



i-Ready Diagnostic for Previous MAP[®] Reading Fluency[™] Users: A Crosswalk

A Transition Guide for Educators Who Are Moving from Using MAP
Reading Fluency to the *i-Ready Diagnostic* and *i-Ready Literacy Tasks*

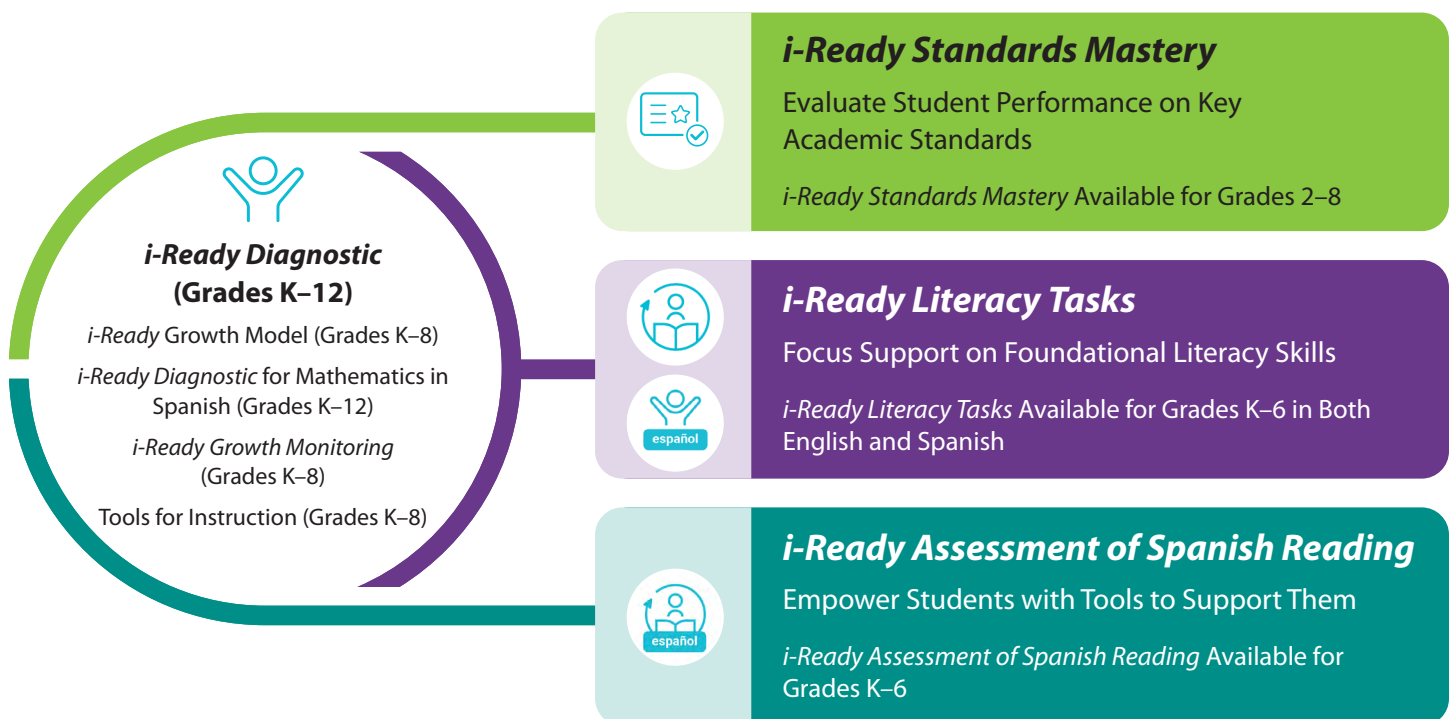


An Introduction to *i-Ready*

As a dedicated educator, you likely want nothing but the best for your students. You have sought ways to enhance their learning experiences and tailor your instruction to their unique needs. Over the years, you probably relied on assessments to gauge their progress and identify areas for improvement.

If your district has recently made the transition from using MAP Reading Fluency to the *i-Ready Literacy Tasks*, you likely have many questions. How is administering *i-Ready* different from administering MAP Reading Fluency? Do they measure the same things? What scores on *i-Ready* are like the scores you know and trust from MAP Reading Fluency? What *i-Ready* reports are like those from MAP Reading Fluency that you've been using to help your students?

