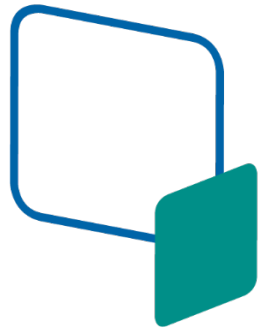





# ***i-Ready Diagnostic* for Previous mClass Users: A Crosswalk**

A transition guide for educators who are moving from using DIBELS 8<sup>th</sup> Edition as part of Amplify's mClass Assessment to the *i-Ready Diagnostic* assessment

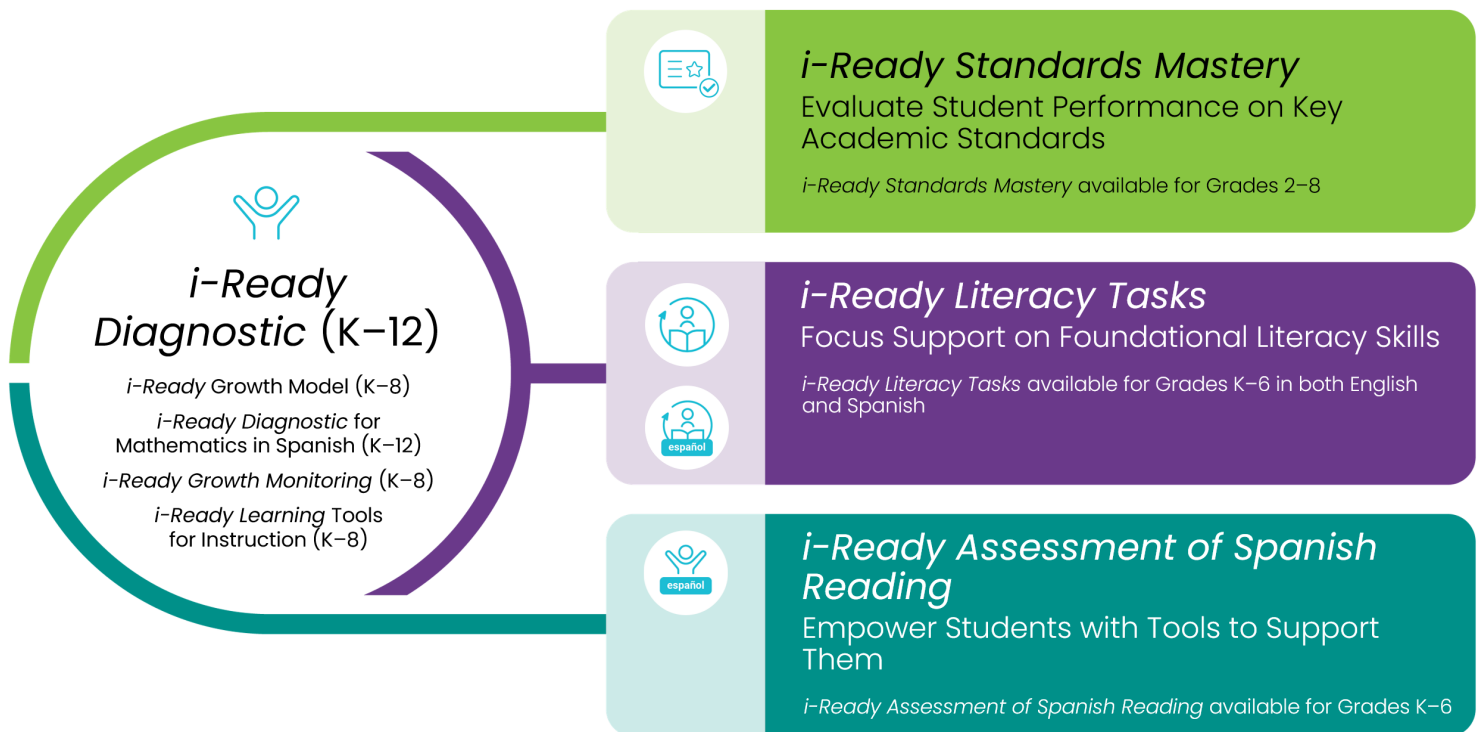


# An Introduction to *i-Ready*

As a dedicated educator, you likely want nothing but the best for your students. You have sought ways to enhance their learning experiences and tailor your instruction to their unique needs. Over the years, you probably relied on assessments to gauge their progress and identify areas for improvement.

