



Introducing New Placement Labels on *i-Ready Diagnostic* for Reading Reports

Feature Overview
April 2024



Overview

Beginning with the 2024–2025 school year, *i-Ready* now includes new labels on the *i-Ready Diagnostic* for Reading reports. These new labels are intended to:

- Provide an increase in clarity on the domains each student takes on the Reading assessment
- Ensure educators have added visibility into students' foundational reading skills
- Respond to educator feedback related to the display of students' Reading assessment results on reports, further supporting easy reporting and interpreting of data

What Are the New Labels?

In the current standard test flow on the *i-Ready Diagnostic* for Reading, when a student does not receive the domains of Phonics or High-Frequency Words, the report indicates this by a label of Tested Out. Beginning in the 2024–2025 school year, this language will change. A student who scores high enough to skip the domain receives a label of Surpassed Level, and a student with a test flow that did not include an opportunity to take the Phonological Awareness domain will receive a label of Not Assessed. This varies by grade, depending on the domains in the student's test flow.

These new labels appear in all *i-Ready Diagnostic* for Reading reports except the 3-Level tab of the Diagnostic Results (Student) report. Note: This tab is only available to district and school administrators beginning with the 2024–2025 school year.

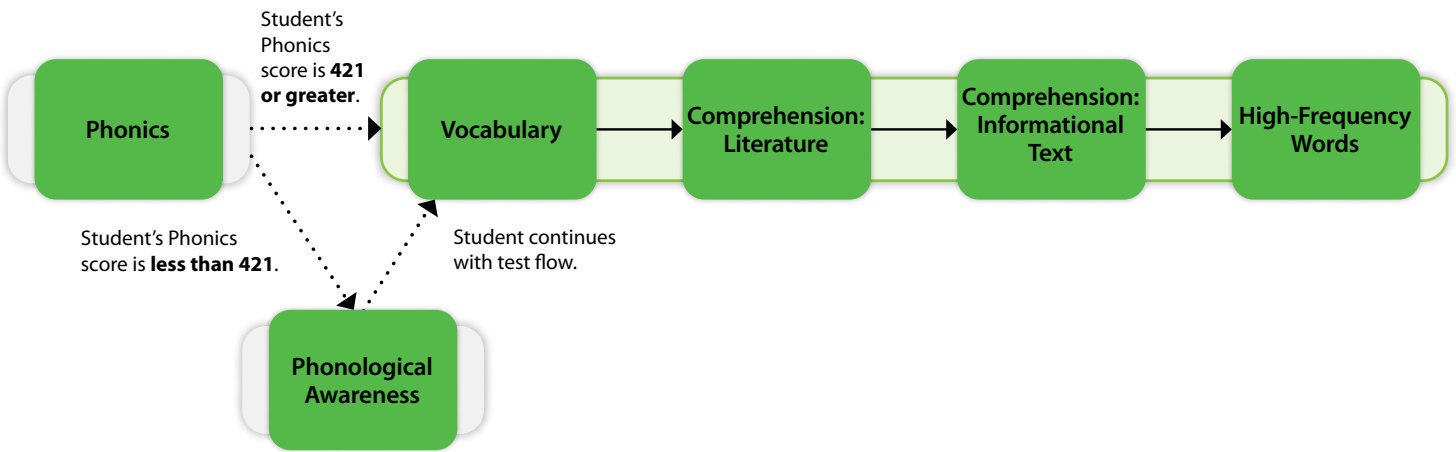
Not Assessed: The student's test flow did not include an opportunity to take the domain.

Surpassed Level: The domain was in the student's test flow, but the student did not take the domain due to performance in prior domains.

