



# Assessing at Home Kit

for Teachers



# Assessing at Home Kit—for Teachers

Having students assess at home requires thoughtful preparation to ensure you get reliable data you can use to inform your instruction. In this kit you will find guidance and ready-to-use tools inspired by educators who have done this successfully in the past. Use them to create a plan that works for you.

## For Teachers

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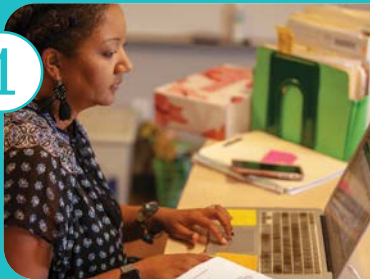
# Five

## Things for

Teachers

### to Do When Students Are Taking the Diagnostic at Home:

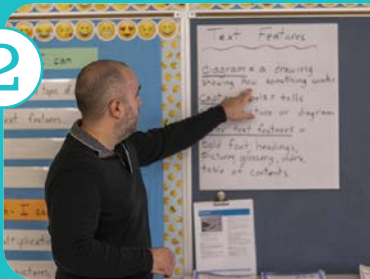
1



### Understand school guidance

Review the guidance on who to test, when to test, accommodations and proctoring expectations, and supports that will be made available.

2



### Get organized

Set up your testing schedule, gather the information and resources you need, and confirm all can access the Diagnostic properly.

3



### Partner with families

Reach out to all of your families. Communicate early with a simple message and in multiple ways, ideally one-on-one, to ensure they are ready to partner with you.

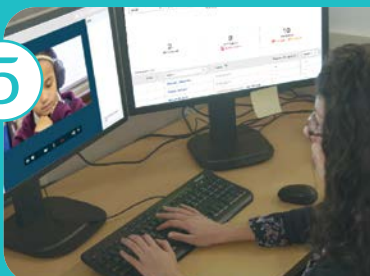
4



### Prepare and motivate students

Explain to your students why they're taking the Diagnostic and how it can help, and energize them in fun ways so they put forth their best effort.

5



### Track completion and aim for 100%

Keep track of Diagnostic completion and follow up as needed, striving to have all students complete the Diagnostic.



# Checklist for Administering the Diagnostic at Home

For Teachers

## Understand Your School's Guidance

- What is the testing window?
- When are your students being assessed?
- What supports are necessary to support **special populations/accommodations**?
- What are the **expectations for proctoring and monitoring**?

## Get Organized

- Create a schedule to share with families.
- Review accuracy of class roster(s), obtain student login information for all students, and make sure they can use the program from home.
- Confirm that the Diagnostic has been assigned.

## Collaborate with Families

- Communicate with families about the Diagnostic and their role in supporting students. You can do so by including information on your district website or in regular communications being sent to families and/or empowering teachers to send specific communications on this topic directly.
- Be specific about what support families should and should not provide. Help families by providing clear steps they can take to support their children. You can point them to this [bilingual site](#) that contains a video, checklist, and other resources to help.

## Prepare and Motivate Students

- Prepare students to take the Diagnostic. If you have the ability to videoconference with students, we recommend allocating time to explain to students why they are taking the Diagnostic, how it will support them, how it works, and how they should take it at home. You can use this [presentation \(English | Spanish\)](#) to help.

## Track Completion

- Use the Diagnostic Status report to track students' progress toward completion, check for Rush alerts, and ensure that each student completes a valid Diagnostic within the desired window.
- Celebrate students when they have successfully completed the Diagnostic, and share their data via videoconferencing so they internalize their results, set goals, and get motivated to work hard on their learning through the summer.



Click here to download this resource as a [single page](#).



# Planning Calendar for Assessing at Home

Having students assess at home requires preparation from everyone—leaders, families, and students. There are many activities required and you want to have enough time to be able to complete them well. Use this calendar to plan out critical activities with specific dates, so you can ensure that you start planning early enough and decide when will be a good date to start assessing.

