i-Ready

i-Ready Diagnostic Foundational Reading Extension

Helping Educators Measure Foundational Reading Skills in Higher Grades

Feature Overview
April 2024

Overview

Districts now have the option to enable a new test flow—using a feature called the Foundational Reading Extension—that will allow educators to assess students in Phonological Awareness and Phonics domains at higher grades than what is currently available in the *i-Ready Diagnostic* for Reading. This new test flow feature will give administrators the option to choose by grade whether all students within a district, or all students within specific schools, take:

- The Phonological Awareness domain in Grade 2
- The Phonics domain or both the Phonics and Phonological Awareness domains in Grade 3
- The Phonics domain in Grades 4–6

Introduction

In some cases, especially for state screening purposes, students must be evaluated on foundational skills—particularly phonics—at higher grades than are covered by the standard Diagnostic test flow. For these cases, the *i-Ready Diagnostic* will introduce a new feature for the 2024–2025 school year that allows educators to ensure all students within a district or within schools in the district will see Phonics items or both Phonics and Phonological Awareness items. The feature must be enabled by a Curriculum Associates Partner Success Manager. For the 2024–2025 school year, all students within a grade must take the additional Phonics or Phonological Awareness questions when this new feature is enabled. There is no way to use the feature to administer these additional items to a subset of students within a grade in a district.

What Is the New Test Flow Associated with the Foundational Reading Extension?

The *i-Ready Diagnostic* for Reading's test flow varies by chronological grade level. In both the standard test flow and the test flows available under the Foundational Reading Extension, all students are presented with items from the Vocabulary, Comprehension: Literature, and Comprehension: Informational Text domains. Students in lower chronological grade levels or who are performing at lower placement levels may also be assigned Phonics, Phonological Awareness, and High-Frequency Words items. When the Foundational Reading Extension is enabled, all students will see items from Phonological Awareness (if enabled) and Phonics.

The new test flows allow educators insight into student performance in these foundational domains that are not usually administered as part of *i-Ready Diagnostic*'s standard test flow, but the new test flows do not impact the overall Reading scores of students. Specifically, if the Foundational Reading Extension is enabled, students will receive domain scores in Phonics and—if enabled—Phonological Awareness where applicable, but these scores will not be factored into the overall Reading scale score, norms, grade-level placements, reporting functions such as the *i-Ready* Instructional Groupings report, and *i-Ready Personalized Instruction*'s automated My Path lesson queue. By providing domain-level information on these additional foundational domains while not impacting *i-Ready Diagnostic*'s overall scale scores, educators are able to continue to use *i-Ready* scores the same ways they always have while also having access to domain-level foundational information to inform instruction. Also important: The new test flow is not likely to increase testing duration by a significant amount of time.

