E

Lesson 12: Add and Subtract Decimals

STAMS Solve



Book E

Practice 12: Add and Subtract Decimals

Write and evaluate expressions with grouping symbols.

Write and evaluate expressions with grouping symbols.

Tools For Instruction

Write and Evaluate Expressions with Grouping Symbols 

Additional Resources

Ready® Common Core Math Instruction

Or

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Grade 5

Lesson 19: Evaluate and Write Expressions

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Diagnostic Results

Subject	Math
Student	Tevita Ahomana
Student ID	1281600637
Student Grade	5
Diagnostic	Diagnostic 4 (05/30/19)

STAMS Solve



Book E Teacher Guide

Practice 26: Evaluate Expressions

Write and interpret numerical expressions that represent calculations.

Write and interpret numerical expressions that represent calculations.

Additional Resources

Ready® Common Core Math Instruction

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Grade 5

Lesson 19: Evaluate and Write Expressions

STAMS Solve



Book E Teacher Guide

Practice 27: Write Expressions

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Diagnostic Results



Subject	Math
Student	Tevita Ahomana
Student ID	1281600637
Student Grade	5
Diagnostic	Diagnostic 4 (05/30/19)

Measurement and Data

Mid 5
522

Developmental Analysis

At placement levels 3-5 this domain addresses the relationship among measurement units, geometric measurement concepts, and presenting and interpreting data on line plots and bar graphs. Tevita's score indicates a basic understanding of length, angle measurement, and area. Test results indicate Tevita may be ready to develop concepts and skills related to converting units and determining volume.

Can Do

Measurement

Choose millimeters, centimeters, meters, or kilometers to measure length.

Use the four operations and drawings to solve one-step word problems involving masses or volumes expressed in like units.

Geometric Measurement

Measure angles using a virtual protractor.

Use formulas to find the area of rectangles and squares.

Data

Show data on a line plot with a scale that includes whole-number units.

Next Steps & Resources for Instruction

Measurement

Convert and compare customary units of weight and metric units of mass involving whole-number measures.

Convert and compare customary units of weight and metric units of mass involving whole-number measures.

Additional Resources

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Exhibit 2

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Diagnostic Results



Subject	Math
Student	Tevita Ahomana
Student ID	1281600637
Student Grade	5
Diagnostic	Diagnostic 4 (05/30/19)

Lesson 21: Convert Measurement Units

Lesson 22: Solve Word Problems Involving Conversions

Convert and compare customary and metric units of capacity involving whole-number measures.

Convert and compare customary and metric units of capacity involving whole-number measures.

Additional Resources

Ready® Common Core Math Instruction

Or

Digital access to Ready® through Teacher Toolbox

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Lesson 21: Convert Measurement Units

Lesson 22: Solve Word Problems Involving Conversions

Geometric Measurement

Use unit cubes to find the volume of right rectangular prisms.

Use unit cubes to find the volume of right rectangular prisms.

Additional Resources

Ready® Common Core Math Instruction

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Lesson 24: Understand Volume

Lesson 25: Find Volume Using Unit Cubes

STARS



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Exhibit 2

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Diagnostic Results



Subject Math
Student Tevita Ahomana
Student ID 12B1600637
System Grade 5
Diagnostic Diagnostic 4 (05/30/19)



Book E

Lesson 15: Understand Volume

STAMS Solve



Book E

Practice 15: Understand Volume

Use formulas to find the volume of cubes and rectangular prisms.

Use formulas to find the volume of cubes and rectangular prisms.

Tools For Instruction

Volume Concepts

Use Volume to Solve Problems

Additional Resources

Ready® Common Core Math Instruction

Or

Digital access to Ready® through Teacher Toolbox



Grade 5

Lesson 26: Find Volume Using Formulas

Data

Construct and interpret a line plot using data in fractional units.

Construct and interpret a line plot using data in fractional units.

Tools For Instruction

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Exhibit 2

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Diagnostic Results



Subject	Math
Student	Tevita Ahomana
Student ID	1281600637
Current Grade	5
Diagnostic	Diagnostic 4 (05/30/19)

Solve Problems with Fractional Data 

Additional Resources

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Grade 5

Lesson 23: Make Line Plots and Interpret Data

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Diagnostic Results



Subject	Math
Student	Tevita Ahomana
Student ID	1281600637
Student Grade	5
Diagnostic	Diagnostic 4 (05/30/19)

Geometry

Grade 4
452

Developmental Analysis

At placement levels 3-5 this domain addresses angles and perpendicular and parallel lines, classification of two-dimensional figures, line symmetry and plotting points on the coordinate plane. Test results indicate that Tevita may benefit from practice with classifying two-dimensional shapes and plotting points on a coordinate grid.

Can Do

Describe areas of equal parts of a shape using unit fractions.

Identify points, lines, line segments, rays, and planes in two-dimensional figures.

Identify acute, obtuse, right, and straight angles and perpendicular and parallel lines.

Identify one or more lines of symmetry in two-dimensional figures and predict and identify reflections of two-dimensional figures.

Next Steps & Resources for Instruction

Sort and classify triangles according to their side lengths and angle measures.

Sort and classify triangles according to their side lengths and angle measures.

Additional Resources

Ready® Common Core Math Instruction

Or

Digital access to Ready® through Teacher Toolbox



Grade 4

Lesson 32: Classify Two-Dimensional Figures

Classify two-dimensional figures based on their parallel and perpendicular lines or angle measures.

Classify two-dimensional figures based on their parallel and perpendicular lines or angle measures.



For Instruction

Attributes of Shapes

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Diagnostic Results



Subject	Math
Student	Tevita Ahomana
Student ID	1281600637
Start Date	5
Diagnostic	Diagnostic 4 (05/30/19)

Additional Resources

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Grade 4

Lesson 32: Classify Two-Dimensional Figures

Locate and plot ordered pairs on a coordinate grid and find the distance between two points with the same

Locate and plot ordered pairs on a coordinate grid and find the distance between two points with the same x - or y -coordinate

Additional Resources

Ready® Common Core Math Instruction

Or

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Grade 5

Lesson 28: Understand the Coordinate Plane

Lesson 29: Graph Points in the Coordinate Plane

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Subject

Student

Student ID

Student Grade

Domain

Math

Tevita Ahomana

1281600637

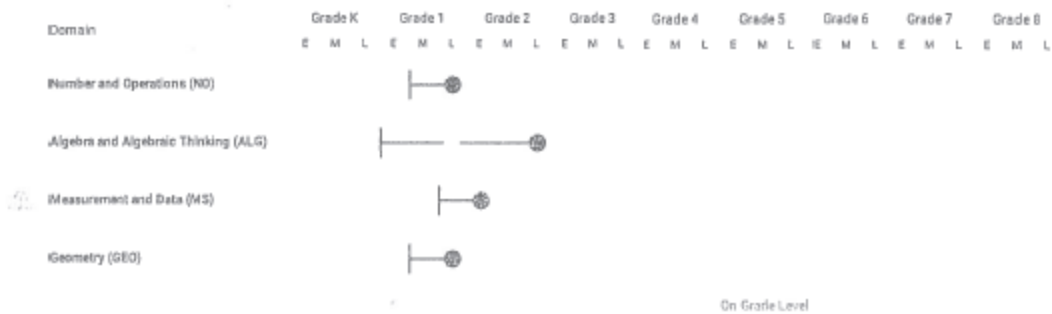
5

Academic Year to Date

Current & Past Lessons

Upcoming Lessons

Monitor Domain Progress



Activity Overview

Lessons Passed (YTD)

59/70 | 84%

Total Time on Task (YTD)

30h 40m

Domain	Passed/ Completed	% Lessons Passed	Time on Task: Year to Date	
Number and Operations (NO)	24/25	96%	30h 40m	
Algebra and Algebraic Thinking (ALG)	25/30	83%		
Measurement and Data (MS)	5/10	50%		
Geometry (GEO)	5/5	100%	Current Week	Last Week
			0	43m

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Online Instruction



Subject: Math
 Student: Tevita Ahomana
 Student ID: 1281600637
 Student Grade: 5
 Academic Year to Date

Showing 71 of 71

Alerts	Domain	Level	Lesson	Passed	Score	Time on Task	Started	Finished
	MS	Early 2	Practice: Estimate Lengths	-	-	37m	03/02/19	In Progress
	MS	Early 2	Estimate Lengths in Centimeters	Not Passed	33%	37m	02/23/19	03/02/19
	MS	Early 2	Estimate Lengths in Centimeters	Not Passed	33%	40m	02/18/19	02/23/19
	MS	Early 2	Estimate Lengths in Inches	Passed	83%	22m	02/12/19	02/15/19
	MS	Early 2	Understand Measurement...	Not Passed	63%	21m	02/10/19	02/11/19
	MS	Early 2	Understand Measurement...	Not Passed	50%	16m	02/07/19	02/08/19
	MS	Early 2	Practice: Measure Lengths	Passed	100%	50m	02/03/19	02/05/19
	MS	Early 2	Measure Lengths in Centimeters	Passed	100%	46m	01/29/19	01/31/19
	MS	Early 2	Measure Lengths in Inches	Passed	83%	38m	01/26/19	01/27/19
	MS	Early 2	Measure Lengths in Inches	Not Passed	67%	20m	01/26/19	01/26/19
	ALG	Late 2	Add Using Arrays	Not Passed	13%	24m	01/21/19	01/26/19
	ALG	Late 2	Add Using Arrays	Not Passed	63%	28m	01/17/19	01/18/19
	ALG	Mid 2	Solve Two-Step Problems	Not Passed	0%	1h 5m	01/13/19	01/16/19
	ALG	Mid 2	Solve Two-Step Problems	Not Passed	0%	1h 8m	01/11/19	01/12/19

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Exhibit 2

03/04/19 | Page: 2/7

Online Instruction



Subject
Student
Student ID
Student Grade
Student Range

Math
Tevita Ahomana
1281600637
5
Academic Year to Date

Alerts	Domain	Level	Lesson	Passed	Score	Time on Task	Started	Finished
	ALG	Early 2	Practice: Think Addition to...	Passed	100%	21m	01/09/19	01/11/19
	ALG	Early 2	Think Addition to Subtract (Make ...	Passed	100%	17m	01/09/19	01/09/19
	ALG	Early 2	Think Addition to Subtract	Passed	83%	36m	01/07/19	01/09/19
	ALG	Early 2	Practice: Use Mental Math...	Passed	100%	57m	01/06/19	01/07/19
	ALG	Early 2	Use Mental Math Strategies to Add	Passed	100%	18m	01/02/19	01/06/19
	ALG	Early 2	Use Mental Math to Add (Near...	Passed	100%	17m	01/01/19	01/02/19
	ALG	Early 2	Practice: Use Mental Math to...	Passed	100%	19m	12/26/18	01/01/19
	ALG	Early 2	Use Mental Math to Add (Make a...	Passed	83%	30m	12/22/18	12/26/18
	ALG	Early 2	Use Mental Math to Add (Make a...	Passed	83%	15m	12/20/18	12/22/18
	ALG	Early 2	Practice: Add Within 10	Passed	100%	10m	12/18/18	12/20/18
	GEO	Late 1	Practice: Identify Two or Four...	Passed	100%	13m	12/16/18	12/16/18
	GEO	Late 1	Divide Shapes into Four Equal...	Passed	83%	14m	12/16/18	12/16/18
	GEO	Late 1	Divide Shapes into Two Equal...	Passed	100%	8m	12/14/18	12/14/18
	GEO	Mid 1	Practice: Attributes of...	Passed	83%	10m	12/11/18	12/14/18