Literacy Tasks are one component of the *i-Ready Assessment* suite, which is a dynamic and engaging platform that not only assesses students' knowledge and skills but also provides personalized instruction to bridge learning gaps. The heart of the assessment suite is the *i-Ready Diagnostic* assessment, and there are additional assessments in the suite to evaluate student performance on key academic standards, assess and support critical foundational literacy skills, and understand the needs of and provide support to Spanish-speaking students.



This guide will provide information to help you transition from using MAP Reading Fluency to using *i-Ready Diagnostic* and the *i-Ready Literacy Tasks* so you can better understand your students, cater to their unique strengths and weaknesses, and support their growth and development.

Uses: One Powerful Program to Know More

As you transition from using MAP Reading Fluency to using *i-Ready*, you're probably wondering, "Will *i-Ready* do what I was able to do with MAP Reading Fluency?"

While MAP Reading Fluency is often used as a progress monitoring assessment or screener designed to inform instruction and improve student performance, the *i-Ready Assessment* suite is often used for many purposes. In fact, educators often find they can address the majority of their assessment needs using the *i-Ready Assessment* suite as opposed to administering assessments from many different providers. In this way, *i-Ready* is one powerful program to help you know more about your students.

Some of the needs for which *i-Ready* is often used are listed below.

Screening and Placement

- ✓ Algebra Readiness
- ✓ English Learner Reclassification Data
- ✓ Gifted/Talented Identification
- ✓ Intervention (RTI/MTSS) Identification
- ✓ Third Grade Reading Guarantee
- ✓ Universal Screener for Reading/Mathematics
- ✓ Dyslexia Risk-Factor Screening

Informing Classroom Instruction

- ✓ Interim/Benchmark Assessment
- ✓ Standards Performance
- ✓ Growth Measures
- ✓ Instructional Planning Data for Scaffolding
- ✓ Automatic Small Groups and Reading Buddies
- ✓ Student/Teacher/School Goal-Setting Data
- ✓ Custom Data Analytics

Intervention and Acceleration

- ✓ MTSS/RTI/Intervention Screener
- ✓ Progress/Growth Monitoring
- ✓ Understanding Student Prerequisite Skills

District Strategic Needs

- ✓ Accountability
- ✓ High Correlations with State Tests
- ✓ Triannual Benchmark Assessment

Content: Measuring What Matters

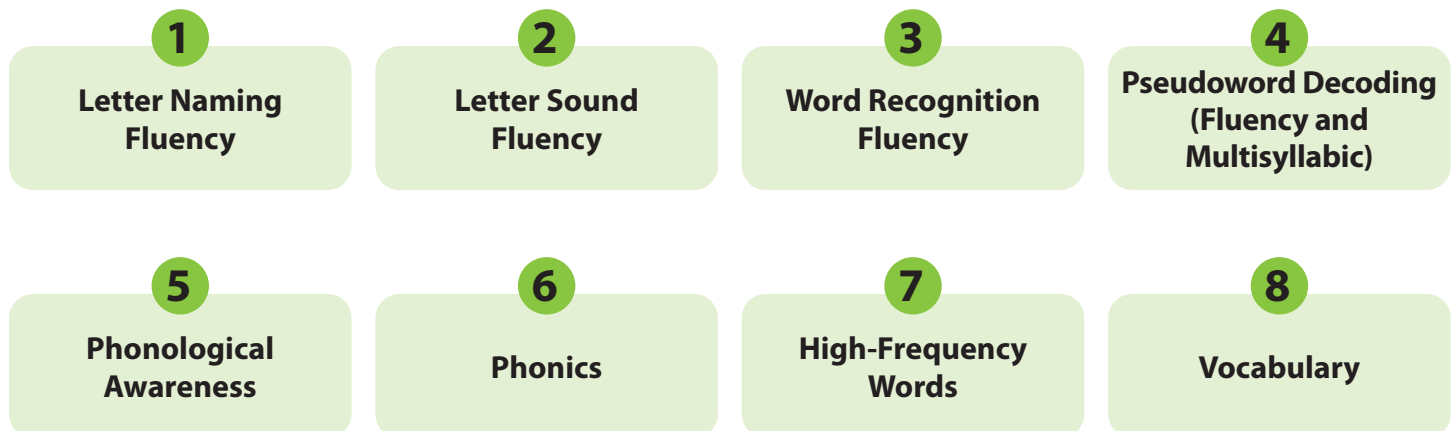
MAP Reading Fluency provides assessments that were designed to identify and monitor students' foundational skills in reading, similar to Literacy Tasks.