i-Ready's Standard and Foundational Reading Extension Test Flows

Our Standard Test Flow: Backed by Extensive Research

While the new Foundational Reading Extension will allow districts to administer Phonological Awareness and Phonics in higher grades, it is important to note that our current test flow is backed by extensive validity evidence over multiple years. Our standard flow recognizes that there is a strong relationship between performance on some domains, and this relationship can signal the ability to skip other domains. This allows for a more efficient assessment and requires less testing time while still providing valid, research-backed results. Although our standard flow is rigorous and used by most *i-Ready* users, in some cases it may be necessary to assess both Phonics and Phonological Awareness in Grades 2 and 3 or Phonics in Grades 3–6. In these cases, the new Foundational Reading Extension could be useful to districts.
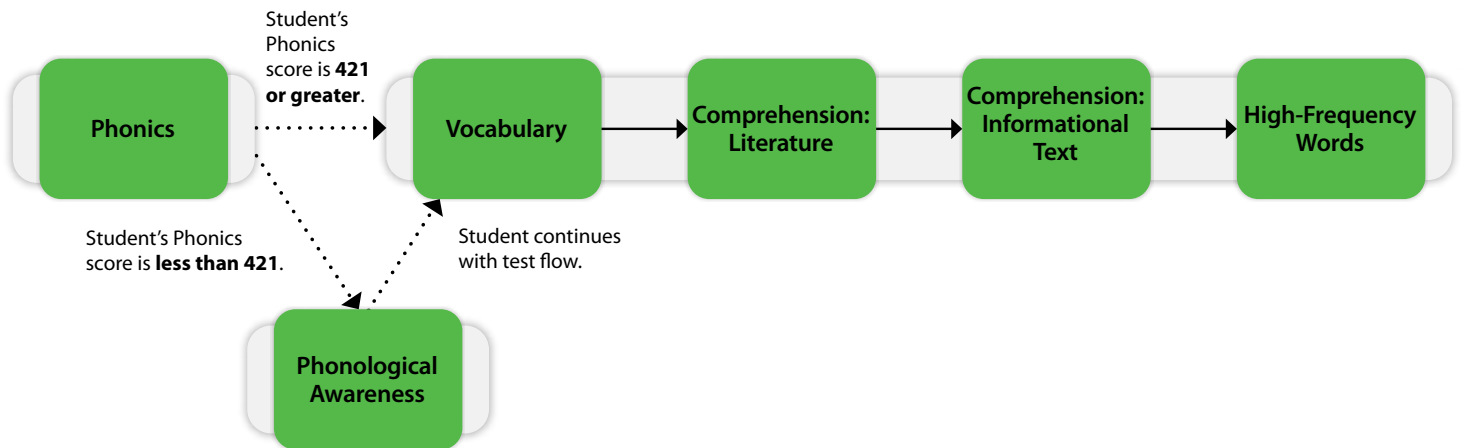
The following images illustrate *i-Ready Diagnostic*'s standard test flows and how the Foundational Reading Extension modifies these standard test flows to provide educators with valuable domain-level information about foundational skills at higher grades than are currently allowed by the standard test flow.

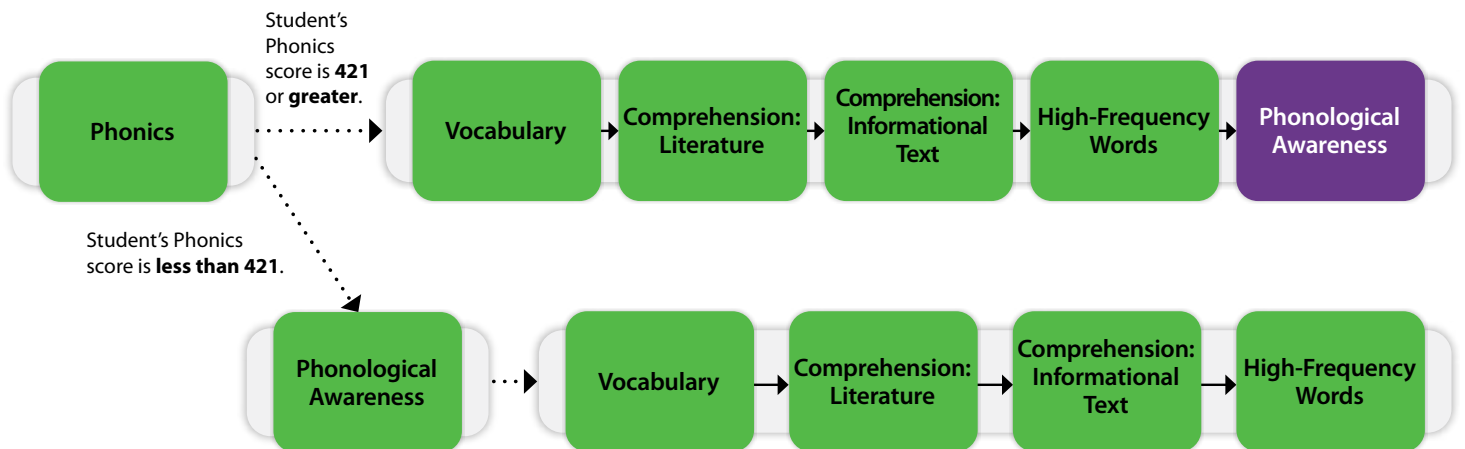# Grade 2: Phonological Awareness Configured Test Flow

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. In the standard test flow (pictured below), some students—those who perform at or above a scale score of 421—are not assessed in Phonological Awareness.

The domains in the test flow:

- ● Domains that are part of the **standard test flow** that contribute to a student's overall score

- ● **Additional domains** that are administered to students but do not contribute to a student's overall score

Student's Phonics score is **421 or greater**.

Phonics → **Vocabulary** → **Comprehension: Literature** → **Comprehension: Informational Text** → **High-Frequency Words**

Student's Phonics score is **less than 421**.

