



Oklahoma Universal Literacy and Characteristics of Dyslexia Screening Using *i-Ready* Assessment

Curriculum Associates Guidance Brief | September 2025

Guidance Overview

The Oklahoma Department of Elementary and Secondary Education (OSDE) published guidance that requires districts to conduct early literacy screening and characteristics of dyslexia screening for Grades K–3. OSDE has approved *i-Ready* as an early literacy screening tool and as a characteristics of dyslexia screening tool. This document describes how educators in Oklahoma can use *i-Ready* to help meet both Oklahoma’s early literacy screening requirements and characteristics of dyslexia screening requirements. For the most current information on screening requirements in Oklahoma, see <https://www.curriculumassociates.com/OK-uses>.

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Guidance Summary

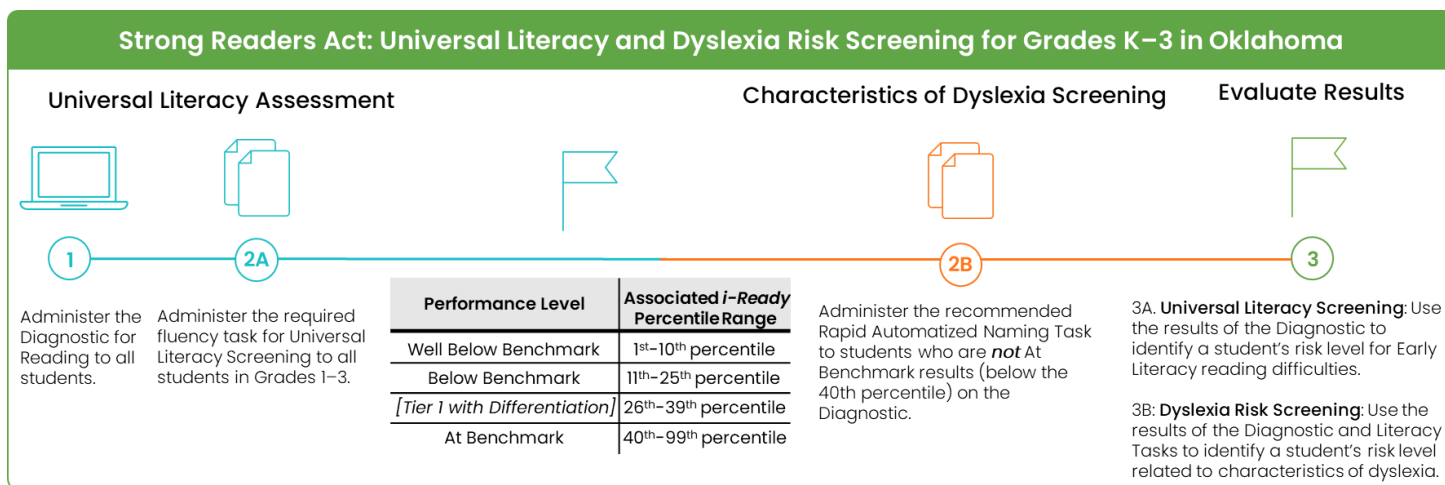
Authority	Oklahoma State Department of Education
Law/Code/Guidance	Implementation Guide: Early Screening for Reading Difficulties, including Characteristics of Dyslexia; Strong Readers Act (SRA) 70 O.S. § 1210.508C; 70 O.S. § 1210.520;
Goal of Screening	The goal of screening is to identify students who may be displaying indications of reading difficulties (Universal Screening) and identify students who may be displaying risk factors for characteristics of dyslexia (Characteristics of Dyslexia Screening).
Grades and Assessments	<p>Times of year are noted as fall (F), winter (W), and spring (S). Universal Screening tasks fulfill Oklahoma’s screening requirement needs and help inform instructional decision-making. They support teachers in targeting instruction, but they are not used to identify students who fall below benchmark for Oklahoma’s Universal Screening purposes.</p> <p>Grade K Universal Screening:</p> <p><i>i-Ready Diagnostic</i> for Reading (F/W/S)</p> <p><i>Characteristics of Dyslexia Screening, if below 40th Percentile:</i></p> <p><i>i-Ready Literacy Task</i> for Rapid Automatized Naming–Objects (F/W/S)</p>