If your district has recently made the transition from using mClass to the *i-Ready Assessment Suite*, you likely have many questions. How is administering *i-Ready* different from administering mClass? Do they measure the same things? What scores on *i-Ready* are like the scores you know and trust from mClass? What *i-Ready* reports are like those from mClass that you've been using to help your students?

The *i-Ready Assessment Suite* is a dynamic and engaging platform that not only assesses students' knowledge and skills but also provides personalized instruction to bridge learning gaps. The heart of the assessment suite is the *i-Ready Diagnostic* assessment, and there are additional assessments in the suite to evaluate student performance on key academic standards, assess and support critical foundational literacy skills, and understand the needs and provide support to Spanish-speaking students.



The most commonly used assessment from the *i-Ready Assessment Suite* is *i-Ready Diagnostic*, and this guide will provide information to help you transition from using mClass to using the *i-Ready Diagnostic* so you can better understand your students, cater to their unique strengths and weaknesses, and support their growth and development.



# Uses: One Powerful Program to Know More

As you transition from using mClass to using *i-Ready*, you're probably wondering, "Will *i-Ready* do what I was able to do with mClass?"

While mClass is frequently used for tailored purposes including screening and monitoring interventions, *i-Ready Diagnostic* is often used for many purposes. In fact, educators often find they can address the majority of their assessment needs using the *i-Ready Assessment Suite* as opposed to administering assessments from many different providers. In this way, *i-Ready* is one powerful program to help you know more about your students.

Some of the needs for which *i-Ready* is often used are listed below.

## Screening and Placement

- ✓ Algebra Readiness
- ✓ English Learners Reclassification Data
- ✓ Gifted/Talented Identification
- ✓ Intervention (RTI/MTSS) Identification
- ✓ Third Grade Reading Guarantee
- ✓ Universal Screener for Reading/Mathematics
- ✓ Dyslexia Risk-Factor Screening

## Informing Classroom Instruction

- ✓ Interim/Benchmark Assessment
- ✓ Standards Performance
- ✓ Growth Measures
- ✓ Instructional Planning Data for Scaffolding
- ✓ Automatic Small Groups & Reading Buddies
- ✓ Student/Teacher/School Goal-Setting Data
- ✓ Custom Data Analytics

## Intervention and Acceleration

- ✓ MTSS/RTI/Intervention Screener
- ✓ Progress/Growth Monitoring
- ✓ Understand Student Prerequisite Skills

## District Strategic Needs

- ✓ Accountability
- ✓ High Correlations with State Tests
- ✓ Tri-annual Benchmark Assessment