Monday	Tuesday	Wednesday	Thursday	Friday

## Critical Activities to Include\*:

- Communicate with school-based staff and teachers
- Communicate with families
- Prepare students
- Ensure technology is working at school and in students' homes
- Make plans to provide required accommodations to students who need them
- Ensure staff and students have licenses for and are proficient in using videoconferencing programs
- Create a testing schedule
- Testing starts

\* You can also include other activities listed on the Assess at Home Checklists for Administering the Diagnostic at Home (for teachers, school leaders, and district leaders). Links: [Teacher](#), [School Leader](#), [District Leader](#)



# Scheduling Students for At-Home Assessments

Use this worksheet to help organize when you will assess different student groups and what supports they will need.

Group*	Group Name or Individual Student Names	Testing Date and Time	Proctor Name (optional)	Accommodations	Notes (e.g., Rescheduling Needs and/or Next Steps)
Group 1					
Group 2					
Group 3					
Group 4					

\*These can be grade levels, individual classes, or report groups. Refer to this [resource](#) for directions on creating report groups on i-Ready.



Find more ideas and resources from fellow educators on [i-Ready Central® Ideas](#).

# Ideas and Tools for Engaging Students about Assessing at Home

It is always critical to motivate students before they take the Diagnostic to ensure they put forth their best effort and you get accurate data. This is even more important when students are taking the Diagnostic at home. Below is a list of ideas and corresponding tools that can help you get your students ready to do their best.



## Ideas

- Review with students why they are taking the assessment and how it will help you and them.
- Share expectations and tips with students.
- Have individual data chats with students where they can set goals.
- Have students write pledges of what they will do during the assessment.
- Create classwide goals for completion and no rushing.
- Visit Ideas for other ways to make it fun, like writing personal messages or playing this video.



## Tools

- [Presentation to share with students](#)
- [Pledges](#)
- [Data Chats](#)
- [Certificates](#)
- [Ideas from other educators](#)



# Supportive Phrases to Use with Students While Assessing at Home

<b>Before the assessment</b>	<ul style="list-style-type: none"><li>• “The Diagnostic helps you find out what you know, understand what you are ready to learn, and will help you get ‘just right’ lessons.”</li><li>• “Try your best and do not rush, but do not spend too much time on a question.”</li><li>• “Remember, the Diagnostic is adaptive. This means the questions change based on your answers to earlier questions. You will see some questions you don’t know. That is okay! Just try your best.”</li><li>• <i>For Mathematics:</i> “Use your scratch paper to show your work on each question.”</li><li>• <i>For Reading:</i> “Read each passage carefully.”</li></ul>
<b>Throughout the assessment</b> (every 8–10 minutes)	<ul style="list-style-type: none"><li>• “I can tell you are very focused. Keep up the good work!”</li><li>• “Great work, you have [number] minutes left.”</li><li>• “Nice job showing your work/reading each passage carefully.”</li></ul>
<b>If a student is rushing</b>	<ul style="list-style-type: none"><li>• “I noticed you seem to be clicking through quickly. Remember, take your time and try your best.”</li></ul>
<b>If a student is moving too slow</b>	<ul style="list-style-type: none"><li>• “It seems like you are stuck on this one problem. It’s okay if you do not know the answer. Make your best guess and move on to the next question.”</li></ul>
<b>If a student is starting to feel frustrated, mad, upset, etc.</b>	<ul style="list-style-type: none"><li>• “Wow. That looks like a very advanced question! That likely means you have been answering a lot of questions correctly. Don’t get [frustrated, mad, upset, etc.]. Make your best guess so the assessment can find your ‘just right’ level.”</li><li>• “Let’s take a quick break! Do you want to finish this question now or when you get back?”</li></ul>
<b>If a student asks for help</b>	<ul style="list-style-type: none"><li>• “Just like when you take the test at school, I can’t help you find the answer. We want to find out what you know, not what I know. It’s okay if you are stuck!” Use the following suggestions:<ul style="list-style-type: none"><li>– <i>For Mathematics:</i> “Try working out the problem on paper.”</li><li>– <i>For Reading:</i> “Try going back and rereading the text.”</li><li>– “Try using a strategy that worked in a similar question before.”</li><li>– “It’s okay if you don’t know it. You are going to get some challenging questions, which means you are answering a lot of questions correctly. Make your best guess and move on to the next question!”</li></ul></li></ul>
<b>After the assessment</b>	<ul style="list-style-type: none"><li>• “I’m really proud of you. You did a great job [taking your time, showing your work, persisting through challenging questions, etc.]”</li></ul>





