Nevada
RBG3 Guidance for the 2026–2027 School Year

Using *i-Ready* to Meet Nevada Read by Grade 3 Requirements

Curriculum Associates Guidance Brief | June 2026

Guidance Overview

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. Results must be used to identify students needing additional support, guide instruction, and monitor intervention effectiveness.

This document provides guidance on using *i-Ready* to identify students who may be at risk of not being proficient in reading by Grade 3, in alignment with Nevada's Read by Grade 3 policy. For the most current information on meeting Nevada's Read by Grade 3 requirements with *i-Ready*, please see the Nevada RBG3 State Use Page.

Useful Document Shortcuts

Guidance Summary
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Guidance Summary

<table>
<tr><th>Component</th><th>Description</th></tr>
<tr><td>Authority</td><td>Nevada Department of Education</td></tr>
<tr><td>Law/Code/Guidance</td><td>NRS 392.750–392.780 (Read by Grade 3 Program); NAC 388, 389, and 390; PreK–12 Nevada State Literacy Plan; Senate Bill 460</td></tr>
<tr><td>Goal of Screening</td><td>The goal of Read by Grade 3 assessment is to help identify students who are at risk for not being proficient in reading by Grade 3.</td></tr>
<tr><td>Times of Year</td><td>The following table provides the screening windows, dates, and grades required to be assessed during each window.
<table>
<tr><th>Window</th><th>Fall</th><th>Winter</th><th>Spring</th></tr>
<tr><td>Dates</td><td>Aug. 10–Oct. 23</td><td>Nov. 16–Feb. 12</td><td>March 8–May 28</td></tr>
<tr><td>Grades</td><td>Grades 1–3</td><td>Grades K–3</td><td>Grades K–3</td></tr>
</table></td></tr>
<tr><td>Assessments</td><td>Administer *i-Ready Inform™ for Reading to students in Grades K–3. If a student's overall i-Ready Inform score is at or below the 40th percentile, it is strongly recommended that they take an i-Ready Literacy Task for fluency to help inform instruction. Assessments administered for Read by Grade 3 purposes must be administered in English. Additional assessments in a student's home language may be used to inform instruction but do not replace the required English proficiency determination.

<u>Required Assessment:</u>
Grade K: i-Ready Inform for Reading (W, S)
Grades 1–3: i-Ready Inform for Reading (F, W, S)

