



Assessment of Spanish Reading: What It Measures

This document provides an overview of the content assessed on the *i-Ready Assessment of Spanish Reading* and how it assesses students.



What Is Assessed in Spanish Reading?

The *i-Ready Assessment of Spanish Reading/Evaluación de lectura en español* is an authentic Spanish reading language arts assessment that is currently available for Grades K–8. It is a fixed-form (i.e., non-adaptive) assessment with 35 questions students can complete in approximately two 30-minute test sessions, depending on the grade. The Assessment of Spanish Reading can determine a student's reading performance relative to grade level. Reading skills are assessed in five key domains on the *i-Ready Assessment of Spanish Reading*.

Those five domains are:

- Phonological Awareness (Grades K–1)
- Phonics (Grades K–3)
- Vocabulary (Grades K–8)
- Comprehension: Literature (Grades K–8)
- Comprehension: Informational Text (Grades K–8)

After taking the *i-Ready Assessment of Spanish Reading*, consider assigning Personalized Instruction lessons aligned to your scope and sequence, or browse Tools for Instruction to provide reinforcement or enrichment.

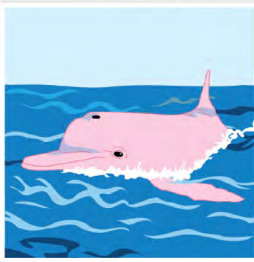
On the *i-Ready Assessment of Spanish Reading*, students are assessed with six types of items:

Multiple Choice

i-Ready Grade 1

Lee el texto. Luego responde las preguntas.

Un color muy especial



Los delfines rosados viven en los ríos de América del Sur. Son amigables y muy inteligentes. Quedan muy pocos por la contaminación del agua.

¿Qué quiere decir que los delfines son amigables?

suaves

hermosos

caríñosos

Mi progreso 1 de 35 completo Acabé →

Drag-and-Drop

i-Ready

Grade 4

X

Lee la tabla que contiene partes de palabras y las instrucciones que siguen después.

Prefijo	Significado	Raíz	Significado
anti-	opuesto a algo	bio	vida
micro-	muy pequeño	suelo	superficie que se pisa
des-	dejar de	faz	cara
sub-	debajo	congela	convertir en hielo

Arrastra partes de palabras y colócalas en los recuadros, una en cada recuadro, para formar **dos** palabras que tengan el significado de la izquierda.

Capa de tierra debajo de la superficie terrestre.

Ser vivo muy pequeño.

Prefijo

Raíz

anti

micro

des

sub

bio

suelo

faz

congela

Mi progreso

1 de 35 completo

Acabé →

Cloze Dropdown


i-Ready

Grade 6

X

Lee el texto. Luego responde las preguntas.

Un pez caminante



1 En marzo de 2016, un grupo de investigadores publicó un estudio que demuestra lo poco que sabemos sobre las diferencias entre las especies de peces. Este estudio pionero reveló nueva información sobre una especie de pez muy distinta de las demás. Conocido como el "pez ángel de las cavernas" o *Cryptoptera thamicola*, esta especie única tiene una estructura esquelética muy similar a la de muchos animales terrestres.

2 De color pálido y completamente ciego, el pez ángel de las cavernas fue descubierto por primera vez en 1985, en un sistema de cavernas de Tailandia. No se ha podido encontrar a estos peces en ninguna otra parte. Cuando se alimentan, son capaces de trepar las paredes de las cavernas, comiendo

Completa la oración de abajo sobre el pez gobio nopli. Selecciona una palabra de cada menú desplegable para completar la oración correctamente.

Según el texto, el pez ángel de las cavernas no es el único que puede desplazarse sobre superficies sólidas; también el pez gobio nopli puede usar su

Elige

 como ventosa para

Elige

 por las rocas.

Mi progreso

1 de 35 completo

Acabé →

Ordered List

i-Ready

Grade 6

X

Lectura 1

Lectura 2

Lee los textos. Luego responde las preguntas.