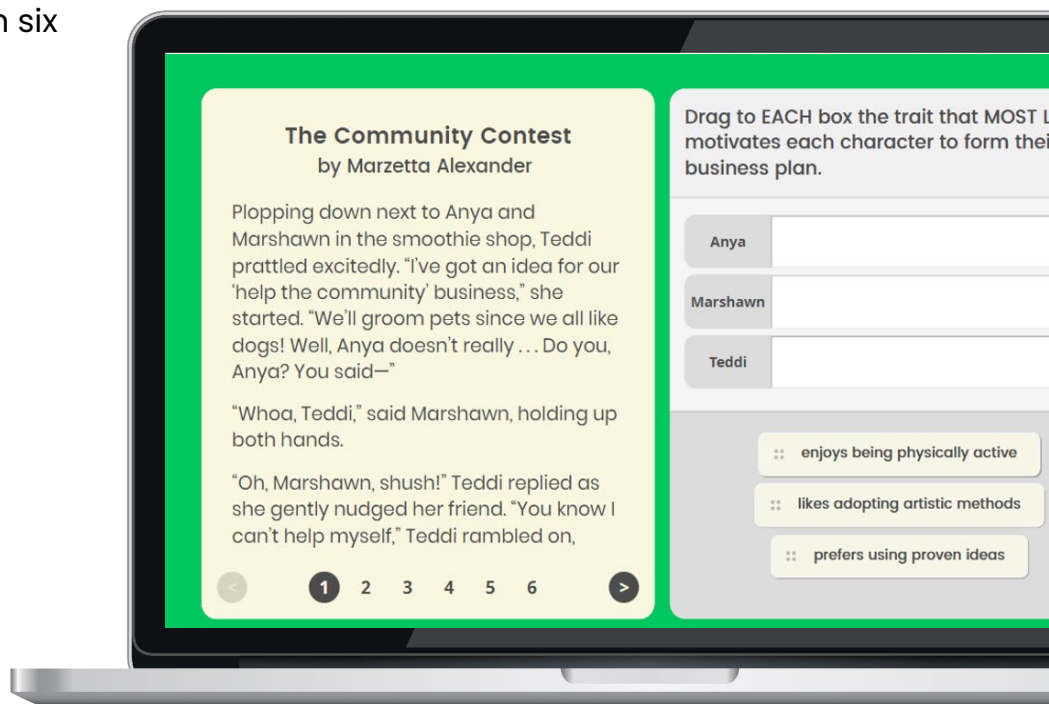
# Content: Measuring What Matters

Although DIBELS 8<sup>th</sup> Edition, administered through mClass, and *i-Ready Diagnostic* both measure literacy skills, the scope and approach to measuring those skills differs across the two assessments. DIBELS measures a collection of highly targeted skills, mostly related to fluency. *i-Ready Diagnostic*, on the other hand, measures a broad set of skills across literacy domains.

Because *i-Ready Diagnostic* is an adaptive assessment, it is able to measure a much broader set of skills than can be measured through a one-on-one administered assessment such as mClass. This provides the advantage of holistically measuring much more content than can be measured one-on-one, and provides much more information in reports than can be provided through a one-on-one administered assessment.

Reading skills are assessed in six key domains on the *i-Ready Diagnostic* for Reading:

- 1 Phonological Awareness
- 2 Phonics
- 3 High-Frequency Words
- 4 Vocabulary
- 5 Comprehension: Literature
- 6 Comprehension: Informational Text



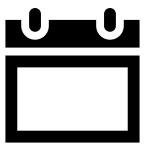
Additionally, many of the same fluency-related concepts measured in mClass can be assessed through the one-on-one administered *i-Ready Literacy Tasks*.

For more information, see [i-Ready Diagnostic: What it Measures](#) and the [i-Ready Literacy Tasks Fact Sheet](#)



# Implementation

The approaches to implementing mClass and *i-Ready Diagnostic* is somewhat different because mClass is one-on-one administered and *i-Ready Diagnostic*, on the other hand, is a fully computer-based assessment that can be group-administered.



## Frequency of Administration

The *i-Ready Diagnostic* is generally administered three times per year as a benchmark assessment. *i-Ready Diagnostic* is usually not used for frequent progress monitoring, but other *i-Ready Assessments*, such as the *i-Ready Literacy Tasks* and the Growth Monitoring feature of *i-Ready Diagnostic* can address many of the same progress monitoring needs that mClass addresses.



## Test Duration

The *i-Ready Diagnostic* for Reading tends to take about 45 minutes to administer, but is often around 20 minutes for younger students. For more on *i-Ready Diagnostic's* test length and scheduling suggestions, see [i-Ready Diagnostic: Guidance on Assessment Duration](#).



## Approach to Administering

*i-Ready Diagnostic* can be administered in a group setting or individually to students. All questions are presented on the screen. All questions are automatically scored by computer.



## Testing Method

*i-Ready Diagnostic* is an adaptive computer-based assessments.



