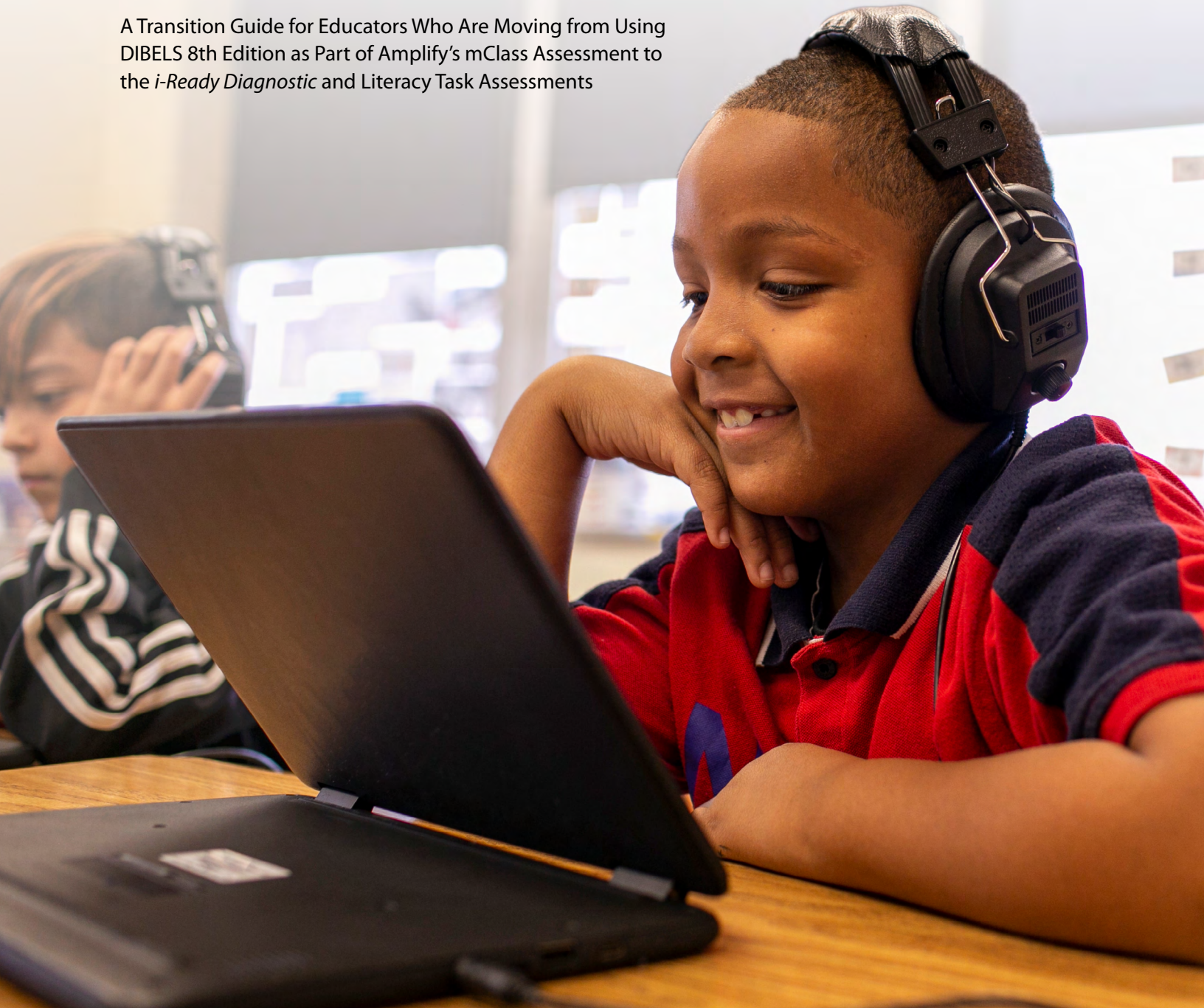




i-Ready Diagnostic and Literacy Tasks for Previous mClass[®] Users: A Crosswalk

A Transition Guide for Educators Who Are Moving from Using
DIBELS 8th Edition as Part of Amplify's mClass Assessment to
the *i-Ready Diagnostic* and Literacy Task Assessments

