Understanding Grade-Level Placements on *i-Ready® Inform*

Overview

The primary function and purpose of the *i-Ready Inform* assessments are to make appropriate instructional recommendations and placement decisions for students performing at different levels from Grades K–12. One important way this is done is through the Inform's grade-level placements.

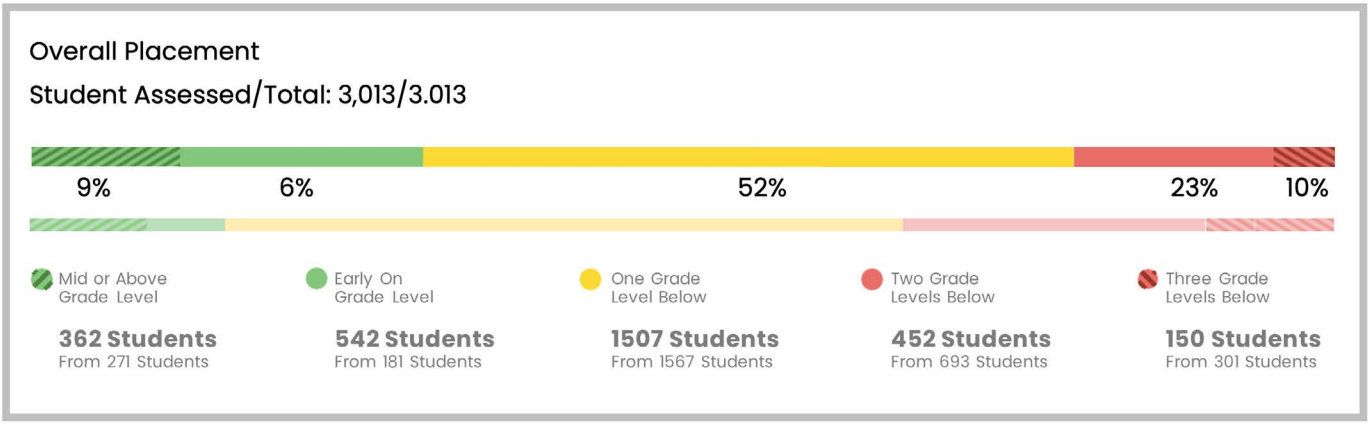
The Grade-Level Placements in *i-Ready Inform* reports allow educators to differentiate student knowledge and skill to provide better insight into student performance relative to grade-level proficiency and can help educators address students' instructional needs.

What Are the Definitions of Each of the Five Levels?

Once a student completes an assessment, their overall and domain-level scores are calculated based on the difficulty levels of the items the student received. The overall score takes into account all the items the student saw, whereas the domain-level scores consider only the items within a given domain. This information is then compared to the placement tables to obtain a placement. Inform placement levels provide an indication of a student's performance based on grade level. These levels are based on specific scale score ranges for each chronological grade (i.e., the grade in which the student is currently enrolled). Placement levels in *i-Ready* are criterion referenced, reflecting what students are expected to know at each grade level and in each content area. The standard setting used to set these scores involved more than 100 teachers and followed a research-based methodology recommended by technical advisors. These placement levels provide a standardized way of describing student performance.

With these placements, educators can maintain a consistent perspective on placement throughout the school year and better see and understand movement between placements.

What Are the Definitions of Each of the Five Levels?



Mid or Above Grade Level

- **Definition:** Students at this level have met or surpassed the minimum requirements for the expectations of college- and career-ready standards in their grade level. Students will benefit from instruction in late on-grade level topics or above-grade level instruction.
- **Implications for Instruction:** This level consists of students who are Mid, Late, and Above Grade Level:
  - **Mid Grade Level** students will benefit from instruction in late on-grade level topics.
  - **Late Grade Level** students will benefit from late on-grade level enrichment and will be ready for instruction focused on topics typically covered in the beginning of the subsequent grade level.
  - **Above Grade Level** students in this category will benefit from above-grade level instruction.
- **Implications for Intervention:** Students likely do not need specialized intervention.

Early On Grade Level

- **Definition:** Students at this level have partially met grade-level expectations. They will benefit from continued on-grade level instruction.
- **Implications for Instruction:** These students will benefit from on-grade level instruction to help them meet the expectations of college- and career-ready standards for their grade level.
- **Implications for Intervention:** Students likely do not need specialized intervention.