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Online Instruction



Subject
Student
Student ID
5th Grade
District

Math
Tevita Ahomana
1281600637
5
Academic Year to Date

Alerts	Domain	Level	Lesson	Passed	Score	Time on Task	Started	Finished
	GEO	Mid 1	Understand Attributes of...	Passed	100%	22m	12/10/18	12/11/18
	MS	Late 1	Measure Lengths	Passed	100%	19m	12/09/18	12/10/18
	NO	Late 1	Add More Two-Digit Numbers	Passed	83%	33m	12/02/18	12/06/18
	NO	Late 1	Practice: Add Two-Digit...	Passed	100%	24m	11/30/18	12/01/18
	NO	Late 1	Add Two-Digit Numbers	Passed	100%	22m	11/28/18	11/30/18
	NO	Late 1	Practice: Add More Two-Digit...	Passed	100%	1h 7m	11/27/18	11/28/18
	NO	Late 1	Add More Two-Digit and One...	Passed	100%	23m	11/24/18	11/27/18
	NO	Late 1	Practice: Add Two-Digit and...	Passed	100%	19m	11/24/18	11/24/18
	NO	Late 1	Add Two-Digit and One-Digit...	Passed	100%	24m	11/23/18	11/24/18
	NO	Late 1	Practice: Add Multiples of 10...	Passed	100%	25m	11/23/18	11/23/18
	NO	Late 1	Add Multiples of Ten to Any Two...	Passed	100%	19m	11/22/18	11/22/18
	NO	Late 1	Practice: Subtract...	Passed	100%	32m	11/19/18	11/22/18
	NO	Late 1	Practice: Subtract...	Not Passed	67%	48m	11/18/18	11/19/18
	NO	Late 1	Subtract Multiples of Te...	Passed	100%	12m	11/18/18	11/18/18

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Online Instruction



Subject
Student
Student ID
School Grade
Academic Year to Date

Math
Tevita Ahomana
1281600637
5
Academic Year to Date

Alerts	Domain	Level	Lesson	Passed	Score	Time on Task	Started	Finished
	NO	Late 1	Practice: Add Multiples of Ten	Passed	100%	1h 9m	11/16/18	11/17/18
	NO	Late 1	Add Multiples of Ten to Multiple...	Passed	100%	44m	11/12/18	11/15/18
	ALG	Mid 1	Fluently Add and Subtract Within...	Passed	100%	14m	11/10/18	11/12/18
	ALG	Mid 1	Practice: Number Partners for 10	Passed	100%	12m	11/10/18	11/10/18
	ALG	Mid 1	Practice: Make a Ten to Subtract	Passed	100%	27m	11/09/18	11/10/18
	ALG	Mid 1	Practice: Make a Ten to Subtract	Not Passed	33%	44m	11/09/18	11/09/18
	ALG	Mid 1	Make a Ten to Subtract	Passed	90%	31m	11/05/18	11/09/18
	ALG	Mid 1	Practice: Make a Ten to Add	Passed	83%	25m	11/01/18	11/05/18
	ALG	Mid 1	Make a Ten to Add	Passed	75%	30m	10/29/18	10/31/18
	ALG	Mid 1	Practice: Make 10	Passed	100%	19m	10/23/18	10/29/18
	NO	Mid 1	Practice: Build Two-Digit...	Passed	100%	25m	10/17/18	10/23/18
	NO	Mid 1	Build Two-Digit Numbers	Passed	100%	16m	10/16/18	10/17/18
	NO	Mid 1	Practice: Identify Two-Digit...	Passed	100%	32m	10/01/18	10/16/18

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Exhibit 2

03/04/19 | Page: 5/7

Online Instruction



Subject
Student
Student ID
School
District

Meth
Tevita Ahomana
1281600637
5
Academic Year to Date

Alerts	Domain	Level	Lesson	Passed	Score	Time on Task	Started	Finished
	NO	Mid 1	Identify Two-Digit Numbers	Passed	100%	14m	09/27/18	10/01/18
	NO	Mid 1	Practice: Build Teen Numbers	Passed	100%	20m	09/26/18	09/27/18
	NO	Mid 1	Build Teen Numbers	Passed	100%	17m	09/26/18	09/26/18
	NO	Mid 1	Practice: Identify Teen Numbers	Passed	100%	16m	09/25/18	09/25/18
	NO	Mid 1	Identify Teen Numbers	Passed	100%	11m	09/24/18	09/25/18
	NO	Mid 1	Practice: Order Numbers to 120	Passed	100%	28m	09/19/18	09/24/18
	NO	Mid 1	Order Numbers to 120	Passed	100%	31m	09/14/18	09/19/18
	NO	Mid 1	Practice: Order Numbers 1 to 20	Passed	100%	9m	09/14/18	09/14/18
	ALG	Early 1	Doubles and Near Doubles	Passed	83%	13m	09/13/18	09/14/18
	ALG	Early 1	Doubles	Passed	100%	9m	09/13/18	09/13/18
	ALG	Early 1	Count On to Subtract	Passed	100%	15m	09/11/18	09/11/18
	ALG	Early 1	Think Addition to Subtract	Passed	83%	22m	09/06/18	09/07/18
	ALG	Early 1	Practice: Count On to Add	Passed	83%	8m	09/06/18	09/06/18
	ALG	Early 1	Count On to Add	Passed	100%	18m	09/05/18	09/06/18

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Exhibit 2

03/04/19 | Page: 6/7

Online Instruction



Subject Math
Student Tevita Ahomana
Student ID 1281600637
School it Grade 5
DL Range Academic Year to Date

Alerts	Domain	Level	Lesson	Passed	Score	Time on Task	Started	Finished
	ALG	Early 1	Add in Any Order	Passed	100%	15m	08/29/18	08/30/18
	ALG	Early 1	Practice: Add and Subtract Within...	Passed	83%	21m	08/28/18	08/29/18



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Exhibit 2

03/04/19 | Page: 7/7

Diagnostic Results



Subject Reading
Student Tevita Ahomana
Student ID 1281600637
Student Grade 6
Diagnostic Diagnostic 2 (09/03/19)

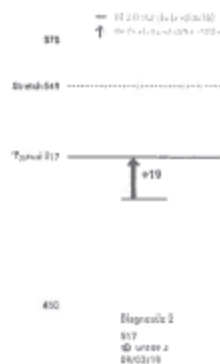
Diagnostic 2

Typical Growth

The average annual growth for a student at this grade and placement level.

Stretch Growth

An ambitious but attainable level of annual growth which puts below-grade level students on a path towards proficiency.



Overall

Phonological Awareness*

Phonics*

High-Frequency Words*

Vocabulary

Comprehension: Literature

Comprehension: Informational Text

Grade 3 (517)
Standard Error +/- 11

Tested Out

Tested Out

Tested Out

Grade 3

Grade 3

Grade 3

* Foundational Domains

National Norm and Lexile® Performance

National Norm:
15th Percentile:

Lexile measure & range:
635L, range 535L-685L

"Find a Book, i-Ready" enables you to build custom reading lists based on the student's Lexile measure and personal interests. Search for books now at www.Lexile.com/find-a-book-i-ready

Understanding Lexile measures

Find a Book, i-Ready

Placement by Domain

Results indicate that Tevita is decoding accurately, but the Vocabulary score suggests that substantial gaps in word knowledge are making it very hard to read for meaning. Instruction in word meanings and word-learning strategies will support Tevita's continued growth in overall Comprehension. Taken together, this information places Tevita in Instructional Grouping Profile 3.

Phonological Awareness

Tested Out

Developmental Analysis

Phonological Awareness is focused on how students distinguish the sounds (or phonemes) in spoken words. Based on testing results, Tevita has demonstrated the ability to distinguish individual sounds in spoken words and is exempt from taking the Phonological Awareness subtest.

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Exhibit 2

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Diagnostic Results



Subject	Reading
Student	Tevita Ahomana
Student ID	1281600637
Test Grade	6
Diagnostic	Diagnostic 2 (09/03/19)

he skills in this domain extend through grade 1.

Phonics

Tested Out

Developmental Analysis

his domain focuses on how accurately students decode written words. Tevita has demonstrated accuracy in decoding and is exempt from taking this subtest.

he skills in this domain extend through grade 3.

High-Frequency Words

Tested Out

Developmental Analysis

his domain addresses how well students recognize frequently occurring words. Tevita has demonstrated accuracy and is exempt from taking this subtest.

h skills in this domain extend through grade 2.

Vocabulary

Grade 3
529

Developmental Analysis

oth word knowledge and word-learning strategies are addressed in this domain. Tevita needs instruction and practice in the vocabulary typical of third-grade literature as well as science, social studies, and math texts at that grade-level. This student should also receive continued instruction in shades of meaning among synonyms and antonyms, as well as instruction with prefixes in-, im-, en-, em-, non-, mid-, mis-, dis-; suffixes -ful, -less, -ess, -ment, -able, -ible, -ous; and word roots bio, geo.

Can Do

Use prefixes, suffixes, and base words.

Understand and use meaningful word parts, including prefixes (such as, but not limited to, un-, re-); suffixes (such as, but not limited to, -er, -est, -ly, -y); inflectional endings (including -s, -es, -ed, -ing); and base words. Identify compound words.

Understand word relationships.

Recognize synonyms and antonyms. Sort words into categories, define words by category, and identify real-life connections between words. Demonstrate understanding of multiple-meaning words and shades of meaning.

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Diagnostic Results



Subject	Reading
Student	Tevita Ahomana
Student ID	1281600637
Student Grade	6
Diagnostic	Diagnostic 2 (09/03/19)

Use general academic and domain-specific vocabulary.

Demonstrate knowledge of Grade 1 words used in literary texts, grade-appropriate content areas, and other academic contexts.

Next Steps & Resources for Instruction

Build knowledge of prefixes, suffixes, and word roots.

Build knowledge of prefixes, suffixes, and word roots.

Teach additional prefixes.

Explain that the prefixes *in-* and *-im* mean "not."

