

Assessment Instrument Table: *i-Ready Diagnostic*

Element	Description	Assessment Instrument Information
Instrument Name	Name of specific instrument (more than vendor name).	<i>i-Ready® Diagnostic</i> —version 5.5.
Vendor	Name of the company or organization that produces the instrument.	Curriculum Associates, LLC exclusively produces and distributes <i>i-Ready</i> .
Purpose (Intended Use)	The described purpose and appropriate uses of the instrument. Identify any information about inappropriate uses.	<p><i>i-Ready®</i> is a web-based adaptive diagnostic assessment and instruction program. <i>i-Ready</i> assesses students’ reading skills to the sub-domain level, prescribing differentiated Common Core instruction so learners of all abilities can achieve success. The diagnostic assessment identifies which students are experiencing difficulties with specific skills, providing real-time, actionable data and reports to guide teachers in effective intervention. In addition, <i>i-Ready</i> provides intuitive resources for targeted instructional support, including downloadable, teacher-directed lesson plans (included with purchase of <i>i-Ready Diagnostic</i>), and highly engaging online lesson modules in <i>i-Ready Instruction</i> (optional). The assessment can also be leveraged at the classroom, school, and district levels to evaluate the effectiveness of the instruction or intervention measures.</p> <p>The system provides adaptive progress monitoring assessments between administrations of the full diagnostic to inform the student’s growth trajectory and support teachers in determining which students are not on track for end-of-year targets (both grade-level achievement and growth targets).</p> <p><i>i-Ready</i> automatically updates data reports every time a student completes a diagnostic assessment in the system so teachers can keep track of each student’s skills progression, adjust instruction if needed, and gauge each student’s growth alongside targets and projected estimates for the year.</p>

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		<p>Student Level</p>	<table border="1"> <thead> <tr> <th data-bbox="953 235 1423 267">Appropriate Uses</th> <th data-bbox="1430 235 1900 267">Inappropriate Uses</th> </tr> </thead> <tbody> <tr> <td data-bbox="953 272 1423 954"> <ul style="list-style-type: none"> Identify students who may be at risk for reading difficulties Help identify areas to target instructional support or intervention Monitor at-risk students while they receive additional, targeted instruction Group students of like abilities Track student progress according to standards, and over time Approved by CDE as a Diagnostic, Interim, and Summative Assessment for Colorado READ Act <i>i-Ready Instruction</i> was approved as a supplemental instructional resource for the Colorado READ Act. </td> <td data-bbox="1430 272 1900 954"> <ul style="list-style-type: none"> Make decisions regarding retention and promotion </td> </tr> <tr> <td data-bbox="953 959 1423 1175"> <p>Systems Level</p> <ul style="list-style-type: none"> Examine the effectiveness of a school’s system of instructional supports Evaluate teachers and principals (as the component to measure student growth) </td> <td data-bbox="1430 959 1900 1175"> <ul style="list-style-type: none"> Make decisions about funding Make decisions about rewards for improved performance or sanctions for low performance </td> </tr> </tbody> </table>	Appropriate Uses	Inappropriate Uses	<ul style="list-style-type: none"> Identify students who may be at risk for reading difficulties Help identify areas to target instructional support or intervention Monitor at-risk students while they receive additional, targeted instruction Group students of like abilities Track student progress according to standards, and over time Approved by CDE as a Diagnostic, Interim, and Summative Assessment for Colorado READ Act <i>i-Ready Instruction</i> was approved as a supplemental instructional resource for the Colorado READ Act. 	<ul style="list-style-type: none"> Make decisions regarding retention and promotion 	<p>Systems Level</p> <ul style="list-style-type: none"> Examine the effectiveness of a school’s system of instructional supports Evaluate teachers and principals (as the component to measure student growth) 	<ul style="list-style-type: none"> Make decisions about funding Make decisions about rewards for improved performance or sanctions for low performance
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Population	Who (which students) could be assessed using the instrument.	<p><i>i-Ready Diagnostic</i> is available for students in grades K-12, to assess either reading or mathematics skills. For the purposes of the READ Act, it supports a variety of reading abilities for grades K–3. Independent review has supported it as an effective solution for a wide range of learning abilities—from gifted and talented students, to English language learners, to those who are struggling (including Title I, Response to Intervention Tiers 2 and 3, and students receiving Special Education services). The optional online lesson modules in <i>i-Ready Instruction</i> are available for students performing below the grade 8 level and are approved by CDE as an instructional resource.</p>							