Student continues with test flow.

Phonological Awareness

When the Foundational Reading Extension is configured for Phonological Awareness in Grade 2, all students take Phonological Awareness at some point during their assessment.
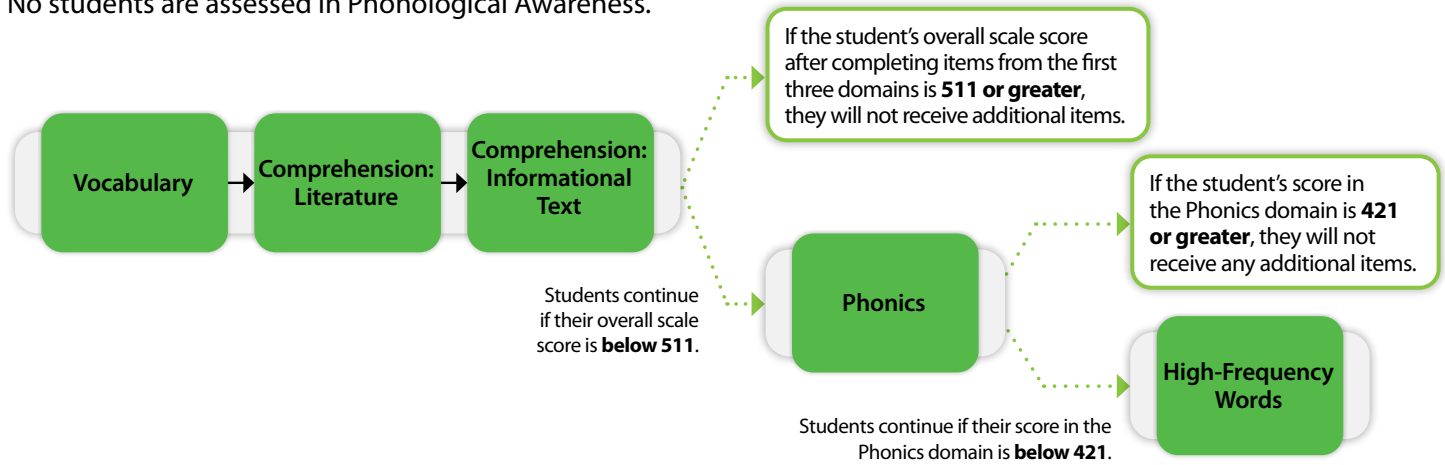
Student's Phonics score is **421** or **greater**.

Phonics → **Vocabulary** → **Comprehension: Literature** → **Comprehension: Informational Text** → **High-Frequency Words** → **Phonological Awareness**

Student's Phonics score is **less than 421**.

Phonological Awareness → **Vocabulary** → **Comprehension: Literature** → **Comprehension: Informational Text** → **High-Frequency Words**