La misteriosa Luna

- 1 Los estudiantes de sexto grado de la maestra Montes estamos emocionados porque iremos de excursión a un importante observatorio de la ciudad. Como hemos estudiado la organización de los planetas y sus dimensiones, distancias y movimientos en el sistema solar, tendremos la oportunidad de apreciar los astros a través de un telescopio.
- 2 Tenemos muchas ansias de ver la Luna. La maestra nos compartió fotos y hasta vimos un documental muy interesante sobre el satélite del planeta Tierra. Luego nos prometió verla en toda su dimensión, y esta es la oportunidad. ¡Nos hace mucha ilusión!
- 3 Al llegar, todo es admiración porque el lugar parece una escena de película: telescopios de todos tamaños, pantallas, computadoras muy sofisticadas e imágenes de los planetas. El guía nos explica que en un observatorio no hay uno, si no varios telescopios, y que cada uno cumple una función específica.
- 4 Tan pronto nos muestra cómo manejar uno de los más grandes, hacemos una fila para apreciar imágenes de la Luna. Nos enseña a ajustar el objetivo y nos instruye sobre la manera en que opera un telescopio con refractor. ¡El gran momento ha llegado!
- 5 Casi no podemos describir con palabras lo que vemos. Apreciamos la Luna en todo su esplendor y enfocamos la lente para ver su superficie llena de cráteres, pero la gran sorpresa son las montañas: toda una cordillera con picos tan elevados que algunos, según la maestra, superan en altitud a varios de nuestro planeta.
- 6 Gracias a estos telescopios de precisión aguda, casi sentimos que estamos allí. Quedamos tan fascinados con este astro que le preguntamos a la maestra si es posible vivir en la Luna. Ella nos contesta de inmediato que es muy difícil que organismos como nosotros podamos habitar un lugar que no tiene agua y tampoco vegetación para alimentarnos. Ahora bien, nada impide que la visitemos para descubrir sus misterios.

Organiza los sucesos de la lectura 1 en orden cronológico.

III Un guía les explicó cómo funcionan los telescopios para apreciar la Luna.

III Luego de estudiar los planetas y el sistema solar, la maestra Montes organizó una excursión con sus estudiantes para visitar un observatorio.

III Al llegar al lugar, los estudiantes quedaron sorprendidos por la cantidad de tecnología necesaria para estudiar el espacio.

III Observaron detalles de la superficie, como los cráteres, y les llamó la atención la aparición de cordilleras en la superficie lunar.

Mi progreso

1 de 35
completo

Acabé →

Matching

i-Ready

Grade 6

X

Lectura 1

Lectura 2

Lee los textos. Luego responde las preguntas.

Vivimos en la Luna

- 1 Selene vive junto con su familia en la Luna. Sus padres son astrónomos. Tal es la fascinación de ellos con este astro que llamaron Selene a su hija por ser el nombre que los griegos le dieron a la Luna.
- 2 Luego de dedicar muchos años a estudios, observaciones e investigaciones, se les dio la oportunidad de viajar e instalarse allí gracias al apoyo de una sociedad astronómica internacional.
- 3 Pero ¿cómo es vivir en la Luna? Selene nos lo cuenta.
- 4 Realmente es como vivir en la casa de al lado. Estamos bastante cerca de la Tierra si comparamos las distancias de otros astros.

Clasifica los datos sobre la Luna según la lectura en que aparecen.
Puedes usar las opciones más de una vez.

La Luna tiene una zona llamada
Mar de Humboldt.

La Luna tiene cordilleras.

En la Luna pueden habitar seres
humanos.

En la Luna no hay vegetación ni
cuerpos de agua.

❏ Lectura 1

❏ Lectura 2

❏ Ambas lecturas

Mi progreso

1 de 35
completo

Acabé →

Phonological Awareness

Phonological awareness is the understanding that a spoken word is made up of different parts, and each of these parts makes a sound. There are two levels in phonological awareness: phonological sensitivity (i.e., awareness of the larger segments of sound) and phonemic awareness (i.e., awareness of the individual phonemes in spoken words) (Brady, 2012). For English Learners, research suggests a close relationship between an explicit and systematic teaching of Spanish-language phonological awareness and literacy development. While teaching phonological awareness in English, the teacher will focus on teaching the word, then teaching how to break the word up by sounds, which is different than what is done in the Spanish language. The difference comes in the structure of the languages.

In teaching phonological awareness in Spanish, the student focuses on segmenting, blending, and manipulating the individual sounds of words. Phonological awareness is an important building block for phonics because it teaches students that words are represented by different sounds.

The assessment uses audio and visual cues to assess whether a student can distinguish and manipulate the sounds in spoken language. The stems, which comprise questions or directions, are read aloud to students, as are the individual answer choices in Spanish. Students can use an audio icon to hear the items and answer choices repeated. During the assessment, students are asked to perform tasks including but not limited to: identifying the word associated with the presented image, matching the segmented audio to its word, locating rhyming words, and manipulating phonemes by adding, deleting, or substituting spoken words.