	<p>Grade 1 Universal Screening:</p> <p><i>i-Ready Diagnostic</i> for Reading (F/W/S)</p> <p><i>i-Ready Literacy Task</i> for Grade 1 Word Recognition Fluency (F)</p> <p><i>i-Ready Literacy Task</i> for Grade 1 Passage Reading Fluency (W/S)</p> <p>Characteristics of Dyslexia Screening, if below 40th Percentile:</p> <p><i>i-Ready Literacy Task</i> for Rapid Automatized Naming–Colors* (F/W/S)</p> <p>Grades 2 and 3 Universal Screening:</p> <p><i>i-Ready Diagnostic</i> for Reading (F/W/S)</p> <p><i>i-Ready Literacy Task</i> for Grades 2 and 3 Passage Reading Fluency (F/W/S)</p> <p>Characteristics of Dyslexia Screening, if below 40th Percentile:</p> <p><i>i-Ready Literacy Task</i> for Rapid Automatized Naming–Letters (F/W/S)</p>
Times of Year	Screening is required three times a year, in the fall, winter, and spring. According to the Oklahoma State Department of Education, all students in grades K–3 who do not meet the grade-level target of the BOY 40 th percentile must be assessed for characteristics of dyslexia within 30 days of the beginning-of-year (BOY) universal screening.
How to Identify Students Who May Be At Risk For Reading Difficulties or Dyslexia	<p>See directions in Step 3A of this document for identifying students who may be displaying indications of reading difficulties.</p> <p>See directions in Step 3B of this document for identifying students who may be displaying indications of risk factors for dyslexia.</p>
Reporting	The Strong Readers Act outlines guidance for reporting after screening has been administered. Please see Step 4 of this guidance for further information.

*Special consideration for the Rapid Automatized Naming–Colors task: (1) For any student who may have difficulty discerning color, particularly in distinguishing different shades of red from green, that was previously documented or inferred from the student's error pattern on the Rapid Automatized Naming–Colors practice row, that student should instead perform the Rapid Automatized Naming–Objects task. (2) If you do not have access to a color printer, administer the Rapid Automatized Naming–Objects task.

Screening Process

To meet state universal literacy screening and characteristics of dyslexia screening requirements using *i-Ready Assessment* for Grades K–3, educators will use a combination of the *i-Ready Diagnostic* digital adaptive assessment and a selection of one-on-one administered *i-Ready Literacy Tasks*. The recommended steps that educators should complete in order to meet state screening requirements are outlined in the following graphic and guidance. This guidance should not supersede any state or local provisions and is provided as the approach that Oklahoma educators should use to address state screening requirements.



Step 1: Administer the *i-Ready Diagnostic* for Reading to all students.

Administer the *i-Ready Diagnostic* for Reading to all Grade K–3 students to meet the state requirements for both Universal Literacy and Characteristics of Dyslexia Screening purposes in the fall, winter, and spring. The following table identifies the performance levels and associated percentile ranges, along with the *i-Ready Diagnostic* for Reading overall scale scores that are aligned to Oklahoma's screening requirements.

Note that these placement levels have been established by OSDE and differ from the *i-Ready* Grade-Level Placements (e.g., Early On Level, Mid On Level, Late On Level) visible in *i-Ready* reports.

