Educator Guide: Diagnostic for Mathematics in Spanish
Quick-Start Guidance

The Diagnostic for Mathematics in Spanish allows you to better understand the mathematics content knowledge and skills of your Spanish-speaking English Learners and students receiving mathematics instruction in Spanish, independent of their English language proficiency. Use the next two pages to learn more about this new version of the assessment and where to go for additional guidance.

1 Understand the purpose and capabilities

The Diagnostic for Mathematics in Spanish:
- Provides insight into student strengths and knowledge gaps in mathematics
- Matches content and rigor of the Diagnostic for Mathematics in English
- Provides same testing experience as students being assessed in English
- Provides teachers with same reports as the Diagnostic for Mathematics in English

Keep in mind:
- Testing and analyzing data in both languages is not generally recommended at this time. For more information, see p. 10.
- For accountability purposes, we do not recommend educators use student scores and other measures from the Diagnostic for Mathematics in Spanish during this introductory year. For more information, see p. 12.

2 Identify students who will use it

Leaders:
- Determine who will take this assessment and their overall testing plan.
- See p. 5 to learn more about who should take this assessment.

Teachers:
- Use district or school guidance.
- If you have discretion to choose, refer to the Implementation Guidance on p. 5 for more information.

3 Select when they will use it

Leaders:
- Enable the Diagnostic for Mathematics in Spanish for your district or school.
- Turn on the Spanish language version of the Diagnostic before students need to take it. See pp. 15–16 for directions.

Teachers:
- Before the Diagnostic start date, which may be the first time students log in to i-Ready, confirm the language of assessment with an administrator or on your school Testing Plan.
- If needed, turn Spanish on/off for specific students.

Keep in mind:
- Unless the Diagnostic for Mathematics in Spanish is enabled at the district/school level and turned on for those who need to take it, students will receive the Diagnostic for Mathematics in English on the Diagnostic start date, which may be the first time they log in to i-Ready if that is the selected setting for the district/school.
- In select cases, you may need to change the language selection for specific students before the start of their next assessment. See the How-Tos on pp. 15–16 for more information.
Get organized, prepare students, and administer

**Leaders:**
- Determine who will administer this assessment and communicate with teachers.
- Determine where and when testing will take place.
- Actively monitor Diagnostic administration.

**Teachers:**
- Use the [Getting Students Ready for the Diagnostic PPT](#) to prepare students.
- Let families know that students will be assessed in Spanish.
- During testing sessions, visually confirm that all students are testing in the intended language.

Understand reporting availability

- The same data will be available for students assessed in English and Spanish.
- Teachers will see the same class- and student-level reports they are familiar with from the Diagnostic for Mathematics in English, including data and recommendations to guide instruction and engage students.
- Diagnostic Results (Class) and Diagnostic Results (Student) reports will indicate if a student was assessed in Spanish.

**Keep in mind:**
- *In school and district reports, data from all Diagnostics for Mathematics is reported together without language designation.*
- *Reporting is currently limited to existing reports. Report groups can be set up in i-Ready to allow for separate reporting and review of data for students assessed in Spanish.*
- *If students are assessed in both languages in the same Diagnostic Window, reports will display the most recent assessment results.*
- *Rush flags are not provided on the Diagnostic for Mathematics in Spanish.*
- *See p. 10 for additional information about reporting capabilities.*

Monitor and respond to Online Instruction

**Leaders**
- Help teachers make decisions about using Online Instruction and teacher-led instruction that best supports students at their English language proficiency levels.

**Teachers:**
- Determine the best use of online lessons in mathematics when using the Spanish version of the Diagnostic to inform instruction.
- Closely monitor performance and provide teacher-led supports when needed.
- For additional guidance, see p. 13.

*Note: Online Instruction is only available in English.*
Implementation Guidance and Considerations

When planning to use the Diagnostic for Mathematics in Spanish, keep goals, purpose, and state or district requirements in mind. Review the considerations of each testing plan closely and be cognizant of testing time required. Use the Implementation Planning Worksheet on p. 17 for support.