Display a sentence such as: *It might be fun to turn invisible, but it's impossible.*

Underline *invisible* and say, "Listen and watch as I read the word parts: *in visible*."

Ask: "What do you think this word means?" ("not visible" or "not able to be seen")

Then, underline *impossible* and say, "Listen and watch as I read the word parts: *im possible*."

Ask: "What do you think this word means?" ("not possible")

Follow the same procedure with the prefixes *dis-*, *mis-*, and *non-* (all meaning "not") as in *distrust*, *mislead*, and *nonstop*; the prefixes *en-* and *em-* (both meaning "to" or "into" or "to cause to") as in *entrust* and *embed*.

Teach additional suffixes.

Review the following suffixes: *-ful* (meaning "full of") as in *cheerful* and *-less* (meaning "without") as in *fearless*.

Display a sentence such as: *The warm weather made us all cheerful.*

Underline the word *cheerful* and say: "Listen and watch as I read the word parts: *cheer ful*."

Ask: "What do you think this word means?" ("full of cheer")

Then model using the suffix *-ous* to form an adjective from a word root that is a noun, as in *joyous*.

Teach word roots.

Explain that the word root *bio* means "relating to life."

Display a sentence such as: *My mom studied biology in college.*

Underline *biology* and then read the word slowly. Ask students to use the meaning of the word root to guess about what the word means.

Ask: "What do you think this word means?" ("the study of life")

Follow the same procedure with the word root *geo* (meaning "relating to the Earth") as in *geology*.

Tools For Instruction

Introduce Word Families

Suffixes *-er*, *-est*, and *-ness*

Use Word Parts to Explore Vocabulary

Prefix and Suffix Families

Prefixes *in-*, *dis-*, *mis-*, *non-*

Understand Base Words

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Exhibit 1

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Diagnostic Results



Subject	Reading
Student	Tevita Ahomana
Student ID	1281600637
Current Grade	6
Diagnostic	Diagnostic 2 (09/03/19)

Additional Resources

i-Ready® Common Core Reading Instruction

or

Digital access to i-Ready® through Teacher Toolbox

i-Ready



Grade 3

Language Handbook Lesson 27: Prefixes and Suffixes

Language Handbook Lesson 28: Root Words

Extend understanding of word relationships.

Extend understanding of word relationships.

Continue to teach synonyms and antonyms. Identify synonyms as words with similar meanings (*friend/buddy, clean/neat*) and antonyms as words with opposite meanings (*friend/enemy, clean/messy*).

Continue to teach homophones and multiple-meaning words. Identify homophones as words that sound the same but have different meanings and sometimes different spellings. For example, a *roll* can mean "bread" or "to turn over," while the word *role* means "a part in a play."

Expand understanding of shades of meaning. Introduce pairs of words such as *kid/child* and *huge/enormous*. Discuss the subtle differences. Invite Tevita to use each word in a sentence.

Tools For Instruction

Shades of Meaning

Recognize Synonyms

Make Connections to Words

Recognize Antonyms

Recognize Multiple-Meaning Words

Additional Resources

i-Ready® Common Core Reading Instruction

or

Digital access to i-Ready® through Teacher Toolbox

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Grade 3

Language Handbook Lesson 32: Shades of Meaning

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Exhibit 2

09/06/19 | Page: 4/15

Diagnostic Results



Subject	Reading
Student	Tevita Ahomana
Student ID	1281600637
Current Grade	6
Diagnostic	Diagnostic 2 (09/03/19)

Continue to teach grade-level-appropriate general academic and domain-specific vocabulary.

Continue to teach grade-level-appropriate general academic and domain-specific vocabulary.

Introduce 10 to 15 new words per week related to topics and themes in students' literary and informational texts. After reading, talk about some of the words Tevita encountered. Ask engaging questions that prompt the student to use the words in meaningful contexts, and encourage the student to use the new words in a small group discussion.

Tools For Instruction

Use Different Strategies to Figure Out Word Meanings

Teach New Word Meanings

Use Words that Show Relationships in Time and Space

Use Context to Find Word Meaning

Additional Resources

i-Ready® Common Core Reading Instruction

For

Digital access to i-Ready® through Teacher Toolbox



Language Handbook Lesson 26: Using Context Clues

Keywords: Science Vocabulary



Book C

Read all the lessons in this book

Comprehension: Literature

Grade 3
501

Developmental Analysis

This domain addresses Tevita's understanding of literary text. Results indicate that Tevita needs instruction in Grade 3 literary skills and strategies such as analyzing story elements and connecting text and visuals. Encourage the student to read a wide variety of literary genres, including fantasy and realistic fiction. Tevita should also be reading fairy tales, fables, folktales, and myths.



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Exhibit 2

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Diagnostic Results



Subject	Reading
Student	Tevita Ahomana
Student ID	1281600637
Current Grade	6
Diagnostic	Diagnostic 2 (09/03/19)

View Report Card

Print

Tevita is developing proficiency with below-grade texts in skills such as:

- making inferences
- comparing and contrasting
- sequencing events
- recognizing cause-and-effect relationships
- understanding key ideas and details
- determining word meaning
- retelling plot events

Next Steps & Resources for Instruction

Develop understanding of characters.

Develop understanding of characters.

Support Tevita in practicing the following skills in Grade 3 text:

Determine a character's traits or characteristics. Notice clues about the character that are revealed through dialogue, actions, thoughts or feelings, and from what the narrator or other characters say about the character.

Use a character map as a tool to learn more about a character.

Analyze how characters respond to events or change during the course of a story.

Identify how a character's actions drive changes in the story's plot.

Tools For Instruction

Understand Characters

Additional Resources

I-Ready® Common Core Reading Instruction

Or

Digital access to Ready® through Teacher Toolbox

I-Ready



Grade 3

Lesson 6: Describing Characters

Lesson 22: Comparing and Contrasting Stories

Continue to teach plot elements.



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Exhibit 2

09/06/19 | Page: 6/15

Diagnostic Results



Subject	Reading
Student	Tevita Ahomana
Student ID	1281600637
Current Grade	6
Diagnostic	Diagnostic 2 (09/03/19)

Continue to teach plot elements.

Support Tevita in applying the following skills in Grade 3 literary text:

Identify the main characters in the story.

Identify the problem the characters face, any significant events that include attempts to solve the problem, and the resolution that explains how the problem is solved.

Identify each of these events as belonging to the beginning, middle, or end of the story.

Identify the setting, or when and where the story takes place. Notice story details in the text or illustrations that help tell or show the setting. Consider how the setting affects the characters or the plot events.

Tools For Instruction

Story Elements

Analyze Poetic Structure

Additional Resources

Ready® Common Core Reading Instruction

or

Digital access to Ready® through Teacher Toolbox



Lesson 5: Asking and Answering Questions About Stories

Provide additional strategies for determining word meaning.

Provide additional strategies for determining word meaning.

Support Tevita in using these steps to figure out the meaning of unfamiliar words in Grade 3 text:

Look around the word for context clues.

Break the word apart and look for clues in the parts (base word, prefix, suffix).

Guess the meaning of the word.

Try out the meaning in the original sentence and see if it makes sense in context.

Use the dictionary, if needed, to confirm this meaning.

Tools For Instruction

Teach New Word Meanings

Use Context to Find Word Meaning

Additional Resources

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Exhibit 2

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Diagnostic Results



Subject	Reading
Student	Tevita Ahomana
Student ID	1281600637
Current Grade	6
Diagnostic	Diagnostic 2 (09/03/19)

I-Ready® Common Core Reading Instruction

or

Digital access to Ready® through Teacher Toolbox

I-Ready



Grade 3

Lesson 9: Unfamiliar Words

Lesson 12: Words in Context

ITARS



Book C

Lesson 7: Finding Word Meaning in Context

Analyze connections between text and visuals.

Analyze connections between text and visuals.

Review that readers get information from the words in a text as well as the pictures and illustrations. Choose a Grade 3 literary text with plenty of illustrations. Model thinking about how the pictures support the details in the text and sometimes offer more information. Prompt Tevita to connect the text and illustrations. Ask questions such as, "What do you see in the picture that matches what we just read about?" "What details in the picture tell you more about the mood of the story?" "What aspects of the character or the setting are emphasized in the picture?"

Additional Resources

I-Ready® Common Core Reading Instruction

or

Digital access to Ready® through Teacher Toolbox

I-Ready



Grade 3

Lesson 21: Connecting Words and Pictures

For a message, lesson, or moral.

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Exhibit 2

09/06/19 | Page: 8/15

Diagnostic Results



Subject	Reading
Student	Tevita Ahomana
Student ID	1281600637
Current Grade	6
Diagnostic	Diagnostic 2 (09/03/19)

Teach message, lesson, or moral.

After reading a Grade 3 narrative text, discuss the central message, or the big idea that the author wants the reader to take away from the story. Prompt Tevita to ask these questions during and after reading:

"What problem is the main character trying to solve?"

"How did the problem get solved?"

"What does the character learn from that?"

"What can I learn from this story?"

Tools For Instruction

Determine Message, Lesson, or Moral

Additional Resources

i-Ready® Common Core Reading Instruction

or

Digital access to i-Ready® through Teacher Toolbox



Lesson 8: Determining the Central Message

Lesson 22: Comparing and Contrasting Stories

Comprehension: Informational Text

Grade 3
520

Developmental Analysis

This domain addresses Tevita's understanding of informational text. Results indicate that Tevita needs instruction in Grade 3 informational skills and strategies such as analyzing cause-and-effect relationships and determining main idea. Teach a variety of informational genres, including biographies, autobiographies, and newspaper or magazine articles.

Can Do

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Exhibit 2

09/06/19 | Page: 9/15

Diagnostic Results



Subject	Reading
Student	Tevita Ahomana
Student ID	1281600637
Student Grade	6
Diagnostic	Diagnostic 2 (09/03/19)

View Report Card

Tevita is developing proficiency with below-grade informational texts in skills such as:

- demonstrating understanding of key ideas and details
- using text features to locate information
- identifying reasons that support an author's point
- retelling the most important ideas
- comparing and contrasting information between two texts

View Report Card

Next Steps & Resources for Instruction

Extend understanding of cause and effect.

Extend understanding of cause and effect.

Define *effect* as something that happens. Define *cause* as something that makes something else happen.

Read aloud a Grade 3 informational book and model the thought process behind discovering cause-and-effect relationships.

Say, "When I read, I think about things that happen and why those things happen."

Model asking and answering questions such as "What happened?" and "Why did it happen?"

Then have Tevita read an informational text in a small group. Remind the child to ask these same questions and to look for details in the text to find answers.

