



Our Lady of Victory School

2 Bellmore Street
Floral Park, NY 11001

516.352.4466
www.olvfp.org

October 2025

Dear OLV Families,

Tomorrow you will be receiving a report of your child's performance on the iReady Diagnostic that was administered earlier this month.

The next few pages of this memo include some background information for you:

Understanding your child's iReady Diagnostic Results
What mathematics domains are covered by the iReady Diagnostic
What reading domains are covered by the iReady Diagnostic.

We will administer the Diagnostic two more times this school year – reports will be sent home after each administration. This will help us to monitor and adjust our goals. You will be able to see your child's growth!

Based on your child's results, *My Path* lessons will be assigned and completed using iReady software and teacher instruction.

Please review the material attached to this document, as well as the Diagnostic results when they are sent home tomorrow.

If you have any questions, please contact your child's teacher.

Sincerely,

Mr. Ryan Fedak – Principal

Understanding Your Student's *i-Ready Diagnostic* Results

What is the *i-Ready Diagnostic*?

The *i-Ready Diagnostic* is an adaptive assessment that adjusts its questions for each student. As a student answers correctly, the questions get more difficult. As a student answers incorrectly, the questions get easier. This adaptability allows the *i-Ready Diagnostic* to identify the strengths and opportunities for growth of each student.

Why is my student taking it?

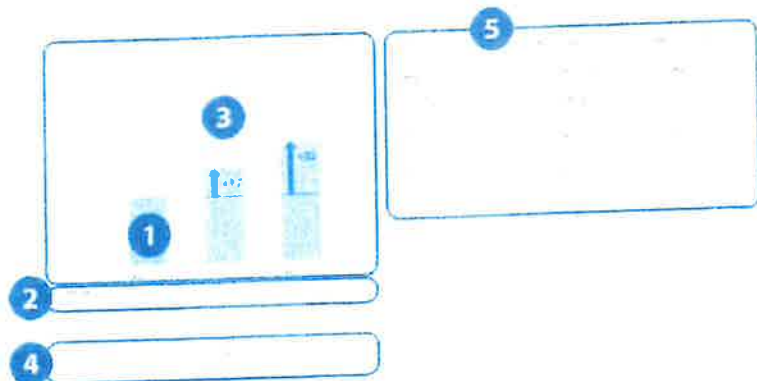
The purpose of the *i-Ready Diagnostic* is not to give your student a grade but instead to determine how best to support their learning. It will help your student's teacher(s) determine their needs, personalize their learning, and monitor progress throughout the year.

How should I interpret my student's results?

How is my student doing overall?

The goal is for your student to be performing at or above grade level, which means they have mastered the skills students at that grade level are expected to master and are prepared to learn more advanced skills.

On the *i-Ready* For Families report, the **1** blue bar(s) on the graph and the corresponding **2** placement level(s) indicate how your student performed on each test in relation to their grade level, which is indicated by the **3** green shading. The **4** National Norm percentile below the graph indicates how your student performed in relation to students in the same grade level nationwide.



How is my student doing in specific learning areas?

Students have different areas of strengths and opportunities for growth. It is important to understand how your student did in more specific learning areas, which are called **domains**. The **5** domain table shows how your student did in specific domains and helps teachers know where to build on strengths and focus their support.

How is my student progressing over time?

The goal is also for your student to be making progress in their learning. After your student has taken more than one Diagnostic in the school year, you will see results for each Diagnostic, allowing you to see the progress your student is making both overall and in each domain.



What Reading domains are covered by the *i-Ready Diagnostic*?

Overview

The intent of the *i-Ready Diagnostic* is to help identify the specific skills each student needs to develop, identify each student's areas of strength, and measure academic growth through the school year. The Diagnostic provides comprehensive insight into student learning across multiple Reading domains.

The Diagnostic covers these Reading domains:

Phonological Awareness—Phonological Awareness is the understanding that a spoken word is made up of different parts and that each of these parts makes a sound. For example, the word *bat* includes the sounds /b/, /a/, and /t/, and the word *batter* can be broken into two syllables that make the sounds /bat/ and /ter/. Phonological Awareness is an important building block for Phonics. Readers need to be able to distinguish, or make out, the individual sounds in spoken words before they can fully master matching sounds to letter.

Phonics—Phonics instruction teaches students how to connect the sounds they hear in spoken words to the letters they see in written words. For example, a student who can connect sounds to letters knows to read "th" in *then* as a single sound /th/, rather than the sound /t/ and the sound /h/. Students have to learn many different connections between sounds and spelling patterns. In fact, there are so many connections that learning Phonics can feel like learning the rules to understand a hidden code. But this skill is mastered by taking one step at a time, learning one rule and then another, and so on. Once students can make these connections quickly and easily, they can really start to read for meaning.