One Grade Level Below

- **Definition:** Students at this level are approaching grade-level expectations. They will benefit from continued on-grade level instruction.
- **Implications for Instruction:** Students who are One Grade Level Below on their:
  - **Beginning-of-year Inform** are performing consistently with students who have just begun their academic year
  - **Midyear or end-of-year Inform** may need intensive intervention
- **Implications for Intervention:** Students may benefit from review or remediation of material that is one grade level below

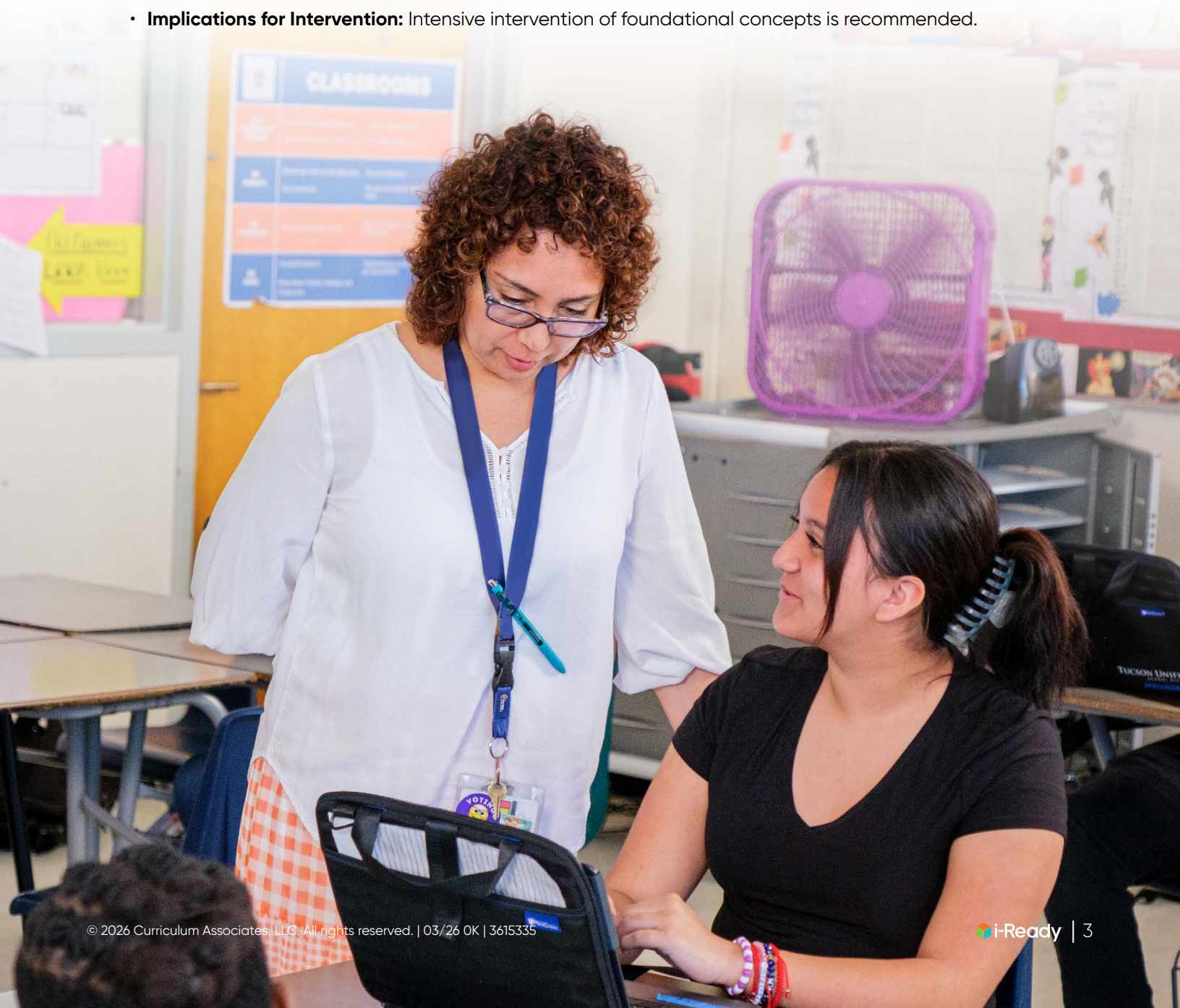
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Two Grade Levels Below

- **Definition:** Students at this level will likely need additional support with key skills below their chronological grade level to be ready for grade-level instruction.
- **Implications for Instruction:** These students may need intensive intervention.
- **Implications for Intervention:** Remediation focused on material that is two grade levels below is recommended to help fill in gaps in students' foundational knowledge.

Three or More Grade Levels Below

- **Definition:** Students at this level will likely need additional support with key skills below their chronological grade level to be ready for grade-level instruction.
- **Implications for Instruction:** These students likely need intensive intervention.
- **Implications for Intervention:** Intensive intervention of foundational concepts is recommended.



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Are the 5-Level Placements Available at the Domain Level?

The **5-Level Placements** are available at both the overall and domain level for all reports and exports listed above. The teacher dashboard only features the 5-Level Placements for overall scores, but teachers can navigate to any of the reports listed above to view the 5-Level Placements at the domain level.

Do Demographic Filters Work with the 5-Level Placements?

Yes, the 5-Level Placements are available with demographic filters for accounts with these filters enabled.

How Can the Placements Be Used for Tier 1, 2, and 3 Identification?

We recommend educators use multiple data points when determining intervention supports for students. *i-Ready* placement levels can be used as one data point in the planning process. The table below gives an example of how some districts use *i-Ready* placement data to inform their intervention planning.