For Instruction

Identify Cause and Effect

Additional Resources

i-Ready® Common Core Reading Instruction

or

Digital access to i-Ready® through Teacher Toolbox

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Grade 3

Lesson 4: Describing Cause and Effect

Lesson 18: Describing Connections Between Sentences and Paragraphs

ITARS



Grade 3

Lesson 4: Recognizing Cause and Effect

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Exhibit 2

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Diagnostic Results



Subject	Reading
Student	Tevita Ahomana
Student ID	1281600637
Current Grade	6
Diagnostic	Diagnostic 2 (09/03/19)

FOCUS on Reading



Book C: FOCUS on Recognizing Cause and Effect

all the lessons in this book

ZOOM IN on Reading



Book C: ZOOM IN on Recognizing Cause and Effect

all the lessons in this book

each sequence of events.

a sequence of events.

signal words such as *first*, *next*, and *finally*. Ask questions to identify the order of events, such as "What happens first in this paragraph?" and "What happens next?" Model using a sequence chain to show the relationship between details in a text.

Tools For Instruction

Sequence of Events

Additional Resources

I-Ready® Common Core Reading Instruction

or

Digital access to I-Ready® through Teacher Toolbox

I-Ready



Grade 3

Lesson 3: Reading About Time and Sequence

Lesson 7: Recounting Stories

Lesson 18: Describing Connections Between Sentences and Paragraphs

TARS



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Exhibit 2

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Diagnostic Results



Subject	Reading
Student	Tevita Ahomana
Student ID	1281600637
Student Grade	6
Diagnostic	Diagnostic 2 (09/03/19)



Book C

Lesson 3: Understanding Sequence

FOCUS on Reading



Book C: FOCUS on Understanding Sequence

all the lessons in this book

ZOOM IN on Reading



Book C: ZOOM IN on Understanding Sequence

all the lessons in this book

Develop knowledge of comparing and contrasting.

Develop knowledge of comparing and contrasting.

Review signal words that are used to communicate similarities and differences, such as *each*, *also*, *alike*, *however*, *yet*, and *instead*. Challenge Tevita to use a Venn diagram to depict similarities and differences between people, places, events, or descriptions of the same event in a Grade 3 informational text.

Provide additional strategies for determining word meaning.

Provide additional strategies for determining word meaning.

Support Tevita in using these steps to figure out the meaning of unfamiliar words in Grade 3 text:

Look around the word for context clues.

Break the word apart and look for clues in the parts (base word, prefix, suffix).

Guess the meaning of the word.

Try out the meaning in the original sentence and see if it makes sense in context.

Use the dictionary, if needed, to confirm this meaning.

Goals For Instruction

Review Word Meanings

Use Context to Find Word Meaning

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Exhibit 2

09/06/19 | Page: 12/15

Diagnostic Results



Subject	Reading
Student	Tevita Ahomana
Student ID	1281600637
Start Grade	6
Diagnostic	Diagnostic 2 (09/03/19)

Additional Resources

I-Ready® Common Core Reading Instruction

or

Digital access to Ready® through Teacher Toolbox

I-Ready



Grade 3

Lesson 9: Unfamiliar Words

Lesson 12: Words in Context

TARS



Book C

Lesson 7: Finding Word Meaning in Context

Develop understanding of using evidence to support inferences in Grade 3 text.

Develop understanding of using evidence to support inferences in Grade 3 text.

Explain that readers must use evidence from a text to support inferences about the text. Evidence can include words or phrases from the text, details from pictures and illustrations, and one's own prior knowledge and experience.

Point out that readers often revise inferences as they read and gather more information. They consider new details and ask themselves, "Does my previous inference still make sense with what I know now?"

Tools For Instruction

Make Inferences

Additional Resources

I-Ready® Common Core Reading Instruction

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Grade 3

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Exhibit 2

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Diagnostic Results



Subject	Reading
Student	Tevita Ahomana
Student ID	1281600637
Student Grade	6
Diagnostic	Diagnostic 2 (09/03/19)

Lesson 1: Asking Questions About Key Ideas
Lesson 5: Asking and Answering Questions About Stories
Lesson 17: Connecting Words and Pictures in Informational Text
Lesson 21: Connecting Words and Pictures

STARS



Book C

Lesson 6: Making Predictions
Lesson 8: Drawing Conclusions and Making Inferences

FOCUS on Reading



Book C: FOCUS on Drawing Conclusions and Making Inferences

all the lessons in this book

Book C: FOCUS on Making Predictions

all the lessons in this book

ZOOM IN on Reading



Book C: ZOOM IN on Drawing Conclusions and Making Inferences

all the lessons in this book

Book C: ZOOM IN on Making Predictions

all the lessons in this book

Build understanding of main idea.

Build understanding of main idea.

Have Tevita read an informational paragraph and identify the person, animal, place, event, or thing that the paragraph is mostly about. Then have the student identify details that tell the most important information about this subject. Help to condense this information into one main-idea statement of ten words or fewer.



For Instruction

Main Idea and Key Details

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Exhibit 2

09/06/19 | Page: 14/15

Diagnostic Results



Subject	Reading
Student	Tevita Ahomana
Student ID	1281600637
Student Grade	6
Diagnostic	Diagnostic 2 (09/03/19)

Additional Resources

I-Ready® Common Core Reading Instruction

or

Digital access to I-Ready® through Teacher Toolbox

I-Ready



Grade 3

Lesson 2: Finding Main Idea and Details

Lesson 20: Comparing and Contrasting Two Texts

ITARS



Book C

Lesson 1: Finding Main Idea

Lesson 2: Recalling Facts and Details

OCUS on Reading



Book C: FOCUS on Understanding Main Idea and Details

all the lessons in this book

ZOOM IN on Reading



Book C: ZOOM IN on Understanding Main Idea and Details

all the lessons in this book



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Exhibit 2

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100% of the respondents were female, and 90% were aged 18 years or older. The majority of the respondents were students (60%), followed by employees (20%), and the remaining 20% were categorized as "other." The majority of the respondents were from the United States (50%), followed by Canada (20%), and the remaining 30% were from other countries.

[illegible]

10. *Journal of the American Medical Association*, 2000; 283: 2689-2696.

100% of the respondents were female, and 90% were aged 18 years or older. The majority of respondents were from the United States (70%), followed by Canada (10%), and the United Kingdom (10%). The majority of respondents were from the United States (70%), followed by Canada (10%), and the United Kingdom (10%).

100% 90% 80% 70% 60% 50% 40% 30% 20% 10% 0%

10. *Journal of the American Academy of Child and Adolescent Psychiatry*, 45, 12, 1623-1630.

100% of the respondents in the study were female, and 90% were aged 18 years or older. The majority of the respondents were from the United States (60%), followed by Canada (20%), and the United Kingdom (10%). The remaining respondents were from various other countries, including Australia, India, and the Netherlands.

100% 90% 80% 70% 60% 50% 40% 30% 20% 10% 0%

10. *Journal of the American Medical Association*, 2000; 283: 2686-2692.

Figure 1. The effect of the number of trials on the mean accuracy of the classification results. The error bars represent the standard deviation of the mean.

100% of the respondents were female, and 90% were aged 18 years or older. The majority of the respondents were students (60%), followed by employees (20%), and the remaining 20% were categorized as "other." The majority of the respondents were from the United States (60%), followed by Canada (20%), and the remaining 20% were from other countries.



Stephanie Kozuma <10010633@k12.hi.us>

Subject: i-Ready Reading Growth & Results Reports; Math Growth & Result Reports

message

Katherine Balatico <katherine.balatico@k12.hi.us>

Wed, Jun 10, 2020 at 11:25 AM

To: Stuart Kim <stuart.kim@k12.hi.us>, Stephanie Kozuma <Stephanie.Kozuma@k12.hi.us>, Marie Inouye <Marie.Inouye@k12.hi.us>

----- Forwarded message -----

From: **Katherine Balatico** <katherine.balatico@k12.hi.us>

Date: Tue, Jan 21, 2020 at 8:49 PM

Subject: i-Ready Reading Growth & Results Reports; Math Growth & Result Reports

To: Feketi (Toakase) Huahulu <huahulufeketi@gmail.com>

Ms. Huahulu -

Per your request, please find attached Tevita's i-Ready Reading Growth & Results Reports, as well as his Math Growth & Result Reports.

Thank you,

Katherine Balatico

Principal

J.J.L. Stevenson Middle School

Office (808) 587-4520

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4 attachments

diagnostic-growth_reading_ahomana_tevita_1281600637_01132020.pdf
89K

diagnostic-results_reading_ahomana_tevita_1281600637_01132020.pdf
331K

diagnostic-growth_math_ahomana_tevita_1281600637_01132020.pdf

102K

212

 diagnostic-results_math_ahomana_tevita_1281600637_01132020.pdf
381K

Exhibit 3

Diagnostic Growth

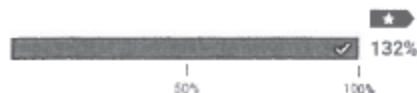


Subject: Reading
 Student: Tevita Ahomana
 Student ID: 1281600637
 Student Grade: 6

Year-to-Date Growth

Progress to Annual Typical Growth

Scale Points: 25/19



This student has made 132% progress towards annual typical growth. Typical growth is the average annual growth for a student at this grade and placement level.

Progress to Annual Stretch Growth

Scale Points: 25/51

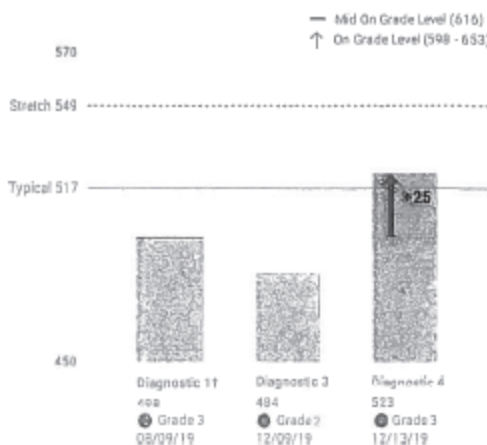


This student has made 49% progress towards their stretch growth. Stretch growth is an ambitious but attainable level of annual growth which puts students on a path towards proficiency.

This student will need to meet their annual stretch growth for at least 3 years to be proficient. Proficient for Grade 6 is a Mid On-Grade Level scale score of 616.

[Learn More About Growth](#)

Overall Diagnostic Growth



† This Diagnostic used to establish Growth Measures

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Diagnostic Results



Subject	Reading
Student	Tevita Ahomana
Student ID	1281600637
Student Grade	6
Diagnostic	Diagnostic 4 (12/13/19)

Phonological Awareness

● Tested Out

Developmental Analysis

This domain is focused on how students distinguish the sounds (or phonemes) in spoken words. Based on testing results, Tevita has demonstrated the ability to distinguish individual sounds in spoken words and is exempt from taking the Phonological Awareness subtest.

