



Introducing: Student Literacy Profile

Curriculum Associates Brief | July 2025

Available with the **16.5/November 9 Release**, educators will now be able to view literacy data from across *i-Ready* in a single report. This report includes Overall Diagnostic and Diagnostic Domain data, Literacy Tasks, and Early Literacy/Dyslexia Screening in one view. It was built for both educators and family members, with easy-to-understand language as well as guidance on how to read the report, what everything means, suggested next steps to take at home, and links to the *i-Ready* Family Center for more detailed information.

Student Literacy Profile

Subject: Reading Language: English

Abby's Literacy Results

About this report
This report shows a full view of Abby's reading skills from the i-Ready Diagnostic and i-Ready Literacy Tasks assessments. The Early Literacy and Dyslexia Risk Screening results come from these assessments and help to understand whether a student meeting literacy expectations for their grade or may need more help in the future to become strong readers. Visit [central i-ready.com/FamilyCenter](https://www.i-ready.com/FamilyCenter) for more information.

Diagnostic Key
● Mid or Above Grade Level
● Early On Grade Level
● One Grade Level Below
● Two Grade Levels Below
● Three or More Grade Levels Below
⊖ Not assessed due to grade or domain exemption

Literacy Tasks Key
● On/Above
● Below

Diagnostic Placements

Domain	Diagnostic 1 (09/10/24)	Diagnostic 2 (12/10/24)	Diagnostic 3 (05/10/25)	About the Assessment
Overall Reading	Emerging K	Early 1	Mid 1	In the i-Ready Diagnostic for Reading, the respond to a variety of questions shown on measure different areas of reading and adapt based on how each student is doing. When correctly, the questions get harder, and when incorrectly, the questions get easier. This i-Ready Diagnostic for Reading to pinpoint areas where they can grow, leading to support.
Phonological Awareness*	Mid 1	Mid 1	Mid 1	This domain is focused on how children do (or phonemes) in spoken words. Results demonstrating understanding of the phonological awareness readers need. This is found in the Phonological Awareness domain.
High Frequency Words*	Mid / Late 1	Mid / Late 1	Mid / Late 1	This domain addresses Abby's understanding of words. Results indicate that this child will benefit from instruction in compound words.
Comprehension: Informational	Early 1	Early 1	Mid 1	This domain addresses Abby's understanding of text. Results indicate that this child will benefit from instruction in comprehension.

Literacy Tasks

Literacy Task Type	Fall (Beginning of Year - 11/15/24)	Winter (11/15/24 - 03/01/25)	Spring (03/01/25 - End of Year)	About the Assessment
Rapid Automatized Naming	On (09/15/24)	Above (12/05/24)	—	Your student sees a page of colors, letters, numbers or objects and names as many as they can in one minute. Quickly naming familiar objects is linked to stronger reading skills.
Pseudoword Decoding - Fluency	On (09/21/24)	Above (12/05/24)	—	Your student reads as many made-up words as they can in one minute. Their ability to break sounds in unfamiliar words apart supports overall reading development.
Passage Reading Fluency	On (09/13/24)	Above (12/13/24)	—	Your student reads a passage aloud to assess their ability to read smoothly, with good pacing and expression. Fluent reading can lead to a better understanding of what was read.

Screeners Results

Screeners	Fall Result	Winter Result	Spring Result	More Info
Early Literacy Screener	On Benchmark	On Benchmark	—	Abby's performance is meeting grade-level expectations.
Dyslexia Risk Screening	No Observed Risk	No Observed Risk	—	Abby's performance shows little to no risk.

Suggestions for Abby
Reach out to the teacher
Ask Abby's teacher to learn about what to do to help your student reach/maintain/meet grade-level expectations.

Understanding Key Terms

Diagnostic Placements
Diagnostic Placements are used to show how students are performing compared to grade-level expectations. The five possible placements are:
 - Mid or Above Grade Level - Student's performance meets or exceeds grade-level expectations
 - Early On Grade Level - Student's performance partially meets grade-level expectations
 - One Grade Level Below - Student's performance is approaching grade below grade-level expectations
 - Two Grade Levels Below - Student's performance is two grades below grade-level expectations
 - Three or More Grade Levels Below - Student's performance is three or more grades below grade-level expectations

Dyslexia Risk Screening
The Dyslexia Risk Screening is not a diagnosis but rather helps to identify student who may be showing risk factors related to dyslexia. The result from this screener comes from the student's Early Literacy Screener result and a Pseudoword Decoding Fluency and Rapid Automatized Naming Literacy Tasks placements.