In addition to the Literacy Tasks, *i-Ready Diagnostic* is an adaptive assessment and provides criterion placement-level performance at, above, and below grade level. *i-Ready* assesses students' reading skills to the sub-domain level, prescribing differentiated instruction so learners at all proficiency levels can achieve success. If needed, *i-Ready Literacy Tasks* may be used alongside *i-Ready Diagnostic*. Literacy Tasks are quick, one-on-one snapshots of students' reading performance at the foundational skill level.

Reading skills are assessed in six key domains on the *i-Ready Diagnostic* for Reading:



Additionally, when the Diagnostic is coupled with *i-Ready Literacy Tasks*, many of the same fluency, phonological awareness, and spelling/encoding-related concepts measured in MAP Reading Fluency and similar assessments can be assessed and provide educators with an even more robust understanding of their students' academic placements and needs.



Used as a complement to the *i-Ready Diagnostic* for Reading, *i-Ready Literacy Tasks* help provide a comprehensive snapshot of a student's overall reading performance. *i-Ready Literacy Tasks* are available as Benchmark Tasks or Progress Monitoring Tasks. *i-Ready* offers educators a choice in selecting tasks that best fit their literacy assessment needs.

For more information, see [i-Ready Diagnostic: What It Measures](#) or the [i-Ready Literacy Tasks Feature Overview](#).

Content: Measuring What Matters

While MAP Reading Fluency and the *i-Ready Literacy Tasks* measure many of the same concepts, educators need more literacy information beyond fluency. The *i-Ready Diagnostic* assessment measures additional critical literacy concepts, providing educators with a holistic view of a student's literacy proficiency. When both *i-Ready Diagnostic* and *i-Ready Literacy Tasks* are administered, educators have a complete picture of reading proficiency and can make more informed instructional decisions.

Reading Concept	MAP Reading Fluency	<i>i-Ready Assessment</i>
Overall Phonics Proficiency	Yes	Yes —through the <i>i-Ready Diagnostic</i> Phonics domain. Literacy Tasks for Pseudoword Decoding—Fluency and Pseudoword Decoding—Multisyllabic also measure key phonics concepts.
Overall Phonological Awareness Proficiency	Yes	Yes —through the <i>i-Ready Diagnostic</i> Phonological Awareness domain. Additional Literacy Tasks measure targeted phonological awareness skills.
Vocabulary	Yes	Yes —through the <i>i-Ready Diagnostic</i> Vocabulary domain
Sight Words	MAP Reading Fluency does not directly provide a specific score for sight word fluency.	Yes —through the <i>i-Ready Diagnostic</i> High-Frequency Words domain
Comprehension	Yes	Yes —through the <i>i-Ready Diagnostic</i> Comprehension domains
Oral Reading Fluency	Yes	Yes —through the <i>i-Ready Literacy Task</i> for Passage Reading Fluency
Word Reading Fluency	Yes	Yes —through the <i>i-Ready Literacy Task</i> for Word Recognition Fluency
Nonsense Word Fluency	MAP Reading Fluency does not directly provide a specific score for nonsense word fluency.	Yes —through the <i>i-Ready Literacy Task</i> for Pseudoword Decoding—Fluency
Phonemic Segmentation Fluency	MAP Reading Fluency does not directly provide a specific score for phonemic segmentation fluency.	Yes —through the <i>i-Ready Literacy Task</i> for Phoneme Segmentation Fluency
Letter Naming Fluency	MAP Reading Fluency does not directly provide a letter naming fluency score but does assess letter knowledge.	Yes —through the <i>i-Ready Literacy Task</i> for Letter Naming Fluency
Rapid Automatized Naming	Yes , if students also take the Dyslexia Screener portion of the MAP Reading Fluency test	Yes —through the <i>i-Ready Literacy Tasks</i> for Rapid Automatized Naming

For more information, see [i-Ready Diagnostic: What It Measures](#), [i-Ready Literacy Tasks: What They Measure](#), and the [i-Ready Literacy Tasks Fact Sheet](#).