The skills in this domain extend through grade 1.

Phonics

● Tested Out

Developmental Analysis

This domain focuses on how accurately students decode written words. Tevita has demonstrated accuracy in decoding and is exempt from taking this subtest.

The skills in this domain extend through grade 3.

High-Frequency Words

● Tested Out

Developmental Analysis

This domain addresses how well students recognize frequently occurring words. Tevita has demonstrated accuracy and is exempt from taking this subtest.

The skills in this domain extend through grade 2.

Vocabulary

● Grade 3
515

Developmental Analysis

Both word knowledge and word-learning strategies are addressed in this domain. Tevita needs instruction and practice in the vocabulary typical of third-grade literature as well as science, social studies, and math texts at that grade-level. This student should also receive continued instruction in shades of meaning among synonyms and antonyms, as well as instruction with prefixes *in-*, *im-*, *en-*, *em-*, *non-*, *mid-*, *mis-*, *dis-*; suffixes *-ful*, *-less*, *-ness*, *-ment*, *-able*, *-ible*, *-ous*; and word roots *bio*, *geo*.

Can Do

C

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Diagnostic Results



Subject	Reading
Student	Tevita Ahomana
Student ID	1281600637
Student Grade	6
Diagnostic	Diagnostic 4 (12/13/19)

Use prefixes, suffixes, and base words.

Understand and use meaningful word parts, including prefixes (such as, but not limited to, un-, re-); suffixes (such as, but not limited to, -er, -est, -ly, -y); inflectional endings (including -s, -es, -ed, -ing); and base words. Identify compound words.

Understand word relationships.

Recognize synonyms and antonyms. Sort words into categories, define words by category, and identify real-life connections between words. Demonstrate understanding of multiple-meaning words and shades of meaning.

Use general academic and domain-specific vocabulary.

Demonstrate knowledge of Grade 1 words used in literary texts, grade-appropriate content areas, and other academic contexts

Next Steps & Resources for Instruction

Build knowledge of prefixes, suffixes, and word roots.



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Diagnostic Results



Subject	Reading
Student	Tevita Ahomana
Student ID	1281600637
System Grade	6
Diagnostic	Diagnostic 4 (12/13/19)

Build knowledge of prefixes, suffixes, and word roots.

Teach additional prefixes.

- Explain that the prefixes *in-* and *-im* mean "not."
- Display a sentence such as: *It might be fun to turn invisible, but it's impossible.*
- Underline *invisible* and say, "Listen and watch as I read the word parts: *in visible*."
- Ask: "What do you think this word means?" ("not visible" or "not able to be seen")
- Then, underline *impossible* and say, "Listen and watch as I read the word parts: *im possible*."
- Ask: "What do you think this word means?" ("not possible")
- Follow the same procedure with the prefixes *dis-*, *mis-*, and *non-* (all meaning "not") as in *distrust*, *mislead*, and *nonstop*; the prefixes *en-* and *em-* (both meaning "to put into" or "to cause to") as in *entrust* and *embed*.

Teach additional suffixes.

- Review the following suffixes: *-ful* (meaning "full of") as in *cheerful* and *-less* (meaning "without") as in *fearless*.
- Display a sentence such as: *The warm weather made us all cheerful.*
- Underline the word *cheerful* and say "Listen and watch as I read the word parts: *cheer ful*."
- Ask: "What do you think this word means?" ("full of cheer")
- Use a model using the suffix *-ous* to form an adjective from a word root that is a noun, as in *joyous*.

Teach word roots.

- Explain that the word root *bio* means "relating to life."
- Display a sentence such as: *My mom studied biology in college.*
- Underline *biology* and then read the word slowly. Ask students to use the meaning of the word root to guess about what the word means.
- Ask: "What do you think this word means?" ("the study of life")
- Follow the same procedure with the word root *geo* (meaning "relating to the Earth") as in *geology*.

Tools For Instruction

- [Introduce Word Families](#)
- [Suffixes -er, -est, and -ness](#)
- [Use Word Parts to Explore Vocabulary](#)
- [Introduce Prefix and Suffix Families](#)
- [Prefixes in-, dis-, mis-, non-](#)
- [Understand Base Words](#)

Additional Resources

Ready® Common Core Reading Instruction
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Diagnostic Results



Subject	Reading
Student	Tevita Ahomana
Student ID	1281600637
Student Grade	6
Diagnostic	Diagnostic 4 (12/13/19)

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Grade 3

Language Handbook Lesson 27: Prefixes and Suffixes

Language Handbook Lesson 28: Root Words

Extend understanding of word relationships.

Extend understanding of word relationships.

Continue to teach synonyms and antonyms. Identify synonyms as words with similar meanings (*friend/buddy*, *clean/neat*) and antonyms as words with opposite meanings (*friend/enemy*, *clean/messy*).

Continue to teach homophones and multiple-meaning words. Identify homophones as words that sound the same but have different meanings and sometimes different spellings. For example, a *roll* can mean "bread" or "to turn over," while the word *role* means "a part in a play."

Expand understanding of shades of meaning. Introduce pairs of words such as *kid/child* and *huge/enormous*. Discuss the subtle differences. Invite Tevita to use each word in a sentence.

For Instruction

Shades of Meaning

Recognize Synonyms

Make Connections to Words

Recognize Antonyms

Recognize Multiple-Meaning Words

Additional Resources

i-Ready® Common Core Reading Instruction

Or

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Grade 3

Language Handbook Lesson 32: Shades of Meaning

Continue to teach grade-level-appropriate general academic and domain-specific vocabulary. Introduce 10 to 15 new words per week related to topics and themes in students' literary and informational texts. After reading, talk about some of the words Tevita encountered. Ask clarifying questions that prompt the student to use the words in meaningful contexts, and encourage the student to use the new words in a small group discussion.

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Diagnostic Results



Subject	Reading
Student	Tevita Ahomana
Student ID	1281600637
Student Grade	6
Diagnostic	Diagnostic 4 (12/13/19)

Continue to teach grade-level-appropriate general academic and domain-specific vocabulary.

Introduce 10 to 15 new words per week related to topics and themes in students' literary and informational texts. After reading, talk about some of the words Tevita encountered. Ask engaging questions that prompt the student to use the words in meaningful contexts, and encourage the student to use the new words in a small group discussion.

Tools For Instruction

Use Different Strategies to Figure Out Word Meanings

Teach New Word Meanings

Use Words that Show Relationships in Time and Space

Use Context to Find Word Meaning

Additional Resources

Ready® Common Core Reading Instruction

Or

Digital access to Ready® through Teacher Toolbox



Language Handbook Lesson 26 Using Context Clues

Comprehension: Literature

Grade 3
533

Developmental Analysis

This domain addresses Tevita's understanding of literary text. Results indicate that Tevita needs instruction in Grade 3 literary skills and strategies such as analyzing story elements and connecting text and visuals. Encourage the student to read a wide variety of literary genres, including fantasy and realistic fiction. Tevita should also be reading fairy tales, fables, folktales, and myths.

Can Do

Tevita is developing proficiency with below-grade texts in skills such as:

- making inferences
- comparing and contrasting
- sequencing events
- recognizing cause-and-effect relationships
- understanding key ideas and details
- determining word meaning
- retelling plot events

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Diagnostic Results



Subject	Reading
Student	Tevita Ahomana
Student ID	1281600637
Student Grade	6
Diagnostic	Diagnostic 4 (12/13/19)

Next Steps & Resources for Instruction

Develop understanding of characters. Support Tevita in practicing the following skills in Grade 3 text:

Develop understanding of characters.

Support Tevita in practicing the following skills in Grade 3 text:

Determine a character's traits or characteristics. Notice clues about the character that are revealed through dialogue, actions, thoughts or feelings, and from what the narrator or other characters say about the character.

Use a character map as a tool to learn more about a character.

Analyze how characters respond to events or change during the course of a story.

Identify how a character's actions drive changes in the story's plot.

Tools For Instruction

Understand Characters

Additional Resources

Ready® Common Core Reading Instruction

or

Digital access to Ready® through Teacher Toolbox



Grade 3

Lesson 6: Describing Characters

Lesson 22: Comparing and Contrasting Stories

Continue to teach plot elements. Support Tevita in applying the following skills in Grade 3 literary text:

Continue to teach plot elements.

Support Tevita in applying the following skills in Grade 3 literary text:

Identify the main characters in the story.

Identify the problem the characters face, any significant events that include attempts to solve the problem, and the resolution that explains how the problem is solved.

Identify each of these events as belonging to the beginning, middle, or end of the story.

Identify the setting, or when and where the story takes place. Notice story details in the text or illustrations that help tell or show the setting. Consider how the setting affects the characters or the plot events.

Tools For Instruction

Story Elements

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Diagnostic Results



Subject	Reading
Student	Tevita Ahomana
Student ID	1281600637
Student Grade	6
Diagnostic	Diagnostic 4 (12/13/19)

Analyze Poetic Structure

Additional Resources

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Or

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Grade 3

Lesson 5: Asking and Answering Questions About Stories

Provide additional strategies for determining word meaning. Support Tevita in using these steps to figure out the meaning of unfamiliar words in Grade 3 text.

Provide additional strategies for determining word meaning.

Support Tevita in using these steps to figure out the meaning of unfamiliar words in Grade 3 text.

- Look around the word for context clues.
- Break the word apart and look for clues in the parts (base word, prefix, suffix).
- Guess the meaning of the word.
- Try out the meaning in the original sentence and see if it makes sense in context.
- Use the dictionary, if needed, to confirm this meaning.

Tools For Instruction

Teach New Word Meanings

Use Context to Find Word Meaning

Additional Resources

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Grade 3

Lesson 9: Unfamiliar Words

Lesson 12: Words in Context

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Diagnostic Results

Subject	Reading
Student	Tevita Ahomana
Student ID	1281600637
Student Grade	6
Diagnostic	Diagnostic 4 (12/13/19)

Analyze connections between text and visuals. Review that readers get information from the words in a text as well as the pictures and illustrations. Choose a Grade 3 literary text with plenty of illustrations. Model thinking about how the pictures support the details in the text and sometimes offer more information. Prompt Tevita to connect the text and illustrations. Ask questions such as, "What do you see in the picture that matches what we just read about?" "What details in the picture tell you more about the mood of the story?" "What aspects of the character or the setting are emphasized in the picture?"

Analyze connections between text and visuals.

Review that readers get information from the words in a text as well as the pictures and illustrations. Choose a Grade 3 literary text with plenty of illustrations. Model thinking about how the pictures support the details in the text and sometimes offer more information. Prompt Tevita to connect the text and illustrations. Ask questions such as, "What do you see in the picture that matches what we just read about?" "What details in the picture tell you more about the mood of the story?" "What aspects of the character or the setting are emphasized in the picture?"