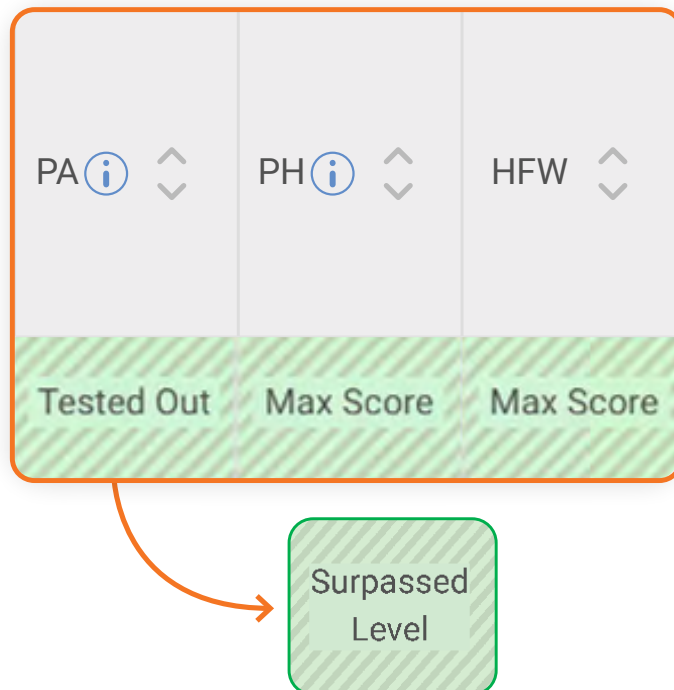


Grade 2

Students who are in chronological Grade 2 are first assessed in the Phonics domain. The student's **overall** scale score after completing Phonics items determines the rest of their test flow:



Students in Grade 2 who do not receive Phonological Awareness due to performance in the Phonics domain receive a placement label of Surpassed Level instead of Tested Out.

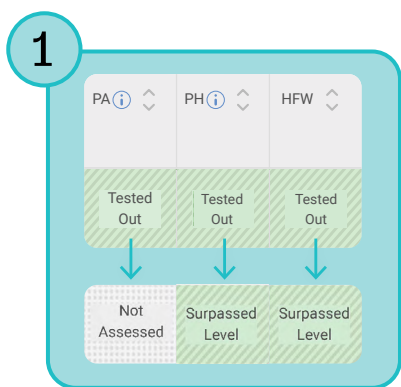
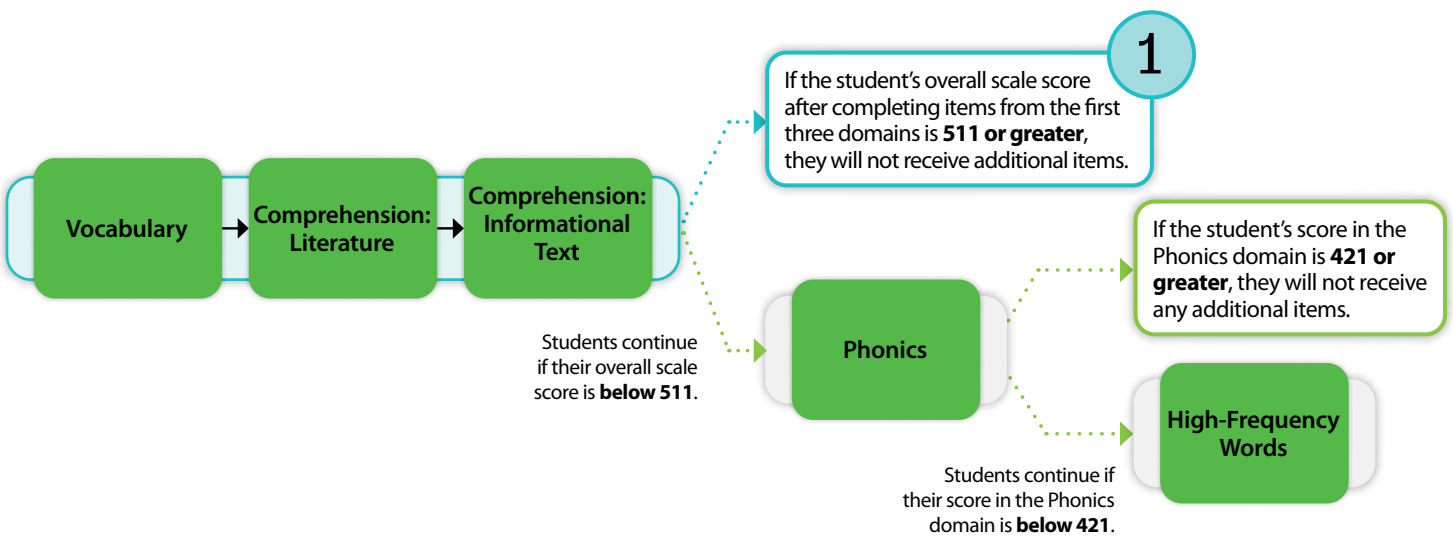


Grades 3–6

Educators can see the label change in several places across Grades 3–6, depending on both student performance and test flow.