Table 1. <i>i-Ready Diagnostic</i> for Reading Overall Scale Scores Associated with Oklahoma Cut Scores					
		Pctl Range	Beginning of Year*	Middle of Year*	End of Year*
K	Well Below Benchmark	1–10 th	100–306	100–330	100–347
	Below Benchmark	11–25 th	307–325	331–349	348–371
	Tier 1 with Differentiation	26–39 th	326–334	350–361	372–388
	At Benchmark	40–99 th	335–800	362–800	389–800
1	Well Below Benchmark	1–10 th	100–345	100–368	100–385
	Below Benchmark	11–25 th	346–370	369–397	386–416
	Tier 1 with Differentiation	26–39 th	371–386	398–413	417–438
	At Benchmark	40–99 th	387–800	414–800	439–800

Table 1. *i-Ready Diagnostic* for Reading Overall Scale Scores Associated with Oklahoma Cut Scores

		Pctl Range	Beginning of Year*	Middle of Year*	End of Year*
2	Well Below Benchmark	1–10 th	100–381	100–402	100–418
	Below Benchmark	11–25 th	382–412	403–437	419–465
	Tier 1 with Differentiation	26–39 th	413–433	438–469	466–488
	At Benchmark	40–99 th	434–800	470–800	489–800
3	Well Below Benchmark	1–10 th	100–408	100–424	100–439
	Below Benchmark	11–25 th	409–452	425–475	440–489
	Tier 1 with Differentiation	26–39 th	453–478	476–502	491–516
	At Benchmark	40–99 th	479–800	503–800	517–800
4	Well Below Benchmark	1–10 th	100–442	100–461	100–470
	Below Benchmark	11–25 th	443–490	462–511	471–516
	Tier 1 with Differentiation	26–39 th	491–516	512–531	517–540
	At Benchmark	40–99 th	517–800	532–800	541–800
5	Well Below Benchmark	1–10 th	100–472	100–487	100–494
	Below Benchmark	11–25 th	473–517	488–530	495–537
	Tier 1 with Differentiation	26–39 th	518–540	531–555	538–562
	At Benchmark	40–99 th	541–800	556–800	563–800

All students in Grades 1–3 must continue on to [Step 2A](#), where they are administered a fluency task to meet Oklahoma’s Universal Literacy Screening requirements.

Students who are not At Benchmark (i.e., students who score below the 40th percentile on *i-Ready Diagnostic*) are required to take the rapid automatized naming task listed in [Step 2B](#) to meet Oklahoma’s Characteristics of Dyslexia Screening requirements within 30 days of the at risk identification.

Step 2: Administer the required Literacy Tasks to all students.

Oklahoma requires both Universal Literacy Screening and Characteristics of Dyslexia Screening. Step 2A outlines which tasks to administer to identify students for reading difficulties. Step 2B outlines which tasks to administer to identify students for risk factors related to dyslexia. Although a Local Education Agency must address all aspects of the state’s screening requirements, they may decide to follow Step 2A, Step 2B, or both Step 2A and 2B provided they use another assessment to meet the state’s requirements.

Step 2A: Administer the required Universal Literacy Screening Literacy Tasks at the appropriate time of year to all students.

The following tasks fulfill Oklahoma’s screening requirement needs and help inform instructional decision-making. The tasks help teachers target instruction, but they are not used to identify students who fall below benchmark for Oklahoma’s Universal Screening purposes; only the *i-Ready Diagnostic* for Reading Overall score is used to identify students who score At or Below Benchmark.

- **Grade K:**
 - Students **do not** need to be administered a Literacy Task to comply with state requirements for Universal Literacy Screening.
- **Grade 1:**
 - Fall: *i-Ready Literacy Task* for Grade 1 Word Recognition Fluency
 - Winter/Spring: *i-Ready Literacy Task* for Grade 1 Passage Reading Fluency

- **Grades 2–3:**
 - Fall/Winter/Spring: *i-Ready Literacy Task* for Grades 2/3 Passage Reading Fluency

Step 2B: Administer the required Characteristics of Dyslexia Screening Literacy Tasks at the appropriate time of year to students who are not At Benchmark (i.e., students who score below the 40th percentile on the i-Ready Diagnostic for Reading).

The required tasks are listed below.