In the standard test flow, students who perform above a certain threshold in Phonics are not assessed in Phonological Awareness.
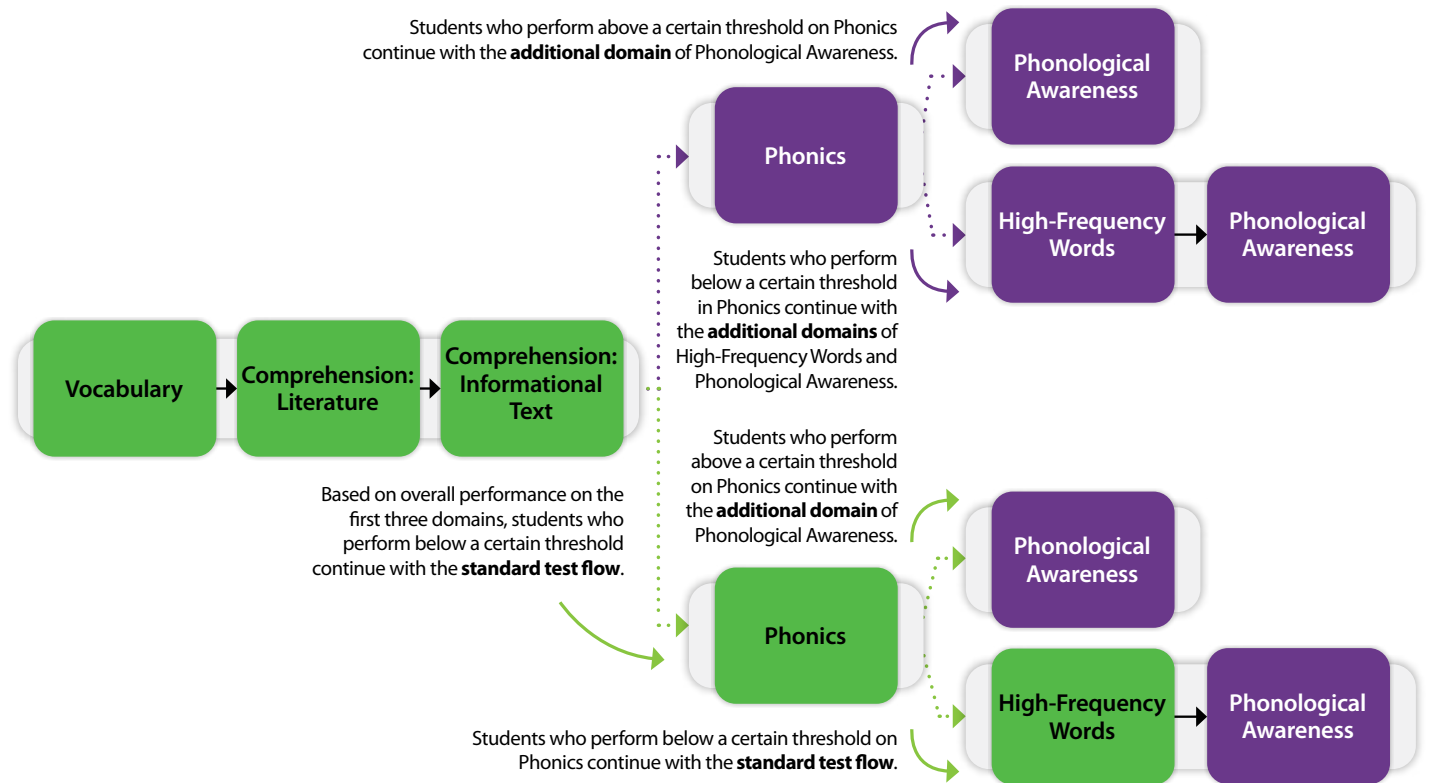
Grades 3–6 Test Flows

Students using the standard test flow who are in chronological Grades 3–6 are first assessed in the following domains: Vocabulary, Comprehension: Literature, and Comprehension: Informational Text. The student's overall scale score after completing these domains determines if the test ends or continues. If the test continues, the student will receive Phonics, and the score on Phonics determines if the test ends or continues to High-Frequency Words. In the standard test flow, some students—those who score at or above 511—are not assessed in Phonics or High-Frequency Words. No students are assessed in Phonological Awareness.

Vocabulary → Comprehension: Literature → Comprehension: Informational Text

If the student's overall scale score after completing items from the first three domains is **511 or greater**, they will not receive additional items.

Students continue if their overall scale score is **below 511**.

Phonics

If the student's score in the Phonics domain is **421 or greater**, they will not receive any additional items.

High-Frequency Words

Students continue if their score in the Phonics domain is **below 421**.