# Scores

While there are some differences between the scores available from mClass DIBELS 8<sup>th</sup> Edition and *i-Ready Diagnostic*, and score between the two assessments are generally not directly comparable, there are some similarities between some scores on each assessment that can help you transition from one assessment to the other. For example, both assessments offer numeric scores and placement levels associated with these scores, and both also offer norms.

The table below shows the scores available from each assessment that are most similar for each score type. For example, if you used to use mClass's benchmark placement levels, with *i-Ready Diagnostic* you can use the grade-level placements.

While these score are not the same—for example, any norms available from mClass are not mathematically the same as the *i-Ready Diagnostic* norms—both scores provide some insight into how students are normatively performing.

Score Type	mClass DIBELS 8 <sup>th</sup> Edition	<i>i-Ready Diagnostic</i>
<b>Overall score</b>	Composite and Subtest-Specific Scores	<i>i-Ready Diagnostic</i> Overall Score and domain-specific scores
<b>Placement Levels</b>	Benchmark Scores (e.g., Above Benchmark, At Benchmark, Below Benchmark, Well Below Benchmark)	Grade-Level Placements (e.g., Mid-On Grade Level, Early On Grade Level, One Grade Level Below, Two Grade Levels Below)
<b>Norms</b>	Percentile ranks (associated with the test-taking population, also known as local norms)	National norms (developed to be representative of the national student population)

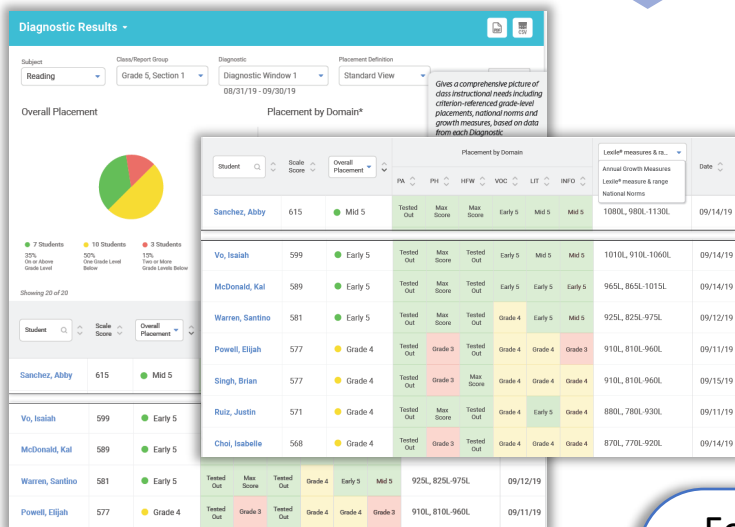
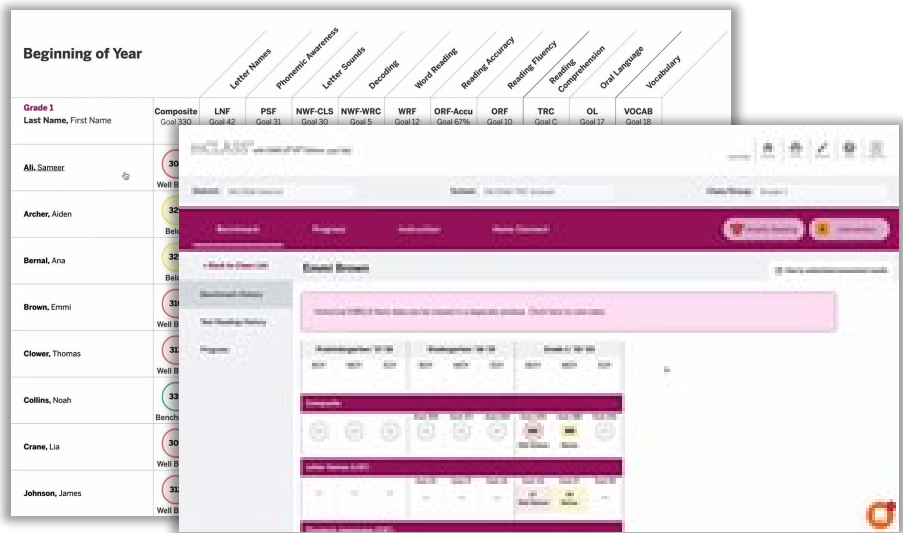
For more information, see [Understanding Score Types on the \*i-Ready Diagnostic\*](#)

# Reports

The reports available from mClass and *i-Ready Diagnostic* are often seen by educators as being quite different. Although both assessments' reports convey information about what a student knows and can do, the look and feel of the reports provide information in different ways.

