

i-Ready Literacy Assessment Plans

Curriculum Associates Assessment Guidance | June 2024

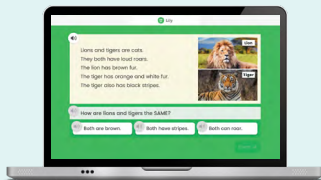
Overview

Assessment plans help optimize assessment data, reduce testing time, and maximize instruction. Now educators can leverage the power of the *i-Ready Diagnostic* for Reading and the *i-Ready Literacy Tasks* to inform instruction. This document provides two ways that the Diagnostic and the Literacy Tasks can be used together: one that specifically examines key aspects commonly associated with the Science of Reading, and another that allows educators to drill down into critical areas of difficulty.

Two Available Plans for Grades K–6

Assessment Plan #1: Science of Reading

Is this student on grade level in all Science of Reading categories?



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Fluency Task

Assessment Plan #2: Drill Down

How can I drill down to get more information about areas of difficulty?



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Individualized Tasks

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Measure all five Science of Reading domains with one assessment!



See patterns and specific challenges that pinpoint areas of greatest need!

Effectively and Efficiently Plan Assessments and Instruction with *i-Ready*

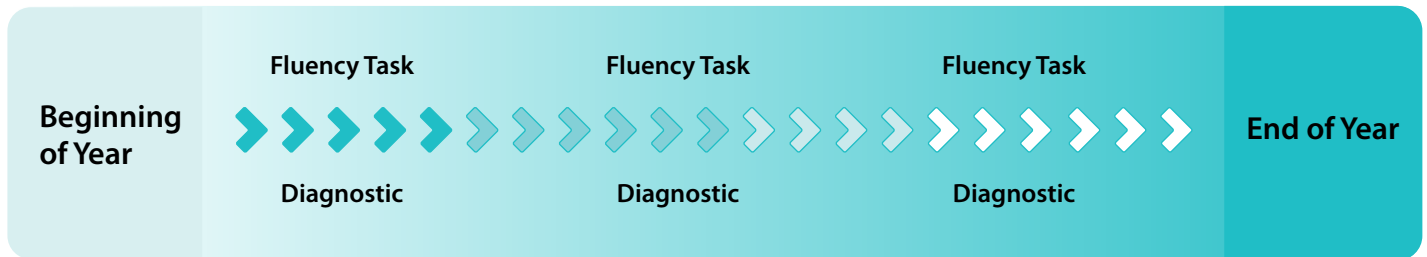
Districts can use these plans to gain additional information about students’ strengths and opportunities for growth.

- **Address Science of Reading domains and individualized instruction.** Plans can be administered throughout the year to support benchmarking. Select a plan to follow based on your needs. Plans can be used independently or together.
- **Available at no additional charge** for educators who have an *i-Ready Diagnostic* for Reading license

Assessment Plan #1: Science of Reading

- ▶ Measure all five Science of Reading domains with one assessment.
- ▶ Pair the *i-Ready Diagnostic* with a grade-level-appropriate Fluency Task.

Under this assessment plan, students first take the *i-Ready Diagnostic* for Reading, which covers critical Science of Reading-related pillars of phonemic awareness, phonics, vocabulary, and comprehension. Next, students address the fluency-related pillar of reading by taking a grade-appropriate *i-Ready Literacy Task*. This assessment plan can be done up to three times per year.