Additional Resources

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Or

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Lesson 21: Connecting Words and Pictures

Teach message, lesson, or moral. After reading a Grade 3 narrative text, discuss the central message, or the big idea that the author wants the reader to take away from the story. Prompt Tevita to ask these questions during and after reading:

Teach message, lesson, or moral.

After reading a Grade 3 narrative text, discuss the central message, or the big idea that the author wants the reader to take away from the story. Prompt Tevita to ask these questions during and after reading:

"What problem is the main character trying to solve?"

"How did the problem get solved?"

"What does the character learn from that?"

"What can I learn from this story?"

Tools For Instruction

Determine Message, Lesson, or Moral

Additional Resources

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Diagnostic Results



Subject	Reading
Student	Tevita Ahomana
Student ID	1281600637
Student Grade	6
Diagnostic	Diagnostic 4 (12/13/19)

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Grade 3

Lesson 8: Determining the Central Message

Lesson 22: Comparing and Contrasting Stories

Comprehension: Informational Text

Grade 3
520

Developmental Analysis

This domain addresses Tevita's understanding of informational text. Results indicate that Tevita needs instruction in Grade 3 informational skills and strategies such as analyzing cause-and-effect relationships and determining main idea. Teach a variety of informational genres, including biographies, autobiographies, and newspaper or magazine articles.

Can Do

Tevita is developing proficiency with below-grade informational texts in skills such as:

- demonstrating understanding of key ideas and details
- using text features to locate information
- identifying reasons that support an author's point
- retelling the most important ideas
- comparing and contrasting information between two texts

Next Steps & Resources for Instruction

Extend understanding of cause and effect.

Extend understanding of cause and effect.

- Define effect as something that happens. Define cause as something that makes something else happen.
- Read aloud a Grade 3 informational book and model the thought process behind discovering cause-and-effect relationships.
- Say, "When I read, I think about things that happen and why those things happen."
- Model asking and answering questions such as "What happened?" and "Why did it happen?"
- Then have Tevita read an informational text in a small group. Remind the child to ask these same questions and to look for details in the text to find answers.

For Instruction
Identify Cause and Effect

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Diagnostic Results

Subject	Reading
Student	Tevita Ahomana
Student ID	1281600637
Student Grade	6
Diagnostic	Diagnostic 4 (12/13/19)

Additional Resources

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Grade 3

Lesson 4: Describing Cause and Effect

Lesson 18: Describing Connections Between Sentences and Paragraphs

Teach sequence of events. Teach signal words such as *first*, *next*, and *finally*. Ask questions to identify the order of events, such as "What happens first in this paragraph?" and "What happens next?" Model using a sequence chain to show the relationship between details in a text.

Teach sequence of events.

Teach signal words such as *first*, *next*, and *finally*. Ask questions to identify the order of events, such as "What happens first in this paragraph?" and "What happens next?" Model using a sequence chain to show the relationship between details in a text.

For Instruction

Sequence of Events

Additional Resources

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Grade 3

Lesson 3: Reading About Time and Sequence

Lesson 7: Recounting Stories

Lesson 18: Describing Connections Between Sentences and Paragraphs

Develop knowledge of comparing and contrasting. Review signal words that are used to communicate similarities and differences, such as *each*, *also*, *alike*, *however*, *yet*, and *instead*. Challenge Tevita to use a Venn diagram to depict similarities and differences between people, places, events, or descriptions of the same event in a Grade 3 informational text.

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Diagnostic Results

Subject	Reading
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Student ID	1281600637
Student Grade	6
Diagnostic	Diagnostic 4 (12/13/19)

Develop knowledge of comparing and contrasting.

Review signal words that are used to communicate similarities and differences, such as *each*, *also*, *alike*, *however*, *yet*, and *instead*. Challenge Tevita to use a Venn diagram to depict similarities and differences between people, places, events, or descriptions of the same event in a Grade 3 informational text.

Provide additional strategies for determining word meaning. Support Tevita in using these steps to figure out the meaning of unfamiliar words in Grade 3 text:

Provide additional strategies for determining word meaning.

Support Tevita in using these steps to figure out the meaning of unfamiliar words in Grade 3 text:

Look around the word for context clues.

Break the word apart and look for clues in the parts (base word, prefix, suffix).

Guess the meaning of the word.

Try out the meaning in the original sentence and see if it makes sense in context.

Use the dictionary, if needed, to confirm this meaning.

Tools For Instruction

Teach New Word Meanings 

Use Context to Find Word Meaning 

Additional Resources

Ready® Common Core Reading Instruction

or

Digital access to Ready® through Teacher Toolbox

Ready



Grade 3

Lesson 9: Unfamiliar Words

Lesson 12: Words in Context

Develop understanding of using evidence to support inferences in Grade 3 text.

Develop understanding of using evidence to support inferences in Grade 3 text.

Explain that readers must use evidence from a text to support inferences about the text. Evidence can include words or phrases from the text, details from pictures and illustrations, and one's own prior knowledge and experience.

Point out that readers often revise inferences as they read and gather more information. They consider new details and ask themselves, "Does my previous inference still make sense with what I know now?"

Tools For Instruction

Make Inferences 

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Diagnostic Results



Subject	Reading
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Additional Resources

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Grade 3

Lesson 1: Asking Questions About Key Ideas

Lesson 5: Asking and Answering Questions About Stories

Lesson 17: Connecting Words and Pictures in Informational Text

Lesson 21: Connecting Words and Pictures

Build understanding of main idea. Have Tevita read an informational paragraph and identify the person, animal, place, event, or thing that the paragraph is mostly about. Then have the student identify details that tell the most important information about this subject. Help to condense his information into one main-idea statement of ten words or fewer.

Build understanding of main idea.

Have Tevita read an informational paragraph and identify the person, animal, place, event, or thing that the paragraph is mostly about. Then have the student identify details that tell the most important information about this subject. Help to condense this information into one main-idea statement of ten words or fewer.

Tools For Instruction

Main Idea and Key Details

Additional Resources

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Grade 3

Lesson 2: Finding Main Idea and Details

Lesson 20: Comparing and Contrasting Two Texts

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Diagnostic Results



Subject	Math
Student	Tevita Ahomana
Student ID	1281600637
Student Grade	6
Diagnostic	Diagnostic 4 (12/04/19)

Choose ounces, pounds, or tons to measure weight.

Choose fluid ounces, cups, quarts, or gallons to measure capacity.

Measure capacity in ounces, cups, quarts, and gallons and liquid volume in milliliters and liters, using appropriate tools, such as measuring cups and beakers with a measurement scale.

Geometric Measurement

Use side lengths to solve problems involving perimeter.

Measure the area of a rectangle by covering it with unit squares and counting them, and show that the area is the same as would be found by multiplying the side lengths.

Data

Construct and interpret scaled bar graphs and scaled picture graphs.

Next Steps & Resources for Instruction

Measurement

Choose millimeters, centimeters, meters, or kilometers to measure length.

Choose millimeters, centimeters, meters, or kilometers to measure length.

Additional Resources

Ready® Common Core Math Instruction

or

Digital access to Ready® through Teacher Toolbox

Ready



Grade 4

Lesson 25: Length, Liquid Volume, and Mass

Convert and compare customary units of length (inches, feet, yards, miles).

Convert and compare customary units of length (inches, feet, yards, miles)

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Diagnostic Results



Subject	Math
Student	Tevita Ahomana
Student ID	1281600637
Student Grade	6
Diagnostic	Diagnostic 4 (12/04/19)

Additional Resources

Ready® Common Core Math Instruction

3r

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Lesson 23: Convert Measurements

Know relative sizes of measurement units within the customary or metric systems, including km, m, cm; kg, g; lb., oz.; l, ml; hr, min, sec.

Know relative sizes of measurement units within the customary or metric systems, including km, m, cm; kg, g; lb., oz.; l, ml; hr, min, sec

Geometric Measurement

Measure angles using a virtual protractor.

Measure angles using a virtual protractor.

Additional Resources

Ready® Common Core Math Instruction

3r

Digital access to Ready® through Teacher Toolbox



Lesson 29: Measure and Draw Angles

Use addition and subtraction to find unknown angle measures shown in a diagram.

Use addition and subtraction to find unknown angle measures shown in a diagram.

Tools For Instruction

Solve for Angle Measures

Tools for Instruction in Spanish (Grade 4)

Additional Resources

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Diagnostic Results



Subject	Math
Student	Tevita Ahomana
Student ID	1281600637
Student Grade	6
Diagnostic	Diagnostic 4 (12/04/19)

Ready® Common Core Math Instruction
Or
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Lesson 30: Add and Subtract With Angles

Use formulas to find the area of rectangles and squares.
Use formulas to find the area of rectangles and squares.

Additional Resources

Ready® Common Core Math Instruction
Or
Digital access to Ready® through Teacher Toolbox



Lesson 26: Perimeter and Area

Data

Construct line plots using data in fractional units of $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{8}$, and solve problems involving addition and subtraction of fractions by using the information in the line plots.

Construct line plots using data in fractional units of $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{8}$, and solve problems involving addition and subtraction of fractions by using the information in the line plots.

Tools For Instruction

Using Line Plots

Tools for Instruction in Spanish (Grade 4)

Additional Resources

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Diagnostic Results



Subject	Math
Student	Tevita Ahomana
Student ID	1281600637
Student Grade	6
Diagnostic	Diagnostic 4 (12/04/19)

i-Ready



Grade 4

Lesson 27: Line Plots

Geometry

Grade 4
459

Developmental Analysis

At placement levels 3-5 this domain addresses angles and perpendicular and parallel lines, classification of two-dimensional figures, line symmetry and plotting points on the coordinate plane. Test results indicate that Tevita may benefit from practice with classifying two-dimensional shapes and plotting points on a coordinate grid.

Can Do

Describe areas of equal parts of a shape using unit fractions.

Identify points, lines, line segments, rays, and planes in two-dimensional figures.

Identify acute, obtuse, right, and straight angles and perpendicular and parallel lines.

Identify one or more lines of symmetry in two-dimensional figures.

Next Steps & Resources for Instruction

Sort and classify triangles according to their side lengths and angle measures.

Sort and classify triangles according to their side lengths and angle measures.

Additional Resources

i-Ready® Common Core Math Instruction

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Diagnostic Results



Subject	Math
Student	Tevita Ahomana
Student ID	1281600637
Student Grade	6
Diagnostic	Diagnostic 4 (12/04/19)

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Grade 4

Lesson 32: Classify Two-Dimensional Figures

Classify two-dimensional figures based on their parallel and perpendicular lines or angle measures.

Classify two-dimensional figures based on their parallel and perpendicular lines or angle measures.