# Tips for Proctoring the Diagnostic Remotely

## ***Have Students Log onto a Communication Platform***

- Keep students logged onto a virtual video conferencing platform (e.g., Zoom, Google Meet, etc.).
- Have students keep their audio and webcams on (if applicable) during the test.
  - If using Zoom, place students into breakout rooms so they can also share their screen.
- Students may need to minimize the meeting screen when they start working on the assessment.

## ***Kick off the Diagnostic***

- Use the Getting Students Ready for the Diagnostic at Home PPT to prepare students.
  - If you have already reviewed these slides, remind students of why they are taking the Diagnostic and key instructions.
- If students completed Pledge Sheets, remind them of their commitments.

## ***Monitor and Be Responsive***

- While still monitoring the video conferencing platform, log in to the Diagnostic Status report and refresh frequently to monitor progress in real time.
- If you notice students working too fast or taking too long on individual items, provide verbal or written encouragement as you would in the classroom.
- Encourage students to share their screen with you when they need support.

## ***Provide Encouragement***

- Offer words of encouragement to students during testing.
- Offer stretch breaks at specific times or as needed by students.
- Provide comments to individual students in your video conferencing platform or by text message.
- Use visual cues, posters, and signs to provide encouragement or redirection as needed.

## ***Be Flexible***

- If you notice a student having a difficult time completing the Diagnostic, consider:
  - Having a conversation with the student and their family
  - Scheduling a different test-taking time
  - Resetting the Diagnostic
- For students with accommodations, consider one-on-one testing sessions so you can support them.
- For families, encourage them to reference helpful resources [here](#).

# Partnering with Families When Assessing at Home



“It all starts with the families. The families were the ones to make it happen. Never has it been more of a partnership than now.”

—4th Grade Teacher, Dallas, TX

## When partnering with families:


- 1 Have a simple message**  
Be clear and concise, explaining how the data will help you and how to support the child without assisting with questions.
- 2 Start outreach early**  
Reaching out at least two weeks before testing gives families time to prepare.
- 3 Reach out in as many ways as you can**  
Email? Webinar? Phone call? Appeal to families' different schedules and preferences by communicating across multiple channels.
- 4 Make it personal**  
Have a short conversation to explain how their support on the Diagnostic will help you meet *their* child's unique needs.
- 5 Get to 100%**  
Keep track of the families you reach and strive to connect with each one.

*Use the tips and tools that follow to partner with families.*



Creating a strong partnership with families is the most important step when asking students to assess from home. Based on our research with educators who have done this successfully in the past, we have created resources to guide your planning and ready-to-use tools for communicating with families.

The intent is not for you to use all of these tools, but rather, to provide options for you to choose from. As educators, you know your families best and can use that knowledge to help you decide on the best ways to reach them, build relationships with them, and get their support.

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**Partnering with Families When Assessing at Home**

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Use this worksheet to help organize when you will assess different student groups and what supports they will need.

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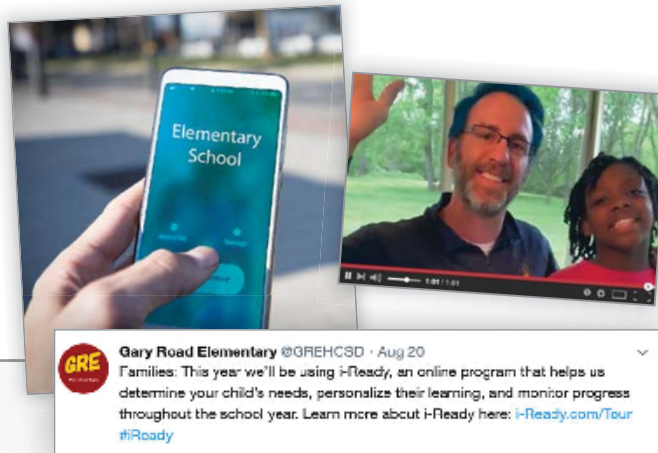
# Ideas and Tools for Communicating with Families about Assessing at Home



Find more ideas and resources from fellow educators on *i-Ready Central*® Ideas.