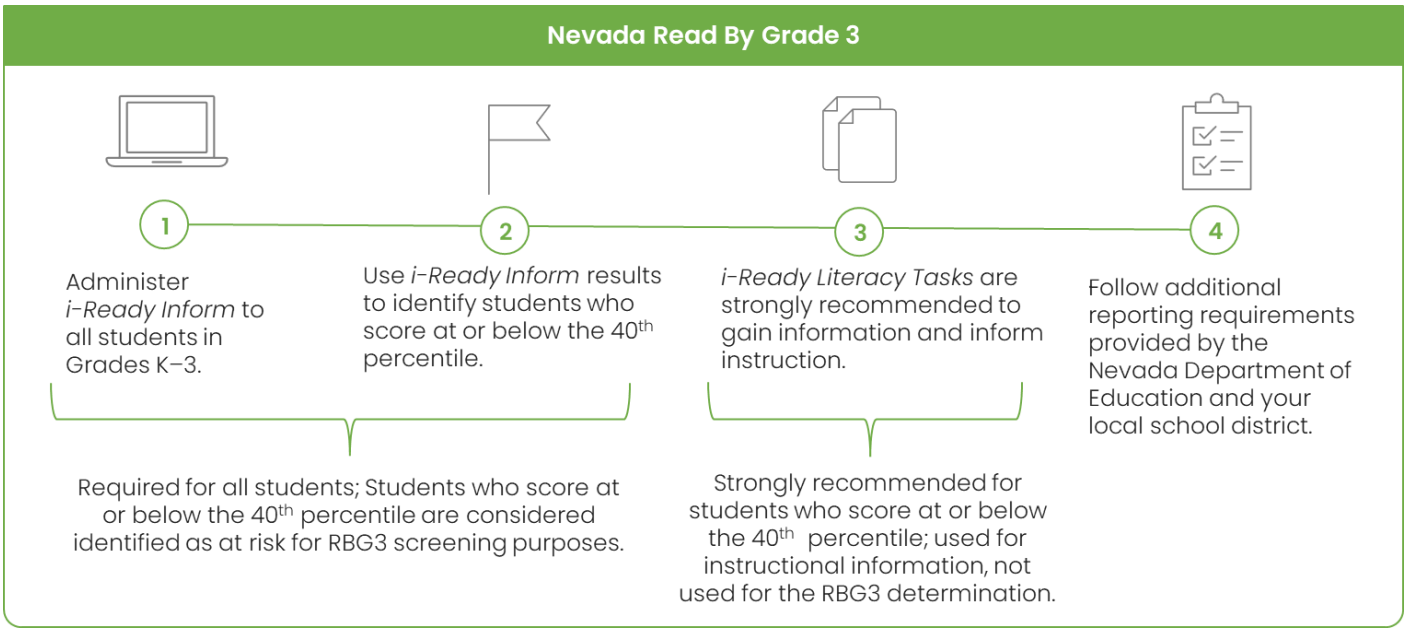
<u>Strongly recommended for students who score at or below the 40th percentile:</u>
Grade K: i-Ready Literacy Task for Letter Naming Fluency (W, S)
Grade 1: i-Ready Literacy Task for Grade 1 Word Recognition Fluency (F)
i-Ready Literacy Task for Grade 1 Passage Reading Fluency (W, S)
Grades 2–3: i-Ready Literacy Task for Grades 2–3 Passage Reading Fluency (F, W, S)</td></tr>
<tr><td>How to Identify Students Who May Be At Risk for Not Being Proficient in Reading by Grade 3</td><td>The State Board of Education has established the 40th percentile as the approved cut score for i-Ready under Read by Grade 3 (State Board–Approved RBG3 Guidance Memorandum). In alignment with this decision rule, districts should use i-Ready Inform Results reports to identify students who score at or below the 40th percentile and provide required intervention services and intensive instruction.</td></tr>
<tr><td>Reporting Requirements</td><td>Under NRS 392.750, when a K–3 student is found to have a reading deficiency based on assessments and teacher observations, the principal must notify the parent or guardian in writing within 30 days identification of the deficiency. Students scoring at or below the 40th percentile on i-Ready Inform 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.</td></tr>
</table>

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

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Screening Process and Instructional Guidance

To meet Nevada's Read by Grade 3 requirements, educators should follow the steps outlined in the following image. This guidance is not intended to supersede any state or local provisions.



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 the *i-Ready* Success Guide. Administration of *i-Ready Inform* for Reading fulfills RBG3 requirements for evaluation of student skills in phonological and phonemic awareness, decoding, vocabulary, and reading comprehension. The RGB3 screening windows are shown in the following table.

Window	Fall	Winter	Spring
Dates	Aug. 10–Oct. 23	Nov. 16–Feb. 12	March 8–May 28
Grades	Grades 1–3	Grades K–3	Grades K–3

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

Use the *i-Ready Inform Results* reports to identify students who score at or below the 40th percentile. In alignment with Nevada's Read by Grade 3 guidance outlined in the Nevada State Literacy Plan and the requirements of Nevada Senate Bill 460, these students are identified as requiring Read by Grade 3 services, including intervention and intensive instruction. Percentile results are located on the *i-Ready Inform* Results report and export. The following percentile-to-scale score ranges align to the 40th percentile threshold and may be used to determine which students qualify for Read by Grade 3 services.

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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: 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 table below. 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.

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Step 4: Follow any additional local or state requirements and 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.

Though not required to meet Read by Grade 3 screening needs, educators may wish to continue to use *i-Ready* for screening for dyslexia risk according to the Nevada Dyslexia Guidance in compliance with NRS 388.439 and NRS 388.441. For information on how to use *i-Ready* to screen for dyslexia, please see Using *i-Ready* for Early Literacy and Dyslexia Risk Screening in Nevada.

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Appendix A: Overview of *i-Ready Assessment* Components Used for Screening

The table below provides an overview of the skills assessed on *i-Ready Inform* for Reading and how it evaluates the student reading skills that are listed under the Read by Grade 3 law. Students are assessed in the domains that are most relevant to informing instruction at their grade level. Additional information on which domains are covered at which grade levels is available in the FAQ: *i-Ready Inform* for Reading Test Flows. Times of year are noted as fall (F), winter (W), and spring (S).