- **Grade K:** *i-Ready Literacy Task* for Rapid Automated Naming–Objects
- **Grade 1:** *i-Ready Literacy Task* for Rapid Automated Naming–Colors*
- **Grade 2:** *i-Ready Literacy Task* for Rapid Automated Naming–Letters
- **Grade 3:** *i-Ready Literacy Task* for Rapid Automated Naming–Letters

*Special consideration for the Rapid Automated Naming–Colors task: (1) For any student who may have difficulty discerning color, particularly in distinguishing different shades of red from green, that was previously documented or inferred from the student’s error pattern on the Rapid Automated Naming–Colors practice row, that student should instead perform the Rapid Automated Naming–Objects task. (2) If you do not have access to a color printer, administer the Rapid Automated Naming–Objects task.

Determine a student’s placement level on each task.

Students who score Below Level on an *i-Ready Literacy Task* as shown in the Literacy Task report for each task are considered to be below level on that task. One exception is the *i-Ready Literacy Task* for Passage Reading Fluency, which will show a Below Level result for any student who scores below the 50th percentile for Words Correct Per Minute (WCPM); however, for the purposes of screening identification, students who score below the 25th percentile for WCPM are considered significantly below grade-level expectations and are considered as Below Level, whereas students who score at or above the 25th percentile are considered On Level. For Passage Reading Fluency, refer to the Percentile column of the Literacy Task report to see who has scored below the 25th percentile. See Appendix B for further information on the Passage Reading Fluency cut scores.

Step 3: Identify students who are at risk for reading difficulties and/or risk factors for dyslexia.

Universal Literacy Screening

[Step 3A](#) explains how to identify students for reading difficulties as part of the Universal Literacy Screening Process. The Universal Literacy Screening uses the results from the *i-Ready Diagnostic* in Step 1.

Characteristics of Dyslexia Screening

[Step 3B](#) explains how to identify students for risk factors related to dyslexia as part of the Dyslexia Screening Process. The Dyslexia Screening Process uses the results from the *i-Ready Diagnostic* in Step 1 AND from the Literacy Tasks in Step 2B.

Meeting State Requirements

Local Education Agencies must address all aspects of the state’s screening requirements, which entails following both Step 2A and 2B together. If a local education agency decides to follow just Step 2A or just Step 2B, another assessment must also be used to meet all of the state’s requirements.

Step 3A: Identify students who may be at risk for reading difficulties.

Use the results of the Diagnostic to identify a student's risk level for reading difficulties. [Table 1](#) summarizes how risk levels are determined. Schools are required to complete a [Student Literacy Intervention Plan \(SLIP\)](#) for any student identified as at-risk for a reading difficulty (below the 40th percentile).

Step 3B: Identify students who may be at risk for characteristics relating to dyslexia.

Use the results of the Diagnostic and Literacy Tasks to identify a student's risk level related to characteristics of dyslexia. The following table summarizes how risk levels are determined. For instance, a Grade 1 student who scores between the 11th and 25th percentiles on *i-Ready Diagnostic* and below on the Rapid Automatized Naming (RAN) task is identified as At Risk for characteristics related to dyslexia.

Grade	No Observable Risk	At Some Risk	At Risk
Grades K–3	Above the 40 th percentile on <i>i-Ready Diagnostic</i> (no task needed)	11 th –25 th percentile on <i>i-Ready Diagnostic</i> and On Level on RAN Task	11 th –25 th percentile on <i>i-Ready Diagnostic</i> and Below on RAN Task
	–OR– 26 th –39 th percentile on <i>i-Ready Diagnostic</i> and On Level on RAN Task	–OR– 26 th –39 th percentile on <i>i-Ready Diagnostic</i> and Below on RAN Task	–OR– 1 st –10 th percentile on <i>i-Ready Diagnostic</i> regardless of RAN Task Performance (use task for further information on automaticity)

Once a student takes the Diagnostic and any required task(s), educators should evaluate the areas in which a student scored below the cut scores noted above and then determine if the student needs further evaluation or support consistent with local policy and guidance.