Implementation

MAP Reading Fluency is a computer-adaptive universal screener and progress monitoring assessment that can be administered within a class similar to *i-Ready Diagnostic*, which is also a computer-adaptive assessment, however, it measures concepts beyond fluency. Literacy Tasks focus on a teacher getting firsthand knowledge of their students' literacy needs.



Frequency of Administration

Like MAP Reading Fluency, *i-Ready Literacy Tasks* can be administered up to weekly to measure progress two or three times per year for benchmarking purposes, based on the need and use of the data.

i-Ready Diagnostic is administered three times per year.



Test Duration

i-Ready Literacy Tasks measures take about one to two minutes per test.

The *i-Ready Diagnostic* is a much broader measure of literacy and takes on average 45 minutes to administer, although students in lower grades tend to finish the assessment in about 20 minutes.

The MAP Reading Fluency benchmark test takes about 20 minutes to administer. MAP Reading Fluency progress monitoring assessments take up to 10 minutes to administer.

For more on *i-Ready Diagnostic's* test length and scheduling suggestions, see [FAQ: i-Ready Diagnostic: Guidance on Assessment Duration](#).

For task lengths for each *i-Ready Literacy Task*, see the [i-Ready Literacy Tasks Fact Sheet](#).



Testing Method

i-Ready Literacy Tasks are administered one on one between a teacher and a student.

Scores can be recorded on paper and entered into *i-Ready* at a later time or can be scored in real time using *i-Ready's* digital administration feature. MAP Reading Fluency must be administered digitally with the student speaking into the computer.

i-Ready Diagnostic is a computer-adaptive assessment.

Scores

Scores among MAP Reading Fluency, *i-Ready Literacy Tasks*, and *i-Ready Diagnostic* are generally not directly comparable, although there are some similarities between some scores on each assessment that can help you transition from one assessment to the other. For example, the assessments all offer numeric scores at the domain level.

The table below shows some of the scores available from each assessment that are most similar for each score type.

While the score types listed in the table are not the same—for example, any norms available from MAP Reading Fluency are not mathematically the same as the *i-Ready Diagnostic* norms—the scores provide some insight into how students are normatively performing.

Score Type	MAP Reading Fluency	<i>i-Ready Literacy Tasks</i>	<i>i-Ready Diagnostic</i>
Overall Score(s)	While there is not an overall score, MAP Reading Fluency does provide domain-specific scale scores.	Each of the Literacy Tasks outlined in the i-Ready Literacy Tasks Fact Sheet results in a numeric score.	<i>i-Ready Diagnostic</i> Overall Score
Placement Levels	Reading performance level (i.e., Exceeds Grade-Level Expectations, Meets Grade-Level Expectations, Approaching Grade-Level Expectations, or Below Grade-Level Expectations)	Benchmark categories (i.e., Below Grade Level, On Grade Level, or Above Grade Level)	Grade-level placements (i.e., Mid On Grade Level, Early On Grade Level, One Grade Level Below, Two or More Grade Levels Below and determined based on specific scale score ranges for each chronological grade)
Norms	National norms (developed to be representative of the national student population)	National percentile ranks for Passage Reading Fluency	National norms (developed to be representative of the national student population)
Growth	An explicit growth score is not available for MAP Reading Fluency.	Rate of improvement for Passage Reading Fluency	Typical Growth and Stretch Growth® (two empirically derived measures for understanding student growth with realistic and ambitious targets to help more students reach proficiency)

