



i-Ready Diagnostic for Previous FastBridge[®] Users: A Crosswalk

A Transition Guide for Educators Who Are Moving from Using FastBridge
aReading and aMath Assessments to the *i-Ready Diagnostic*

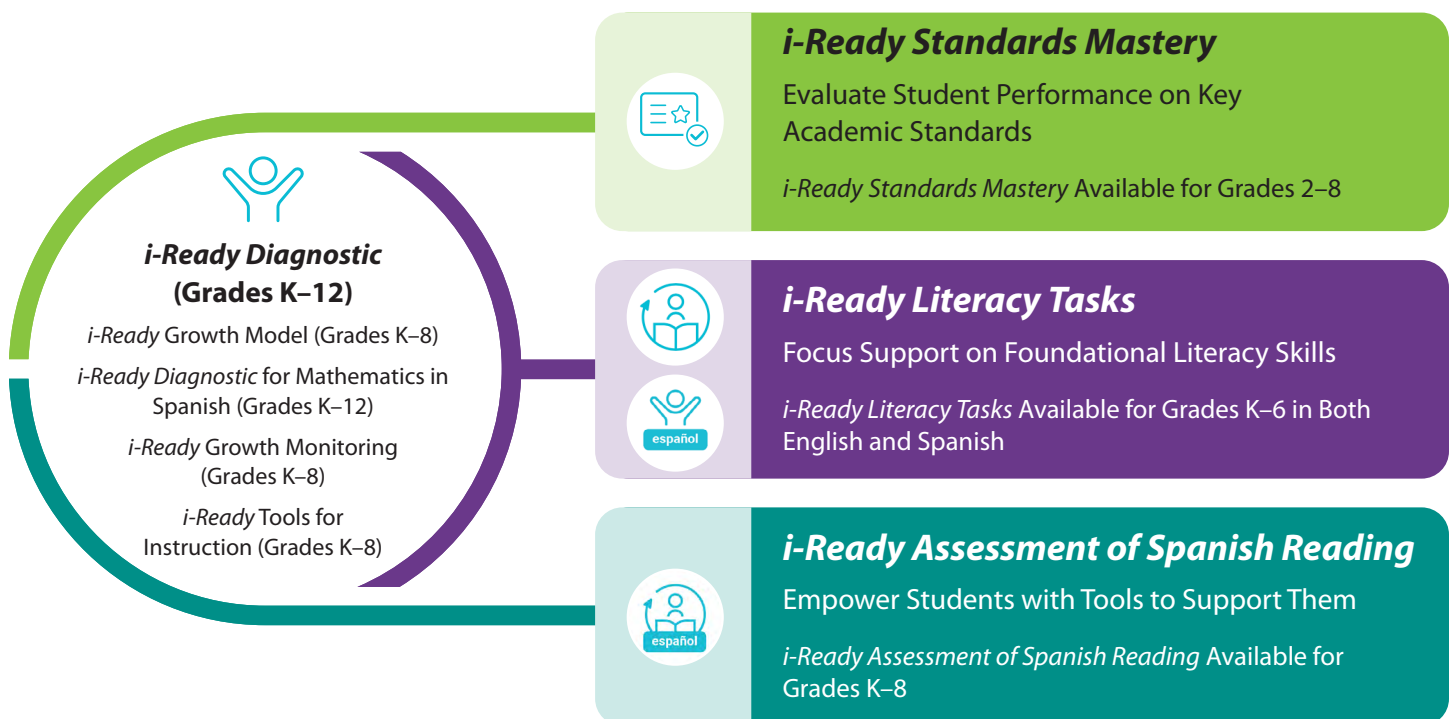


An Introduction to *i-Ready*

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 FastBridge assessments to the *i-Ready Assessment* suite, you likely have many questions. How is administering *i-Ready* different from administering aReading and aMath? Do they measure the same things? What scores on *i-Ready* are like the scores you know and trust from aReading and aMath? What *i-Ready* reports are like those from aReading and aMath 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 of and provide support to Spanish-speaking students.



The most commonly used assessment from the *i-Ready Assessment* suite that is comparable to aReading and aMath is the *i-Ready Diagnostic*, and this guide will provide information to help you transition from using aReading and aMath assessments to using the 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 FastBridge assessments to using *i-Ready*, you're probably wondering, "Will *i-Ready* do what I was able to do with aReading and aMath?"