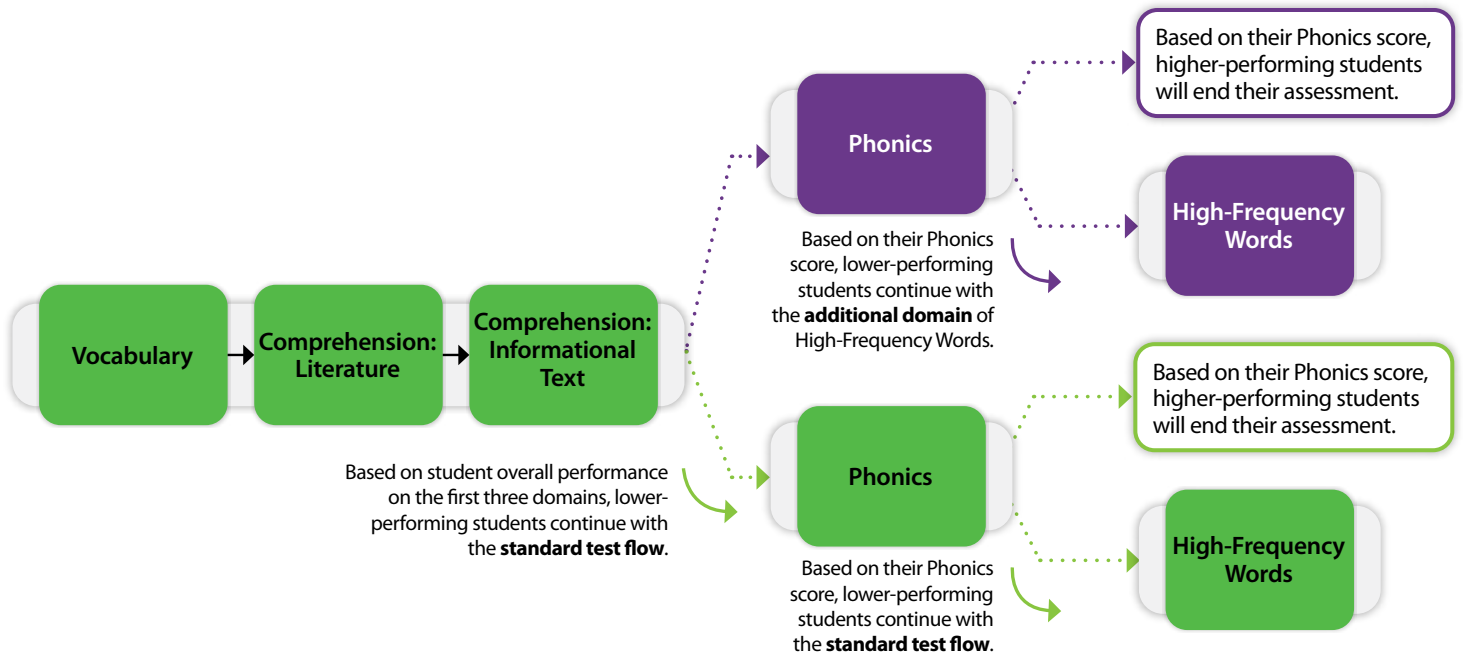# Grade 3: Phonological Awareness and Phonics Configured Test Flow

If Phonics and Phonological Awareness have been enabled in the Foundational Reading Extension, students will see the following test flow.

Students who perform above a certain threshold on Phonics continue with the **additional domain** of Phonological Awareness.

Phonics → Phonological Awareness

Students who perform below a certain threshold in Phonics continue with the **additional domains** of High-Frequency Words and Phonological Awareness.

High-Frequency Words → Phonological Awareness

Vocabulary → Comprehension: Literature → Comprehension: Informational Text

Based on overall performance on the first three domains, students who perform below a certain threshold continue with the **standard test flow**.

Students who perform above a certain threshold on Phonics continue with the **additional domain** of Phonological Awareness.

Phonics

Phonological Awareness

High-Frequency Words → Phonological Awareness

Students who perform below a certain threshold on Phonics continue with the **standard test flow**.

In the Foundational Reading Extension, students who would typically not see Phonics or Phonological Awareness because of a high score will now see them at the end of the test flow. Students with lower scores in Phonics may also see High-Frequency Words items as well as part of the Foundational Reading Extension.

Grades 3–6: Phonics Configured Test Flow

In Grades 3–6, administrators can enable the Phonics domain. If Phonics has been enabled, students will see the following test flow.

Vocabulary → **Comprehension: Literature** → **Comprehension: Informational Text**

Based on student overall performance on the first three domains, lower-performing students continue with the **standard test flow**.

Phonics

Based on their Phonics score, higher-performing students will end their assessment.

Based on their Phonics score, lower-performing students continue with the **additional domain** of High-Frequency Words.

High-Frequency Words

Phonics

Based on their Phonics score, higher-performing students will end their assessment.

Based on their Phonics score, lower-performing students continue with the **standard test flow**.

High-Frequency Words

Scores and Reports for the Foundational Reading Extension

For districts who enable the Foundational Reading Extension, there will be a report available to educators that explicitly conveys performance on the domains that have been added to the test flow. It is important to note that the overall Reading score, placements, and norms will not change, even with the enablement of the new extension. Additional domains added by the Foundational Reading Extension will not contribute to the overall Diagnostic score. However, the new Foundational Reading Extension report will provide domain-level placements for the additional domains.

