i-Ready Assessment

Using *i-Ready* Reading Difficulty Indicator (iRDI) Cut Scores

The iRDI is a research-based cut score that indicates whether a student may be at risk for a significant reading difficulty. Students who score below the iRDI cut score are on track to being more than one grade level below where they should be by the end of the school year in order to be considered proficient. Data from the *i-Ready Diagnostic* for Reading can be used with iRDI cut scores to determine which students in Grades K–8 exhibit a reading difficulty for a variety of reasons. When a student scores below the iRD cut score, further investigation is warranted to understand possible underlying causes for the difficulty. The iRDI alone does not determine whether reading difficulties have a developmental or neurobiological basis or are due to other factors. These scores have been used since the 2020–2021 school year. For scores for earlier years, please contact your *i-Ready* Partner Success team.

iRDI Cut Scores

Most districts and schools are interested in understanding which students may need support with reading. To provide this support, Curriculum Associates has identified specific *i-Ready Diagnostic* for Reading scores for each testing window and grade that may be considered indicators of possible reading difficulty that could require further investigation (see Table 1).

Table 1: iRDI Cut Scores
Students below these cut scores may have reading difficulties that require further investigation.

Grade	BOY* Diagnostic/Fall Cut	MOY* Diagnostic/Winter Cut	EOY* Diagnostic/Spring Cut
K	295	320	344
1	347	374	401
2	419	441	463
3	474	491	507
4	496	508	519
5	542	552	562
6	566	573	580
7	583	589	595
8	594	600	606

If interested in gauging the distribution of students who would fall above and below these cuts scores for each grade, use the percentile ranking corresponding to each cut score, based on *i-Ready*'s national norms (see Table 2).

Table 2: Percentile Corresponding to Each iRDI Cut Score

Grade	BOY* Diagnostic/Fall Cut	MOY* Diagnostic/Winter Cut	EOY* Diagnostic/Spring Cut
K	3rd	7th	10th
1	10th	11th	14th
2	24th	22nd	22nd
3	30th	28th	30th
4	25th	22nd	24th
5	38th	36th	37th
6	45th	43rd	42nd
7	45th	42nd	41st
8	42nd	39th	38th

*BOY = Beginning of Year; MOY = Middle of Year; EOY = End of Year

How iRDI Cut Scores Were Determined

To determine the iRDI cut scores, Curriculum Associates used the *i-Ready* scores associated with the Diagnostic grade-level placements and the Typical Growth measures that are part of *i-Ready*'s growth model for Grades K–8.

For Grade K:
- EOY Diagnostic/spring cut scores were determined first by calculating Two Standard Errors of Measurement (i.e.,18 points) below the scale score for Grade K students to be considered On Grade Level.
- Then, BOY Diagnostic/fall cut scores were determined by subtracting the Typical Growth target for students who placed One Grade Level Below from the EOY Diagnostic/spring iRDI cut score.

For Grades 1–8:
- For the BOY Diagnostic/fall cut scores, we looked to the scale score placement tables to identify specific scores for students who place more than One Grade Level Below on the *i-Ready Diagnostic* for Reading.
- EOY Diagnostic/spring cut scores were then calculated based on the Typical Growth made by students who start the academic year Two Grade Levels Below.

Typical Growth measures are differentiated by students' initial placement on the *i-Ready Diagnostic*. Typical Growth values are shown below for each placement category and grade (see Table 3).

Table 3: *i-Ready Diagnostic* Typical Growth Targets by Grade and Beginning Placement Level

Grade	On Grade Level (Mid or Above)	On Grade Level (Early)	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
K	43	44	49	N/A	N/A
1	37	47	49	54	N/A
2	22	29	39	44	N/A
3	17	22	26	33	36
4	12	17	20	23	28
5	7	13	16	20	26
6	4	9	12	14	19
7	4	6	10	12	17
8	4	4	9	12	18

As an example, students in Grade 1 whose overall scale score on their initial *i-Ready Diagnostic* is lower than 347 would typically need support in reading.

- For these students who meet the Typical Growth goal used to calculate the EOY Diagnostic/spring cut for Grade 1 (i.e., 54 points), their spring scale should be 347 + 54 = 401 points or higher.
- Students below this cut score would still be identified as exhibiting a reading difficulty. MOY Diagnostic/winter cut scores reflect the midpoint between the fall and spring scores. For the Grade 1 example, the winter cut score is established as follows: (401 − 347) / 2 = 27 points; winter cut = 347 + 27 = 374.

Using iRDI Cut Scores to Screen for Specific Causes

As noted, the iRDI cut scores indicate that further investigation is warranted to determine why a student currently exhibits reading difficulties but, when used in isolation, do not point to specific causes. Once iRDI cut scores have been used to determine which students need support in reading, educators may use a variety of approaches and tools to understand the underpinning of each student's reading difficulties.

iRDI cut scores can be used as an early step in screening students for potential risk factors for dyslexia. Students with dyslexia often exhibit general reading difficulties as well as specific challenges with phonological awareness, phonics, and comprehension. The information provided by the *i-Ready Diagnostic* for Reading can be used along with other information school staff may have about students, including results of additional task-based assessment tools, to screen students for potential risk factors for dyslexia.

If you are interested in using the *i-Ready Diagnostic* for Reading and iRDI cut scores as part of your screening for potential risk factors for dyslexia, please contact your *i-Ready* Partner Success team to discuss further options and guidance.