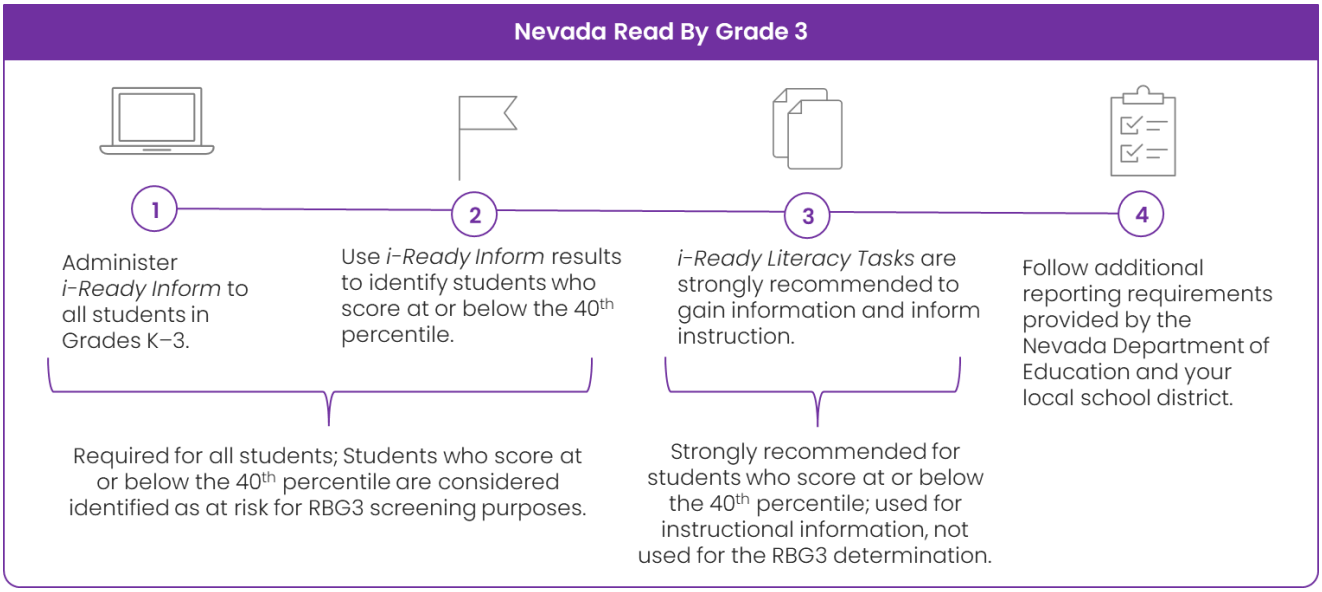
i-READY AND THE NEVADA READ BY GRADE 3 ACT

Teacher Quick-Start Guide for Using *i-Ready* to Meet Nevada Read by Grade 3 Requirements

Assessment Quick-Start Guide | June 2026

The Nevada Read by Grade 3 Act (RBG3) requires all students in Grades K–3 to be evaluated for grade-level reading proficiency using valid, reliable, standards-based assessments administered in English within state testing windows determined by the Nevada Department of Education (NDE) (NRS 392.750–392.780). Results must be used to identify students needing additional support, guide instruction, and monitor intervention effectiveness. This document offers step-by-step guidance for how educators can use *i-Ready* to evaluate student reading skills in alignment with RBG3 requirements.

Screening Process



Step 1: Administer *i-Ready Inform*™* for Reading to all students in Grades K–3.

Administer *Inform* to all Grade K students in the winter and spring and to all Grades 1–3 students in the fall, winter, and spring. For information on how to assign *Inform*, please see FAQ: How do I assign or cancel Inform?.

Fall	Winter	Spring
Aug. 10–Oct. 23	Nov. 16–Feb. 12	March 8–May 28

Step 2: Identify students who are required to receive Read by Grade 3 services and support.

According to the RBG3 law, additional support and progress monitoring is required for elementary students identified at or below the 40th percentile. Use *i-Ready Inform* Results reports to identify students who score at or below the 40th percentile to determine which students require intervention services and intensive instruction. Use the following percentile-to-score ranges to determine which students qualify for Read by Grade 3 services according to the Nevada State Literacy Plan and Nevada Senate Bill 460.

**i-Ready Inform* is the new name for *i-Ready Diagnostic.*

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Grade	At Risk (Associated Scale Score Range)	No Observed Risk (Associated Scale Score Range)
K	1st–40th (Winter: 100–362) (Spring: 100–389)	41st–99th (Winter: 363–800) (Spring: 390–800)
1	1st–40th (Fall: 100–388) (Winter: 100–414) (Spring: 100–440)	41st–99th (Fall: 389–800) (Winter: 415–800) (Spring: 441–800)
2	1st–40th (Fall: 100–434) (Winter: 100–471) (Spring: 100–490)	41st–99th (Fall: 435–800) (Winter: 472–800) (Spring: 491–800)
3	1st–40th (Fall: 100–480) (Winter: 100–504) (Spring: 100–517)	41st–99th (Fall: 481–800) (Winter: 505–800) (Spring: 518–800)

Step 3 (Optional): Administer *i-Ready Literacy Tasks* for Fluency to students who score at or below the 40th percentile on Inform.