## Purpose: Get overall sense of student proficiency

With mClass you may have used the **Class and Student Reports**



With *i-Ready Diagnostic*, you can similarly use the **Diagnostic Results Report**, which provides information at the district, school, class, and student levels. Additional reports include:

- Diagnostic Growth
- Instructional Groupings
- Prerequisites (math)
- Grade-Level Scaffolding (reading)
- Standards Performance

For more information, see the [i-Ready Reports Book](#)

# Informing Instruction

mClass DIBELS 8<sup>th</sup> Edition and *i-Ready Diagnostic* both provide instructional information, but the type of information and the resources associated with that information differ across the assessments.

With *i-Ready Diagnostic*, there are a number of ways that instructionally relevant information is provided, including:

- Domain-level **Can Dos and Next Steps** that articulate the specific knowledge and skill that students know based on their Diagnostic performance, and what concepts they should likely learn next.
- **Tools for Instruction**, which are miniature lesson plans that can be used in groups or individual to address specific concepts.

### Placement by Domain

Results in Phonics indicate that Danielle has difficulty decoding words accurately. Vocabulary is another cause for concern. This score indicates that Danielle has gaps in grade-level word knowledge. Targeting Phonics and Vocabulary instruction is the best way to support this student's growth as a reader. Taken together, this information places Danielle in Instructional Grouping 1.

<b>Phonological Awareness</b>	<b>Phonics</b>	<b>High-Frequency Words</b>	<b>Vocabulary</b>	<b>Comprehension: Literature</b>	<b>Comprehension: Informational Text</b>
● Tested Out	● Grade 3 514	● Tested Out	● Grade 4 561	● Grade 4 547	● Grade 3 519

### Developmental Analysis

This domain addresses Danielle's understanding of informational text. Results indicate that Danielle needs instruction in Grade-Level 3 informational skills and strategies, such as identifying and evaluating an author's point of view or purpose, as well as analyzing cause-and-effect relationships. Teach a variety of informational genres, including biographies, autobiographies, and newspaper or magazine articles.

#### Can Do 📄

Danielle is developing proficiency with below-grade level informational texts in skills such as:

- Sequencing events
- Identifying cause-and-effect relationships
- Demonstrating understanding of key ideas and details
- Comparing and contrasting
- Identifying main idea
- Retelling the most important ideas

[Standards](#)

#### Next Steps & Resources for Instruction 📄

- + Teach about author's point of view and purpose.
- + Provide additional strategies for determining word meaning.
- + Build understanding of how to connect text and visual information.
- Extend understanding of cause and effect.
  - Define effect as something that happens. Define cause as something that makes something else happen.
  - Read aloud a Grade-Level 3 informational book and model identifying cause-and-effect relationships.
  - Say, "When I read, I think about things that happen and why they happen."
  - Model asking and answering questions such as, "What happened first?"
  - Then have Danielle read an informational text in a small group and ask her to identify cause-and-effect relationships and to look for details in the text to find answers.

#### Tools for Instruction

[Identify Cause and Effect](#) 📄

**Additional Resources**

Ready Reading instruction or digital access to Ready through [i-Ready](#) **Toolbox**

[Learn More](#)

#### Tools for Instruction

**Identify Cause and Effect**

Read aloud a Grade-Level 3 informational book and model identifying cause-and-effect relationships. Say, "When I read, I think about things that happen and why they happen." Model asking and answering questions such as, "What happened first?" Then have Danielle read an informational text in a small group and ask her to identify cause-and-effect relationships and to look for details in the text to find answers.