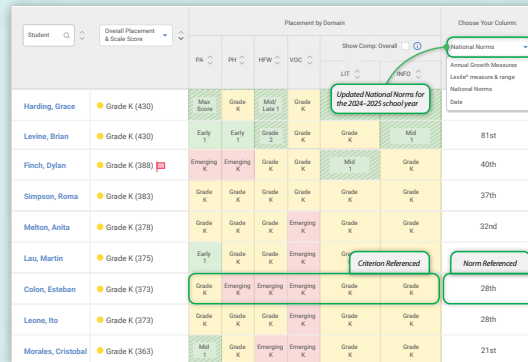
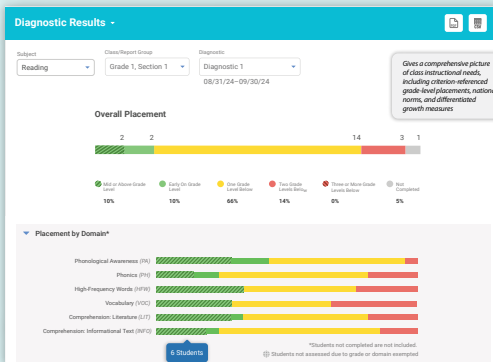
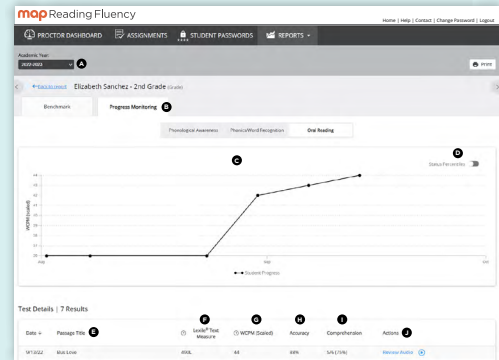
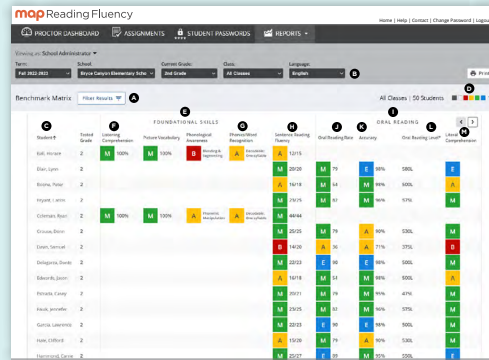
For more information, see [Understanding Score Types on the i-Ready Diagnostic](#).

Reports

The reports available from MAP Reading Fluency and *i-Ready Diagnostic* are often seen by educators as being quite different. Although both assessments' reports convey information about what a student knows, the look and feel of the reports provide information in different ways.

Purpose: Get an Overall Sense of Student Proficiency

With MAP Reading Fluency, you may have used the **Benchmark Matrix** or **Student Report—Progress Monitoring—Oral Reading**.

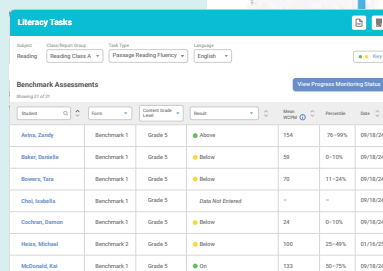
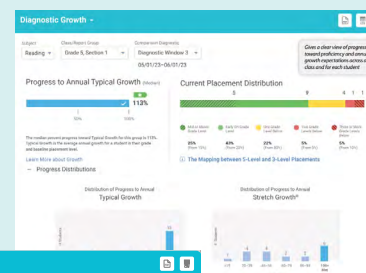


With *i-Ready Diagnostic*, you can similarly use the **Diagnostic Results report**, which provides information at the district, school, class, and student levels.

Additional reports include:

- **Instructional Groupings**
- **Grade-Level Planning (Prerequisites) (Mathematics)**
- **Grade-Level Planning (Scaffolding) (Reading)**
- **Standards Performance**
- **Diagnostic Growth**

With *i-Ready Literacy Tasks*, you can use the Literacy Tasks reports. These reports, coupled with the Diagnostic Results reports, provide the most complete information at the class and student levels.



For more information, see the [i-Ready Reports Book](#).