While aReading and aMath assessments are interim assessments used to provide information about student achievement and growth and predict performance on a summative assessment, the *i-Ready Assessment* suite 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 Learner 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 and Reading Buddies
- ✓ Student/Teacher/School Goal-Setting Data
- ✓ Custom Data Analytics

Intervention and Acceleration

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

District Strategic Needs

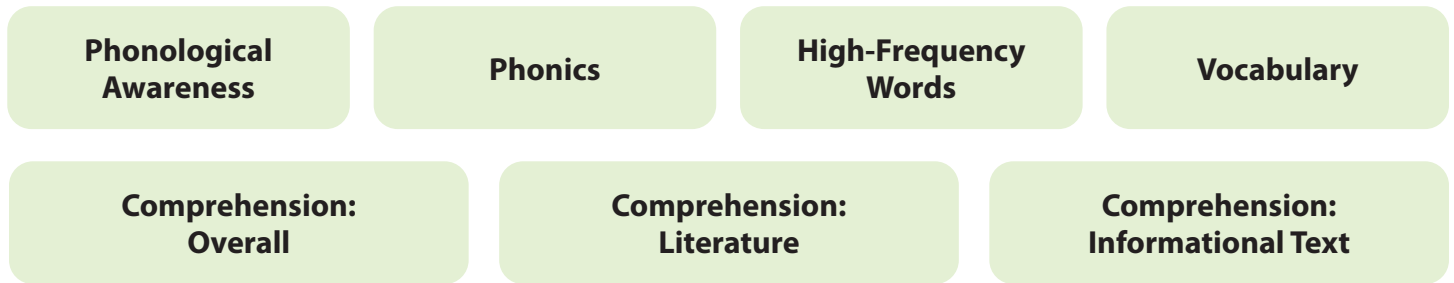
- ✓ Accountability
- ✓ High Correlations with State Tests
- ✓ Triannual Benchmark Assessment

Content: Measuring What Matters

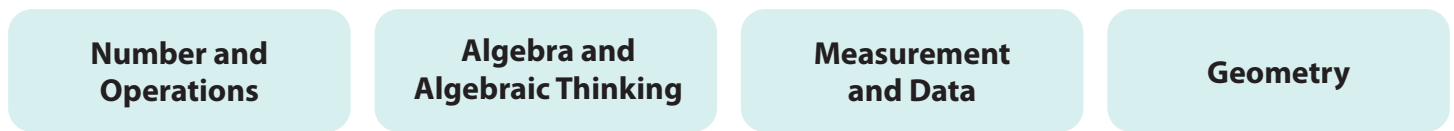
aReading and aMath assessments are adaptive assessments that measure broad reading and mathematics ability and predict overall achievement. While *i-Ready Diagnostic* is also an adaptive assessment and can measure growth in mathematics and reading, it also provides criterion-referenced placement-level performance on, below, and above grade level. *i-Ready* assesses students' mathematics and reading skills to the sub-domain level, prescribing differentiated instruction so all learners can achieve success.

i-Ready provides deeper understanding of student performance down to the domain level.

Reading domains:



Mathematics domains:



For more information, see [i-Ready Diagnostic: What It Measures](#).

Content: Measuring What Matters, Cont'd.

While FastBridge assessments and the *i-Ready Diagnostic* measure many of the same foundational literacy concepts, *i-Ready Diagnostic*'s primary goal is to provide educators with insight into students' grade-level performance, giving educators a complete picture of reading proficiency to make more informed instructional decisions.

Scores Available in aReading	Scores Available in <i>i-Ready</i>
Overall Reading Proficiency	Overall Reading Proficiency scores (i.e., norms and placements)
Foundational Skills Mastery	Three separate measures address foundational skills: <ul style="list-style-type: none">• Phonics placements• Phonological Awareness placements• High-Frequency Words placements
Informational Reading Mastery	Comprehension: Informational Text placements
Language Mastery	<i>Listening language skills assessed in lower grades in various domains</i>
Reading Literature Mastery	Comprehension: Literature placements
	Additional scores available in <i>i-Ready</i> include: <ul style="list-style-type: none">• Comprehension: Overall placements• Vocabulary placements

For more information, see [i-Ready Diagnostic: What It Measures](#).

Content: Measuring What Matters, Cont'd.

