OKLAHOMA STATE DEPARTMENT OF EDUCATION

I-READY DIAGNOSTIC

Technical Support
Universal Screening for Risk of Reading Difficulties, including Characteristics of Dyslexia

This guidance is based off information provided by the vendor and is provided to assist districts in quickly finding essential information for using this screening instrument to meet the requirements of the Reading Sufficiency Act (RSA) and screening for characteristics of dyslexia. Specific questions about the assessment should be directed to the vendor.

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i-Ready Diagnostic: Curriculum Associates
Screening Technical Guidance

General Information

Contact Information

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Administration Information

Setting	i-Ready Diagnostic is administered online. Literacy Tasks are administered one-on-one with the teacher
Average Time	i-Ready Diagnostic - 45 minutes Literacy Tasks – 1 minutes each
Characteristics of Dyslexia	All students take the i-Ready Diagnostic assessment as the universal screening and the first step of dyslexia screening. Students who should be screened for characteristics of dyslexia must also take the designated Literacy Tasks and the Rapid Automatized Naming (RAN) assessment.

Grade Level Assessment Pathway

	Beginning of Year	Middle of Year	End of Year
Kindergarten	Administer Universal screening to all students. Use results to guide instruction. *Results are reported on the RSA Survey: Beginning of Year report.	Administer Universal screening to all students. Write IPRI and administer dyslexia screening to students below the grade-level target.	Administer Universal screening to all students.
1st –3rd Grade	Administer Universal screening to all students. Write IPRI and administer dyslexia screening to students below the grade-level target.	Administer Universal screening to all students. Adjust IPRI for students as needed. Write IPRI for students who have dropped below the grade-level target.	Administer Universal screening to all students.

Guidance Brief for i-Ready Diagnostic from Curriculum Associates
An overview of the assessment from the publisher and how to use the assessment to determine risk can be found here: https://bit.ly/i-Ready_guidance

Guidance for Testing Remotely
Guidance for conducting i-Ready Diagnostic assessments remotely can be found here: https://i-Readycentral.com/articles/assessing-at-home-support

Assessment Administration

Assessment Components

Intuitive reports from *i-Ready Diagnostic* and *i-Ready Standards Mastery* offer the most accurate data possible by identifying each student's strengths and learning priorities. Teachers use this data to make informed decisions about whole class, small group, or individual instruction, while administrators can use it to set intervention strategies and inform resource allocation decisions.

i-Ready Diagnostic follows a continuum of learning that, research indicates, is predictive of later reading success. Skills build upon skills, and the sequence of subtests builds upon prior subtests. As skills of lower-level difficulty are eliminated from the test battery, more difficult skills that rely on achievement of the prior skills are added.

Because i-Ready Diagnostic incorporates computer-adaptive algorithms, students are administered items of increasing difficulty until either an appropriate level of ability is established, or it is determined through other higher-level subtests that skill mastery has been achieved. Thus, defaults are only a starting point. Once i-Ready Diagnostic calibrates to the performance ability of a particular student, each subsequent test relies on the previous calibrations to determine with which items to begin subsequent administrations.

Administration Guidance

For the most current early literacy screening requirements, see http://www.i-ReadyCentral.com/OK-literacy.

Assessment Administration

The i-Ready Diagnostic assessment uses a computer adaptive method to assess students on skills listed below.

Reading Skills Assessed in i-Ready (K-3)	
Grade K-2	**Grade 3**
Foundational Skills	

Phonological Awareness (Gr. K–1)
• Rhyme Recognition
• Syllable Blending and Segmenting
• Onset and Rime Blending and Segmenting
• Phoneme Identification, Isolation, & Pronunciation
• Phoneme Blending and Segmentation
• Phoneme Addition and Substitution
 	
Phonics
• Alphabetic Knowledge
  • Letter Recognition
  • Letter–Sound Correspondence
• Sound-Spellings
  • Short and Long Vowels
  • R-Controlled Vowels
  • Digraphs and Diphthongs
  • Vowel Patterns
  • Silent Letters
• Decoding One-Syllable Words
  • Sound-by-Sound Blending
  • Beginning and Ending Blends
• Decoding Multi-Syllable Words
  • Multi-Syllable Decoding Strategies
  • Inflectional Endings
  • Words with Prefixes
  • Words with Suffixes
 	
High-Frequency Words
• Words from Zeno, Dolch, and Fry lists
	Phonics
	• Decoding/Building/Sorting Multi-Syllable Words
	  • Multi-Syllable Decoding Strategies
	  • Types of Syllables
	  • Words with Prefixes
	  • Words with Suffixes
	  • Irregularly Spelled Words

Vocabulary	
• Understand General Academic and Domain- • Specific Vocabulary • Identify Word Relationships (Synonyms/ Antonyms) • Sort Images That Represent Words into Conceptual Categories	• Understand General Academic and Domain-Specific Vocabulary • Determine Word Meaning Using Base Words and Affixes • Use a Glossary to Determine/ Clarify Word Meaning • Understand Word Families • Analyze Word Relationships