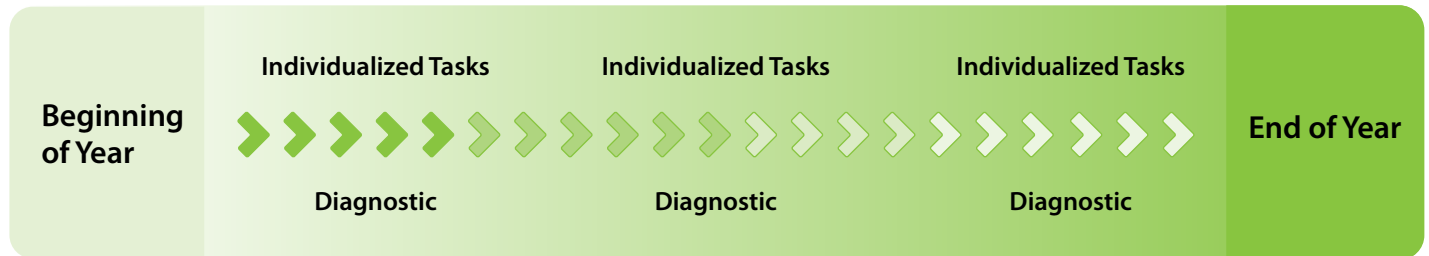
Time of Year	Recommended Fluency Task
Grade K Winter	Letter Naming Fluency
Grade K Spring/Grade 1 Fall	Pseudoword Decoding—Fluency*
Grade 1 Winter/Spring	Passage Reading Fluency
Grades 2 and Up	Passage Reading Fluency

*For Kindergarten Spring and Grade 1 Fall, Pseudoword Decoding—Fluency is recommended because it measures decoding fluency using nonwords, which complements the untimed measure of real word reading in the *i-Ready Diagnostic* Phonics and HFW domains. If you prefer to measure fluent reading of real words, consider using the Kindergarten or Grade 1 Word Recognition Fluency tasks instead.

Assessment Plan #2: Drill Down

- See patterns and specific challenges that pinpoint strengths and areas of greatest need.
- Pair the *i-Ready Diagnostic* with individualized Literacy Tasks tailored to foundational skills needs.

Under this assessment plan, students first take the *i-Ready Diagnostic* for Reading, which gives educators initial insight into the domains in which students would benefit from additional instructional support. Next, educators administer an *i-Ready Literacy Task* to students based on those students' below-level domains on the Diagnostic. For example, a Grade K student performing below level in the Phonological Awareness domain should be administered a Phoneme Segmentation Fluency task or another Phonological Awareness task for further assessment.



Below-Level Domain	Recommended Literacy Task			
	Grade K	Grade 1	Grade 2	Grade 3
Phonological Awareness	Phoneme Blending	Phoneme Segmentation	Phoneme Manipulation*	N/A
Phonics	Letter Sound Fluency	Pseudoword Decoding—Fluency	Pseudoword Decoding—Fluency	Pseudoword Decoding—Fluency
High-Frequency Words	Word Recognition Fluency	Word Recognition Fluency	Word Recognition Fluency	Word Recognition Fluency
Reading Comprehension	Use an <i>i-Ready</i> Tool for Instruction focused on Reading Comprehension.	Use an <i>i-Ready</i> Tool for Instruction focused on Reading Comprehension and/or a grade-appropriate Passage Reading Fluency task if available.**		

*In Grade 2, for students low in Phonological Awareness, if the student is also low in Phonics, focus on phonics skills through the administration of the Pseudoword Decoding Fluency task instead.

**Curriculum Associates does not have a Literacy Task specific to vocabulary or comprehension; however, although not a direct measure of vocabulary or comprehension, the *i-Ready Literacy Task* for Passage Reading Fluency is a common approach to holistically assessing a student's literacy proficiency. For comprehension purposes, a rubric-scored comprehension measure is also available.

If a student cannot engage with a task, consider administering a task that measures a preceding skill instead of using an off-grade task. Below are recommended tasks that should be administered if a student cannot engage in a suggested task from the plans above.

- For students who cannot engage with Word Recognition Fluency or Pseudoword Decoding—Fluency tasks, consider using the Letter Sound Fluency and/or Phoneme Blending, Segmentation or Manipulation tasks to determine if they need support in letter-sound correspondence and/or phonemic awareness.
- For students who cannot engage with the Passage Reading Fluency task, consider using the Word Recognition Fluency or Pseudoword Decoding—Fluency tasks to determine if they need support in word decoding and recognition.