Step 4: Reporting

The following guidance outlines the state reporting requirements for the 2025–2026 school year. For more information, please see [OSDE 2025–2026 Timeline for the Strong Readers Act guidance](#).

Reporting to OSDE: Beginning of Year

The following details are required to be submitted online through the Strong Readers Survey application on Single Sign On (SSO) by October 1, 2025:

- Number of students in each grade screened for reading difficulty.
- Number of students in each grade identified as being at-risk for reading difficulty.
- Number of students who qualify for exemptions.

Reporting to OSDE: End of Year

The following details are required to be submitted online through the Strong Readers Survey application on Single Sign On (SSO) by May 30, 2025:

- The number of students who were identified as below benchmark on approved screening assessment after the Beginning of Year [BOY] Report.
- The number of students who were identified as below benchmark and left or moved from site.

- The number of students who completed the program and are at or above benchmark
- The number of students who received intervention and are still demonstrating reading difficulty.
- The number of students who have been enrolled in the district for less than 2 years.
- The number of students on an IEP who demonstrated grade-level proficiency.
- The number of students who demonstrate reading proficiency.
- The number of students who received intervention and continue to demonstrate reading difficulty but made improvements.

Data for risk of characteristics of dyslexia is collected in accordance with 70 O.S. § 1210.520:

- The number of students by grade level in kindergarten through grade three who were screened for dyslexia in a school year.
- The number of students by grade level in kindergarten through grade three who were identified as having characteristics of dyslexia in a school year.
- The state-approved screening assessment used to determine risk for characteristics of dyslexia.
- The number of trained school system personnel or licensed professionals used to administer the state-approved screening assessment for characteristics of dyslexia.
- The number of students in kindergarten through grade three who were participating in intervention within the school setting and the number of students participating in interventions outside the school setting.

Reporting to Parents: Universal Literacy Screening

Schools are required to provide written notification to parents of K-3 students reading below grade level based on Universal Literacy Screening that includes:

- Student has been identified as being at-risk for a substantial deficiency in reading and needs additional intensive instructional services and support, with a Summer Academy Reading Program as a possible, but not required, option.
- A description of proposed supplemental instructional services and supports. Information regarding diagnostic and progress monitoring assessments.
- Online resources to support the student's literacy development at home.
- The grade-level performance score on approved screening assessment.

Reporting to Parents: Characteristics of Dyslexia Screening

Schools are required to provide written notification to parents of K-3 students reading below grade level based on Characteristics of Dyslexia Screening that includes:

- The results of the screening assessment for characteristics of dyslexia.
- Based on data, make any needed adjustments to the intervention plan outlined in the SLIP.
- Material about the characteristics of dyslexia and resources for additional information.

Appendix A: How *i-Ready* Meets State Requirements

Educators can use a combination of the *i-Ready Diagnostic* assessment and a series of *i-Ready Literacy Tasks* provided by Curriculum Associates to meet state requirements for Grades K–3. The following tables demonstrate how the *i-Ready Assessment* suite can be used to address the screening skills outlined in [OSDE's Implementation Guide: Early Screening for Reading Difficulties, Including Characteristics of Dyslexia](#):

Grade K: Universal Literacy Screening

Type of Screening	State Requirement	How It's Measured by <i>i-Ready Assessment</i>	F	W	S
Oklahoma Universal Literacy Screening	Phonemic Awareness	<i>i-Ready Diagnostic</i> for Reading Phonological Awareness domain	D	D	D
	Letter Recognition	<i>i-Ready Diagnostic</i> for Reading Phonics domain	D	D	D
	Oral Language Skills*	<i>i-Ready Diagnostic</i> for Reading Phonological Awareness, Phonics, and Vocabulary domains	D	D	D

D = *i-Ready Diagnostic* Assessment

* Receptive oral language skills are assessed by the Diagnostic Phonological Awareness, Phonics, and Vocabulary domains. In Grade K, listening comprehension is measured in the Reading Comprehension domains. In addition, aspects of expressive language are assessed through the Literacy Tasks, which require students to respond verbally.