Grade	Required Reading Skill	*i-Ready Assessment* Suite Component	F	W	S
K	Phonological and Phonemic Awareness	*i-Ready Inform* for Reading Phonological Awareness domain	#	X	X
	Phonics	*i-Ready Inform* for Reading Phonics domain	#	X	X
	Vocabulary	*i-Ready Inform* for Reading Vocabulary domain	#	X	X
	Reading Fluency	*i-Ready Literacy Task* for Letter Naming Fluency	#	T	T
	Reading Comprehension	*i-Ready Inform* for Reading Comprehension: Literature domain and Comprehension: Informational Text domain	#	X	X
1	Phonological and Phonemic Awareness	*i-Ready Inform* for Reading Phonological Awareness domain	X	X	X
	Phonics	*i-Ready Inform* for Reading Phonics domain	X	X	X
	Vocabulary	*i-Ready Inform* for Reading Vocabulary domain	X	X	X
	Reading Fluency	*i-Ready Literacy Task* for Grade 1 Word Recognition Fluency	T		
		i-Ready Literacy Task for Grade 1 Passage Reading Fluency		T	T
	Reading Comprehension	*i-Ready Inform* for Reading Comprehension: Literature domain and Comprehension: Informational Text domain	X	X	X
2	Phonological and Phonemic Awareness	*i-Ready Inform* for Reading Phonological Awareness domain*	X	X	X
	Phonics	*i-Ready Inform* for Reading Phonics domain	X	X	X
	Vocabulary	*i-Ready Inform* for Reading Vocabulary domain	X	X	X
	Reading Fluency	*i-Ready Literacy Task* for Grade 2 Passage Reading Fluency	T	T	T
	Reading Comprehension	*i-Ready Inform* for Reading Comprehension: Literature domain and Comprehension: Informational Text domain	X	X	X
3	Phonological and Phonemic Awareness	*i-Ready Inform* for Reading Phonics domain^	X	X	X
	Phonics	*i-Ready Inform* for Reading Phonics domain	X	X	X
	Vocabulary	*i-Ready Inform* for Reading Vocabulary domain	X	X	X
	Reading Fluency	*i-Ready Literacy Task* for Grade 3 Passage Reading Fluency	T	T	T
	Reading Comprehension	*i-Ready Inform* for Reading Comprehension: Literature domain and Comprehension: Informational Text domain	X	X	X

X = *i-Ready Inform* for Reading; T = *i-Ready Literacy Task*

#Grade K students take the Kindergarten Entry Assessment (KEA) in the fall and are not aministered the Read by Grade 3 assessment during the fall screening window.

**i-Ready Inform* is a computer-adaptive assessment. Grade 2 students who meet sufficient expectations in Phonics will not be assessed in the Phonological Awareness domain. Educators needing to assess students in this area can administer *i-Ready Literacy Task* for Phonological Awareness—Phoneme Manipulation.

^*i-Ready Inform* is a computer-adaptive assessment. Grade 3–6 students who demonstrate meeting sufficient expectations in vocabulary and comprehension will not be assessed in the Phonics and in some cases, High-Frequency Words domain. Educators needing to assess Grade 3 students' Phonological Awareness or Phonics skills can administer the *i-Ready Literacy Task* for Word Recognition Fluency or the *i-Ready Literacy Task* for Phonological Awareness—Phoneme Manipulation.