<table>
<thead>
<tr>
<th>Student Populations</th>
<th>Testing Plan</th>
<th>Considerations</th>
</tr>
</thead>
</table>
| Best Use                                                 | Diagnostic Window 1 | English & Spanish | • Spanish-speaking ELs with low English proficiency and/or In dual language programs with mathematics instruction in Spanish  
State Testing Requirements Students are exempt from the state assessment or allowed to take it in Spanish. |
| Use with Caution                                         | Diagnostic Window 2 | English          | Considerations:  
• Students will test twice in the first Diagnostic Window, allowing teachers to use data from the Spanish version to inform instruction. This Testing Plan order must be followed precisely for Diagnostic Growth data to be used for accountability purposes. For additional information, see p. 12.  
• In school and district reports, data from all Diagnostics for Mathematics is reported together without language designation. Consider creating report groups to view data for students assessed in Spanish separately.  
• The language of assessment will be indicated on class- and student-level reports only.  
• Mathematics Online Instruction, currently offered in English, will be informed by results from a mathematics assessment in Spanish. |
| Not Recommended                                          | Diagnostic Window 3 | English & English | • In dual language programs with mathematics instruction in English and Spanish  
State Testing Requirements Students will take the state assessment in English. |

For accountability purposes, we do not recommend that educators use growth measures, predicted proficiency, national norms, and Quantile® measures from the Diagnostic for Mathematics in Spanish until CA’s Research team has gathered and analyzed sufficient data to support claims about comparability and accountability.

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Educator Guide: Diagnostic for Mathematics in Spanish
How It Was Developed

The Diagnostic for Mathematics in Spanish matches the content and rigor of the Diagnostic for Mathematics in English. Both have the same number of items and assess the same skills and content at the same levels, regardless of language.

Items from the Diagnostic for Mathematics in English were transadapted through a rigorous process recommended by the International Test Commission. Transadaptation ensures that items in both languages are equivalent in content and rigor, and that those adapting test items have the expertise to consider cultural differences. Transadaptation of the Diagnostic for Mathematics included development and review of Spanish texts and recording of audio support by native Spanish speakers.
Student Experience

The student experience on the Diagnostic for Mathematics in Spanish will be much the same as it is for the Diagnostic for Mathematics in English.

In addition to all assessment items and audio support being provided in Spanish, the Diagnostic introduction, the tutorial of assessment tools, and the My Progress bar will also be translated into Spanish. Students will see the same manipulatives and follow the same steps for responding to items in both assessments.

Note: The text and audio support on the student dashboard and the game breaks that appear automatically during the Diagnostic will not be translated into Spanish. Non-game Brain Breaks will be translated into Spanish.
Preparing to Administer (For Leaders)

It’s critical that teachers, students, and families understand the district and school testing plan. Help stakeholders understand which students will take the Diagnostic for Mathematics in Spanish and why. Consider including a description of the assessment, how you’ll use the data, and how this assessment fits in with the overall testing plan of each student group.

It’s also important to specifically communicate with proctors. It might be helpful to identify teachers who can communicate with students in the language of the assessment (i.e., Spanish speakers).

### Making Your District or School Testing Plan

<table>
<thead>
<tr>
<th>My Testing Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnostic 1 Language and Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contact:</strong> Who is my point of contact for the Diagnostic for Mathematics in Spanish?</td>
</tr>
<tr>
<td><strong>Approval:</strong> Who needs to approve this testing plan? Who needs to be made aware?</td>
</tr>
<tr>
<td><strong>Assignment:</strong> Who will make sure Spanish is on/off for each class, report group, or student, as intended? Who will monitor Diagnostic completion and ensure the assessment was taken in the correct language?</td>
</tr>
<tr>
<td><strong>Proctoring:</strong> Who will proctor this assessment? What requirements may they need to have? What resources will they need?</td>
</tr>
<tr>
<td><strong>Communication:</strong> How will I communicate this assessment plan to school leaders? When? How should school leaders communicate this assessment plan to their staff? When?</td>
</tr>
</tbody>
</table>

For additional planning support, use the Implementation Planning Worksheets on pp. 17–18.
Preparing Students

Because the Diagnostic for Mathematics in Spanish is so similar to the English version, you can use many of the same strategies and tools to prepare for and administer the assessment.