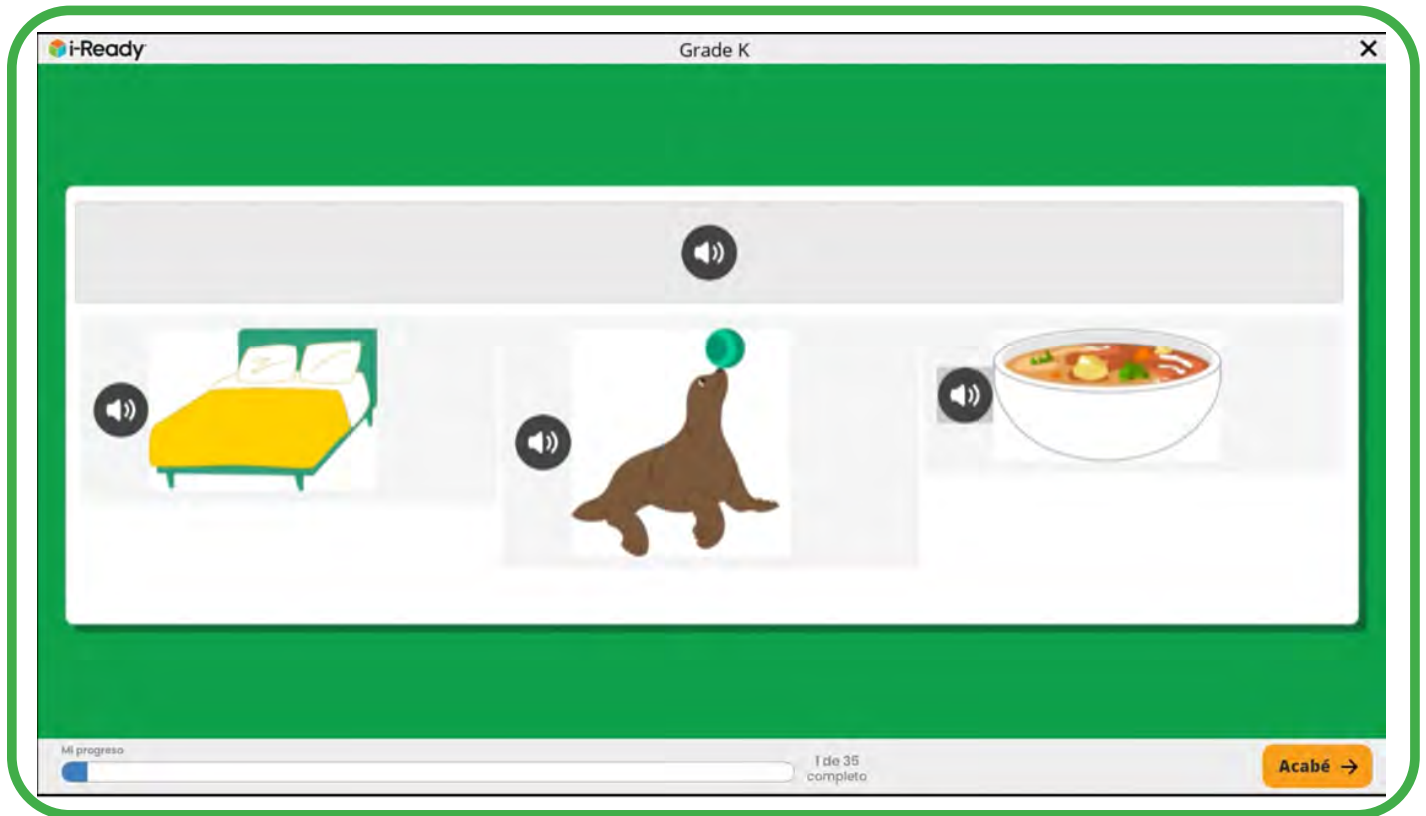
Assessed Skills

On the *i-Ready Assessment of Spanish Reading*, phonological awareness is assessed for Grades K–1. Some of the important skills assessed in the Phonological Awareness domain include:

- Rhyme recognition
- Syllable blending and segmenting
- Phoneme blending and segmenting
- Phoneme identification and isolation
- Phoneme addition, deletion, and substitution
- Syllable blending and segmenting

Phonological Awareness (Cont'd.)