To successfully partner with families, you must make sure you reach them. Schools that have assessed at home successfully shared that reaching out to families early and in multiple ways ensured that all families were aware and ready to support their students. When choosing how to communicate with families, keep in mind what you know about the families you serve and communicate with them in ways that are most relevant to them. Use the ideas and tools below to help craft your communication plan.

- Place on your district and school website.
- Include in your regular information bulletins.
- Have individual conversations between teachers and families.
- Include in teacher webpages and blogs.
- Have an automated phone call the day before the assessment.
- Include in social media posts from district, school, or individual educators.
- Host and record a virtual family night.
- Ask families to join their student when teacher is sharing information about the assessment.
- Reach out to local media outlets to place an announcement.
- Involve your PTA.
- Involve families in making it fun for students with pledge sheets, certificates, classwide completion competitions, videos, and more.



# Flyer for Families

You can send this flyer to families so they understand the top 5 things they need to do to help you get accurate data. Many families are feeling quite overwhelmed with everything they're being asked to do these days, so they'll likely appreciate having a simple list of 5 things to remember.

## Dear Families,

Your child's teachers need to know what our students already know and what they still need to learn so we can plan how to teach them best. The *i-Ready Diagnostic* can help us get this information for each child, but only if students give it their best effort without anyone else helping with the answers.

*Here's how you can help:*

1



### Watch this [video](#)

to familiarize yourself with the Diagnostic and how to best support your child.

2



### Get organized

by finding a quiet space for your student to take the test and confirming your technology is working properly.

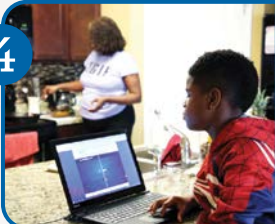
3



### Motivate your child

by explaining how doing their best will help their teachers know how to teach them better.

4



### Support, but DO NOT help

by encouraging your child to stay focused and try their best and NOT helping them with the answers.

5



### Celebrate your child's effort

once you have confirmed they have completed the assessment.

For more information, tips, and tools, visit [i-Ready.com/FamiliesAssessAtHome](https://i-Ready.com/FamiliesAssessAtHome).  
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# Checklist

Families sometimes appreciate having more detail on exactly how to do what you're asking them to support you with. This checklist provides a step-by-step guide of what families need to do at home, including additional details of how to do it and links on where to find additional information.



## Family Checklist for Administering the *i-Ready Diagnostic* at Home

Your child's teachers need to know what our students already know and what they still need to learn so we can plan how to teach them best. The *i-Ready Diagnostic* can help us get this information for each child, but only if students give it their best effort without anyone else helping with the understanding or answering questions. This Diagnostic is usually given at school, but this time, we need students to take it at home. Your child will benefit from your support and encouragement to ensure the information received accurately reflects what they know and still need to learn. **We greatly appreciate your partnership. Here is a step-by-step checklist that can help.**

### Familiarize Yourself

- Watch this [video](#) to familiarize yourself with the Diagnostic and how to best support your child.

### Get Organized

- Find a quiet space for your child to take the Diagnostic.
- Determine a time for your child to take the Diagnostic. Your child's teacher may assign a time OR you will be asked to determine a time on your own. If choosing a time on your own, keep the following in mind:
  - The Diagnostic is untimed. We suggest splitting the assessment into several short sessions: 15–20 minutes for younger students (K–1) and 30 minutes for older students.
  - We recommend working early in the day when possible.
- Ensure you have correct login information from your child's teacher.
- Test the device(s) your child will use to take the Diagnostic. Run our [system check](#) to confirm computers are functioning properly. Consult this [guide](#) if you need help logging in. Confirm headphones and audio are working.
- Gather paper and pencils for your child to use during the Diagnostic.