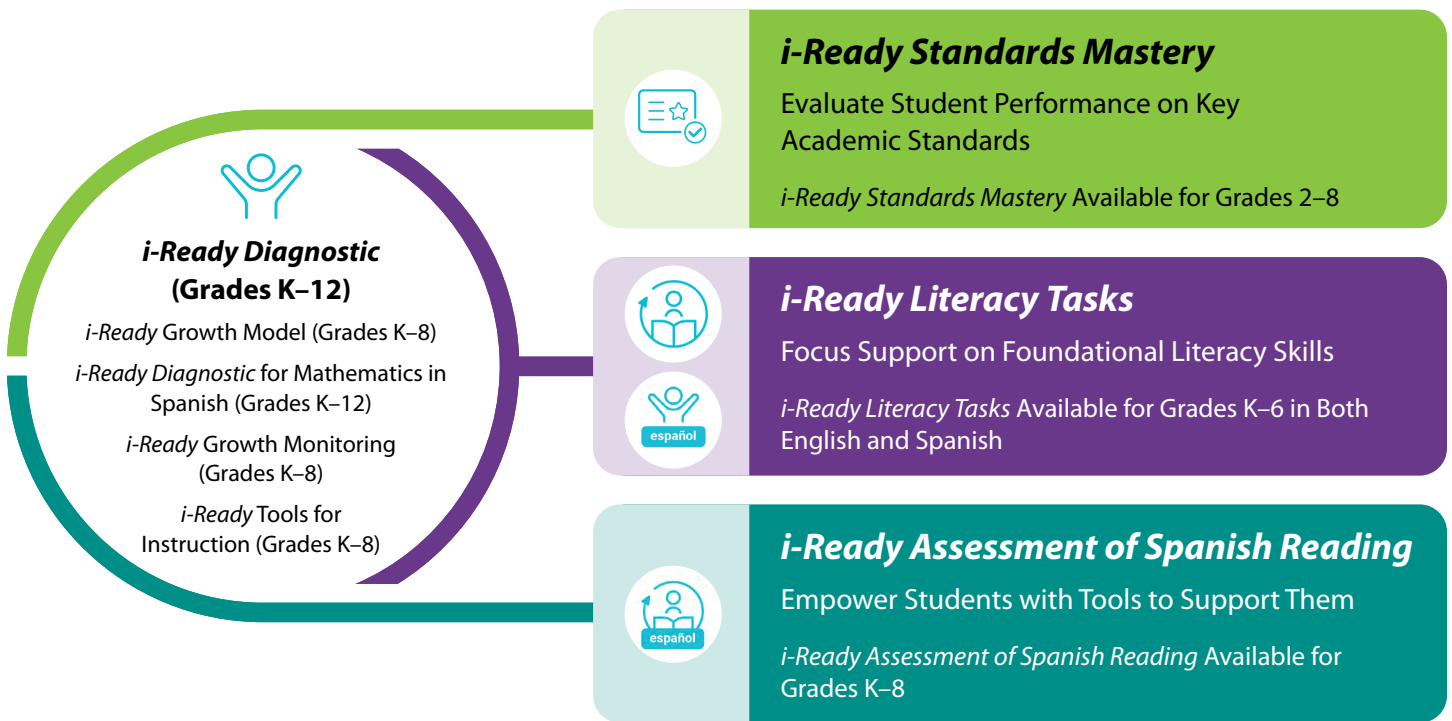


An Introduction to *i-Ready*

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 mClass to the *i-Ready Assessment* suite, you likely have many questions. How is administering *i-Ready* different from administering mClass? Do they measure the same things? What scores on *i-Ready* are like the scores you know and trust from mClass? What *i-Ready* reports are like those from mClass that you've been using to help your students?

The *i-Ready Assessment* suite 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.