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Administration	How frequently the instrument can be administered in a school year, and recommended or required administration windows.	<p>We recommend the full diagnostic be administered three to four times per year, allowing for 12–18 weeks of instruction between administrations. The diagnostic is untimed, (typically takes 30–60 minutes), and may be administered over multiple sessions of shorter duration. It is easy to administer, requiring only a compatible computer with Internet access and a pair of headphones for each student. Schools can run a systems check from the <i>i-Ready</i> website to determine if they need to download any plugins, such as Flash.</p> <p>The progress monitoring assessments included with <i>i-Ready Diagnostic</i> take students approximately 15 minutes to complete and are designed for monthly administration.</p>
Content Area (s)	Content area or areas being assessed.	<p><i>i-Ready</i> assesses and provides instruction for the following Common Core reading skills:</p> <ul style="list-style-type: none"> • Foundational Skills—Phonological Awareness, Phonics, High Frequency Words • Vocabulary • Comprehension: Informational Text • Comprehension: Literary Text
Learning Objectives	Specific learning objectives being assessed, at as detailed a level as is provided. This may be "topics" or categories or may be actual learning objective statements.	<p>Phonological Awareness (Grades K–1): rhyme recognition, phoneme identity and isolations, phoneme blending and segmentation, phoneme addition and substitution, phoneme deletion.</p> <p>Phonics (Grades K–4): letter recognition, consonant sounds, short and long vowels, decoding one- and two-syllable words, inflectional endings; prefixes and suffixes, digraphs and diphthongs, vowel patterns, decoding longer words.</p> <p>High Frequency Words (Grades K–2): words from Dolch and Fry lists.</p> <p>Vocabulary (Grades K–12): academic and domain-specific vocabulary, word relationships, word learning strategies, use of reference materials, prefixes, suffixes, and word roots.</p> <p>Comprehension—Informational Text (Grades K–12): author’s purpose, categorize and classify, cause and effect, drawing conclusions/making inferences, fact and opinion, main idea and details, message, summarizing/retelling, text structure, determining word meaning, compare and contrast across different texts and media, analysis of close reading of a text, citing textual evidence.</p> <p>Comprehension—Literary Text (Grades K–12): point of view and purpose, cause and effect, drawing conclusions/making inferences, figurative language, story elements, summarizing/retelling, theme/mood, analyzing character, compare and contrast across different</p>

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Individual Metrics	The scores provided at the individual (student) level.	<p>texts and media.</p> <p><i>i-Ready's</i> diagnostic assessment provides a scaled score (ranges from 0 to 800) that can be tracked and compared across grades. This scaled score is available for a student's overall reading performance, and for each of the individual domains described in the learning objectives response, above. <i>i-Ready</i> is a criterion-referenced test, and as such, the key criterion-referenced score is the placement level (driven by the student's scale score), which provides information about how each student is performing relative to expectations set by the Common Core State Standards. With these placements, educators can tell if their students are meeting the on-grade level expectations of CCSS.</p> <p>In addition to the criterion-referenced placement levels, <i>i-Ready</i> also offers normative percentile scores (based on a nationally representative sample) and Lexile performance level scores.</p>
Individual Comparison Points (cut scores)	Information provided regarding how good is good enough performance on the instrument at the individual student level. Comparison information should be available for every individual metric. This may be performance level ratings with specific cut scores.	<p>For progress monitoring, a scale score in the range of 0–800, which is on the same scale as the Diagnostic, is provided in order to track student growth along the same scale throughout the year. There are two portions to this information, as directed by the READ Act: 1) indications of whether students may have significant reading difficulties and qualify for intervention services; and 2) indications by domain of student achievement.</p> <p>1. Determination of a significant reading deficiency is based on the student's current chronological grade level, date of assessment administration (fall, winter, or spring), and the <i>i-Ready</i> scale score. After the student completes the adaptive assessment, <i>i-Ready</i> generates a set of scores that includes an overall scale score. Using the overall scale score located in the Student Profile Report, educators compare the score to the simple translation table (below); if the student's score is below the cutoff score for his/her chronological grade in the relevant testing window, the student is identified as having a Significant Reading Deficiency (SRD).</p>