To prepare and motivate students, we recommend using the resources below, available at i-ReadyCentral.com/GetGoodData.

- Preparing Your Students for the Diagnostic PPT
- Data Chat: Preparing for the First Diagnostic: Student
- i-Ready Pledge Sheets

If administering the Diagnostic for Mathematics in Spanish and Diagnostic for Reading in English, we recommend preparing students for each assessment separately.

Support from an educator or other staff member who speaks Spanish can be helpful in preparing students for the Diagnostic for Mathematics in Spanish.

Coming Soon: Select resources will be available in Spanish in August 2019.
Using Data and Online Instruction

Understanding Reports when Students Are Assessed in Spanish

You can use all the reports you’re familiar with in i-Ready to review student data from the Diagnostic for Mathematics in Spanish! At the class, school, and district level, data for students tested in English and Spanish will appear together in the same reports. In the Diagnostic Results (Class) report for mathematics, you’ll notice a new column for Diagnostic Language. Students assessed in Spanish are indicated with the icon in this column; students assessed in English will not have an icon displayed. This same icon will appear on the Diagnostic Results (Student) report, with which you can review a student’s mathematics performance by domain.

You can do the following to review Diagnostic Results by language of assessment:

• Set up report groups for students who will take the Diagnostic for Mathematics in Spanish.

• Sort by language of assessment in the Student Detail table in the Diagnostic Results (Class) report. For the Diagnostic Results (School) report, you must select the View All Students button first.

• For administrators, generate the Diagnostic and Instruction export with Diagnostic Language selected. Available late 2019

Sorting by language of assessment is currently not available in summaries included in district/school and class Diagnostic reports.

For additional guidance on using i-Ready reports, visit i-ReadyCentral.com/DataAnalysisGuide.
Using Data to Inform Instruction

For your Spanish-speaking English Learners and students receiving mathematics instruction in Spanish, you now have data that reflects their mathematics content knowledge separate from their English language proficiency. Use the Data Analysis Guide to analyze your data and plan instruction.

Consider the following recommended practices:

- Build on mathematics content knowledge and skills while supporting foundational language skills.
- Provide direct instruction for mathematics vocabulary terms.
- Use the instructional recommendations in the Diagnostic Results (Student) report, including Can Dos and Next Steps & Resources.
- Use visuals and manipulatives to support instruction.
- Plan collaborative mathematics work and discussions, both with other English Learners and more English-proficient peers.

### Instructional Groupings

<table>
<thead>
<tr>
<th>Subject</th>
<th>Class/Report Group</th>
<th>Date Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>Grade 5, Section 1</td>
<td>Diagnostic Window 1</td>
<td>Grade 5</td>
</tr>
</tbody>
</table>

View All Groupings

- **Grouping 1** (8 Students)
- **Grouping 2** (8 Students)
- **Grouping 3** (7 Students)
- **Grouping 4** (7 Students)
- **Grouping 5** (4 Students)