Scenario 1: Student scores above a certain threshold after the first three domains.

In this test flow, students take the first three domains, but because their score is at or above 511, they are not assessed in Phonics or High-Frequency Words, and their test flow does not include Phonological Awareness at all. These students currently get a score of Tested Out in Phonics, Phonological Awareness, and High-Frequency Words. With the new labels, these students will now see a label of Not Assessed for Phonological Awareness (this indicates the domain was not part of the test flow) and a label of Surpassed Level for Phonics and High-Frequency Words. Surpassed Level indicates students did not see these domains as part of the standard test flow because of performance on other related domains.



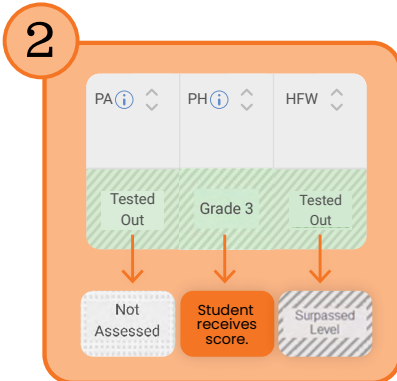
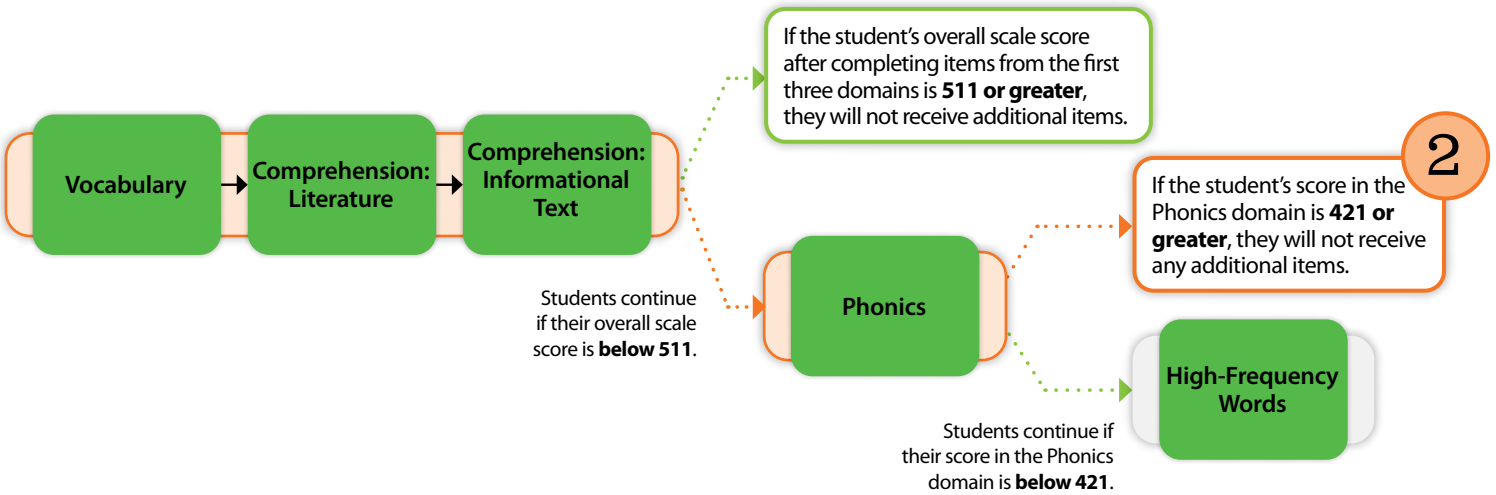
Tested Out is replaced with Not Assessed or Surpassed Level.

Not Assessed: The student's test flow did not include an opportunity to take the domain.

Surpassed Level: The domain was in the student's test flow, but the student did not take the domain due to performance in prior domains.

Scenario 2: Student scores below first threshold and at or above the second threshold.

In this test flow, students take the first three domains and have a score that is less than 511. These students see Phonics, and in this particular case the test ends because they perform at or above a score of 421 on the Phonics domain, and therefore they do not receive the domain of High-Frequency Words as part of the standard test flow.



