



i-Ready Literacy Tasks Accessibility and Accommodations Guidance

i-Ready Literacy Tasks Overview

i-Ready Literacy Tasks are a suite of offline, educator-administered assessments that provide information about students' fluency and foundational literacy skills. Used in conjunction with the *i-Ready Diagnostic*, these assessments help provide a comprehensive snapshot of a student's overall reading performance in all key Reading domains (including fluency). They can be used to meet universal and early reading screening requirements. Additional detailed information about the Literacy Tasks can be found [here](#).

How to Use This Document

This document includes considerations for educators to keep in mind about the provision of specific accommodations and/or the use of *i-Ready Literacy Tasks* for English Learners and students with specific disabilities.

While all decisions about appropriateness of tasks must be made by educators who have access to information about students' IEPs, 504 plans, or other documented needs, the information in this document may be helpful to consider as one factor in the decision-making process. We recommend that educators review this document, as well as each task, and apply what they know about their students to determine whether tasks are appropriate.

Untimed Accommodations

Can *i-Ready Literacy Tasks* be administered without a time limit to meet untimed accommodations?

No. Many *i-Ready Literacy Tasks* (i.e., Rapid Automatized Naming, Letter Naming Fluency, Letter Sound Fluency, Phoneme Segmentation Fluency, Pseudoword Decoding Fluency, Word Recognition Fluency, Passage Reading Fluency) are timed, which is critical to the measurement of fluency. Educators could consider using these tasks for accuracy measures in lieu of fluency if untimed accommodations are required, but the provided score ranges and placement levels would not apply, and the tasks would no longer be measures of fluency. For example, you could use untimed Letter Naming Fluency Tasks to understand which letters the student knows and which require targeted instruction, but the on/below/above placement levels would not apply.

Home Language Support

Is translating directions from English to a student's home language allowed?

Translation of directions for English Literacy Tasks into home language is permitted. However, translation of stimulus would impact the validity of findings.

Can students respond in their home language?

In general, no. Because these tasks were developed in English and we do not have research to support the use of these tasks in other languages, allowing students to respond in their home language can alter the task and will impact the validity of the findings. Discrepancies that may impact validity include phonemic and orthographic features that are specific to a given language, and the length of spoken letters or words varying by language.

One exception, as noted in the Passage Reading Fluency administration guidance, is to allow students to retell the passage in their home language if they prefer and if there is an examiner available who understands the language.

Please see the question below for more information on which tasks are available for administration in Spanish.

Are any tasks available in Spanish?

Yes. The following tasks are all available in Spanish:

- Phonological and Phonemic Awareness (except for Onset-Rime and Phoneme Segmentation Fluency)
- Letter Naming Fluency
- Letter Sound Fluency
- Word Recognition Fluency
- Pseudoword Decoding Fluency

Additional detailed information about the Spanish tasks can be found [here](#).

Accommodation Processes for Students Who Are Deaf or Hard of Hearing

Is signing of directions allowed?

Signing of directions for Literacy Tasks is permitted. However, translation of stimulus would impact the validity of findings.

Can students respond via sign language?

No. As with home language responses, because these items were developed in English, and there is not always a one-to-one correspondence between English words and signs in American Sign Language, allowing students to respond via sign language would alter the task and will impact the validity of the findings, especially for the *i-Ready Literacy Tasks* that are timed. Additionally, responding via signing for some tasks would not be appropriate (e.g., Phonological Awareness Tasks).

Are there any auditory-reliant tasks?

Yes, all the Phonological Awareness Tasks are inherently auditory dependent by nature of the domain. The determination for whether a given task is appropriate for a student must be made by an educator with information about the student's ability to access auditory information.

Additionally, Spelling and Encoding Tasks include prompts that are presented verbally to students. While our general guidance above mentions that translation of prompts can impact the validity of findings, in the case of the Spelling subtask, signing of target words that do not need to be finger-spelled can be appropriate. Encoding subtasks, however, do rely on auditory discrimination of sounds and therefore cannot be finger-spelled.

Accommodation Processes for Students Who Are Blind, Color Blind, or Have Low Vision

Can student-facing materials be created in braille?

Producing braille versions of these tasks may significantly alter the task and impact the validity of the findings. This is especially true for the time-based assessments.* Additionally, some stimuli would not lend themselves to braille translation (e.g., Rapid Automatized Naming of Objects or Colors Tasks). So, while educators could consider using some tasks in braille for accuracy measures, fluency data would not be reliable.

Can student-facing materials be enlarged?

Yes, assuming the page count or handling of pages does not substantially increase administration time. Printing student-facing materials across multiple pages and/or requiring moving between pages may alter the time it takes to complete tasks, and this may impact the validity of the findings, specifically for the *i-Ready Literacy Tasks* that are timed. If printing on larger paper while keeping student-facing materials on one page is possible and appropriate for meeting a student's needs, this would not impact validity.

*Phonological Awareness Tasks (with the exception of Phoneme Segmentation Fluency) and Spelling and Encoding Tasks are untimed. All other *i-Ready Literacy Tasks* are timed assessments.

Because Passage Reading Fluency can span multiple pages, even in a standard administration, an enlargement that results in additional pages may create minimal differences in data validity. Use knowledge of individual students to make decisions about appropriateness of this accommodation.

Are there any tasks that rely on color?

Yes, the Rapid Automatized Naming of Colors Task relies on ability to recognize color. Students with color blindness or who can't distinguish between colors should be administered the Rapid Automatized Naming of Objects Task instead.

Considerations for Students Who Are Non-Verbal, Have Limited Vocalizations, or Variances in Articulation Processes for Students Who Are Deaf or Hard of Hearing

How should non-standard articulations of answers be scored?

All intelligible articulations of the target word, letter, object, etc., including non-standard articulations, should be considered correct.

Can students respond in writing, through an AAC device, or in other non-verbal forms?

No. The constructs of most of the Literacy Tasks rely on producing a verbal response, and in these cases a written response or the use of an augmentative alternative communication (AAC) device would make the task a matching/copying task (e.g., Letter Naming Fluency, writing "A" when asked to name "A"). Additionally, for tasks in which this would not be the case (e.g., Rapid Automatized Naming of Colors or Objects Tasks), writing or finding words in an AAC device would take varying amounts of time compared to speaking the words. This can alter the task and will likely impact the validity of the findings, especially for the *i-Ready Literacy Tasks* that are timed. As with untimed accommodations, educators could consider using these tasks with an AAC or writing (where it wouldn't be a matching activity) for accuracy measures in lieu of fluency, but the provided score ranges and placement levels would not apply.

How should variances in a student's expression (i.e., prosody) impact scoring on the Passage Reading Fluency Tasks?

Students' expressive speech in English varies based on their geographic regions, their home languages, their familiarity with English, their neurodivergence, and other aspects of their linguistic and cultural backgrounds. This should be taken into consideration when evaluating a student's prosody. For some students, the criteria on the Prosody Rubric for phrasing (i.e., the top row) may provide more relevant information about their oral reading fluency than the criteria for intonation (i.e., the bottom row). In these instances, you may weigh phrasing criteria more heavily in your score selection on the Prosody Rubric.

Masking Accommodations

Can masking accommodations be met with the *i-Ready Literacy Tasks*?

Yes. The administration guidance for many of the Literacy Tasks include the suggestion to "Provide a shield, such as blank paper, that a student may use to hide subsequent rows from view as they work." Educators providing this accommodation should ensure they are keeping up with student responses and are exposing subsequent rows accordingly so as not to impact timing of responses.