#### Students

<table>
<thead>
<tr>
<th>Name</th>
<th>Overall Placement</th>
<th>NO</th>
<th>ALG</th>
<th>MS</th>
<th>GEO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baker, Danielle</td>
<td>Grade 4</td>
<td>Grade 4</td>
<td>Grade 4</td>
<td>Grade 4</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Bowers, Tara</td>
<td>Grade 4</td>
<td>Grade 4</td>
<td>Grade 4</td>
<td>Grade 4</td>
<td>Grade 4</td>
</tr>
<tr>
<td>Choi, Isabelle</td>
<td>Grade 4</td>
<td>Grade 4</td>
<td>Grade 4</td>
<td>Grade 3</td>
<td>Grade 4</td>
</tr>
<tr>
<td>Powell, Elijah</td>
<td>Grade 4</td>
<td>Grade 4</td>
<td>Grade 4</td>
<td>Grade 4</td>
<td>Grade 4</td>
</tr>
<tr>
<td>Ramirez, Gabriella</td>
<td>Grade 4</td>
<td>Grade 4</td>
<td>Grade 4</td>
<td>Mid 5</td>
<td>Grade 4</td>
</tr>
<tr>
<td>Ruiz, Justin</td>
<td>Grade 4</td>
<td>Grade 4</td>
<td>Grade 4</td>
<td>Grade 3</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Singh, Brian</td>
<td>Early 5</td>
<td>Grade 4</td>
<td>Grade 4</td>
<td>Early 5</td>
<td>Early 5</td>
</tr>
<tr>
<td>Warren, Santino</td>
<td>Early 5</td>
<td>Mid 5</td>
<td>Grade 4</td>
<td>Early 5</td>
<td>Mid 5</td>
</tr>
</tbody>
</table>

Use the Instructional Groupings report to group students based on similar mathematics strengths and areas of growth, regardless of primary language. Ready Classroom Mathematics users, use the Prerequisites report to inform student groupings.
Understanding Student Growth

In i-Ready, each student’s observed growth is measured by the difference in scale score points from the initial Diagnostic to a subsequent Diagnostic. Scores on the Diagnostic for Mathematics in Spanish are reported on the same 100 to 800 scale as students tested in English.

We encourage you to use this data to inform instruction and engage students. For example:

- Use Typical and Stretch Growth measures to celebrate progress and determine when students may need additional support to accelerate growth.
- Use Diagnostic Results for data chats and goal setting with students.
- Use changes in scale scores or placement levels to understand growth for individual students tested in Spanish.
- Use student data to inform and plan instruction.
- Communicate student learning and growth with families.

Order of Diagnostics if Assessing in Two Languages

Order matters if you have chosen to administer the Diagnostic for Mathematics in English and in Spanish to the same students during any Diagnostic Window. To get accurate growth calculations, the initial and final Diagnostics must be in the same language.* (Review the Testing Plans on p. 5 for recommended order of assessments when assessing in Spanish and English.)

For growth to be calculated based on the Diagnostic for Mathematics in English:

Ensure the first test taken in the first Diagnostic Window is in English.

- Does it have Rush flags? no
- This will serve as the valid initial Diagnostic for growth purposes.
- Wait 43 days after completion of the first test to administer the Diagnostic for Mathematics in Spanish.

- yes
- Will you readminister in English?
- no
- Do so within 42 days of the completion of the first Diagnostic and make sure the student does not receive a red or yellow Rush flag. If the student rushes again, review the steps in this map from the beginning to determine next steps.
- yes

Ensure the last test taken in each subsequent Diagnostic Window is taken in English.

*For accountability purposes, we do not recommend that educators use growth measures, predicted proficiency, national norms, and Quantile measures from the Diagnostic for Mathematics in Spanish until CA’s Research team has gathered and analyzed sufficient data to support claims about comparability and accountability.
How should teachers manage Online Instruction and respond to meet students’ needs?

Overview

*i-Ready* Online Instruction can empower your teaching and help you support every student, whether they are assessed in English or in Spanish. Consider the recommendations below in order to use Online Instruction strategically and make best use of each student’s instructional time.

What Should Teachers Keep in Mind?

Students will be placed on online lesson paths based on their individual Diagnostic placement levels for each domain. For a student assessed in Spanish, mathematics proficiency may be higher than English language proficiency, and students may be assigned lessons they don’t have language to access yet. Consider everything you know about your students, including English proficiency and mathematics content knowledge, when deciding how to best leverage Online Instruction.

How Should Teachers Respond?