# Additional Features

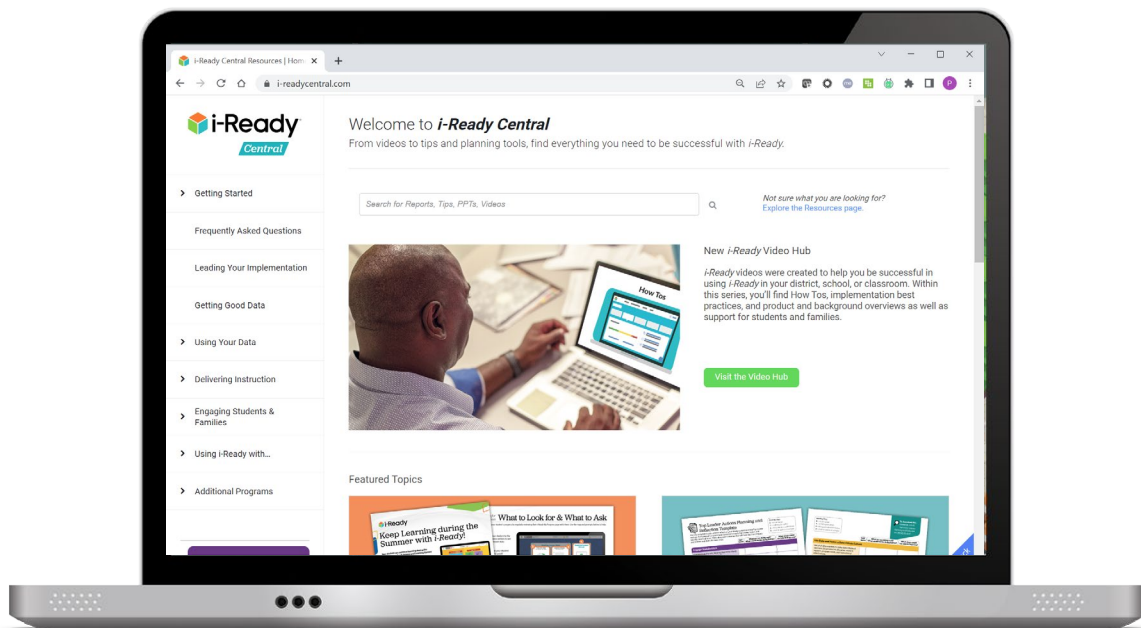
Many other features are available in with *i-Ready Diagnostic*. The table below describes some of these.

	mClass	<i>i-Ready Diagnostic</i>
<b>Spanish</b>	Available in Spanish as mClass Lectura.	Math available as an adaptive assessment that is part of <i>i-Ready Diagnostic</i> . Separate <i>Assessment of Spanish Reading</i> assessment also available. → See <a href="#">how i-Ready helps support English learners</a> .
<b>Accessibility</b>	Many accessibility options available.	Many accessibility options available. → See <a href="#">Accessibility and Accommodations with i-Ready Assessment and Personalized Instruction</a> .
<b>Progress Monitoring</b>	Available as part of the mClass product.	Numerous approaches to progress monitoring available in the <i>i-Ready Assessment</i> suite. → See <a href="#">Progress Monitoring with i-Ready</a>
<b>Links to State Tests</b>	Linkings to state tests not a core feature for the assessment.	Linkings to most state tests including SBAC, with the Projected Proficiency feature available. → See <a href="#">states with linking studies</a> .



# We look forward to partnering with you!

We think you'll find that *i-Ready Assessment* offers a wide range of diagnostic information that can help you identify specific areas where students may be struggling. This detailed data allows you to tailor your instruction to target their individual needs effectively. By understanding precisely where students are facing challenges, you can provide them with targeted interventions, resources, and support, ultimately fostering their growth and helping them reach their full potential.



To learn more about using *i-Ready*, visit <http://www.i-ReadyCentral.com/>