Grade K: Characteristics of Dyslexia Screening

Type of Screening	State Requirement	How It's Measured by <i>i-Ready Assessment</i>	F	W	S
Oklahoma Dyslexia Screening	Phonological Awareness	<i>i-Ready Diagnostic</i> Phonological Awareness domain	D	D	D
	Advanced Phonemic Awareness	<i>i-Ready Diagnostic</i> Phonological Awareness domain	D	D	D
	Sound Symbol Recognition	<i>i-Ready Diagnostic</i> Phonics domain	D	D	D
	Alphabet knowledge (e.g., letter naming fluency)	<i>i-Ready Diagnostic</i> Phonics domain	D	D	D
	Decoding Skills	<i>i-Ready Diagnostic</i> Phonics domain	D	D	D
	Encoding Skills	<i>i-Ready Diagnostic</i> Phonics domain	D	D	D
	Rapid Automatized Naming (RAN)	<i>i-Ready Literacy Task</i> for Rapid Automatized Naming–Objects	T	T	T
	Developmental Language	<i>i-Ready Diagnostic</i> Vocabulary domain	D	D	D

D = *i-Ready Diagnostic* Assessment; T = 1:1 administered *i-Ready Literacy Task*

Grade 1: Universal Literacy Screening

Type of Screening	State Requirement	How It's Measured by <i>i-Ready Assessment</i>	F	W	S
Oklahoma Universal Literacy Screening	Phonemic Awareness	<i>i-Ready Diagnostic</i> Phonological Awareness domain	D	D	D
	Phonics	<i>i-Ready Diagnostic</i> Phonics domain	D	D	D
	Fluency	<i>i-Ready Literacy Task</i> for Grade 1 Word Recognition Fluency [^]	T		
		<i>i-Ready Literacy Task</i> for Grade 1 Passage Reading Fluency [^]		T	T
	Vocabulary	<i>i-Ready Diagnostic</i> Vocabulary domain	D	D	D
	Comprehension	<i>i-Ready Diagnostic</i> for Reading Comprehension for Literature and Informational Text domains	D	D	D

D = *i-Ready Diagnostic* Assessment; T = 1:1 administered *i-Ready Literacy Task*

[^]Tasks are used for instructional purposes. Only the Diagnostic is used to identify students who have fallen below benchmark.

Grade 1: Characteristics of Dyslexia Screening

Type of Screening	State Requirement	How It's Measured by <i>i-Ready Assessment</i>	F	W	S
Oklahoma Dyslexia Screening	Phonological Awareness	<i>i-Ready Diagnostic</i> Phonological Awareness domain	D	D	D
	Advanced Phonemic Awareness	<i>i-Ready Diagnostic</i> Phonological Awareness domain	D	D	D
	Sound Symbol Recognition	<i>i-Ready Diagnostic</i> Phonics domain	D	D	D
	Alphabet knowledge (e.g., letter naming fluency)	<i>i-Ready Diagnostic</i> Phonics domain	D	D	D
	Decoding Skills	<i>i-Ready Diagnostic</i> Phonics domain	D	D	D
	Encoding Skills	<i>i-Ready Diagnostic</i> Phonics domain	D	D	D
	Rapid Automatized Naming (RAN)	<i>i-Ready Literacy Task</i> for Rapid Automatized Naming–Colors*	T	T	T
	Developmental Language	<i>i-Ready Diagnostic</i> Vocabulary domain	D	D	D

D = *i-Ready Diagnostic* Assessment; T = 1:1 administered *i-Ready Literacy Task*

*Special consideration for the Rapid Automatized Naming–Colors task: (1) For any student who may have difficulty discerning color, particularly in distinguishing red from green, that was previously documented or inferred from the student's error pattern on the Rapid Automatized Naming–Colors practice row, that student should instead perform the Rapid Automatized Naming–Objects task. (2) If you do not have access to a color printer, administer the Rapid Automatized Naming–Objects task.