Allow students to engage with Mathematics Online Instruction where *i-Ready* places them. Closely monitor progress and lesson performance. Consider the following options for support if students struggle or do not pass lessons.

- Remind students of **audio supports** and make sure they use them. Ensure they are wearing headphones.
- Encourage students to **track questions and confusions** on a lesson tracker.
- Provide teacher-led supports to **clarify language-based misunderstandings**.
- Allow students to work in **Mathematics online lessons** with adult support or with a partner.
- Use **Learning Games**, which are also available in Spanish, to support mathematics skills.
- Assign **prerequisite *i-Ready* lessons** that address pre-mathematical concepts to support development of English language associated with familiar and generalizable concepts.
- Assign lessons on **similar skills at lower levels** to provide content-specific language support or to provide a preview of concepts.
- Allow students to work in **additional Reading online lessons** where *i-Ready* places them.
- Provide **instruction at the student’s Mathematics content level** using language supports, online lessons, Tools for Instruction (available in English in *i-Ready* and in Spanish in the Online Teacher Toolbox), *Ready Matemáticas*, or other resources.

What Do We Recommend?

We recommend students stay in the range of 30–49 minutes of Online Instruction per subject each week, and 70%–100% lessons passed. While this may vary for English Learners who need other forms of support in addition to Online Instruction time, these are still appropriate recommendations for students assessed in Spanish who are taking online lessons in English.
Before the Diagnostic for Mathematics in Spanish

Please use this section as a reference guide to logistics related to the Diagnostic for Mathematics in Spanish. Need How-Tos for other tasks in i-Ready? Visit i-ReadyCentral.com or review your Success Guide for additional guidance.

Get Access (For District and School Leaders)

1. Contact your Account Manager.
3. Determine which student groups should take the assessment.
4. Develop your Assessment Plan.

Note: Use the Implementation Planning Worksheet to help create your Testing Plan on pp. 17–18.

Create Report Groups (For District and School Leaders)

1. Select Management from the top navigation.
2. Select Rosters and Manage under Report Groups.
3. Select a school from the School dropdown.

! Make sure to click the arrow after each step to move forward.

5. Input the relevant report group information.
6. Use the checkboxes to select students and the arrows to add or remove from the report group.
7. If relevant, use the checkboxes to select teachers and the arrows to add or remove them from the report group.
8. Select Save & Close.

Note: The default assessment language for all students is English. Confirm the intended Diagnostic language is enabled and review Rosters to ensure students receive their next tests in the intended language.

Note: Consider creating report groups before the Diagnostic for Mathematics in Spanish is enabled so the assessment can be turned on for established report groups before teachers and students log in to i-Ready.
Enable/Disable Assessments in Spanish (For District and School Leaders)

1. Select Management from the top navigation.
2. Select Settings and Manage under Assessment.
3. Select the + icon to expand Spanish Diagnostic.
4. Select Enable/Disable for the Spanish Diagnostic.

A. If Enabling/Disabling for Classes or Groups:
   A1. Select the Class or Report Group for which you want to turn on the Diagnostic for Mathematics in Spanish.
   A2. Select Enable or Disable.
   A4. Select Save in Review and Confirm to save your settings.

B. If Enabling/Disabling for individual Students:
   B2. Select your School and Class from the dropdown options.
   B3. Use the checkboxes to select students and the arrows to add or remove from the Diagnostic for Mathematics in Spanish.

Confirm Accuracy of Rosters

A. For District or School Leaders:
   A1. Select Management from the top navigation.
   A2. Select Rosters and Manage under Students.

B. For Teachers:
   B1. Select Rosters from the top navigation.

3. Select the + icon next to a student name to open the drawer and confirm that the Spanish setting is on/off as intended for this student.
4. If you notice that the setting for Spanish and Diagnostic is not what is intended for this student, select Edit Settings.
5. Turn the Spanish setting of the Diagnostic on or off accordingly.