The most commonly used assessments from the *i-Ready Assessment* suite that are comparable to mClass are the *i-Ready Diagnostic* and *i-Ready Literacy Tasks*. This guide will provide information to help you transition from using mClass to using the Diagnostic and 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 mClass to using *i-Ready*, you're probably wondering, "Will *i-Ready* do what I was able to do with mClass?"

While mClass is frequently used for tailored purposes, including screening and monitoring interventions, *i-Ready Diagnostic* 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 providers. In this way, *i-Ready* is one powerful program that helps 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

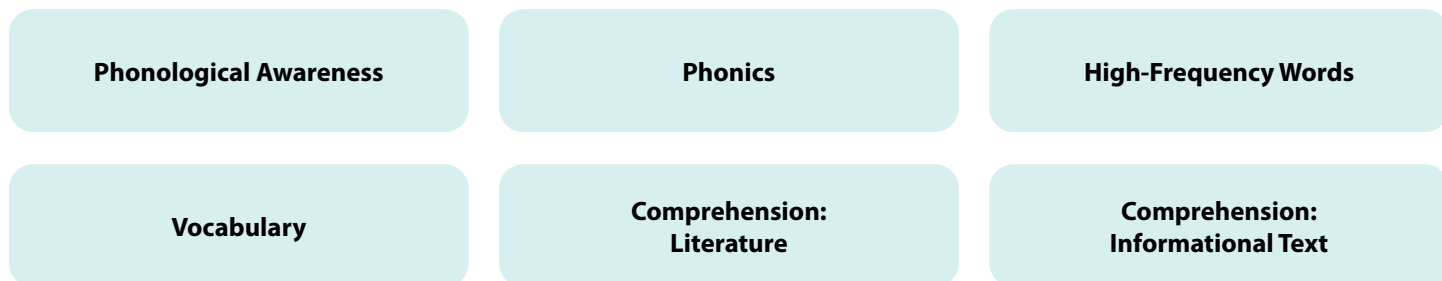
- ✓ Accountability
- ✓ High Correlations with State Tests
- ✓ Triannual Benchmark Assessment

Content: Measuring What Matters

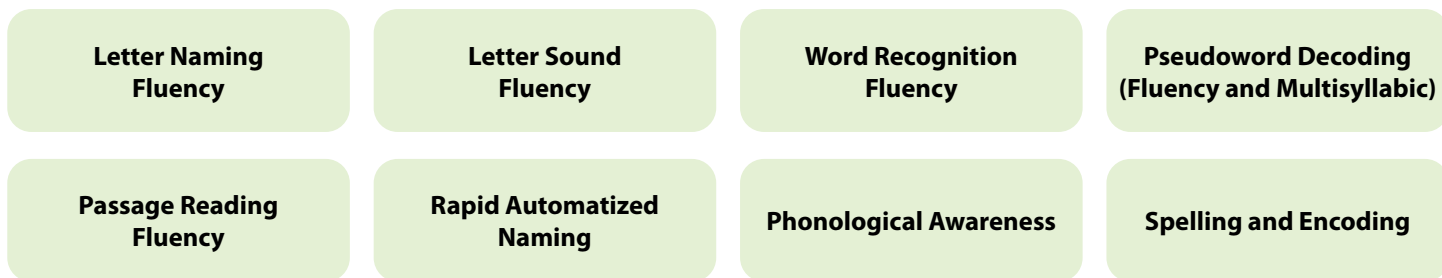
Although DIBELS 8th Edition, administered through mClass, and *i-Ready Diagnostic* both assess literacy skills, the scope and approach to measuring those skills differ across the two assessments. DIBELS measures a collection of highly targeted skills, mostly related to fluency. The *i-Ready Literacy Tasks* measure key fluency skills in a similar way to mClass’s approach to fluency. *i-Ready Diagnostic*, on the other hand, measures a broad set of skills across literacy domains.

Because *i-Ready Diagnostic* is an adaptive assessment, it is able to evaluate a much broader set of skills than can be measured through a one-on-one-administered assessment alone. The Diagnostic holistically assesses much more content and therefore provides much more information in reports beyond a focus on fluency. When the Diagnostic is paired with the Literacy Tasks, students experience an assessment with both breadth and depth, unlike what is currently offered by mClass.