Tools For Instruction

Attributes of Shapes [\[PDF\]](#)

Tools for Instruction in Spanish (Grade 4) [\[PDF\]](#)

Additional Resources

Ready® Common Core Math Instruction

Or

Digital access to Ready® through Teacher Toolbox

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Grade 4

Lesson 32: Classify Two-Dimensional Figures

Locate and plot ordered pairs on a coordinate grid and find the distance between two points with the same x - or y -coordinate.

Locate and plot ordered pairs on a coordinate grid and find the distance between two points with the same x - or y -coordinate.

Additional Resources

Ready® Common Core Math Instruction

Or

Digital access to Ready® through Teacher Toolbox

i-Ready



Grade 5

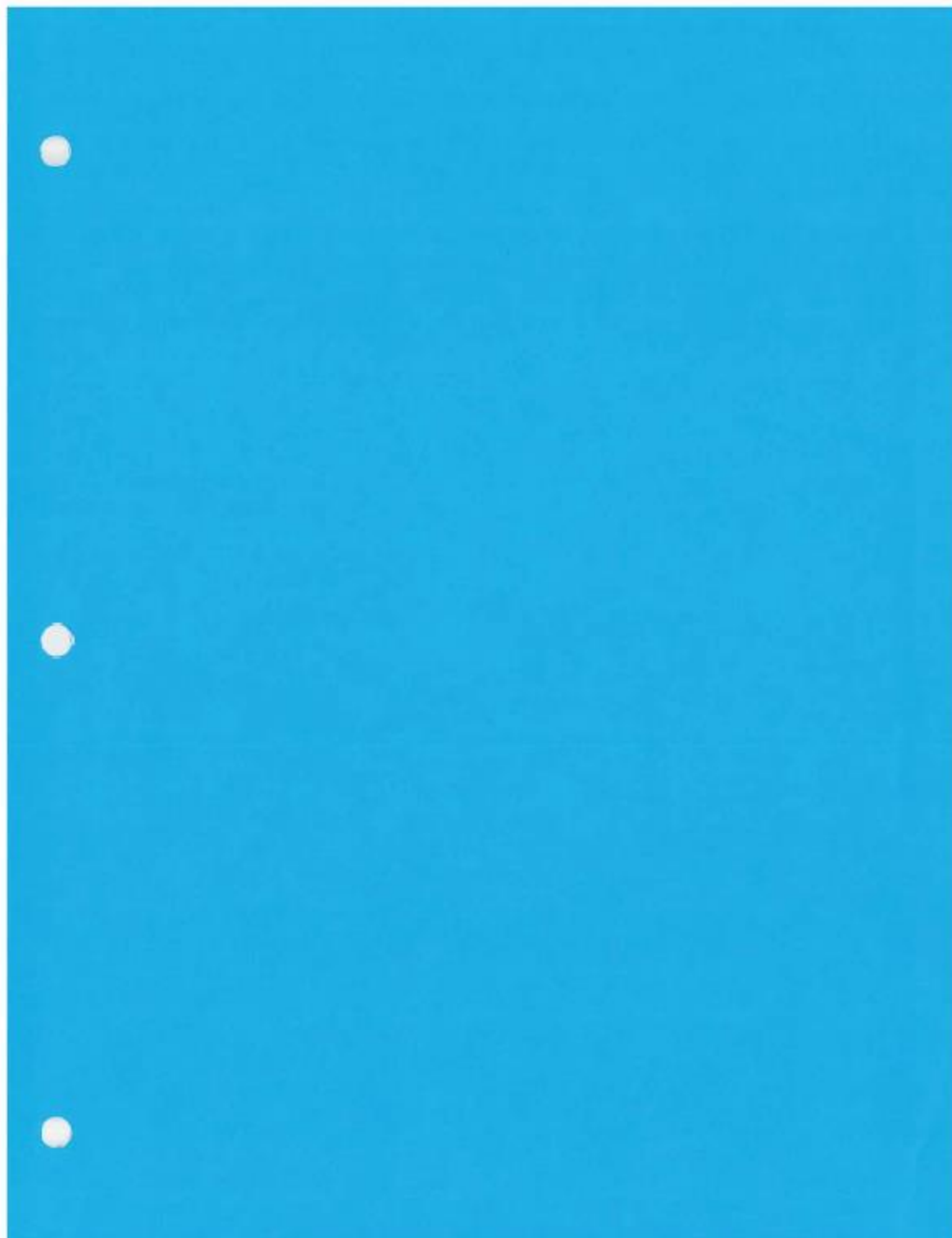
Lesson 28: Understand the Coordinate Plane

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Exhibit 3

01/14/20 | Page: 16/17





i-Ready Math and Reading Diagnostic Growth Reports 5.21.2020

Message

Katherine Balatico <katherine.balatico@k12.hi.us>

Fri, May 29, 2020 at 4:25 PM

To: "Feketi (Toakase) Huahulu" <huahulufeketi@gmail.com>, Vanessa Ott <msvott@gmail.com>

Cc: Stuart Kim <Stuart.Kim@k12.hi.us>, Stephanie Kozuma <Stephanie.Kozuma@k12.hi.us>, Marie Inouye <Marie.Inouye@k12.hi.us>, Stephen Warner <Stephen.Warner@k12.hi.us>

The Math and Reading Diagnostic Growth Reports provided last week are the complete Diagnostic Growth Reports. I personally reached out to the i-Ready company with your request to see if there are ways to have all 6 diagnostics in the Diagnostic Growth Report. As it was explained to me, there are no additional settings that the system allows us to select to generate the report. The system limits the user to only be able to view 3 test results, with the first being the baseline data and the last two being the most recent. In the i-Ready Diagnostic Growth Reports, unfortunately, we cannot choose which scores appear in the 3 windows.

Attached are Tevita's Diagnostic Results for each test on separate sheets. I know that this is not ideal because it's not all on one page, but with the limitations of the i-Ready system, this provides you with the information you requested.

Respectfully,
Katherine Balatico
Principal
R.L. Stevenson Middle School
Office (808) 587-4520
Fax (808) 587-4523



On Fri, May 22, 2020 at 12:33 PM Vanessa Ott <msvott@gmail.com> wrote:
Ms. Balatico,

We have been requesting "complete" Math and Reading Diagnostic Growth Reports. As explained before, by "complete" we mean a report that includes the comparative results of all six tests given in School Year 2019 - 2020. That means the following in one Diagnostic Growth report: Diagnostic 1, Diagnostic 2, Diagnostic 3, Diagnostic 4, Diagnostic 5, and Diagnostic 6. The reports you sent are the same ones you sent on April 22nd which exclude Diagnostic 2, Diagnostic 3, and Diagnostic 4.

Perhaps you are not picking the right settings when you generate the report. Please enable all 6 Diagnostic testing dates and regenerate the reports.

Please send the complete reports per our agreement.

Mahalo,
Vanessa Ott
808 - 854 - 1018
MsVOtt@gmail.com
FreeSpeech4us.com

----- Forwarded message -----

From: Katherine Balatico <katherine.balatico@k12.hi.us>
Date: Fri, May 22, 2020 at 11:35 AM
Subject: i-Ready Math and Reading Diagnostic Growth Reports 5.21.2020
To: Feketi (Toakase) Huahulu <huahulufeketi@gmail.com>
Cc: Vanessa Ott <msvott@gmail.com>

Good morning, Mrs. Huahulu --

Attached, please find Tevita's i-Ready Math and Reading Diagnostic Growth Reports.

Respectfully,
Katherine Balatico
Principal
R.L. Stevenson Middle School
Office (808) 587-4520
Fax (808) 587-4523



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.....

12 attachments

- diagnostic-results_math_ahomana_tevita_030420_05292020.pdf
65K
- diagnostic-results_math_ahomana_tevita_080719_05292020.pdf
65K
- diagnostic-results_math_ahomana_tevita_090619_05292020.pdf
65K
- diagnostic-results_math_ahomana_tevita_082919_05292020.pdf
66K
- diagnostic-results_math_ahomana_tevita_031020_05292020.pdf
66K
- diagnostic-results_math_ahomana_tevita_120419_05292020.pdf
65K

-  diagnostic-results_reading_anomana_tevita_v3v3zv_v5z9zvzv.poi
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67K
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66K
-  diagnostic-results_reading_ahomana_tevita_121319_05292020.pdf
66K

Diagnostic Results



Subject: Math
 Student: Tevita Ahomana
 Student ID: 1281600637
 Student Grade: 6
 Diagnostic: Diagnostic 1 (08/07/19)

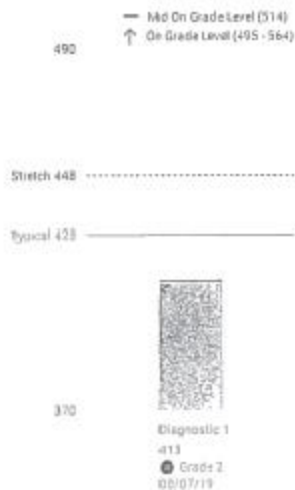
Diagnostic 1

Typical Growth

Typical Growth: The average annual growth for a student at this grade and initial placement level.

Stretch Growth

Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path to proficiency.



This Diagnostic used to establish Growth Measures

Overall

Number and Operations

Algebra and Algebraic Thinking

Measurement and Data

Geometry

Grade 2 (413)
 Standard Error +/- 7

Grade 2

Grade 3

Grade 2

Grade 1



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Exhibit 4

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Diagnostic Results



Subject
Student
Student ID
Student Grade
Diagnostic

Reading
Tevita Ahomana
1281600637
6
Diagnostic 1 (08/09/19)

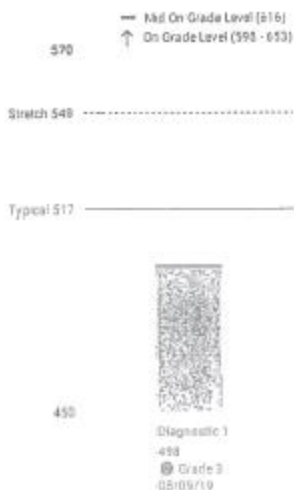
Diagnostic 1

Typical Growth

Typical Growth: The average annual growth for a student at this grade and initial placement level.

Stretch Growth

Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path to proficiency.



This Diagnostic used to establish Growth Measures

Overall

Phonological Awareness*

Phonics*

High-Frequency Words*

Vocabulary

Comprehension: Literature

Comprehension: Informational Text

Grade 3 (498)
Standard Error +/- 10

Tested Out

Grade 3

Tested Out

Grade 2

Grade 1

Grade 3

* Foundational Domains

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Exhibit 4

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Diagnostic Results



Subject: Math
 Student: Tevita Ahomana
 Student ID: 1281600637
 Student Grade: 6
 Diagnostic: Diagnostic 2 (08/29/19)

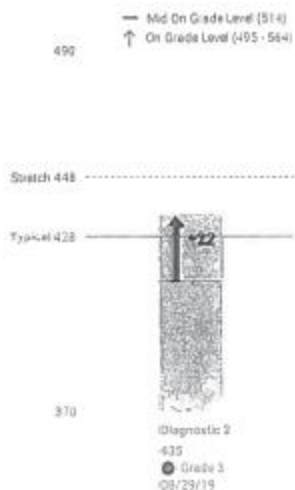
Diagnostic 2

Typical Growth

Typical Growth: The average annual growth for a student at this grade and initial placement level.