Note: If a Spanish-speaking English Learner is reclassified in the middle of the year, consider changing the language of assessment to English. Consult state and district policies and discuss implications with your Account Manager as needed.
Before the Diagnostic for Mathematics in Spanish, continued

Assign or Cancel a Diagnostic (For Leaders and Teachers)

1. Select Assess & Teach from the top navigation.
2. Select Assessment for the category.
3. Select Math under Diagnostic.
4. Select Assign Math Diagnostic or Cancel Math Diagnostic from the Actions dropdown.

! Make sure to click the arrow after each step to move forward.

5. Choose Classes/Report Groups or Students.
6. Select your population using the checkboxes.
7. Review your selections and select Assign Math Diagnostic or Cancel Math Diagnostic.

Note: The first Diagnostic is automatically assigned, but all subsequent Diagnostics must be manually assigned by an i-Ready administrator or teacher. If you need to change the assessment language in between assessment administrations, you will want to do that before assigning the next Diagnostic.

During the Diagnostic for Mathematics in Spanish

Actively Proctor to Ensure Students Are Testing in the Intended Language

1. Scan the room to ensure students are taking the assessment in the intended language.
2. If you notice a student is not taking the Diagnostic in the intended language, tell the student to stop working and log out.

You will then need to:

3. Cancel the current Diagnostic. For guidance, see the Assign or Cancel How-To.
4. Change the language setting selected for the Diagnostic for Mathematics by switching the on/off toggle for the Diagnostic for Mathematics in Spanish. For guidance, see the Confirm Accuracy of Rosters and Adjust How-To.
5. Assign a new Diagnostic. For guidance, see the Assign or Cancel How-To.
6. Allow the student to log back in to i-Ready and start the new test in the intended language from the beginning.

Note: If a student completes a Diagnostic that is not in the intended language, consult your administrator to determine whether retesting in the intended language is appropriate.
## Implementation Planning Worksheet

Use this tool to guide your implementation. Check off which student groups will take the Diagnostic for Mathematics in Spanish. If you are not able to check off most items for your chosen student group, you may want to reconsider using the Diagnostic for Mathematics in Spanish with those students this year.

### Student Populations

**Best Use**
- Spanish-speaking ELs with low English proficiency and/or
- In dual language programs with mathematics instruction in Spanish

**State Testing Requirements**
- Students are exempt from the state assessment or allowed to take it in Spanish.

**Testing Plan**

<table>
<thead>
<tr>
<th>D1</th>
<th>D2</th>
<th>D3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>Spanish</td>
<td>Spanish</td>
</tr>
</tbody>
</table>

**Using the Diagnostic for Mathematics in Spanish means:**

(Choose if these will work for your purposes)

- In school and district reports, data from all administrations of the Diagnostic for Mathematics is reported together without language designation. Consider creating report groups to view data for students assessed in Spanish and/or English separately.
- The language of assessment will only be indicated on class- and student-level reports.
- Mathematics Online Instruction, currently offered in English, will be informed by results from a mathematics assessment in Spanish.

### Use with Caution

- Spanish-speaking ELs with low English proficiency

**State Testing Requirements**
- Students will take the state assessment in English.

**Using the Diagnostic for Mathematics in Spanish means:**

(Choose if these will work for your purposes)

- Students will only test twice in the first Diagnostic Window, allowing teachers to use data from the Spanish version to inform instruction. This Testing Plan order must be followed precisely for Diagnostic Growth data to be used for accountability purposes. For additional information, see p. 12.
- In school and district reports, data from all Diagnostics for Mathematics is reported together without language designation. Consider creating report groups to view data for students assessed in Spanish and/or English separately.
- Default view for aggregate Diagnostic Results and Instructional Groupings reports includes the most recent assessment.
- Diagnostic Results (Student) reports allow you to select from all Diagnostics taken to date. Mathematics Online Instruction, currently offered in English, may be informed by results from a mathematics assessment in Spanish.