Assessment Administration

Reading Skills Assessed in i-Ready (K-3)	
Grade K-2	**Grade 3**
Comprehension: Informational Text	
- Ask/Answer Questions about Key Details - Identify the Main Topic or Main Idea - Identify Reasons That Support Specific Points - Recount or Retell Text - Determine Word Meanings - Connect Words and Pictures/Explain How Images Support Text - Use Text Features - Describe Connections between Ideas, Events, and Procedures - Identify Author's Purpose - Compare and Contrast Key Details within and between Two Texts	- Ask Questions about Key Ideas - Identify Main Idea/Key Details - Cite Textual Evidence - Make Inferences - Retell or Summarize Text - Demonstrate Understanding of Unfamiliar Words - Describe or Analyze Relationships between Ideas and Events in Scientific, Historical, and Technical Texts - Demonstrate Understanding of Unfamiliar Words - Identify or Analyze Author's Point of View or Purpose - Evaluate Arguments - Connect Text and Visuals - Use or Interpret Text Features - Compare Author's Point of View in Two Texts - Analyze and Compare Text Structures within One Text or between Two Texts - Find and Integrate Information from Multiple Sources
Comprehension: Literature	
- Ask/Answer Questions about Stories - Identify/Describe Characters, Setting, Events - Describe Parts of a Story - Recount Stories - Determine Word Meanings - Identify Sensory Words/ Phrases - Describe How Authors Use Words/Sounds in Special Ways (e.g., alliteration) - Connect Words and Pictures - Determine Central Message - Identify Point of View - Compare and Contrast Story Elements within One Story or between Two Stories	- Ask Questions about Stories - Make Inferences - Cite Textual Evidence - Determine Theme/Central Message of a Story/Poem - Recount or Summarize Story Events - Understand/Describe Characters, Settings, Events - Interpret Figurative Language - Determine Point of View in a Story - Connect Words and Pictures - Analyze Structure and Elements of Stories/Plays/Poems - Compare and Contrast Stories (e.g., by Same Author, in Same Genre, Similar - Topics/Themes) - Interpret Allusions - Summarize Text

Special Considerations

Accommodations

Approved accommodations are those accommodations that are unlikely to change how the assessment functions. There are traditionally embedded designated supports available universally to students in i-Ready, requiring no further configuration by educators.

English Learners

i-Ready Diagnostic is currently available in English only.

To meet the requirements for promotion through Pathway 2 with the screening assessment, the student must be able to meet the end-of-year 3rd-grade target in English.

Using the Data to Determine Risk

Grade Level Targets

The following descriptors are provided by Curriculum Associates to assist in interpreting student scores. For more in-depth explanation, please refer to the i-Ready Diagnostic Technical Manual provided by the publisher.

Benchmarks are the minimum performance levels students are expected to reach by certain points of the year in order to meet end-of-year performance goals. The end-of-year benchmark typically represents the minimum level of performance required by state or local standards. Benchmarks are always grade specific, e.g., the 3rd grade benchmark.

A cut score is used to determine which students may need additional assistance to move toward the end-of-year benchmark.

- Below 10 – urgent intervention
- Below 25 – intervention
- At/above 40 – benchmark

First, second, or third grade students who meet the end-of-year third grade-level target score are eligible for promotion to fourth grade. **For i-Ready Diagnostic, students must have a composite score of 522 to meet this option.** According to state statute 70 O.S. § 1210.508C(I)(1), "after a student has demonstrated proficiency through a screening instrument, the district shall provide notification to the parent or guardian of the student that they have satisfied the requirements of the Reading Sufficiency Act and will not be subject to retention."

The scores listed on the following chart are the Reading Composite Scores determined by the required assessments listed above. The composite scores listed in the table reflect the grade-level target scores. **Students scoring below the At Benchmark Score are considered at-risk for not meeting grade level reading expectations and should be placed on an Individualized Program of Reading Instruction (IPRI).**

Determining Risk for Characteristics of Dyslexia

For information on using i-Ready to determine risk of characteristics of dyslexia, please visit http://www.i-ReadyCentral.com/OK-literacy

Data Benchmarks

		Percentiles	Beginning of Year	Middle of Year	End of Year
Kinder	Well Below Benchmark	1st-10th	100-309	100-329	100-346
	Below Benchmark	11th-25th	310-326	310-326	347-372
	Tier 1 with Differentiation	26th-39th	327-335	349-361	373-389
	At Benchmark	**40th**	**336**	**362**	**390**
1st grade	Well Below Benchmark	1st-10th	100-349	100-373	100-392
	Below Benchmark	11th-25th	350-374	374-402	393-417
	Tier 1 with Differentiation	26th-39th	375-391	403-414	418-437
	At Benchmark	**40th**	**392**	**415**	**438**
2nd grade	Well Below Benchmark	1st-10th	100-395	100-412	100-424
	Below Benchmark	11th-25th	369-420	413-449	425-470
	Tier 1 with Differentiation	26th-39th	421-442	450-474	471-491
	At Benchmark	**40th**	**443**	**475**	**492**
3rd grade	Well Below Benchmark	1st-10th	110-421	100-442	100-456
	Below Benchmark	11th-25th	422-464	443-486	457-497
	Tier 1 with Differentiation	26th-39th	465-487	487-511	498-521
	At Benchmark	**40th**	**488**	**512**	**522**
4th grade	Well Below Benchmark	1st-10th	100-457	100-475	100-481
	Below Benchmark	11th-25th	458-496	476-515	482-522
	Tier 1 with Differentiation	26th-39th	497-519	516-535	523-544
	At Benchmark	**40th**	**520**	**536**	**545**
5th grade	Well Below Benchmark	1st-10th	100-482	100-496	100-503
	Below Benchmark	11th-25th	438-522	497-535	504-543
	Tier 1 with Differentiation	26th-39th	523-544	536-557	544-565
	At Benchmark	**40th**	**545**	**558**	**566**