How can I use *i-Ready* to support Multilingual Learners in reading?

Overview

i-Ready is designed to support Multilingual Learners from diverse language backgrounds with a tailored, research-backed, data-driven approach. The following recommendations are based on the design of *i-Ready Assessment and Instruction* for Reading in English and how they support Multilingual Learners. While effective for a wide range of learners, **only use this approach if aligned with your district policies** and students' English Learner plans and by agreement with your administrator.

Recommendations for Multilingual Learners

For non-English speaking Newcomers or Multilingual Learners with WIDA Levels 1 or 2	**Prioritize Instruction Over Assessment:** At the start of the year (or upon enrollment), focus on English Reading instruction, using WIDA levels to guide teacher-led instruction and decisions regarding Personalized Instruction.
	Use Teacher-Assigned Lessons: Strategically assign Personalized Instruction lessons to support each student to develop as a reader of English. • **For Foundational Skills:** Assign lessons from Phonological Awareness and Phonics domains. • **For Vocabulary:** Gradually introduce lessons from Vocabulary and High-Frequency Words domains as students progress.
	Delay Diagnostic Administration: Depending on student progress, administer the *i-Ready Diagnostic* at midyear or end of year.
For Multilingual Learners with WIDA Levels 3 or higher	**Administer *i-Ready Diagnostic*:** Assess reading performance in English.
	Deliver Teacher Led Instruction: Use Diagnostic results, recommended next steps, and Tools for Instruction to address instructional priorities for Reading in English.
	Leverage My Path Personalized Instruction: • Allow students to work in their automated lesson path, generated based on their domain-level performance on the Diagnostic. • As needed, teachers can also assign *i-Ready* lessons to address specific learning priorities.

Using Developmental Levels

In some circumstances, assessment of all students in English is needed, regardless of English proficiency levels. The following is an example of how we have seen some districts use developmental levels to meet this need, while creating a more comfortable testing environment for students with English language proficiency below their chronological grade level. Developmental levels allow educators to manually adjust a student's level to better align with the student's developmental stage. By setting the developmental level lower than the student's grade level, students will encounter questions intended for younger grades. The student will begin the Diagnostic at the standard starting point for the selected grade, better reflecting the skills they are currently working on, while following the test flow for that grade level.

Changing a student's developmental levels should be considered with caution, as altering developmental levels for students who are not substantially below grade level can have unintended consequences. Educators should consider all available information and existing data about a student before determining if this strategy is appropriate. **Only use this approach if it aligns with your district policies. Contact your *i-Ready Partners* before using developmental levels and for any other questions you may have about assessing Multilingual Learners.**

For students currently enrolled in...	...set their developmental level to
Grades 1–2	Grade K
Grades 3–5	Grade 1
Grades 6–8	Grade 3