### Motivate Your Child

- Explain to your child (you can use [these phrases](#) to help you):
  - Why they are taking this Diagnostic, and motivate them to do their best
  - How the Diagnostic works
  - That you cannot help them with any questions

### Support Your Child

- Monitor and encourage your child as they complete the Diagnostic. Use these supportive phrases with your child throughout the assessment.
- Do NOT assist your child with answering assessment questions, as this may lead to the teacher receiving inaccurate information and/or online lessons not being at the right level for your child.

### Confirm Completion and Celebrate

- Ensure your child has fully completed the assessment. Your child will receive a congratulatory message and see lessons appear on their screen. Make sure your child logs off the *i-Ready* account after completing the assessment. If problems arise, reach out to your child's teacher for support.

For more information, tips, and tools, visit [i-Ready.com/FamiliesAssessAtHome](https://i-Ready.com/FamiliesAssessAtHome).

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# Supportive Phrases

For many families, this is the first time they're being asked to take an active role while their child takes an assessment. They may struggle with the right words to say, especially given the unique adaptive nature of the *i-Ready Diagnostic*. You can share these phrases with families to give them ideas of how to talk to their child to be supportive.

<b>Before the assessment</b>	<ul style="list-style-type: none"> <li>• "The Diagnostic helps you find out what you know, understand what you are ready to learn, and will help you get 'just right' lessons."</li> <li>• "Try your best and do not rush, but do not spend too much time on a question."</li> <li>• "Remember, the Diagnostic is adaptive. This means the questions change based on your answers to earlier questions. You will see some questions you don't know. That is okay! Just try your best."</li> <li>• <i>For Mathematics:</i> "Use your scratch paper to show your work on each question."</li> <li>• <i>For Reading:</i> "Read each passage carefully."</li> </ul>
<b>Throughout the assessment (every 8–10 minutes)</b>	<ul style="list-style-type: none"> <li>• "I can tell you are very focused. Keep up the good work!"</li> <li>• "Great work, you have [number] minutes left."</li> <li>• "Nice job showing your work/reading each passage carefully."</li> </ul>
<b>If a student is rushing</b>	<ul style="list-style-type: none"> <li>• "I noticed you seem to be clicking through quickly. Remember, take your time and try your best."</li> </ul>
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<b>If a student asks for help</b>	<ul style="list-style-type: none"> <li>• "Just like when you take the test at school, I can't help you find the answer. We want to find out what you know, not what I know. It's okay if you are stuck!" Use the following suggestions:             <ul style="list-style-type: none"> <li>– <i>For Mathematics:</i> "Try working out the problem on paper."</li> <li>– <i>For Reading:</i> "Try going back and rereading the text."</li> <li>– "Try using a strategy that worked in a similar question before."</li> <li>– "It's okay if you don't know it. You are going to get some challenging questions, which means you are answering a lot of questions correctly. Make your best guess and move on to the next question!"</li> </ul> </li> </ul>
<b>After the assessment</b>	<ul style="list-style-type: none"> <li>• "I'm really proud of you. You did a great job [taking your time, showing your work, persisting through challenging questions, etc.]."</li> </ul>



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# Family Assess at Home Agreement

Some schools may want to provide something a bit more formal to share with families to signal the importance of this Diagnostic and confirm that families have understood how they should support but not help their students. Use this document if you wish to follow this approach.

## At-Home Assessment Agreement for Families

This year, we're all facing unexpected challenges, and having students take the *i-Ready® Diagnostic* at home is one of them. We thank you in advance for helping us get the information about your student that will help us plan and provide the instruction that will meet their unique needs.

Today, we're asking that you supervise your child's Diagnostic the same way a supportive teacher would. To this end, we would appreciate your confirmation that you have understood and are able to provide the right supports. Specifically:

- I have viewed the video about how to support students while taking the Diagnostic at home.
- I understand that the *i-Ready Diagnostic* is a different type of test. My student will receive questions they will struggle with and are not expected to answer correctly.
- I will not help my student answer the questions on the Diagnostic, even if they struggle.
- I will have my student complete the assessment according to my teacher's directions (e.g., quiet place, free of distractions with needed technology, etc.), within the dates and/or times specified by the teacher.