Diagnostic Results ▾

Subject	**Class/Report Group**	**Diagnostic**
Reading ▾	Grade 3 Class ▾	Most Recent ▾

3-Level Placement | *Enhanced* 5-Level Placement | **Foundational Reading Extension** ▾
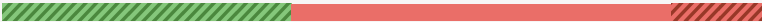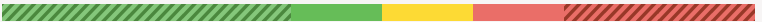
This tab includes data from the foundational reading domains.

Some students who originally Surpassed Level or were Not Assessed in these domains were given additional questions due to district requirements. Those results are marked with ** in the table below. Foundational reading domain results for these students may be different than results shown on the 5-Level Placement tab. However, results marked ** here do not impact Overall Scores or Overall Placements. Results from these students as well as students who did not receive additional questions are both presented in this tab.

Learn more about the Foundational Reading Extension here.

▾ **Placement by Domain***

Phonological Awareness *(PA)*

Phonics *(PH)*

High-Frequency Words *(HFW)*

*Students not completed are not included

**This student originally Surpassed Level or was Not Assessed for this domain, as shown on the 5-Level Placement tab. However, due to district requirements, the student was given additional questions to assess performance. Those results are shown below.

Showing 8 of 8

Student	PA ⓘ	PH ⓘ	HFW ⓘ
Elias, Zandy	Max Score ******	Max Score ******	Surpassed Level

Educators will also be able to see the additional domains and any associated Can Dos and Next Steps in the student reports.

Diagnostic Results ▾ James Knox ▾ Grade 3

📄

Subject
Reading ▾

Diagnostic
Diagnostic 1 (07/30/23) ▾

●●● Key

Diagnostic 1

Typical Growth

Typical Growth: The average annual growth for a student at this grade and placement level on their baseline Diagnostic. ⓘ

Stretch Growth®

Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path toward proficiency. ⓘ

— Mid On Grade Level (545)
▬ On Grade Level (511–602)

550
Stretch 541
Typical 527

430

Diagnostic 1
501
🟡 Grade 2
07/30/23

Overall Reading	🟡 Grade 2 (501) Standard Error +/- 12	
Domain	Placement	Can Do & Next Steps
Phonological Awareness* ⓘ	◌ Not Assessed	—
Phonics* ⓘ	🟢 Surpassed Level	—
High-Frequency Words*	🟢 Surpassed Level	↓
Vocabulary	🟡 Grade 2	↓
Comprehension: Overall	🟡 Grade 2	↓
Literature	🟡 Grade 2	↓
Informational Text	🟢 Early 3	↓

Show Comprehension: Overall ☑ ⓘ   *Foundational Domains

Foundational Reading Extension ⓘ		
Domain	Placement	Can Do & Next Steps
Phonological Awareness**	🔴 Grade 1	↓
Phonics**	🟢 Early 3	↓

**This student originally Surpassed Level or was Not Assessed in this domain. Then, due to district requirements, they were given additional questions to further assess performance in this domain.

Results are now reported in two ways:

Performance based on the Standard Test Flow continues to be reported as it has in the past.

Performance based on additional domains from the Foundational Reading Extension are reported in the separate Foundational Reading Extension section in the lower portion of the Diagnostic Results (Student) report.

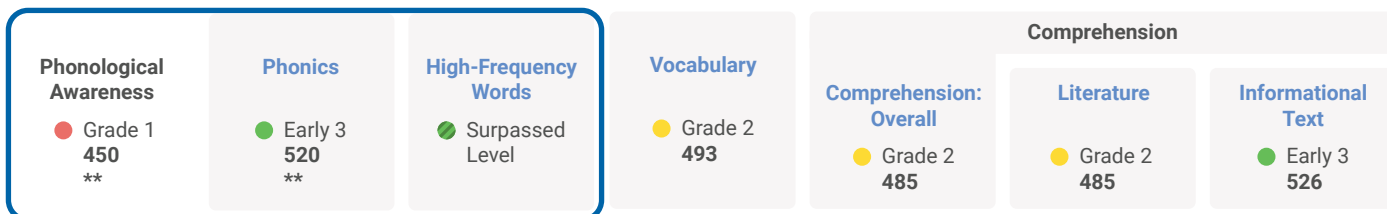## National Norm Performance and Lexile® Framework for Reading Measure

National Norm:
42nd Percentile ⓘ

Lexile Measure:
870L

Lexile Range:
770L–920L

The Lexile Find a Book tool enables you to search for books by grade, interest, and Lexile measure. You can view a book's most challenging words and build a customized reading list. Search for books and see additional Lexile tools now at Hub.Lexile.com.