While FastBridge assessments and the *i-Ready Diagnostic* measure many of the same mathematics concepts, the *i-Ready Diagnostic* is an adaptive assessment, and students can receive placements above or below their chronological grade. In designing our reporting, we needed to give educators a consistent way of tracking student performance across Grades K–12. To help teachers understand where students are in their mathematical development across grades and how best to support them instructionally, we organized our reporting and our lessons into four domains versus the 11 provided by aMath. These four domains encompass the aMath domains and allow teachers to see domain-level growth from grade level to grade level.

Scores Available in aMath	Scores Available in <i>i-Ready</i>
Overall Math Proficiency	Overall Math Proficiency scores (i.e., norms and placements)
Counting and Cardinality	Number and Operations placements
Number and Operations in Base Ten	Number and Operations placements
Number and Operations—Fractions	Number and Operations placements
The Number System	Number and Operations placements
Operations and Algebraic Thinking	Algebra and Algebraic Thinking placements
Expressions and Equations	Algebra and Algebraic Thinking placements
Ratios and Proportional Relationships	Algebra and Algebraic Thinking placements
Functions	Algebra and Algebraic Thinking placements
Measurement and Data	Measurement and Data placements
Statistics and Probability	Measurement and Data placements
Geometry	Geometry placements

For more information, see [i-Ready Diagnostic: What It Measures](#).

Implementation

The approach to implementing FastBridge assessments and the *i-Ready Diagnostic* is somewhat similar as they are both fully computer-based assessments that can be group or individually administered.



Frequency of Administration

The *i-Ready Diagnostic*, aReading, and aMath assessments are generally administered three times per year.



Test Duration

The test length for each aReading and aMath assessment is roughly 30 minutes. The *i-Ready Diagnostic* 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

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



Testing Method

i-Ready Diagnostic, aReading, and aMath are adaptive, computer-based assessments.

While there are some differences between the scores available from FastBridge assessments and *i-Ready Diagnostic*, and scores among the 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, the assessments all offer numeric scores and a growth metric associated with these scores.

The table below shows the scores available from each assessment that are most similar for each score type. For example, if you are used to using an aReading scaled score, for *i-Ready Diagnostic* you can use overall scale scores.

While the score types are not the same—for example, any norms available from aReading and aMath assessments are not mathematically the same as the *i-Ready Diagnostic* norms—the scores provide some insight into how students are normatively performing.

Reports

Score Type	aReading and aMath	<i>i-Ready Diagnostic</i>
Overall Score(s)	aReading and aMath have scaled scores.	<i>i-Ready Diagnostic</i> Overall Score (i.e., performance against grade-level criteria and peer comparison)
Placement Levels	Students are placed into norm categories and benchmark categories (based on national and seasonal norms).	Grade-level placements (e.g., Mid On Grade Level, Early On Grade Level, One Grade Level Below, Two or More Grade Levels Below and determined based on specific scale score ranges for each chronological grade)
Norms	National norms (developed to be representative of the national student population)	National norms (developed to be representative of the national student population)
Growth	aReading and aMath growth rates and growth norms highlight student progress.	Typical Growth and Stretch Growth® (i.e., two empirically derived measures for understanding student growth with realistic and ambitious targets to help more students reach proficiency)

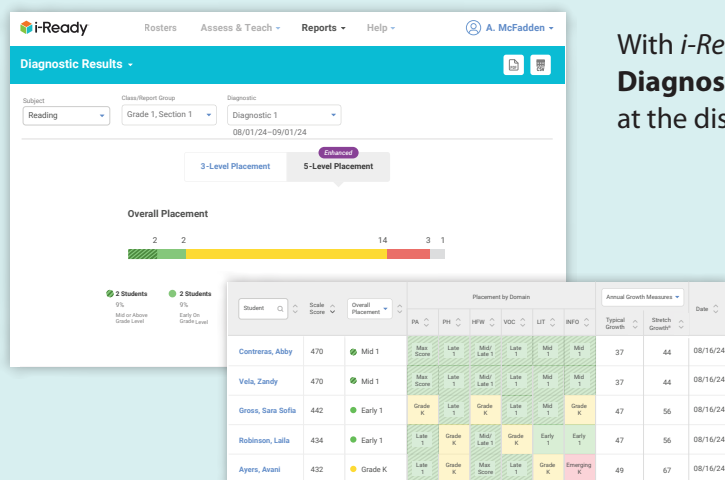
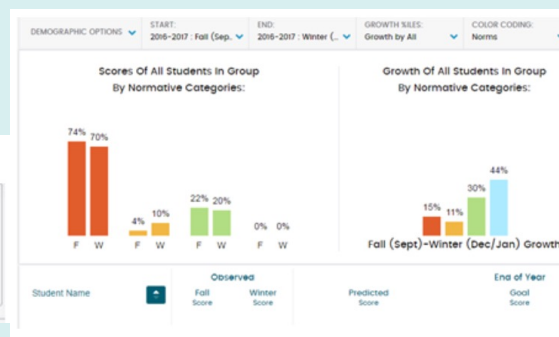
For more information, see [Understanding Score Types on the i-Ready Diagnostic](#).