Grade 2: Universal Literacy Screening

Type of Screening	State Requirement	How It's Measured by <i>i-Ready Assessment</i>	F	W	S
Oklahoma Universal Literacy Screening	Phonemic Awareness	<i>i-Ready Diagnostic</i> for Reading Phonological Awareness domain*	D	D	D
	Phonics	<i>i-Ready Diagnostic</i> Phonics domain	D	D	D
	Fluency	<i>i-Ready Literacy Task</i> for Grade 2 Passage Reading Fluency^	T	T	T
	Vocabulary	<i>i-Ready Diagnostic</i> Vocabulary domain	D	D	D
	Comprehension	<i>i-Ready Diagnostic</i> for Reading Comprehension for Literature and Informational Text domains	D	D	D

D = *i-Ready Diagnostic* Assessment; T = 1:1 administered *i-Ready Literacy Task*

*For districts that wish to screen phonics and phonological awareness in Grades 2 and 3 beyond the Diagnostic's standard test flow, we recommend administering the following tasks to gain additional insights: *i-Ready Literacy Task* for Phoneme Manipulation and *i-Ready Literacy Task* for Pseudoword Decoding–Fluency.

^Tasks are used for instructional purposes. Only the Diagnostic is used to identify students who have fallen below benchmark.

Grade 2: Characteristics of Dyslexia Screening

Type of Screening	State Requirement	How It's Measured by <i>i-Ready Assessment</i>	F	W	S
Oklahoma Dyslexia Screening	Phonological Awareness	<i>i-Ready Diagnostic</i> Phonological Awareness domain*	D	D	D
	Advanced Phonemic Awareness	<i>i-Ready Diagnostic</i> Phonological Awareness domain*	D	D	D
	Sound Symbol Recognition	<i>i-Ready Diagnostic</i> Phonics domain	D	D	D
	Alphabet knowledge (e.g., letter naming fluency)	<i>i-Ready Diagnostic</i> Phonics domain	D	D	D
	Decoding Skills	<i>i-Ready Diagnostic</i> Phonics domain	D	D	D
	Encoding Skills	<i>i-Ready Diagnostic</i> Phonics domain	D	D	D
	Rapid Automatized Naming (RAN)	<i>i-Ready Literacy Task</i> for Rapid Automatized Naming–Letters	T	T	T
	Developmental Language	<i>i-Ready Diagnostic</i> Vocabulary domain	D	D	D

D = *i-Ready Diagnostic* Assessment; T = 1:1 administered *i-Ready Literacy Task*

*For districts that wish to screen phonics and phonological awareness in Grades 2 and 3 beyond the Diagnostic's standard test flow, we recommend administering the following tasks to gain additional insights: *i-Ready Literacy Task* for Phoneme Manipulation and *i-Ready Literacy Task* for Pseudoword Decoding–Fluency.

Grade 3: Universal Literacy Screening

Type of Screening	State Requirement	How It's Measured by <i>i-Ready</i> Assessment	F	W	S
Oklahoma Universal Literacy Screening	Phonemic Awareness	<i>i-Ready Diagnostic</i> for Reading Phonological Awareness domain*	D	D	D
	Phonics	<i>i-Ready Diagnostic</i> Phonics domain*	D	D	D
	Fluency	<i>i-Ready Literacy Task</i> for Grade 3 Passage Reading Fluency^	T	T	T
	Vocabulary	<i>i-Ready Diagnostic</i> Vocabulary domain	D	D	D
	Comprehension	<i>i-Ready Diagnostic</i> for Reading Comprehension for Literature and Informational Text domains	D	D	D

D = *i-Ready Diagnostic* Assessment; T = 1:1 administered *i-Ready Literacy Task*

*For districts that wish to screen phonics and phonological awareness in Grades 2 and 3 beyond the Diagnostic's standard test flow, we recommend administering the following tasks to gain additional insights: *i-Ready Literacy Task* for Phoneme Manipulation and *i-Ready Literacy Task* for Pseudoword Decoding–Fluency.