Sample Items



Grade K: This item asks students to identify the image that rhymes with the word *boca*. Students listen to the audio options, which are *cama*, *foca*, and *sopa*, and are asked to make their selection from there.

Phonics

Teaching phonics is the process whereby students learn to identify the relationship between each letter in the alphabet to an individual sound. These sounds are then put together to produce a word. Teaching phonics in Spanish is a fundamental building block of literacy because the Spanish language is often referred to as having a transparent orthography, meaning once students can easily decode words in Spanish, their fluency will follow. Phonics in Spanish focuses on the acquisition of letter–sound correspondences and applying that knowledge to decode and encode words.

The *i-Ready Assessment of Spanish Reading* assesses a student’s ability to connect the sounds they hear in spoken words to the letters they see in written words. Students see test items with both audio and visual support in the Phonics domain. Some questions have a word read aloud and require students to identify the written word that matches. Other items are written, and students are asked to choose among answer choices read aloud. Students have the option to use an audio icon to hear the items and answer choices repeatedly. Items in this domain focus on letter–sound correspondence, phoneme addition, deletion, and substitution, decoding and encoding multisyllable words, words with prefixes/suffixes, and spelling.

Assessed Skills

On the *i-Ready Assessment of Spanish Reading*, phonics is assessed for Grades K–8. Some of the important skills assessed in the Phonics domain include:

- Sound spellings
 - Spelling
 - Decoding and encoding sound spellings
 - Digraphs and diphthongs
- Alphabetic knowledge
 - Phoneme identification and isolation
 - Letter–sound correspondence
- Decoding and encoding multisyllable words
 - Strategies for decoding multisyllable words
 - Words with prefixes
 - Words with suffixes
- Common syllable types

Phonics (Cont'd.)

Sample Items



Grade 2: In this item, students are asked to click on the speaker icon to listen to the audio. This specific item is asking for students to match the audio saying the word *querido* with the written form of the word.

Vocabulary

Vocabulary are words that are acquired to help us comprehend what we read and communicate effectively. The more words a student knows, the easier it is for them to understand what they read. It is important for students to be exposed to and know a large variety of vocabulary words in order to have a better understanding of what they are reading. Students learn new vocabulary words by means of talking, reading, and being taught specific words.

The *i-Ready Assessment of Spanish Reading* assesses students' knowledge of vocabulary words by showing question stems that ask students to identify antonyms and synonyms of the underlined word, images that represent the unknown vocabulary word, or short stories asking students to utilize context clues to help make meaning of the vocabulary word. The vocabulary words students see in the assessment were carefully selected to demonstrate Spanish neutrality and to measure acquisition and use of vocabulary words.

Assessed Skills

On the *i-Ready Assessment of Spanish Reading*, vocabulary is assessed for Grades K–8. Some of the important skills assessed in the Vocabulary domain include:

- Determine word meanings using prefixes/affixes/base words
- Analyze word relationships
- Antonyms and synonyms
- Relationships and idioms
- Word families
- Connotations and denotations
- Figures of speech
- Understand general academic and domain-specific vocabulary
- Make real-life connections with words
- Relate words and phrases to images

Sample Items

i-Ready

Grade 1

X

Lee el texto. Luego responde las preguntas.

Un color muy especial



Los delfines rosados viven en los ríos de América del Sur. Son amigables y muy inteligentes. Quedan muy pocos por la contaminación del agua.

¿Qué quiere decir que los delfines son amigables?

suaves

hermosos

cariñosos

Mi progreso

1 de 35 completo

Acabé →

Grade 1: This item measures a student's ability to determine the meaning of the underlined word by using context clues.

Comprehension: Literature

Comprehension of literature is the student's ability to turn what is being read into thoughts and ideas in order to understand and interpret the types of writing that are fictional. Fictional literary texts comprise short stories, plays, and poems. While reading fictional literary texts, a student might be able to identify the sequence of events in a story, discuss the meaning of a poem, or explain the lines a character speaks in a play. As a student develops as a reader, they will be able to understand increasingly complex stories, plays, and poems.

The *i-Ready Assessment of Spanish Reading* assesses students on their comprehension of fictional literary texts. The passages seen in this assessment were written by Spanish-speaking authors with grade-level experience to offer students engaging texts. Each passage is associated with a set of items that address various concepts within the domain, but all require comprehension of fictional texts to answer the set of questions associated with the passages.