Understanding Lexile reading measures 📄

How to use the Lexile Find a Book tool 📄

Placement by Domain

Results indicate that James understands grade-level literary and informational texts and applies effective Comprehension skills and strategies. James also demonstrates steady progress in Phonics, as well as a growing command of grade-level words and word-learning skills. Expect continued growth in reading and expose James to increasingly complex texts. This information places James in Instructional Grouping Profile 3.

Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Comprehension		
				Comprehension: Overall	**Literature**	**Informational Text**
🔴 Grade 1 **450** **	🟢 Early 3 **520** **	✅ Surpassed Level	🟡 Grade 2 **493**	🟡 Grade 2 **485**	🟡 Grade 2 **485**	🟢 Early 3 **526**

**This student originally Surpassed Level or was Not Assessed in this domain. Then, due to district requirements, they were given additional questions to further assess performance in this domain.

Developmental Analysis

This domain is focused on how students distinguish the sounds (or phonemes) in spoken words. James might benefit from instruction and practice in isolating and identifying initial, medial, and final sounds; segmenting words into sounds; and deleting sounds to form new words. While some students in this grade may benefit from limited instruction in phonological awareness, James should focus primarily on applying these skills to the decoding and encoding of text.

Can Do ⓘ

Isolate and identify initial sounds.

Isolate initial sounds (phonemes) in spoken three-phoneme CVC words (This does not include CVC words ending with /l/, /r/, or /x/.).

Standards

Isolate and identify final sounds.

Isolate final sounds (phonemes) in spoken

Next Steps & Resources for Instruction ⓘ

+ **Continue to teach identifying initial sounds.**

+ **Provide practice with identifying final sounds.**

+ **Develop knowledge of identifying medial sounds.**

+ **Build understanding of segmenting sounds in words.**

+ **Extend knowledge of segmenting sounds in words..**

Educators can use this new domain-level information to help address student needs in foundational reading skills. While these additional domains will not inform My Path, educators can use the domain-level data to assign additional Personalized Instruction lessons.

Best Uses of the Foundational Reading Extension

Enabling the Foundational Reading Extension can help districts understand the foundational reading performance of more students. However, there are some use cases for which the Foundational Reading Extension should not serve as a solution.

State Screening Needs	**Ideal** for addressing state requirements that call for all students in a grade to take Phonics and/or Phonological Awareness
Measuring Foundational Literacy Skills	**Ideal** for providing information about Phonics and/or Phonological Awareness skills in higher grades in order to inform instruction for all students (often districts or schools who have specific Science of Reading instructional priorities in place)
Intervention Purposes for Some Students	**Not ideal** for intervention purposes for a subset of students because this feature must be applied to all students in a given grade within a district or school

Key Considerations

When using the Foundational Reading Extension, it is important to be aware of the following considerations.

- When the feature is enabled, the Foundational Reading Extension tab is visible to all Diagnostic for Reading users across Grades K–12.

- Educators will see a score of "Surpassed Level" or "Not Assessed" in one part of the report, indicating the score for the standard flow, but an actual score will be displayed in the Foundational Reading Extension portion of the report.

- Only the domains taken as part of the standard test flow contribute to overall scores, Instructional Groupings reports, and My Path.

- Students in Grades 2–3 do not get Next Steps beyond those associated with Grade 1, meaning that higher-performing students in higher grades will receive limited detail on their suggested Next Steps.

- For students who place below grade level in an additional domain taken as part of the Foundational Reading Extension, Next Steps can be confusing to interpret. *i-Ready*'s team can help ensure educators know how to use the Foundational Reading Extension to inform instruction.

Partnering with Districts to Ensure Successful Implementations

i-Ready Partners are available to assist in training districts and educators on the best way to use the Foundational Reading Extension and to get the most out of the resulting data. The Partner Success and Professional Learning teams can provide training and deep guidance on using the feature with fidelity and for the intended use cases. While our standard, research-backed test flow will likely continue to be the best fit for most districts, some may benefit from this new feature. *i-Ready* teams can help educators better understand if this feature is a good fit for a particular district or building.

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i-Ready **to personalize learning and accelerate growth.**

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