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

Purpose: Get an Overall Sense of Student Status and Growth

Informing Instruction

With aReading and aMath assessments, you may have used the **Individual Skills** or **Group Growth** reports.

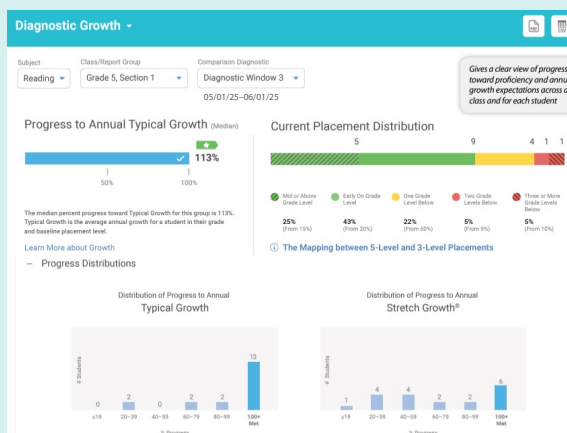


With *i-Ready Diagnostic*, you can similarly use the **Diagnostic Results** report, which provides information at the district, school, class, and student levels.

Additionally, you can use the **Diagnostic Growth** report, which provides growth information at the class or group level.

Additional reports include:

- **Instructional Groupings**
- **Grade-Level Planning (Prerequisites)**
- **Grade-Level Planning (Scaffolding)**
- **Standards Performance**



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

FastBridge assessments 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 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 individually 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.

Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Comprehension: Literature	Comprehension: Informational Text
● 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 visuals.
- Extend understanding of cause and effect.
 - Define effect as something that happens. Define cause as what makes something 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?" and "Why did that happen?"
 - Then have Danielle read an informational text in a small group and look for details in the text to find answers to questions.

Tools for Instruction

Identify Cause and Effect ⓘ

Additional Resources



Ready Reading instruction or digital access to Ready through i-Ready Learning Center. [Learn More](#)

Tools for Instruction

Identify Cause and Effect

Students will be able to identify cause and effect relationships in informational texts. This tool provides strategies for identifying cause and effect relationships in informational texts. It includes a definition of cause and effect, a list of strategies for identifying cause and effect relationships, and a list of informational texts that contain cause and effect relationships.

Strategy

1. Read the text aloud and identify the main idea.
2. Identify the cause and effect relationships in the text.
3. Use the strategies listed below to identify cause and effect relationships in the text.
4. Read the text aloud and identify the main idea.
5. Identify the cause and effect relationships in the text.
6. Use the strategies listed below to identify cause and effect relationships in the text.

Additional Resources

Ready Reading instruction or digital access to Ready through i-Ready Learning Center. [Learn More](#)