Stretch Growth

Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path to proficiency.



Overall

Number and Operations
 Algebra and Algebraic Thinking
 Measurement and Data
 Geometry

- Grade 3 (435)
Standard Error +/- 7
- Grade 4
- Grade 3
- Grade 1
- Grade 2



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Exhibit 4

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Diagnostic Results



Subject
Student
Student ID
Student Grade
Diagnostic

Reading
Tevita Ahomana
1281600637
6
Diagnostic 2 (09/03/19)

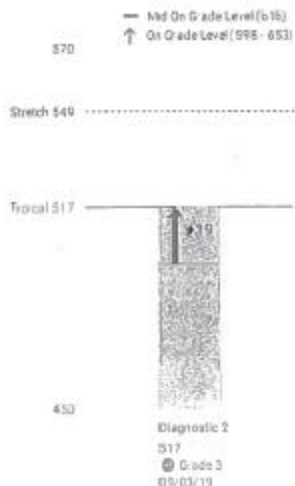
Diagnostic 2

Typical Growth

Typical Growth: The average annual growth for a student at this grade and initial placement level.

Stretch Growth

Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path to proficiency.



Overall

Phonological Awareness*

Phonics*

High-Frequency Words*

Vocabulary

Comprehension: Literature

Comprehension: Informational Text

Grade 3 (517)
Standard Error +/- 11

Tested Out

Tested Out

Tested Out

Grade 3

Grade 3

Grade 3

* Foundational Skills



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Exhibit 4

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Diagnostic Results



Subject
Student
Student ID
Student Grade
Diagnostic

Math
Tevita Ahomana
1281600637
6
Diagnostic 3 (09/06/19)

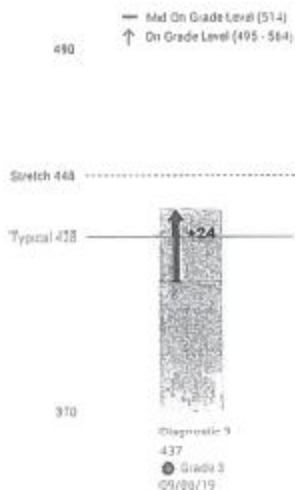
Diagnostic 3

Typical Growth

Typical Growth: The average annual growth for a student at this grade and initial placement level.

Stretch Growth

Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path to proficiency.



Overall

Number and Operations
Algebra and Algebraic Thinking
Measurement and Data
Geometry

- Grade 3 (437)
Standard Error +/- 5
- Grade 3
- Grade 4
- Grade 3
- Grade 2



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Exhibit 4

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Diagnostic Results



Subject: Math
 Student: Tevita Ahomana
 Student ID: 1281600637
 Student Grade: 6
 Diagnostic: Diagnostic 4 (12/04/19)

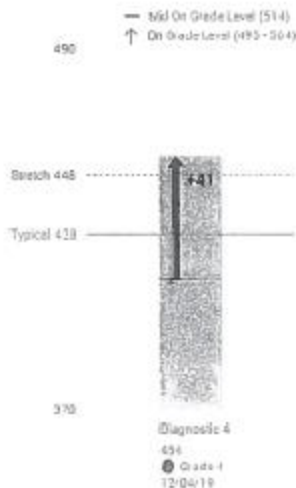
Diagnostic 4

Typical Growth

Typical Growth: The average annual growth for a student at this grade and initial placement level.

Stretch Growth

Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path to proficiency.



Overall

Number and Operations
 Algebra and Algebraic Thinking
 Measurement and Data
 Geometry

- Grade 4 (454)
 Standard Error 17-8
- Grade 4
- Grade 4
- Grade 4
- Grade 4



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Diagnostic Results



Subject
Student
Student ID
Student Grade
Diagnostic

Reading
Tevita Ahomana
1281600637
6
Diagnostic 3 (12/09/19)

Diagnostic 3

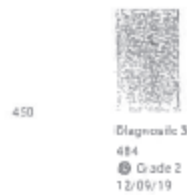
Typical Growth

Typical Growth: The average annual growth for a student at this grade and initial placement level.



Stretch Growth

Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path to proficiency.



Overall

Phonological Awareness*

Phonics*

High-Frequency Words*

Vocabulary

Comprehension: Literature

Comprehension: Informational Text

Grade 2 (484)
Standard Error +/- 10

Tested Out

Grade 1

Tested Out

Grade 3

Grade 1

Grade 1

* Foundational Domains



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Exhibit 4

Diagnostic Results



Subject: Reading
 Student: Tevita Ahomana
 Student ID: 1281600637
 Student Grade: 6
 Diagnostic: Diagnostic 4 (12/13/19)

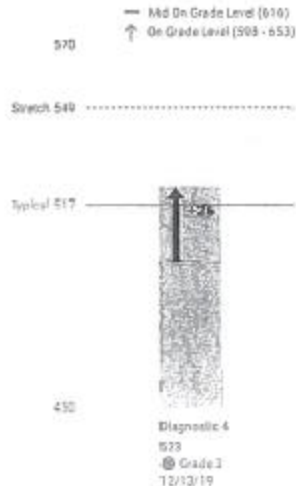
Diagnostic 4

Typical Growth

Typical Growth: The average annual growth for a student at this grade and initial placement level.

Stretch Growth

Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path to proficiency.



Overall

Phonological Awareness*

Phonics*

High-Frequency Words*

Vocabulary

Comprehension: Literature

Comprehension: Informational Text

Grade 3 (523)
 Standard Error +/- 11

Tested Out

Tested Out

Tested Out

Grade 3

Grade 3

Grade 3

* Foundational Domains

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Exhibit 4

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Diagnostic Results



Subject
Student
Ident ID
Ident Grade
Diagnostic

Reading
Tevita Ahomana
1281600637
6
Diagnostic 5 (03/03/20)

Diagnostic 5

Typical Growth

Typical Growth: The average annual growth for a student at this grade and initial placement level.

Stretch Growth

Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path to proficiency.

570
— Mid On Grade Level (518)
↑ On Grade Level (598 - 653)

Stretch 548

Typical 517



Diagnostic 5
564
Grade 3
03/03/20

Overall

Phonological Awareness*

Phonics*

High-Frequency Words*

Vocabulary

Comprehension: Literature

Comprehension: Informational Text

Grade 3 (504)
Standard Error +/- 10

Tested Out

Grade 3

Tested Out

Grade 3

Grade 3

Grade 2

* Foundational Domains



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Diagnostic Results



Subject Math
Student Tevita Ahomana
Student ID 1281600637
Student Grade 6
Diagnostic Diagnostic 5 (03/04/20)

Diagnostic 5

Typical Growth

Typical Growth: The average annual growth for a student at this grade and initial placement level.

Stretch Growth

Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path to proficiency.



Overall

Number and Operations
 Algebra and Algebraic Thinking
 Measurement and Data
 Geometry

- Grade 2 (419)
Standard Error +/- 7
- Grade 2
- Grade 4
- Grade 1
- Grade 1



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Exhibit 4

Diagnostic Results



Subject
Student
Student ID
Student Grade
Diagnostic

Math
Tevita Ahomana
1281600637
6
Diagnostic 6 (03/10/20)

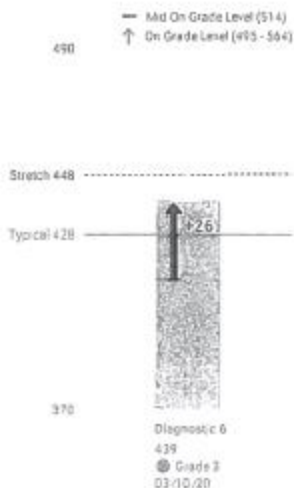
Diagnostic 6

Typical Growth

Typical Growth: The average annual growth for a student at this grade and initial placement level.

Stretch Growth

Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path to proficiency.



Overall

Number and Operations
Algebra and Algebraic Thinking
Measurement and Data
Geometry

- Grade 3 (439)
Standard Error +/- 8
- Grade 4
- Grade 4
- Grade 3
- Grade 2



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Exhibit 4

Diagnostic Results



Subject: Reading
 Student: Tevita Ahomana
 Student ID: 1281600637
 Student Grade: 6
 Diagnostic: Diagnostic 6 (03/12/20)

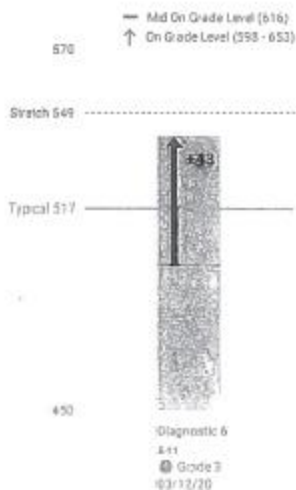
Diagnostic 6

Typical Growth

Typical Growth: The average annual growth for a student at this grade and initial placement level.

Stretch Growth

Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path to proficiency.



Overall

Phonological Awareness*

Phonics*

High-Frequency Words*

Vocabulary

Comprehension: Literature

Comprehension: Informational Text

- Grade 3 (541)
Standard Error +/- 11
- Tested Out
- Tested Out
- Tested Out
- Grade 3
- Grade 4
- Grade 3

* Foundational Domains



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Resolution Session #3

Date: June 5, 2020 @ 10:30 a.m.

Link:

https://drive.google.com/file/d/1jd1nZotiuk8H3aX_rhjlN0WhQqTLkdNn/view?usp=sharing

Time Stamp: 2:30-3:47

June 5, 2020 Resolution Session #3

Time stamp: 2:27 – 3:47

2:27 Mr. Kim: Ms. Ott, did you see the revised one?

Ms. Ott: Yes, I did and a lot of it was back to the original language that you sent. Which was, well, we had different language.

Mr. Kim: I think if you look at it side by side, we incorporated a lot of your language in that draft that we sent you.

Ms. Ott: Well, ya, I know. Well, how about if we just take the one that you sent back and we'll take it from there.

2:59 Ms. Ott: So. Looking at the latest one that you sent on June 3rd. Um. #2, um. Principal Balatico got back to us and said that um, it wasn't possible to do a growth report that had all of the diagnostic reports for the entire year on there so, looking at the agreement, #2 then becomes a moot point because we have all of the diagnostic reports for this past school year which has ended. So, I don't think that we need to have #2 in there.