Foundational Domains
Foundational Domains are specific learning areas that are not always taken by all students. As a result, there are an additional four possible placement levels:
 - Not Assessed: Child did not need to take a particular subtest due to their grade level.
 - Suppressed Level: Child did not need to take a particular subtest due to their high score in a previous domain.
 - Max Score: Child took the subtest and achieved a high score.

Family/caregiver suggestions for each student

Definitions of key terms, built for both educators and family members

Early Literacy and/or Dyslexia Risk Screener Results available for districts who use them

Diagnostic domain-level data and suggestions

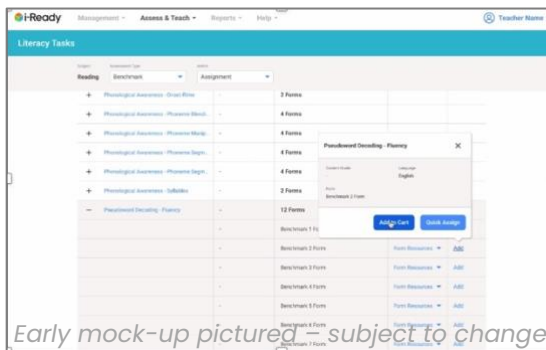
Easily click-through to Student Literacy Task Reports

Descriptions of each assessment

Educator and family-friendly language

Other Exciting Enhancements Coming to *i-Ready Literacy Tasks* for the 2025–2026 School Year

Assignment Cart



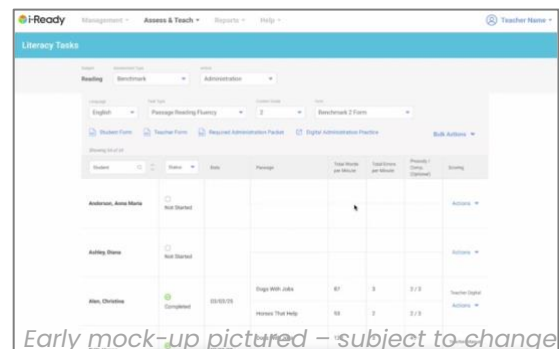
The new Assignment Cart allows educators to create up to ten Benchmark assignments in one workflow, saving lots of time and clicks. As a bonus, administrators will be able to use the Assignment Cart in combination with the State Screening table to create all screening-related assignments at once!

Assign to Schools

The Assign to Schools feature allows administrators to create a Benchmark assignment for all students in a grade across multiple schools, enabling them to prepare their entire district for screening in far fewer clicks. Assign to Schools will be available to administrators in the benchmark Assignment Cart or Quick Assign.

Easier to Find, Filter, and Sort

With the 16.3/September release, the Administration tab will now allow the educator to filter by population and form to see all activities across all assignments that are associated with the selected population and form. This gives educators a more comprehensive and flexible view of existing activities and allows them to launch administration for multiple assessments more easily.



Redesign of Teacher Forms and Task Administration Aids

For the 2024–2025 school year, the Pseudoword Decoding—Fluency task forms in English and in Spanish were updated to include easier to use educator guidance. Teacher forms for Phoneme Segmentation Fluency, Rapid Automatized Naming, Letter Naming Fluency, Letter Sound Fluency, and Word Recognition Fluency have been similarly updated for 2025–2026 and will now be aligned to the formatting pioneered last year with Pseudoword Decoding—Fluency.

Other teacher forms, including Pseudoword Decoding—Fluency, Phonological Awareness, and scoring tables for Pseudoword Decoding—Fluency and Phoneme Segmentation Fluency, as well as Task Administration Aids have been revised. Additional forms are also being added for select task types later this year. For more details on these revisions see [Updates to i-Ready Literacy Task Forms for the 2025–2026 School Year](#).