



Using *i-Ready Inform* Scores for Reclassification of English Learner Students: Options for California Educators

Curriculum Associates Guidance Brief | June 2026

Overview

The *i-Ready Inform* assessment is designed to assess Common Core knowledge and skills in mathematics and reading required by California, providing insight into both on- and off-grade level progress. *i-Ready* data can also be useful as one of multiple measures to inform English Learner reclassification. This document provides a variety of options available to California educators who are interested in including *i-Ready Inform* data in reclassification decisions.

California's English Learner Reclassification Guidance

The California Department of Education provides [the following criteria](#) for reclassifying students from English Learner status to Reclassified Fluent English Proficient status:

1. Assessment of language proficiency using an objective assessment instrument, including but not limited to an English-language development test
2. Teacher evaluation, including but not limited to a review of the pupil's curriculum mastery
3. Parental opinion and consultation
4. Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English-proficient pupils of the same age that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age who are Native English-Speaking (NES) students

District and individual student data from *i-Ready Inform* may be used to answer the following questions in support of the state's fourth criterion:

- What is the English reading proficiency of average NES students in our district?
- Which English Learner students have demonstrated proficiency in English reading comparable to our average NES students?

Options for Using *i-Ready Inform* for English Learner Reclassification in California

To answer these questions and remain consistent with California requirements, we recommend *i-Ready Inform* for Reading scores be used as one of several evidence components in making decisions about reclassifying English Learners.

The recommended approach for using *i-Ready Inform* for English Learner reclassification in California is known as the **Local Mean Score Differences** method. This method can be used by many districts to rigorously identify those students who may benefit from reclassification consistent with California guidelines. The use of this option is recommended where possible due to its strong adherence to California's reclassification policy.

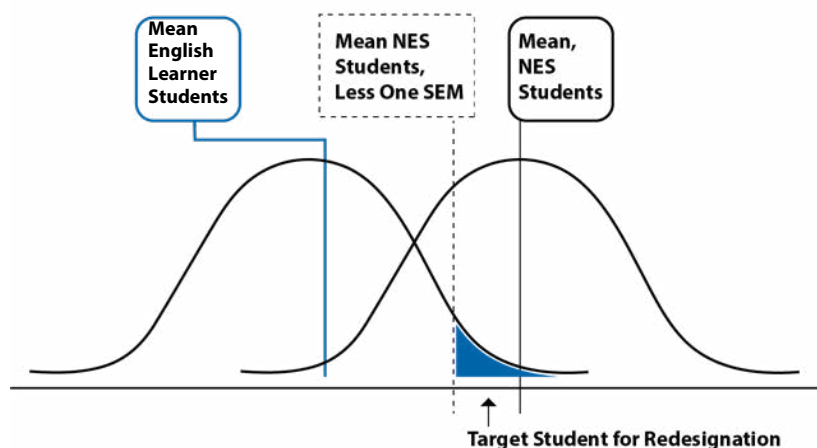
Some districts may not be able to use the Local Mean Score Differences method for various reasons. For these districts, a set of alternative options has been developed, each with their own advantages and disadvantages. See the [following table](#) for descriptions of the options.

Option	Best For	Considerations	Availability
1. Local Mean Score Differences (Recommended)	Districts where most students in the grade for which English Learners are being reclassified take <i>i-Ready Inform</i>	Likely not appropriate in districts where only a specific subset of students, such as intervention students, take <i>i-Ready Inform</i> . Likewise, in a high-performing district in which English Learner students are compared to highly proficient NES students, the English Learner students might be held to an exceedingly high standard beyond which standard English Learner services were designed to address.	Grades K–12: fall/winter/spring
2. Achieved Average Percentile Rank of Native English Speakers in California	Districts that do not have the ability to determine the proficiency of English Learner students relative to NES students in the district and wish to use a California sample for comparison instead	English Learner performance is compared to a sample of students from a selection of districts in California, rather than the performance of students within the district. Only available for Grades K–10.	Grades K–10 for fall Grades K–8 for winter/spring
3. Achieved Early On-Grade Level Placement	Districts that want a criterion-referenced reclassification approach and want to use <i>i-Ready Inform</i> 's Early On-Grade Level placements	Does not fully address the proficiency of English Learner students relative to other students	Grades K–12: fall/winter/spring
4. Likely to Score “Met Standard” on the California Assessment of Student Performance and Progress (CAASPP)	Districts that want a criterion-referenced reclassification approach and want to use CAASPP's placements	Does not fully address the proficiency of English Learner students relative to other English Learner students. Only available for Grades 3–8.	Grades 3–8: fall/winter/spring

Option 1: Local Mean Score Differences

Students with spring *i-Ready Inform* for Reading scores that meet or exceed the district's mean spring *i-Ready Inform* for Reading scores for NES students, less one mean standard error of measurement (SEM), could be used as one benchmark that students could meet to be considered for English Learner reclassification. See the [following graphic](#) for an outline of this approach.

Identifying Students for English Learner Reclassification



Note that the *i-Ready Diagnostic* for Reading is only one measure of student proficiency, and this approach is best used in combination with multiple sources of evidence. Other test scores, teacher and parent input, and administrator judgment are all critical inputs to making useful reclassification determinations.

Illustrative Example

The example below provides a simplified walkthrough of our recommended approach, using data for a district with 15 students in Grade 4.