Assessed Skills

On the *i-Ready Assessment of Spanish Reading*, comprehension of literature is assessed for Grades K–8. Some of the important skills assessed in the Comprehension: Literature domain include:

- Ask/answer questions about stories/cite textual evidence and make inferences
- Summarize text
- Determine theme/central message of a story/poem
- Analyze how plot/characters are developed
- Interpret figurative language/allusions/connotations
- Compare and contrast story elements within one story or between two stories
- Connect words and pictures
- Determine point of view in a story

Sample Items

Grade 6: This item measures whether students can summarize the passage in order to select the best summary for the first of two literary passages.

Grade 6: This item measures whether students can compare and contrast literary texts by asking them to classify facts from either or both literary passages.

Comprehension: Informational Text

Comprehension of informational text assesses the student's ability to understand a type of writing known as non-fiction texts. Examples of informational texts are articles, recipes, or instructions. Informational texts may include charts, diagrams, and graphs that will assist a student in deepening their comprehension when reading. A student with an understanding of informational texts may be able to recall details, events, people, and ideas of what was read.

The Comprehension: Informational Text domain in the *i-Ready Assessment of Spanish Reading* was written by Spanish-speaking authors with grade-level experience. The informational texts were created to be engaging and culturally relevant to students. The assessment uses a combination of question stems, images, and audio to assess a student's knowledge of informational texts. A student who understands informational text might cite textual evidence and make inferences of what they are reading, be able to retell or summarize text, or identify and analyze the author's purpose.

Assessed Skills

On the *i-Ready Assessment of Spanish Reading*, comprehension of informational text is assessed for Grades K–8. Some of the important skills assessed in the Comprehension: Informational Text domain include:

- Ask/answer questions about key details/ideas
- Identify main idea/key details
- Determine word meanings
- Understand general academic and domain-specific vocabulary/words and phrases
- Identify author's purpose using supporting details in a text
- Describe connections between ideas, events, and procedures
- Use and interpret text features
- Compare author's point of view/similar topics in two texts
- Make inferences/cite textual evidence
- Describe or analyze relationships between ideas and events in scientific, historical, and technical texts
- Integrate information from different print/digital sources
- Evaluate arguments/persuasive techniques
- Compare informational texts


Sample Items

i-Ready

Grade 1

Lee el texto. Luego responde las preguntas.

Un color muy especial



Los delfines rosados viven en los ríos de América del Sur. Son amigables y muy inteligentes. Quedan muy pocos por la contaminación del agua.

¿De qué color son estos delfines?

rosa

gris

azul

Mi progreso

1 de 35 completo

Acabé →


Grade 1: This item measures whether students are able to use text features (e.g., pictures) to answer questions about the informational text.

i-Ready

Grade 6

Lee el texto. Luego responde las preguntas.

Un pez caminante



1 En marzo de 2016, un grupo de investigadores publicó un estudio que demuestra lo poco que sabemos sobre las diferencias entre las especies de peces. Este estudio pionero reveló nueva información sobre una especie de pez muy distinta de las demás. Conocido como el "pez ángel de las cavernas" o *Cryptotora thamicola*, esta especie única tiene una estructura esquelética muy similar a la de muchos animales terrestres.

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Lee el siguiente fragmento del texto.

El pez ángel de las cavernas, por otra parte, tiene una estructura pélvica más compleja. Su pelvis contiene un grupo de huesos que se funden con su columna vertebral. También posee abultamientos que se superponen a sus vértebras, lo cual hace que su columna vertebral sea rígida. Esta estructura permite que este pez soporte su peso corporal resistiendo la fuerza de la gravedad, se sostenga sobre sus extremidades y camine.

Arrastra la frase que completa correctamente la oración de abajo.

La del pez ángel de las cavernas es una parte de su cuerpo que contiene huesos que se funden con la columna de su esqueleto.

pelvis

vértebra

estructura

Mi progreso

1 de 35 completo

Acabé →

Grade 6: This item measures a student's ability to cite textual evidence to fill in the blank by locating the information in the sampled paragraph.

Conclusion

The *i-Ready Assessment of Spanish Reading* was created as an on-grade level assessment to provide educators with a better understanding of students' reading performance in Spanish. The assessment reports on students' grade-level Spanish reading as well as provides insights into domain-level performance.

To view content and skills by grade as well as Reading domain tables, [click here](#).

Reference

Brady, S. (2012). Taking the Common Core foundational standards in reading far enough.
Perspectives on Language and Literacy, 38(4), 19–24.

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