Informing Instruction

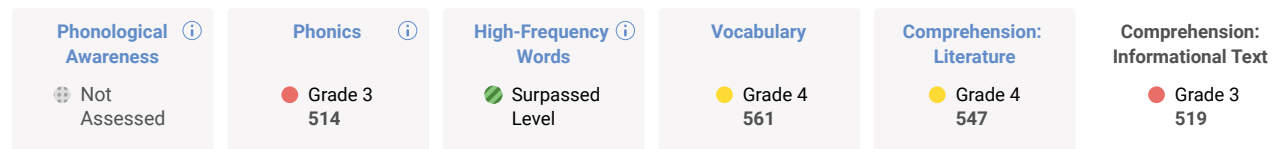
MAP Reading Fluency, *i-Ready Diagnostic*, and *i-Ready Literacy Tasks* all provide instructional information, but the type of information and the resources associated with that information differ across the assessments.

With *i-Ready Diagnostic*, there are several ways in which instructionally relevant information is provided, including:

- Domain-level **Can Dos and Next Steps** that articulate the specific knowledge and skills students know based on their Diagnostic performance, and what concepts they should likely learn next
- **Tools for Instruction**, which are miniature lesson plans that can be used in groups or individually to address specific concepts

Placement by Domain

Results in Phonics indicate that Danielle has difficulty decoding words accurately. Vocabulary is another cause for concern. This score indicates that Danielle has areas of need in grade-level word knowledge. Targeting Phonics and Vocabulary instruction is the best way to support this student's growth as a reader. Taken together, this information places Danielle in Instructional Grouping 1.



Developmental Analysis

This domain addresses Danielle's understanding of informational text. Results indicate that Danielle needs instruction in Grade 3 informational skills and strategies, such as identifying and evaluating an author's point of view or purpose, as well as analyzing cause-and-effect relationships. Teachers can use this information to plan instruction, including biographies, autobiographies, and newspaper or magazine articles.

Can Dos ⓘ

Danielle is developing proficiency with below-grade level informational texts in skills such as:

- Demonstrating understanding of key ideas and details
- Using text features to locate information
- Identifying reasons that support an author's point
- Retelling the most important ideas
- Comparing and contrasting information between two texts

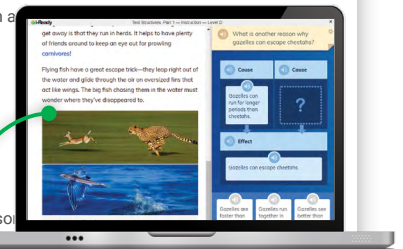
Standards

Next Steps & Resources for Instruction

- **Extend understanding of cause and effect.**

Extend understanding of cause and effect.

- Define effect as something that happens. Define cause as something that causes something to happen.
- Read aloud a Grade 3 informational book and model the process of identifying cause and effect relationships.
- Say, "When I read, I think about things that happen and what caused them to happen."
- Model asking and answering questions such as "What happened?" and "Why did it happen?"
- Then have Danielle read an informational text about the causes of the American Revolution and to look for details in the text to