i-Ready Cutoff Scores for Identifying Students with SRD

Grade	Fall	Winter	Spring
K	315	338	361
1	362	385	408
2	409	428	448

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		<table border="1" data-bbox="1073 228 1562 272"> <tr> <td data-bbox="1073 228 1207 272">3</td> <td data-bbox="1207 228 1331 272">448</td> <td data-bbox="1331 228 1455 272">464</td> <td data-bbox="1455 228 1562 272">480</td> </tr> </table> <p data-bbox="730 277 1906 342">If schools desire, we can provide percentiles. In general, the percentiles range from a low of 12% to a high of 17% for national norms.</p> <p data-bbox="730 386 1871 451">2. <i>i-Ready</i> lists below-level, on-level, and above-level for each of the following listed domains for Grades K and 1:</p> <ul data-bbox="779 459 1360 675" style="list-style-type: none"> • Phonics • Phonological Awareness • High Frequency Words • Vocabulary • Reading Comprehension—Literature • Reading Comprehension—Informational Text <p data-bbox="730 716 1906 922">In Grade 2, students who score high enough in Phonics will not receive Phonological Awareness items. Students in Grade 3 will first receive items assessing Vocabulary, Reading Comprehension—Literature, and Reading Comprehension—Informational Text. If the student reads on or above level, the diagnostic will stop there. If the student performs below level, then the diagnostic will also present the Phonics domain, and depending how the student does on the Phonics domain, she or he may also receive High Frequency Words.</p>	3	448	464	480
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Aggregate Metrics	Scores provided at the group level. The group could be a grade level, school, district, or disaggregated groups (e.g. race/ethnicity, gender, IEP status, FRL status). Specify the group(s) and the score(s) provided.	<p data-bbox="730 927 1871 1065">Group level scores for <i>i-Ready</i> include class, grade, school, district, and instructional group— We provide aggregate scores for Performance by School and District that show the percentage of students on or above level; one level below; and two levels below. We also provide aggregate growth reports by instructional groups based on each educator’s roster.</p> <p data-bbox="730 1105 1766 1138">The scores provided for comparison are the same scaled scores for the individual levels.</p> <p data-bbox="730 1179 1608 1211">More specifically, <i>i-Ready</i> provides the following scores at the group level:</p> <ul data-bbox="730 1219 1892 1427" style="list-style-type: none"> • The number and percent of students at each performance level: at or above grade level, one level below grade, two or more levels below grade (by grade level and overall) at the beginning, middle and end of the year. • The percent of students at or above grade level at the end of the year. • The number of students two or more levels below and one level below grade at the beginning and end of the year. 				

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		<ul style="list-style-type: none"> The change in the number and percent of students at each performance level overall (at or above grade level, below grade level, two-plus levels below grade) between the beginning and the end of the year. The Class Profile Report shows which students are above or below the cut line for proficiency. At a school level, the administrator could also run the Intervention Screener Report, then see a list of all students in each grade listed by overall score and easily see the cut line there for the entire grade.
Aggregate Comparison Points (cut scores)	Information provided regarding how good is good enough performance at the group level.	N/A
Alignment	Information provided about alignment of this instrument to other instruments, standards, etc.	<p><i>i-Ready</i> was built for—not simply aligned to—the CCSS. Because of this strong connection to the Common Core <i>i-Ready</i> also aligns to requirements of Next Generation assessments, such as the Partnership for Assessment of Readiness for College and Careers assessment. Colorado educators can view students’ mastery of the standards in the CCSS Performance Report. This report is particularly helpful for teachers preparing their students for Next Generation assessments and plan additional areas to target instruction.</p> <p>The assessment component of <i>i-Ready</i> is also directly correlated to the online lesson modules from the optional add-on, <i>i-Ready Instruction</i>.</p>
Data Reports	Description of data reports that are provided/available at the individual and aggregate level(s).	<p>View selected sample reports here: http://www.curriculumassociates.com/products/iready/i-ready-reports.aspx#.</p> <p>The following reports are available in <i>i-Ready</i>:</p> <p><i>District-Level Reports</i></p> <ul style="list-style-type: none"> Performance by School and Grade Needs Analysis by Grade Student Growth by Grade and School <p><i>School-Level Reports</i></p> <ul style="list-style-type: none"> Performance by Grade and Class Needs Analysis by Grade Student Growth by Grade and Class Instructional Grouping Profile

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		<ul style="list-style-type: none"> • Intervention Screener <p><i>Class-Level Reports</i></p> <ul style="list-style-type: none"> • Class Profile • Class Norms • Instructional Grouping Profile • Progress Monitoring • Class Response to Instruction* <p><i>Student-Level Reports</i></p> <ul style="list-style-type: none"> • Student Profile • Progress Monitoring • Common Core State Standards Performance Report • Parent Report • Student Response to Instruction* <p><i>*Response to Instruction reports only available with i-Ready Instruction</i></p>
Technical Quality	Information about the technical quality of the instrument. Reference to technical analysis if available electronically.	<p>How the <i>i-Ready</i> cutoff scores were determined:In order to establish the cutoff scores shown, Curriculum Associates leveraged three different studies:</p> <ol style="list-style-type: none"> 1. A study conducted by MetaMetrics to determine the interquartile range of readers by grade by Lexile score (http://www.lexile.com/about-lexile/grade-equivalent/grade-equivalent-chart/). 2. A study that MetaMetrics and Curriculum Associates conducted in the spring of 2012 to link <i>i-Ready</i> overall reading scores to the Lexile® Framework. 3. A study that Curriculum Associates worked on with independent researchers from the University of Massachusetts at Amherst to determine valid and reliable criterion-referenced annual student growth targets, which are being used this school year for accountability purposes in many states and districts, including New York, Ohio, and Virginia. <p>Data from these studies were integrated to identify appropriate cutoff scores that balanced a desire to neither under-nor over-identify students who truly need intervention services. In</p>

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		<p>addition, the validity of these cutoff scores were examined to further ensure the strength of these values in supporting the goals of SRD identification. For further information on the research base supporting these cutoff scores, or to view the confidential <i>i-Ready</i> Technical Manual, please contact Craig Pritchard, Curriculum Associates Educational Consultant, at cpritchard@cainc.com.</p>