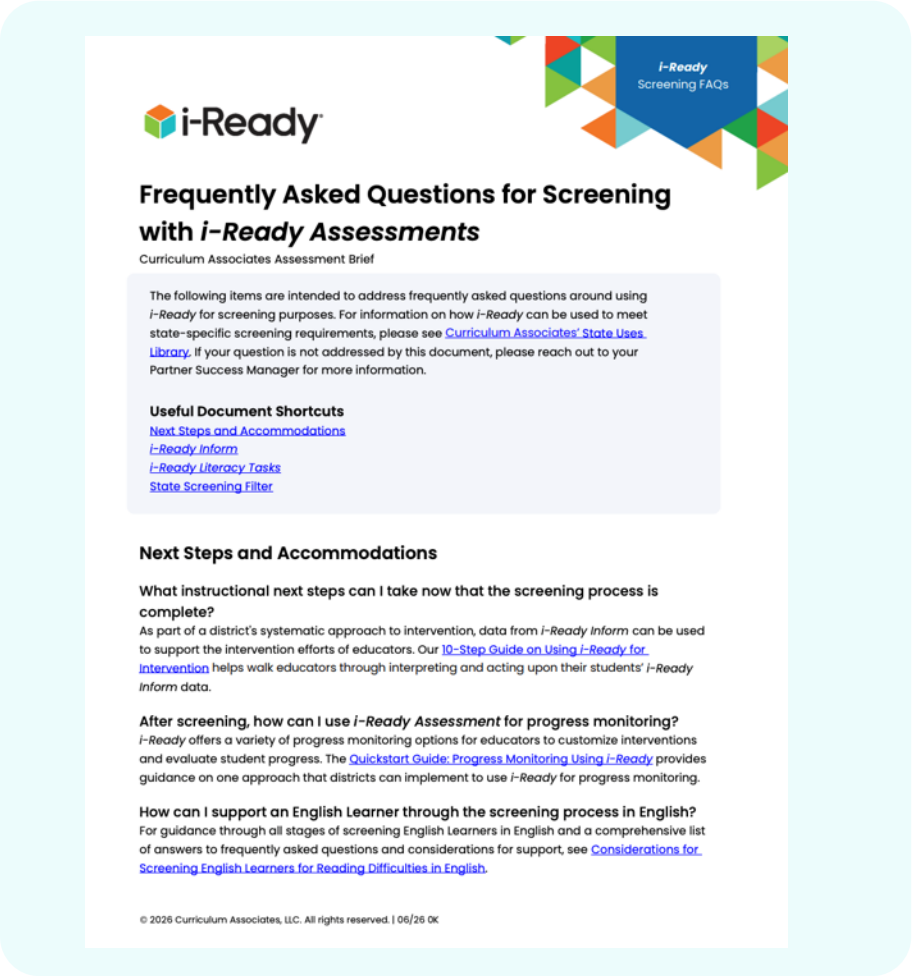
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Appendix B: Frequently Asked Questions

Where are the frequently asked questions around screening with *i-Ready* located?

For more information on administering *i-Ready Inform* and Literacy Tasks, accessing screening results, and next steps and accommodations, please see Frequently Asked Questions for Screening with *i-Ready* Assessments. If your question is not answered in this document, please reach out to your Partner Success Manager for further support.

For frequently asked questions **specific to Nevada**, please see the remaining items in this section.



i-Ready

i-Ready Screening FAQs

Frequently Asked Questions for Screening with *i-Ready Assessments*

Curriculum Associates Assessment Brief

The following items are intended to address frequently asked questions around using *i-Ready* for screening purposes. For information on how *i-Ready* can be used to meet state-specific screening requirements, please see Curriculum Associates' State Uses Library. If your question is not addressed by this document, please reach out to your Partner Success Manager for more information.

Useful Document Shortcuts

Next Steps and Accommodations
i-Ready Inform
i-Ready Literacy Tasks
State Screening Filter

Next Steps and Accommodations

What instructional next steps can I take now that the screening process is complete?

As part of a district's systematic approach to intervention, data from *i-Ready Inform* can be used to support the intervention efforts of educators. Our 10-Step Guide on Using *i-Ready* for Intervention helps walk educators through interpreting and acting upon their students' *i-Ready Inform* data.

After screening, how can I use *i-Ready Assessment* for progress monitoring?

i-Ready offers a variety of progress monitoring options for educators to customize interventions and evaluate student progress. The Quickstart Guide: Progress Monitoring Using *i-Ready* provides guidance on one approach that districts can implement to use *i-Ready* for progress monitoring.

How can I support an English Learner through the screening process in English?

For guidance through all stages of screening English Learners in English and a comprehensive list of answers to frequently asked questions and considerations for support, see Considerations for Screening English Learners for Reading Difficulties in English.

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What features are available in *i-Ready* for students who need universal or designated supports or accommodations?

i-Ready Assessment offers a variety of accessibility features, including universal supports, designated supports, and accommodations. For an introduction, please begin by reading our *i-Ready* Accessibility and Accommodations Update and our FAQ: What accessibility features are available in *i-Ready Assessment*, and how can they be enabled?. If more detailed information is needed, please reference the guidance and other resources that are available in the "Deeper Dive" product information on our *i-Ready Assessment* Accessibility Features page.

After exploring these resources, if you still have questions, your *i-Ready* Partner Success Manager will provide further assistance.

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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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