Student	English Learner?	Fall Inform	Spring Inform
1A876966	No	441	461
1A732566	No	455	475
1A466314	No	440	460
1A465549	No	420	440
1A311683	No	432	452
1A575193	No	427	447
1A366622	No	475	495
1A961000	No	488	508
1A182693	No	464	484
1A407236	No	446	466
1A660694	Yes	445	465
1A771135	Yes	419	439
1A910151	Yes	428	448
1A964090	Yes	430	460
1A513093	Yes	434	454

In the example above:

- The average spring scale score for the 10 NES students is **468.8**.
- The mean SEM for the Grade 4 *i-Ready Inform* for Reading is 10.4. (See the [following table](#) for the complete mean SEM.)
- Given these two numbers, the cut score for reclassification of English Learner students would be **458.4**.

Based on this cut score, two of the five English Learner students in the table above would be candidates for reclassification (i.e., the students with scores of 465 and 460, highlighted above in green). Each of their spring scale scores falls above the cut score for reclassification.

Identifying Reclassification Candidates in Your District

All the data in the [previous table](#) is available through the export function in *i-Ready*. For assistance with the export function, please contact your Account team. This approach is, as stated before, only recommended in combination with other measures of student proficiency such as other test scores, teacher input, and administrator judgment. See the table below to reference the mean SEMs for all grades on the *i-Ready Inform* for Reading.

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Mean	9.3	9.5	10.5	10.2	10.4	10.6	10.7	10.7	10.8	10.9	11.0	11.1	11.1

Key Considerations for This Approach

This approach assumes a representative proportion of students in each grade have taken the *i-Ready Inform* assessment. If, conversely, only a smaller and unrepresentative group of students has completed the Inform, this method will likely produce misclassifications because English Learner students are not being compared to a group of NES peers that are representative of students within the school. If students in the comparison group are exclusively lower-proficiency (e.g., intervention) or higher-proficiency (e.g., gifted and talented) students, this method is not recommended.

Option 2: Achieved Average Percentile Rank of Native English Speakers in California

Educators who are unable to determine how English Learner students in their district compare to NES students in their district may wish to use an alternative normative approach to reclassification that instead compares the performance of English Learners in the district to a sample of students from select districts in California.

The California comparison sample consists of 20 districts from across the state, consisting of more than 230,000 students across Grades K–10 who used *i-Ready Inform* with fidelity in the fall, winter, and spring. The research study that evaluated this sample did not address spring performance. The overall Reading scale score performance of students in the fall and winter for English Learners and NES students was calculated and aggregated to identify the percentile rank associated with reclassification. For simplicity, the resulting scale scores were translated into *i-Ready Inform*’s national percentile ranks.

Based on this analysis, it is recommended that English Learner students who meet or exceed the following *i-Ready Inform* national percentile ranks are candidates for reclassification:

- **Fall:** At or above the 43rd percentile
- **Winter:** At or above the 43rd percentile
- **Spring:** At or above the 44th percentile

Key Considerations for This Approach

Although this approach compares English Learner students to NES students, it also compares English Learners from the district to students in other California districts as opposed to other students in the district.

Option 3: Achieved Early On Grade Level Placement

The *i-Ready Inform* assessment has a series of grade-level placements, similar to the performance levels on the CAASPP. These criterion-referenced placements were determined by educators from across the nation and are consistent from year to year. Additional information about the placements is available in the [i-Ready Inform Scale Score Placement Tables](#).

One of these placements, known as the Early On-Grade Level placement, is defined as the level at which students would benefit from grade-level instruction. See the table below for *i-Ready Inform* for Reading scores associated with the Early On-Grade Level placement.

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading Score	362	434	489	511	557	581	598	609	620	640	652	660	668

English Learners who achieve Reading scores at or above the scores listed above may be good candidates for reclassification.

Key Considerations for This Approach

A strength of this approach is that it is based on criterion-referenced scores that have been determined by educators from across the nation. However, this approach does not provide insight into how individual English Learner students in a given district are performing compared to NES students. This approach should be used with caution, and it is likely beneficial only when other approaches to reclassification are not available.

Option 4: Likely to Score “Met Standard” on the CAASPP

Similar to using *i-Ready Inform*'s grade-level placements, another criterion-referenced approach to using *i-Ready* is to leverage the linking study that has been conducted between *i-Ready Inform* and the CAASPP. Through this study, it is possible to identify the *i-Ready Inform* spring score associated with CAASPP's proficiency cut score. Using percentile ranks, the approximate *i-Ready Inform* fall and winter scores were derived.

See the table below for the *i-Ready Inform* for Reading scores associated with a likelihood of proficiency on the CAASPP.

Grade	3	4	5	6	7	8
Fall	502	532	552	575	584	594
Winter	522	548	566	585	592	603
Spring	535	558	574	591	597	608

English Learners who achieve Reading scores at or above the scores listed in the above table can be said to have a high likelihood of proficiency on the CAASPP, and they may be good candidates for reclassification.

Key Considerations for This Approach

As with using *i-Ready* grade-level placements, a strength of this approach is that it is based on criterion-referenced scores that have been determined by educators from across California. However, this approach does not provide insight into how individual English Learner students in a given district are performing compared to NES students. This approach should be used with caution, and it is likely beneficial only when other approaches to reclassification are not available.

For More Information

For additional information about using *i-Ready* for English Learner reclassification in California, please contact your *i-Ready* Educational Sales Consultant or Account Manager.