### Not Recommended

- In dual language programs with mathematics instruction in English and Spanish

**State Testing Requirements**
- Students will take the state assessment in English.

**Using the Diagnostic for Mathematics in Spanish means:**

(Choose if these will work for your purposes)

- Students will test twice in each Diagnostic Window. This Testing Plan order must be followed precisely for Diagnostic Growth data to be used for accountability purposes. For additional information, see p. 12.
- In school and district reports, data from all Diagnostics for Mathematics is reported together without language designation.
- Diagnostic Results (Student) reports allow you to select from all Diagnostics taken to date. Diagnostic Results (Class) reports will show data for the most recent Diagnostic taken.
- Mathematics Online Instruction, currently offered in English, may be informed by results from a mathematics assessment in Spanish.

Use the Testing Plan Worksheet on p. 18 to capture notes and next steps.

For accountability purposes, we do not recommend that educators use growth measures, predicted proficiency, national norms, and Quantile measures from the Diagnostic for Mathematics in Spanish until CA’s Research team has gathered and analyzed sufficient data to support claims about comparability and accountability.
# Making Your District or School Testing Plan

## My Testing Plan

<table>
<thead>
<tr>
<th>Which student groups will take the Diagnostic for Mathematics in Spanish?</th>
<th>Diagnostic 1 Language and Date</th>
<th>Diagnostic 2 Language and Date</th>
<th>Diagnostic 3 Language and Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
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<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

## Considerations

**Contact:**
Who is my point of contact for the Diagnostic for Mathematics in Spanish?

**Approval:**
Who needs to approve this testing plan? Who needs to be made aware?

**Assignment:**
Who will make sure Spanish is on/off for each class, report group, or student, as intended? Who will monitor Diagnostic completion and ensure the assessment was taken in the correct language?

**Proctoring:**
Who will proctor this assessment? What requirements may they need to have? What resources will they need?

**Communication:**
How will I communicate this assessment plan to school leaders? When? How should school leaders communicate this assessment plan to their staff? When?
## Preparing Your Class

<table>
<thead>
<tr>
<th>Which students are taking the Diagnostic for Mathematics in Spanish?</th>
<th>Which students are taking the Diagnostic for Mathematics in English?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Planning Questions

**Preparation:**
Do I need to facilitate a specific lesson, activity, or discussion before the Diagnostic?

**Materials:**
What materials do students need to have access to during the Diagnostic?

**Engagement and Goals:**
What resources will I use to prepare students? How will I help students set language and content specific goals?

**Support:**
How will I support students during the Diagnostic?
Dear Ms. Williams,

I’m excited to inform you that your [students, classroom, classes] will take the Diagnostic for Mathematics in Spanish in the [first, next] administration, set for [XX–XX]. This is great news! With this assessment, you’ll have access to data that reflects students’ math content knowledge independent of their English language proficiency. This is incredibly powerful as we analyze data and plan targeted instruction. Below are important next steps and resources to help you prepare. Please read through the entire letter.

1. **Understand what the Diagnostic for Mathematics in Spanish is** and how we’ll use it this year. Download the [Educator Guide](#) and review the Quick-Start Guidance on pages 3 and 4.

2. **Understand which students will take the Diagnostic for Mathematics in Spanish** in your [class, classes]. Confirm your rosters in [i-Ready](#), reviewing Diagnostic language and correcting errors as necessary. See pages 14–16 of the [Educator Guide](#) for additional guidance.

<table>
<thead>
<tr>
<th>Class Period/Classroom Name</th>
<th>Student Names</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **Engage students** in [i-Ready](#) and the Diagnostic assessment to support success. It’s critical that we find time to facilitate lessons and activities that foster buy-in and help students understand the importance of the Diagnostic—the quality of our data depends on it.
   a. Use the [Preparing for a Diagnostic PowerPoint](#) to get students ready for the Diagnostic. Review the content and make time to use this lesson with your whole class.
   b. Review the resources at [i-Ready Central Get Good Data](#) for more tips and tools.
   c. Plan for student and class celebrations that recognize growth. Visit the [i-Ready Central Engage Students](#) page and the [i-Ready Central Ideas](#) page for resources and inspiration!