High-Frequency Words—High-Frequency Words are the words that appear most often in what students read. Words such as *the*, *and*, and *it* are high-frequency words. Because these words appear so often, readers must learn to recognize them automatically. Also, these words are often spelled in ways that can be confusing. Words such as *could* and *there* do not follow the rules that connect sounds to letters in most words. Learning to recognize these words automatically helps students read more quickly and easily, which gives them a better opportunity to understand what they are reading.

Vocabulary—Vocabulary is the name for the words a student knows. The more words a student knows, the easier it is to understand what the student reads. Good readers know the meanings of many words. Students grow their vocabularies by hearing and reading new words, talking about words, and being taught specific words.

Comprehension: Overall—The Comprehension: Overall score and placement is derived from all Reading Comprehension items students see on the Diagnostic for Reading, including Comprehension: Literature items and Comprehension: Informational Text items. This score describes students' overall understanding of both fiction and nonfiction texts and can help educators understand a student's general comprehension strengths and instructional priorities.

- **Comprehension: Literature**—Comprehension: Literature describes a student's ability to understand types of writing that are usually made up, or fictional. Stories are the literary texts that students read most often, but plays and poems are also examples of literary texts. A student who understands literature might identify the sequence of events in a story, discuss the meaning of a poem, or explain the lines a character speaks in a play. As a student develops as a reader, the student is able to understand stories, plays, and poems that are increasingly complicated.
- **Comprehension: Informational Text**—Comprehension: Informational Text describes a student's ability to understand types of writing that are usually true. Books about science or history are examples of informational text, as are newspaper articles or magazine articles. This kind of writing is often structured differently than literary texts. Informational text often does not tell a story, and it is usually organized into sections with headings. Additionally, it might contain charts, diagrams, and graphs that are important to understanding. A student who understands informational text might identify the main idea and supporting details, describe the way the writing is organized, or draw information out of a photograph or diagram.

What if my student is performing below grade level?

This situation can happen, and teachers and schools have many strategies and programs to help accelerate your student's learning. Having this information can help you, your student, and their teachers have the right conversations to make the needed progress.

What does it mean if my student scored lower on the second Diagnostic than the first?

A lower score does not mean your student did not learn or lost skills. Scores can be affected by things like stress, distraction, taking the Diagnostic in a different place, and receiving help. This can be particularly common when students are learning in different environments and under unique circumstances. Teachers take this into account and use the data from *i-Ready* as one of many tools to understand your student's unique needs and progress.

What can I do to help my student?

- **Discuss these results with your student.** Celebrate their strengths and progress, and collaborate with them on planning how they will reach their goals.
- **Reach out to your student's teacher** to get more ideas and resources to support your student in specific domains and/or skills.
- If your student uses *i-Ready Personalized Instruction*, **review their progress** on the student dashboard and support their learning at home with these [tips](#), which can be found at i-ReadyCentral.com/PDFs/Fridge-Tips-for-i-Ready-Lessons-at-Home.

Where can I get more information?

Visit the [Family Center](#) for additional information and helpful guidance and tools for supporting your student at home.





What Mathematics domains are covered by the *i-Ready Diagnostic*?

Overview

The intent of the *i-Ready Diagnostic* is to help identify the specific skills each student needs to develop, identify each student's areas of strength, and measure academic growth through the school year. The Diagnostic provides comprehensive insight into student learning across multiple Mathematics domains.

The Diagnostic covers these Mathematics domains:

Number and Operations—Number and Operations in Grades K–8 refers to the mathematics skills often thought of as arithmetic, from reading and writing numbers to adding, subtracting, multiplying, and dividing different types of numbers. This includes whole numbers, decimals, fractions, integers, and irrational numbers.

Algebra and Algebraic Thinking—Algebra and Algebraic Thinking in Grades K–8 refers to mathematics skills related to seeing number patterns, understanding the meaning of addition, subtraction, multiplication, and division, and using symbols to write and solve equations including those used to solve word problems. In the high school grades, this domain covers the Algebra topics related to using functions, equations, and inequalities to model mathematical situations and solve problems by reasoning quantitatively and extending the understanding of operations beyond the real number system.

Measurement and Data—Measurement and Data in Grades K–8 is a wide range of mathematics skills related to collecting, organizing, and interpreting numerical information, from telling time or using a ruler to measure the length of an object to using formulas to find volume or surface area. It also includes understanding tables and graphs, and in later grades, statistics and probability.

Geometry—Geometry in Grades K–8 refers to a variety of skills related to analyzing two- and three-dimensional shapes. These include naming and classifying shapes using characteristics such as symmetry, number of sides, and angle measures, and in later grades, using congruence and similarity. In the high school grades, this domain covers Geometry and Measurement topics related to developing spatial geometric reasoning, connecting geometric properties and equations, writing proofs, and using statistics and probability concepts to analyze data.