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



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



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

Content: Measuring What Matters

While DIBELS 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 ability and are able to make more informed instructional decisions.

Reading Concept	mClass (DIBELS 8th Edition)	<i>i-Ready Assessment</i>
Overall Phonics Proficiency		Yes —through the <i>i-Ready Diagnostic</i> Phonics domain
Overall Phonological Awareness Proficiency		Yes —through the <i>i-Ready Diagnostic</i> Phonological Awareness domain
Vocabulary		Yes —through the <i>i-Ready Diagnostic</i> Vocabulary domain
Sight Words		Yes —through the <i>i-Ready Diagnostic</i> High-Frequency Words domain
Comprehension	Yes —through the MAZE subtest	Yes —through the <i>i-Ready Diagnostic</i> Comprehension domains
Oral Reading Fluency	Yes —through the ORF subtest	Yes —through the <i>i-Ready Literacy Task</i> for Passage Reading Fluency
Word Recognition Fluency	Yes —through the WRF subtest	Yes —through the <i>i-Ready Literacy Task</i> for Word Recognition Fluency
Nonsense Word Fluency	Yes —through the NWF subtest	Yes —through the <i>i-Ready Literacy Task</i> for Nonsense Word Fluency
Phonemic Segmentation Fluency	Yes —through the PSF subtest	Yes —through the <i>i-Ready Literacy Task</i> for Phoneme Segmentation Fluency
Letter Naming Fluency	Yes —through the LNF subtest	Yes —through the <i>i-Ready Literacy Task</i> for Letter Naming Fluency
Rapid Automated Naming		Yes — through the <i>i-Ready Literacy Tasks</i> for Rapid Automated Naming

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

Implementation

The approaches to implementing mClass and the *i-Ready Literacy Tasks* are somewhat similar as they are both one-on-one-administered assessments, while *i-Ready Diagnostic* is a fully computer-based assessment that can be group administered.



Frequency of Administration

The *i-Ready Literacy Tasks* can be administered at a similar frequency to what you might be already familiar with when using mClass. There are two types of Literacy Tasks: The Benchmark Tasks can be administered up to three times per year, and the Progress Monitoring Tasks can be administered throughout the year (often weekly or biweekly). The *i-Ready Diagnostic*, on the other hand, is generally administered three times per year as a benchmark assessment.



Test Duration

The test length for each DIBELS subtest is, in many cases, analogous to the length of administering each *i-Ready Literacy Task*. Specifically, most *i-Ready Literacy Tasks* are one minute in length. For specific task administration lengths, see the [i-Ready Literacy Tasks Fact Sheet](#).

The *i-Ready Diagnostic* for Reading tends to take about 45 minutes to administer, but it is often around 20 minutes for younger students. For more on *i-Ready Diagnostic's* test length and scheduling suggestions, see [i-Ready Diagnostic: Guidance on Assessment Duration](#).



Approach to Administering

Like mClass, the *i-Ready Literacy Tasks* are administered one on one with a student. The *i-Ready Diagnostic* can be administered in a group setting or individually to students. All questions are presented on the screen and are automatically scored by the computer.



Testing Method

At this time, the *i-Ready Literacy Tasks* are fully paper based, but there are extensive data-entry and reporting options available in the *i-Ready* system for the tasks. The *i-Ready Diagnostic* is an adaptive, computer-based assessment.

Scores

While there are some differences between the scores available from mClass DIBELS 8th Edition, *i-Ready Literacy Tasks*, and *i-Ready Diagnostic*, and scores among the assessments are generally not directly comparable, 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 and placement levels associated with these scores.

The table below shows the scores available from each assessment that are most similar for each score type. For example, if you are used to using mClass's benchmark placement levels, with *i-Ready Literacy Tasks* you can use Literacy Task placements, and for *i-Ready Diagnostic* you can use the grade-level placements.

While these scores are not the same—for example, any norms available from mClass are not mathematically the same as the *i-Ready Diagnostic* norms—the scores provide some insight into how students are normatively performing.