4. **Ensure students are set to take the Diagnostic in the intended language** before testing begins.
   a. **Actively proctor** and provide encouragement. *Rush Flags are not indicated on the Diagnostic for Mathematics in Spanish.* It’s critical that you closely monitor and encourage students who appear to be rushing.
   b. Download the [Administering the Diagnostic Checklist](#) and verify that you have everything you need for test day. If you have a concern, please contact XX.

If you have any questions, please do not hesitate to contact __________________.

OPTIONAL: Include any specific next steps and/or key dates. For example: “We’ll meet to discuss your next steps and responsibilities on XX.”

Thank you again for all your hard work,
Estimado padre, madre o tutor:

Me emociona poder compartir con usted que su [hijo/hija/estudiante] va a tomar el Diagnóstico i-Ready de Matemáticas en Español. A continuación, encontrará información sobre esta prueba y cómo lo utilizaremos en el aula.

¿Qué es i-Ready?

i-Ready es un programa en línea que nos ayudará a determinar las necesidades de su hijo, personalizar su aprendizaje y controlar el progreso a lo largo del año lectivo. i-Ready nos permite saber dónde se encuentra exactamente su hijo y nos proporciona datos para ayudarlo a que se vea más favorecido con el aprendizaje.

El Diagnóstico i-Ready de Matemáticas en Español es una evaluación adaptativa que ajusta sus preguntas para satisfacer las necesidades de su hijo. Cada punto que ve el estudiante se basa de manera individual en su respuesta a la pregunta anterior. Por ejemplo, una serie de respuestas correctas harán que las siguientes preguntas sean un poco más difíciles, mientras que una serie de respuestas incorrectas arrojarán preguntas más sencillas. El objetivo de esto no es darle un puntaje o una nota a su hijo, sino determinar de qué manera se puede respaldar mejor su aprendizaje.

¿Qué puedo hacer para ayudar?

Para ayudar a preparara a su hijo para el Diagnóstico i-Ready de Matemáticas en Español, recomiéndele lo siguiente:

- Que duerma bien durante la noche e ingiera un desayuno completo el día de la evaluación.
- Que trate de hacer lo mejor posible en cada pregunta y que no se apure.
- Que no se preocupe por las preguntas que no sabe; recuérdele que se espera que responda correctamente alrededor de la mitad de las preguntas.
- Usar papel y lápiz para mostrar el trabajo en las preguntas.
- Que respete a los otros estudiantes que tardan más en terminar.

¿Qué sucede después?

El Diagnóstico i-Ready de Matemáticas en Español arrojará resultados que me ayudarán a identificar lo que su hijo ya sabe y a determinar los siguientes pasos para la enseñanza. Espero con ansias poder compartir estos resultados con usted durante todo el año y proporcionarle una experiencia de aprendizaje que atraiga y mantenga el interés de su hijo mientras aprende conceptos y habilidades importantes.

Si tiene alguna pregunta sobre i-Ready, no dude en comunicarse conmigo o con la escuela. También puede obtener más información acerca de i-Ready ingresando en i-ReadyCentral.com/FamilyCenter.

Como siempre, le agradecemos su continuo apoyo y por ser un socio en el aprendizaje de su hijo. Realmente lo apreciamos.

Atentamente,

[Insert Your Name]
Contact Information

i-ReadyCentral.com
24/7 access to self-service support, including tutorial videos, how-tos, planning tools, and tips

Technical Support
i-ReadySupport@cainc.com
i-Ready.com/Support
(Mon–Fri 7:00 a.m.–9:00 p.m. ET)

Customer Service
(800) 225-0248
(Mon–Thurs 8:30 a.m.–6 p.m.; Fri 8:30 a.m.–5 p.m. ET)

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