



# Helping Educators Get Back to Instruction More Efficiently



# You Asked, We Listened!

Beginning in the 2026–2027 school year, *i-Ready Diagnostic* will be renamed *i-Ready Inform* to better reflect the purpose of the assessment: to inform instruction. In addition to this name change, a new, shorter version of the existing adaptive assessment will become available. The shorter assessment will offer the same robust technical qualities and cover the same essential content educators have come to rely on, but with fewer items. Students may see as much as a 45-percent decrease in the number of items depending on the grade and subject (for detailed information on the decreases across grades and subjects, see [i-Ready Inform: Introducing a Shortened Assessment](#)).

Curriculum Associates has undertaken a large research effort to ensure that this new, shorter version of the assessment will continue to provide:

- Valid and reliable data trusted by more than one million educators
- Easy-to-use, actionable reports for educators, students, and families
- Rigorous measurement of key content
- Tailored connections to instruction and next steps

## The Importance of Balance

We have carefully balanced the desire to maintain scores that are reliable, valid, and representative of student proficiency with our efforts to decrease the number of items on the assessment. By shortening the length of the assessment, educators can feel confident that we have not sacrificed the trusted data and actionable reports and that our goals help students reach proficiency. The process for shortening the assessment was strategic and thoughtful, balancing the potential time saved with the critical information educators and students deserve from the assessment.

## Understanding the Changes

The goal of the shorter assessment is to get educators back to instruction as efficiently as possible without compromising the strong precision and accuracy that underpins the assessment. Importantly, Curriculum Associates has strategically and thoughtfully shortened the assessment using industry-standard methodologies while maintaining the critical features educators rely on most, such as:

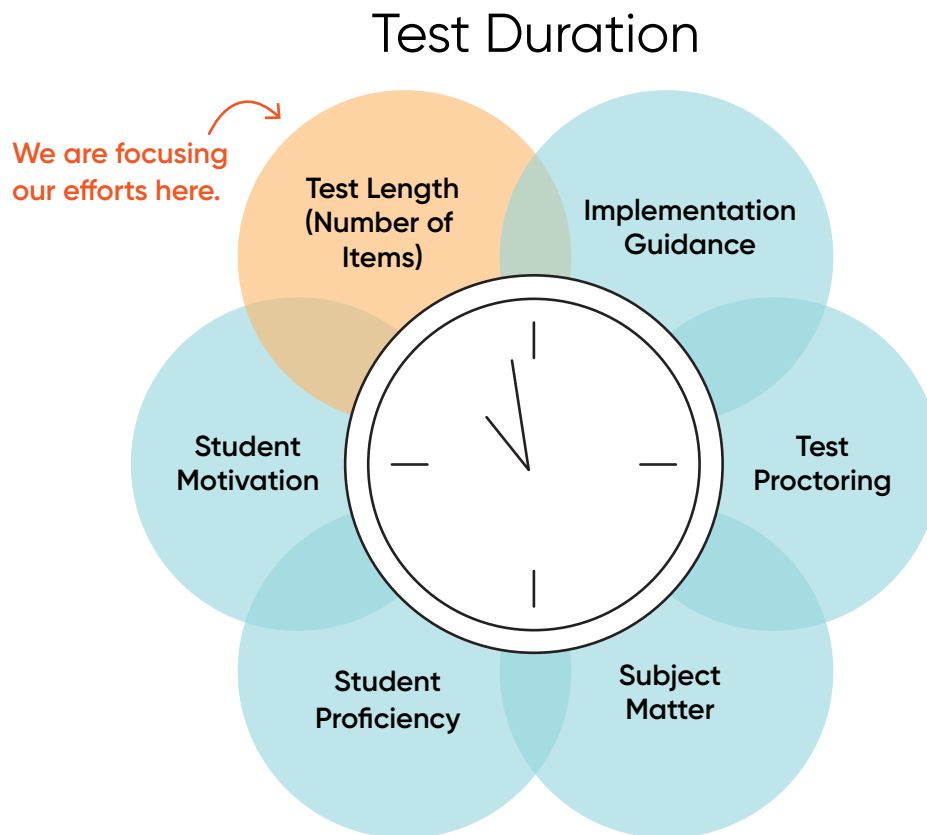
- Placement levels
- Scores (overall and domain)
- Growth model
- Test flows
- Norms
- Linking studies
- Projected Proficiency
- Measurement of key content

The changes made to the number of items vary by both grade and subject. Nearly all students will receive fewer items than they do today, with a smaller impact in lower grades and a larger impact in higher grades. The largest reduction in items is in Grades 3–12. This is by design, as these students currently experience the longest test duration. Students in Grades K–2 will experience a smaller reduction in total items, as foundational domains will not be affected by shortening.

Grade	Decreases in Reading	Decreases in Mathematics
K	0%–8%	18%–30%
1		
2		
3	23%–36%	24%–36%
4		
5		
6		33%–45%
7		
8		
High School	27%–33%	Upper: 33%–44%  Lower: 30%–39%
Overall	0%–36%	18%–45%

## Factors Contributing to Test Duration

There are many factors that contribute to how much time students spend on an assessment. Some of those factors include the number of items, motivation, student proficiency levels, difficulty of the assessment, test content, test proctoring, and many others. In the 2026–2027 school year, *i-Ready Inform* will assess students with fewer test items than in previous years. Some students may still take the full testing time provided by educators, while other students may be more motivated to give their best effort on a shorter assessment. We will collect data during the initial year of the shortened assessment to further understand the impact of fewer items on testing duration.



## Conclusion

We are excited to offer educators this new, shorter version of our adaptive assessment. Our aim is to get educators back to instruction as quickly as possible. Educators who use the shortened assessment can continue to confidently use the data to make important decisions about student proficiency and instruction.

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