^Tasks are used for instructional purposes. Only the Diagnostic is used to identify students who have fallen below benchmark.

Grade 3: Characteristics of Dyslexia Screening

Type of Screening	State Requirement	How It's Measured by <i>i-Ready</i> Assessment	F	W	S
Oklahoma Dyslexia Screening	Phonological Awareness	<i>i-Ready Diagnostic</i> Phonological Awareness domain*	D	D	D
	Advanced Phonemic Awareness	<i>i-Ready Diagnostic</i> Phonological Awareness domain*	D	D	D
	Sound Symbol Recognition	<i>i-Ready Diagnostic</i> Phonics domain*	D	D	D
	Alphabet knowledge (e.g., letter naming fluency)	<i>i-Ready Diagnostic</i> Phonics domain*	D	D	D
	Decoding Skills	<i>i-Ready Diagnostic</i> Phonics domain	D	D	D
	Encoding Skills	<i>i-Ready Diagnostic</i> Phonics domain*	D	D	D
	Rapid Automatized Naming (RAN)	<i>i-Ready Literacy Task</i> for Rapid Automatized Naming–Letters	T	T	T
	Developmental Language	<i>i-Ready Diagnostic</i> Vocabulary domain	D	D	D

D = *i-Ready Diagnostic* Assessment; T = 1:1 administered *i-Ready Literacy Task*


*For districts that wish to screen phonological awareness in Grade 2 and phonics and phonological awareness in Grade 3, beyond the Diagnostic's standard test flow, we recommend administering the following tasks to gain additional insights: *i-Ready Literacy Task* for Phoneme Manipulation and *i-Ready Literacy Task* for Pseudoword Decoding–Fluency.

Appendix B: Frequently Asked Questions

Where are the frequently asked questions around screening with *i-Ready* located?

For more information on administering the *i-Ready Diagnostic* and Literacy Tasks, accessing screening results, and next steps and accommodations, please see [Frequently Asked Questions for Screening with i-Ready Assessments](#). If your question is not answered in this document, please reach out to your Partner Success Manager for further support.

Frequently Asked Questions



Frequently Asked Questions for Screening with *i-Ready* Assessments

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The following items are intended to address frequently asked questions around using *i-Ready* for screening purposes. For information on how *i-Ready* can be used to meet state specific screening requirements, please see Curriculum Associates' [State Use Library](#). If your question is not addressed by this document, please reach out to your Partner Success Manager for more information.

Useful Document Shortcuts

- [Next Steps and Accommodations](#)
- [i-Ready Diagnostic](#)
- [i-Ready Literacy Tasks](#)
- [Early Literacy and Dyslexia Risk Screener](#)
- [State Screening Filter](#)

Next Steps and Accommodations

What instructional next steps can I take now that the screening process is complete?

As part of a district's systematic approach to intervention, data from the *i-Ready Diagnostic* can be used to support the intervention efforts of educators. Our [10 Step Guide on using i-Ready for intervention](#) helps walk educators through interpreting and acting upon their students' diagnostic data.

After screening, how can I use *i-Ready Assessment* for progress monitoring?

i-Ready offers a variety of progress monitoring options for educators to customize interventions and evaluate student progress. The [Quick-Start Guide: Progress Monitoring Using i-Ready](#) provides guidance on one approach that districts can implement to use *i-Ready* for progress monitoring.


How can I support an English Learner through the screening process in English?

For guidance through all stages of screening English Learners in English and a comprehensive list of answers to frequently asked questions and considerations for support, see [Considerations for Screening English Learners in English](#).

i-Ready Diagnostic

How do I assign the *i-Ready Diagnostic*?

The initial Diagnostic for a school year is automatically assigned to students. For directions on how to assign the Diagnostic for both teachers and administrators during subsequent administrations, see [FAQ: How do I assign or cancel a Diagnostic?](#) on *i-Ready Central*.

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