We know it's difficult to watch your child struggle, even if that struggle is productive. We're asking for your trust that the best ways to help us meet your child's unique needs this year are to help prepare them before the Diagnostic and to allow them the opportunity to demonstrate their learning independently during the Diagnostic. Thank you again for your cooperation as we work together to grow your child's learning in this unprecedented time.

---

(Family member signature)



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# Fridge Tips for Assessment Day

Sometimes, families need something to serve as a quick reminder of what they need to do to properly support their child. Use this one-page “Fridge Tips” to help families remember what to do and have suggestions of what to say as they partner with you to support their child.

## Fridge Tips FOR Assessment Day

### Before the Diagnostic

**Make sure your child knows what to expect:**



- ✓ **“The Diagnostic is like a vision test—the goal is not to get every question correct. It is to show what you know and don’t know so your teachers can teach you better.”**
- ✓ **“If the questions feel too challenging, just try your best and move on.”**
- ✓ **“The Diagnostic isn’t timed—you can work on it in small, 15- to 30-minute chunks.”**

**Make sure they’ve got what they need:**



- ✓ **A quiet, comfortable place** to take the test
- ✓ **A device that works with i-Ready, consistent internet connection, login information, and headphones**
- ✓ **Any specific scheduling, instructions, and/or accommodations** provided by your child’s school
- ✓ **Paper and pencil** for taking notes or solving math questions

### During the Diagnostic

**Encourage and support, but DON’T HELP:**



- ✓ **Play the role of supportive teacher.** Encourage them to do their best, reassure them, and offer to take a break.
- ✓ **Remember, not helping them with the answers** is the best way to help.
- ✓ **Anticipate some frustration.**  
Use the phrases below or others [here](#) to help your child:
  - “Wow. That looks like a very advanced question! Remember, it’s okay if you don’t know it. Just try your hardest and give your best guess so that i-Ready can find your ‘just right’ level. And then move on.”
  - “Looks like you could use a quick break! Do you want to finish this question now or when you get back?”

### After the Diagnostic . . . Celebrate!!!

For more information, tips, and tools, visit [i-Ready.com/FamiliesAssessAtHome](https://www.i-Ready.com/FamiliesAssessAtHome).

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# Family Meeting Agenda and Talking Points

Building strong partnerships with families is key to academic success. It is especially important during remote learning, when families play an even more active role in their student’s learning. We need families to prepare, monitor, and support their students when they take the Diagnostic at home.

**Educators who have successfully had students test at home have repeatedly said that conversations with families was the most important step in getting reliable data.** Use the agenda and suggested talking points below to plan your family meeting.

**Meeting Length:** ~15–20 minutes

**Confirm Before:**

- Diagnostic date and time
- How you plan to proctor (teacher or family proctored)
- Student accommodations as specified on student’s IEP/504 Plan

**Materials Needed:** Family Checklist

**Introduction (~2 min.)**

This may be the first time you are meeting with a family. Take time for introductions to help establish a partnership.

*(If meeting with family for the first time):* “Hi, I’m *(your name)*. “I’m excited to be *(student’s name)* teacher this year. Tell me a little about *(student’s name)* and your family. What is one hope you have for *(student’s name)* this year?”

“Thank you for taking the time to speak with me! We have much to talk about, but today I want to ask for your help on a specific task.”

**Purpose (~3 min.)**

Explain why their child is taking the Diagnostic and how it will help inform instruction.

“This year, our class will be taking the *i-Ready Diagnostic*. The main purpose of this assessment is to help me learn more about what *(student’s name)* already knows and what they are ready to learn. This helps me plan my instruction and support them better.”

*(If using i-Ready Personalized Instruction):* “The information also ensures the lessons *(student’s name)* receives in *i-Ready* are ‘just right’ for them.”

“Please talk about the importance of the Diagnostic with *(student’s name)*.”

**Scheduling & Logistics (~6 min.)**

For new and returning families, explain how you will administer the Diagnostic differently this year.

Use the Family Checklist to guide part of this conversation (specifically *Familiarize Yourself and Get Organized*).

Provide login information and system check directions to families.