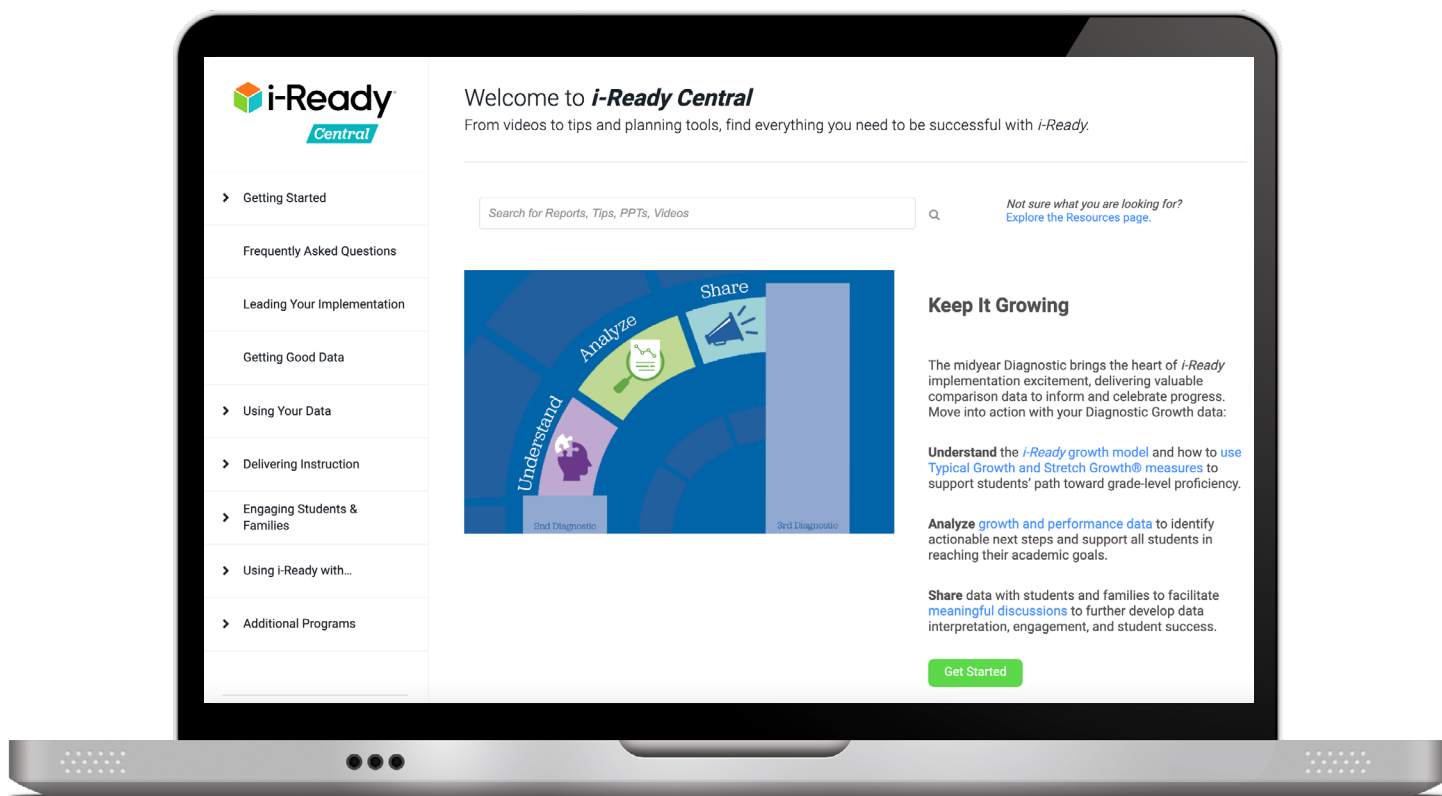
Additional Features

Many other features are available for *i-Ready Diagnostic*. The table below describes some of them.

Features	aReading and aMath Assessments	<i>i-Ready Diagnostic</i>
Spanish	Not currently available	<p>Mathematics available as an adaptive assessment that is part of <i>i-Ready Diagnostic</i></p> <p>Separate Assessment of Spanish Reading is also available.</p> <p>See how i-Ready supports English Learners.</p>
Accessibility	Many accessibility options available	<p>Many accessibility options available</p> <p>See Accessibility and Accommodations with i-Ready Assessment and Personalized Instruction.</p>
Progress Monitoring	aReading and aMath are not intended for progress monitoring.	<p>Numerous approaches to progress monitoring available in the <i>i-Ready Assessment</i> suite</p> <p>See Progress Monitoring with i-Ready Assessment.</p>
Links to State Tests	<p>Linked to four state tests and PARCC</p> <p>See linking study data.</p>	<p>The Diagnostic is linked to most state tests including Smarter Balanced Assessments, with the Projected Proficiency feature available.</p> <p>See states with linking studies.</p>

We Look Forward to Partnering with You!

We think you'll find the *i-Ready Assessment* suite offers a wide range of information that can help you identify specific areas in which students may be excelling or needing support. This detailed data allows you to tailor your instruction to target 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 i-ReadyCentral.com.

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