Grade	Fall	Winter*	Spring*
K	**Domain Score:** below 295	Emerging K	Early K Emerging K
1	Emerging K	Grade K Emerging K	Early 1 Grade K Emerging K
2	Grade K	Grade 1 Grade K	Early 2 Grade 1 Grade K
3	Grade 1 Grade K	Grade 2 Grade 1 Grade K	Early 3 Grade 2 Grade 1 Grade K

*While screening is only required within the first 45 days for Grade K and first 30 days for Grades 1-3, winter and spring cut scores are provided for educators wishing to screen students throughout the year.

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Appendix

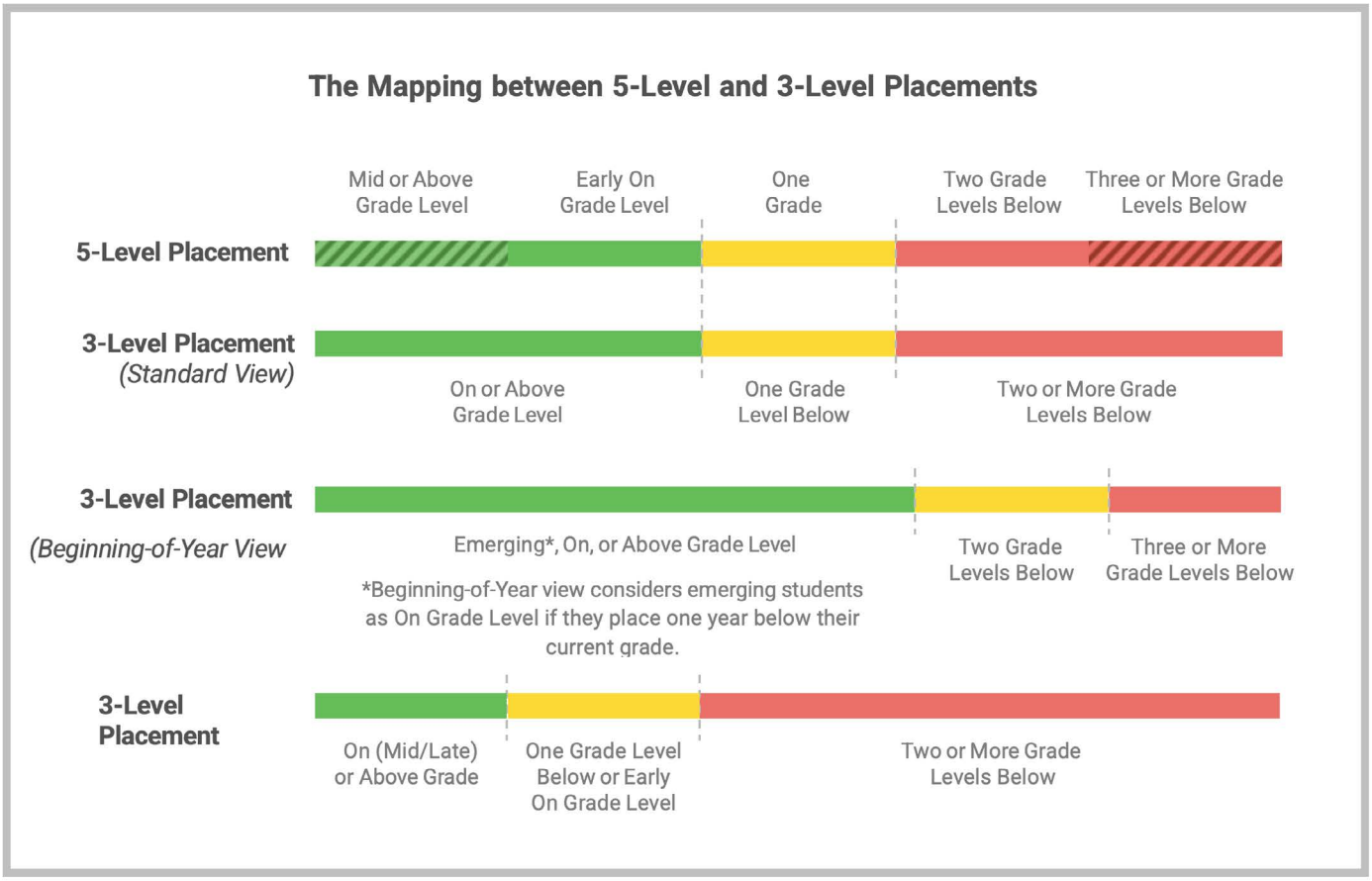
What Are the 3-Level Placements?

The 3-Level Placements can still help educators understand student performance using the Standard view, Beginning-of-Year view, and End-of-Year view of students' *i-Ready* placements. More information on the 3-Level Placements is available in the FAQ: Which Placement Definition should I select? Note that the 3-Level Placements are only available to administrators.

How Are the 5-Level and 3-Level Placements Different?

The 5-Level Placements were developed to provide greater insight into student performance. They display performance using the same five placements that are used to calculate student growth in the *i-Ready* growth model and allow for more differentiation than the 3-Level Placements. Unlike the

3-Level Placements, the 5-Level Placements do not change based on the time of year.



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