Grade	Task
K (W, S)	Letter Naming Fluency—Mixed Case Letters
1 (F)	Grade 1 Word Recognition Fluency
1 (W, S)	Grade 1 Passage Reading Fluency
2/3 (F, W, S)	Grades 2–3 Passage Reading Fluency

*Times of year noted as fall (F), winter (W), and spring (S)

While not required, it is **strongly recommended** that students who score at or below the 40th percentile be administered a fluency measure. The *i-Ready Literacy Tasks* include fluency assessments that provide additional information about a student's reading development and can help inform instructional decisions. Based on the student's grade level and the time of year, administer the recommended grade-level fluency task identified in the Step 3 table. Results from these assessments provide valuable insight into students' reading fluency skills, including accuracy, rate, and expression, and can support the identification of instructional needs and appropriate interventions. See video: Create Benchmark Literacy Task Assignments and video: View or Administer Benchmark Literacy Task Assignments for more information on how to locate and administer these tasks. When administered digitally, students' scores will automatically appear in *i-Ready*. When administered on paper, it is recommended that educators enter student scores into the *i-Ready* system. For more information on how to view Literacy Task results, please see video: View Benchmark Literacy Task Results.

Step 4: Report screening results according to state and local guidelines.

Under NRS 392.750, if a student in Grades K–3 (or newly enrolled in an elementary school) is found to have a deficiency in the subject area of reading based on assessments and teacher observations, the school principal must notify the student's parent or guardian in writing within 30 days of the deficiency being discovered.

Students who score at or below the 40th percentile on *i-Ready Inform* qualify for Read by Grade 3 services in alignment with Nevada's State Board–approved identification criteria and must be provided intervention services and intensive instruction. Under Senate Bill 278, these services may be discontinued once the student demonstrates grade-level proficiency on the statewide assessment established by the State Board of Education.

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FAQS

Where can teachers locate the recommended *i-Ready Literacy Tasks*?
These tasks are available to any educator with an *i-Ready Inform* for Reading license. To locate the tasks within *i-Ready*, click Assess & Teach, then Assessment, then Literacy Tasks. The video: View or Administer Benchmark Literacy Task Assignments provides additional directions.

How do I create a record of Benchmark Task results in *i-Ready Connect*?
The video: Create Benchmark Literacy Task Assignments provides information on how to create a record of Benchmark Task results.

How do I enter and view Benchmark Task data in *i-Ready Connect*?
Literacy Tasks for screening use Benchmark Literacy Task forms (not Progress Monitoring forms). The video: How to Enter Data for Benchmark Literacy Tasks explains how to enter Benchmark Task data if administered via paper-pencil. If Tasks are administered digitally, results will automatically upload to *i-Ready Connect.*

Do the Literacy Tasks and Inform have to be administered in the same week?
The required Inform and the optional Literacy Tasks do not have to be administered in the same week. It is recommended that administrations of the assessments are spread over a short period of time, ideally within two weeks. Note that students who are assessed at the beginning of the norming window may perform differently than at the end of the norming window as a result of instruction and subsequent academic growth.

What is the policy for retesting students?
Retesting is defined as administering a second *i-Ready* assessment within the same testing window after the first was already completed. **Only a student's first administration** within a given window will be used in state monitoring and reporting. **Retesting will not be allowed for Read by Grade 3 purposes.**

Recognizing that retesting is prohibited, the following are strongly recommended:

- **Prepare students prior to taking the assessments.** Ensure they understand the purpose and value of the assessments to them. Additional guidance is available in the *i-Ready* Success Guide and on *i-Ready* Success Central.
- **Motivate students to demonstrate their proficiency on the assessments.** Retests due to low test-taking motivation will not be approved, so use techniques to ensure students exhibit their knowledge and skills on the assessments. Suggested strategies and approaches to incentivizing participation are available on *i-Ready* Success Central.
- **Review all IEP and 504 plan accessibility requirements and necessary accommodations prior to a student starting their Read by Grade 3 assessments.** Detailed accessibility guidance is available on the *i-Ready* Accessibility and Accommodations Hub.

What is the policy for using the *i-Ready* Read Aloud feature?
The intent of Nevada's Read by Grade 3 comprehension requirements is to ensure students have proficiency specifically in reading comprehension. As such, the use of *i-Ready Inform*'s Read Aloud functionality as a designated support (i.e., a support specifically enabled for a student as opposed to the standard audio functionality available to all students) is restricted when *i-Ready* is used to meet Read by Grade 3 requirements.

Specifically:

- Use of the Read Aloud functionality as a designated support that is specifically enabled for an individual student is **prohibited** for students who do not have an IEP, 504, or EL plan that specifically allows for read aloud on assessments.
- For students with an IEP, 504, or EL plan that allows for Read Aloud functionality as an accommodation that is enabled for an individual student, **only the Partial Read Aloud functionality is permitted.** Partial Read Aloud functionality will allow a student to have directions, question stems, and answer choices read to them, but not the passages themselves, which maintains the assessment as a measure of reading comprehension as opposed to listening comprehension. The use of Full Read Aloud functionality is not permitted when *i-Ready Inform* is used as a Read by Grade 3 assessment.

For additional information on *i-Ready*'s Read Aloud functionality, please see the *i-Ready* Accessibility and Accommodations Hub.

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