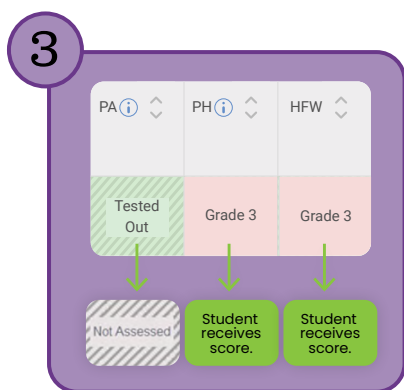
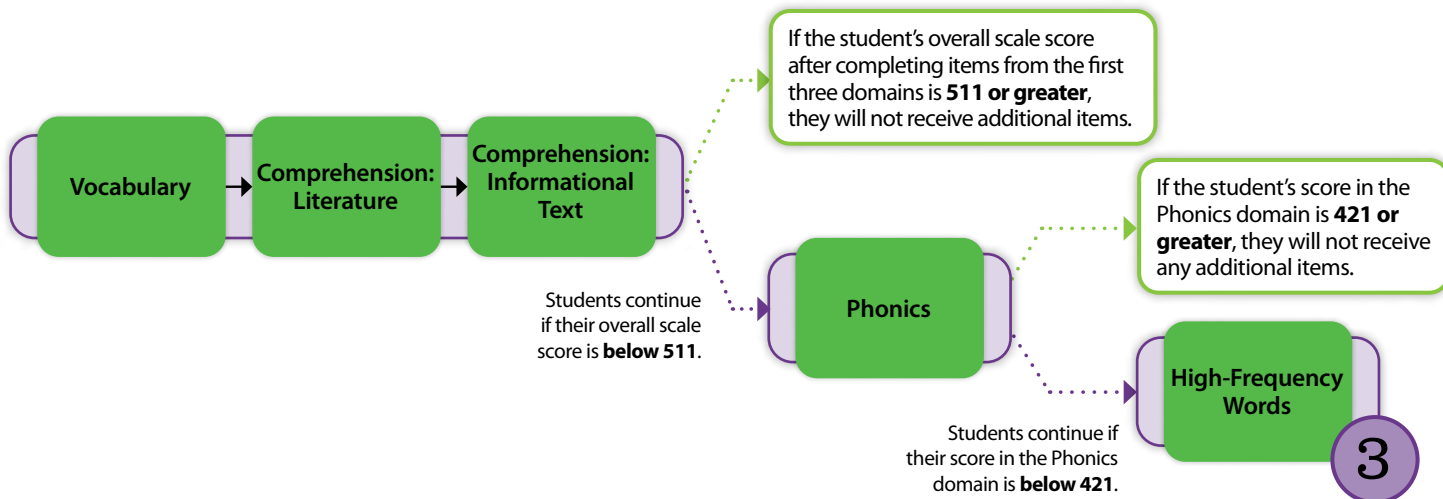
In this case, students receive a score of Not Assessed in Phonological Awareness because the domain was not included in the test flow.

Students receive a score in Phonics because students took items in this domain.

Finally, students receive a score of Surpassed Level in High-Frequency Words because, while the domain is included in the test flow, student performance on prior domains allowed them to skip this domain.

Scenario 3: Student scores below both thresholds.

In the third scenario, students take the first three domains and score below 511, so they are administered the Phonics domain. Students who score below 421 then take the High-Frequency Words domain as part of the standard test flow.



In this case, students receive a score of Not Assessed in Phonological Awareness because the domain was not included in the test flow.

Students receive a score in Phonics because students took items in this domain.

Finally, students receive a score in High-Frequency Words because they saw items from this domain due to a Phonics score that was below 421.





Always Improving

Listening to educator feedback is an important part of our commitment to making our assessments better. By introducing new labels on the Diagnostic for Reading, *i-Ready* continues to embrace educator feedback by providing reports that accurately and efficiently lead educators to better understanding what students can do now and what they are ready to learn next. Assessment data serves as the launchpad for instruction. This starts with a clear report that leads to targeted next steps.

For more information, see the [FAQ: Max Score, Not Assessed, and Surpassed Level on Reading Reports](#).

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