“Typically, we take the Diagnostic in our class, but this is a unique time.”

“Here is how I could use your help:” *(choose the proctoring method you will use)*

• **Teacher Proctored:**

- “*(Student’s name)* will take the Diagnostic on *(date)* at *(time)*. I could use your support in helping *(student’s name)* log onto *(Google Classroom, Zoom, etc.)* at that time.”

• **Family Proctored (Assigned Time):**

- “*(Student’s name)* will take the Diagnostic on *(date)* at *(time)*. You can help them log in to their Diagnostic.”
- “We will not be on *(Google Classroom, Zoom, etc.)*, so I will need your support in monitoring.”
- “Is this time too difficult for your family?” *(If so, see if you can find another time that works better.)*
- “I will monitor student progress throughout the assessment with a real-time report I have. If needed, can I text you to ensure your student stays on task?”

*Continued on the next page.*



<p><b>Scheduling &amp; Logistics, Cont'd.</b></p>	<ul style="list-style-type: none"><li>• <b>Family Proctored (Family Determined Time):</b><ul style="list-style-type: none"><li>– “<i>(Student’s name)</i> needs to complete the Diagnostic the week of <i>(dates)</i>. I’ll need your help in giving the Diagnostic that week at a time that works for you and <i>(student’s name)</i>.”</li><li>– “It should take 45 minutes for Reading and 45 minutes for Mathematics. You can break this into shorter sessions.”</li></ul></li></ul>
<p><b>Supporting Your Child with the Diagnostic at Home (~6 min)</b></p> <p>Explain how families can support their child during the assessment.</p> <p>Use the Family Checklist to guide the conversation.</p>	<p>“It’s very important to NOT HELP <i>(student’s name)</i>.”</p> <ul style="list-style-type: none"><li>• “The Diagnostic is about showing us what <i>(student’s name)</i> knows and what they are ready to learn. They should not receive help because it could provide me with misleading data.”</li><li>• “<i>(Student’s name)</i> will receive some challenging questions. That’s okay. They will know the answers to about half the questions, while the other half may be more difficult. When they are stuck, please do not help them!”</li><li>• “Help that can alter the results looks like: reading passages (unless specified in an IEP or 504), helping to solve a problem, giving a strategy, and hinting at or giving the answer.”</li></ul> <p>“You CAN, however, offer support and motivation.”</p> <ul style="list-style-type: none"><li>• “I’ll send you some supportive phrases after this call that you can use to help provide support.”</li><li>• Monitor and engage your child: “Watch <i>(student’s name)</i> activity. They may look like they are taking the Diagnostic, but they may be opening other windows.”</li><li>• Confirm completion: “When <i>(student’s name)</i> is done, they will receive a congratulatory message and see lessons. Make sure they log off after completing the assessment.”</li></ul> <p><i>Mention any accommodations that are relevant to this student based on their IEP, 504, or English Learner designation).</i></p>
<p><b>Closing (~3 min)</b></p> <p>Leave time for questions and flag important dates and resources.</p>	<p>“I want to support you as much as possible. To recap:”</p> <ul style="list-style-type: none"><li>• “We will take the Diagnostic on <i>(date/time or week of)</i>.”</li><li>• <i>If applicable:</i> “I will be hosting a presentation on <i>(date/time)</i> with additional information for both families and students. It would be great if you could listen in.”</li><li>• “I will send you a checklist that summarizes what we spoke about today and you can reference as a reminder. This will include those supportive phrases.”</li><li>• “Do you have any questions?”</li></ul>

**To get all of the resources in this kit, visit**

[i-ReadyCentral.com/AssessAtHome](https://i-ReadyCentral.com/AssessAtHome)

**To get guidance and resources to support your teaching in this unprecedented school year, visit**

[i-ReadyCentral.com/TeachingAndLearningIn2020](https://i-ReadyCentral.com/TeachingAndLearningIn2020)

**To see how other educators are maximizing their *i-Ready* experience, follow us on social media!**

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(Mon–Fri 7:00 a.m.–9:00 p.m. ET)	⋮	Fri 8:30 a.m.–5 p.m. ET)