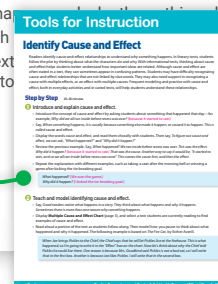


Tools for Instruction

Identify Cause and Effect

Additional Resources

Magnetic Comprehension



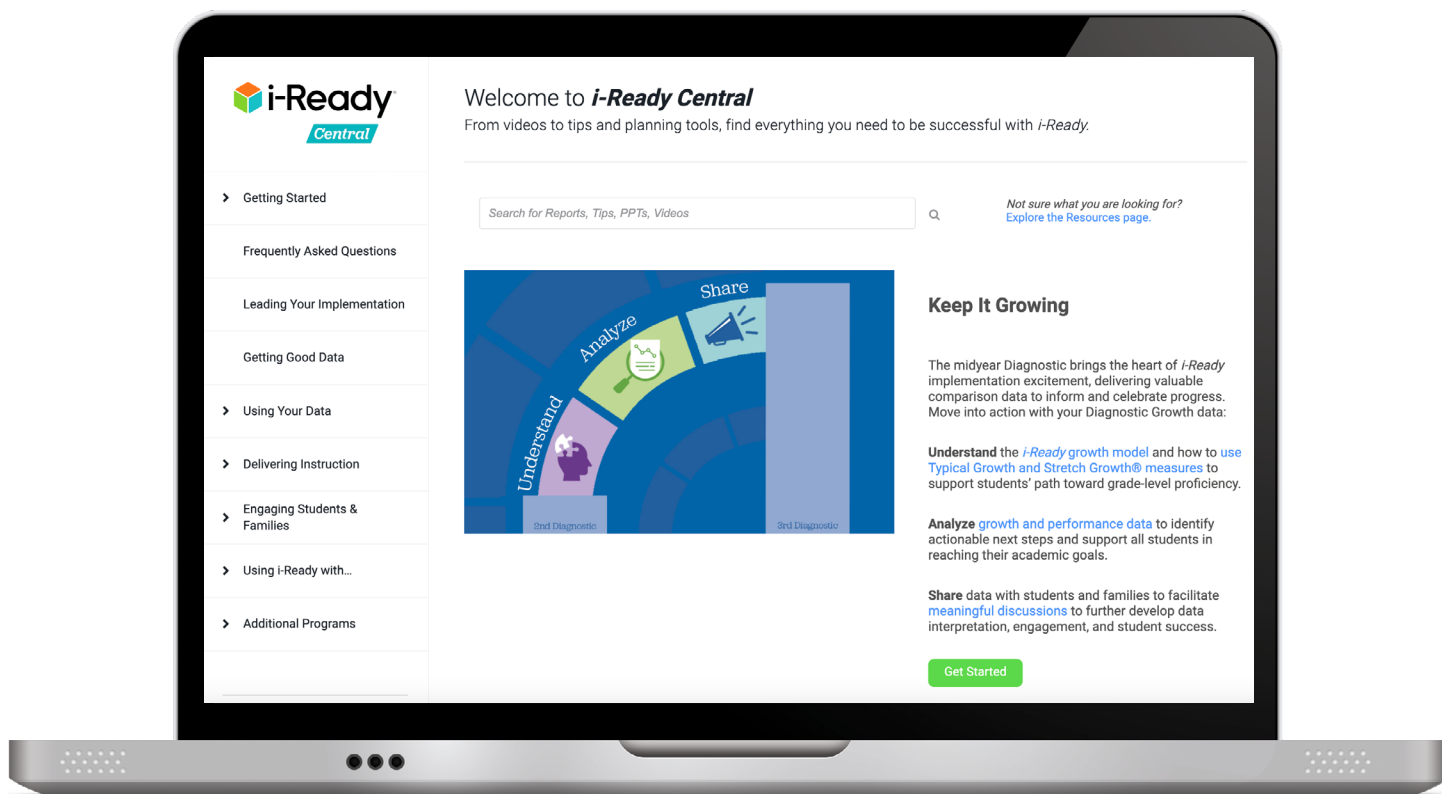
Additional Features

Many other features are available for *i-Ready Diagnostic*. The table below describes some of them.

Features	MAP Reading Fluency	<i>i-Ready Assessments</i>
Spanish	Available in Spanish	<p><i>i-Ready Literacy Tasks</i> are available in Spanish.</p> <p>Separate Assessment of Spanish Reading is also available.</p> <p>See how <i>i-Ready</i> helps support English Learners.</p>
Accessibility	Many accessibility options available	<p>Many accessibility options available</p> <p>See Accessibility and Accommodations with <i>i-Ready Assessment</i> and Personalized Instruction.</p>
Progress Monitoring	MAP Reading Fluency is administered multiple times per term to provide data points for progress monitoring across the school year.	<p>Numerous approaches to progress monitoring available in the <i>i-Ready Assessment</i> suite</p> <p>See Progress Monitoring with <i>i-Ready Assessment</i>.</p>
Links to State Tests	MAP Reading Fluency is not linked to state assessments.	<p>The Diagnostic is linked to most state tests including SBAC, with the Projected Proficiency feature available. Literacy Tasks are not linked to state assessments.</p> <p>See states with linking studies.</p>

We Look Forward to Partnering with You!

We think you'll find the *i-Ready Assessment* suite offers a wide range of information that can help you identify specific areas in which students may be excelling or needing support. This detailed data allows you to tailor your instruction to target individual needs effectively. By understanding precisely where students are facing challenges, you can provide them with targeted interventions, resources, and support, ultimately fostering their growth and helping them reach their full potential.



To learn more about using *i-Ready*, visit i-ReadyCentral.com.

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