Score Type	mClass DIBELS 8th Edition	<i>i-Ready Diagnostic</i>	<i>i-Ready Literacy Tasks</i>
Overall Score(s)	Composite and subtest-specific scores	<i>i-Ready Diagnostic</i> overall score and domain-specific scores	Literacy Task score (and Words Correct per Minute for Passage Reading Fluency)
Placement Levels	Benchmark scores (e.g., above benchmark, at benchmark, below benchmark, well below benchmark)	Grade-level placements (e.g., Mid On Grade Level, Early On Grade Level, One Grade Level Below, Two or More Grade Levels Below)	Literacy Task placements (e.g., On, Below, Above)
Norms	Percentile ranks (associated with the test-taking population, also known as local norms)	National norms (developed to be representative of the national student population)	Norm ranges for Passage Reading Fluency

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

Reports

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

Purpose: Get an Overall Sense of Student Proficiency

With mClass, you may have used the Class Progress Summary and Student History reports.

Class Progress Summary - DIBELS 8th Edition DIBELS' Data System

District: Example District
School: Example School 1
Grade: First Grade
Year: 2021-2022
Class: 1st.example.A

OMP: Whole-Covered: Oral Reading Fluency; Whole-Covered: OMP: Errors: Oral Reading Fluency; Errors: OMP-Assessory: Oral Reading Fluency; Assessory: Mean-Adjusted: Mean-Adjusted: Class Composite: DIBELS 8 Composite Score

Student	Beginning	OMP Score	OMP-Assessory	Mean-Adjusted	Composite	OMP Score	OMP-Assessory	Mean-Adjusted	Composite
A. Ryan	80	85	80	82	82	85	80	82	82
B. Zandy	75	80	75	78	78	80	75	78	78
C. Sofia	70	75	70	73	73	75	70	73	73
D. Lalla	65	70	65	68	68	70	65	68	68
E. Avani	60	65	60	63	63	65	60	63	63
F. Michael	55	60	55	58	58	60	55	58	58
G. Daniel	50	55	50	53	53	55	50	53	53
H. Tara	45	50	45	48	48	50	45	48	48
I. Isabella	40	45	40	43	43	45	40	43	43
J. Damon	35	40	35	38	38	40	35	38	38
K. Ryan	30	35	30	33	33	35	30	33	33
L. Sofia	25	30	25	28	28	30	25	28	28
M. Lalla	20	25	20	23	23	25	20	23	23
N. Avani	15	20	15	18	18	20	15	18	18
O. Michael	10	15	10	13	13	15	10	13	13
P. Daniel	5	10	5	8	8	10	5	8	8
Q. Tara	0	5	0	3	3	5	0	3	3
R. Isabella	0	0	0	0	0	0	0	0	0
S. Damon	0	0	0	0	0	0	0	0	0
T. Ryan	0	0	0	0	0	0	0	0	0
U. Sofia	0	0	0	0	0	0	0	0	0
V. Lalla	0	0	0	0	0	0	0	0	0
W. Avani	0	0	0	0	0	0	0	0	0
X. Michael	0	0	0	0	0	0	0	0	0
Y. Daniel	0	0	0	0	0	0	0	0	0
Z. Tara	0	0	0	0	0	0	0	0	0
Mean	38.2	43.2	38.2	40.8	40.8	43.2	38.2	40.8	40.8

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Student History DIBELS' Data System

C. Ryan

Student Information
First Name: Ryan
Last Name: C
Student ID#: 451133
Date of Birth: 02/23/2015

Class Information
District: Example District
School: Example School 1
Grade: First Grade
Year: 2021-2022
Class: 1st.example.A

Student Rostering

Year	Grade	Class Name	Class Type	School	Progress Monitoring	Subscriptions
2021-2022	1st	1st.example.A	Primary	Example School 1	No	
2021-2022	1st	Grade 1 Reading Group	Secondary	Example School 1	No	
2020-2021	K	K.example.B	Primary	Example School 1	No	

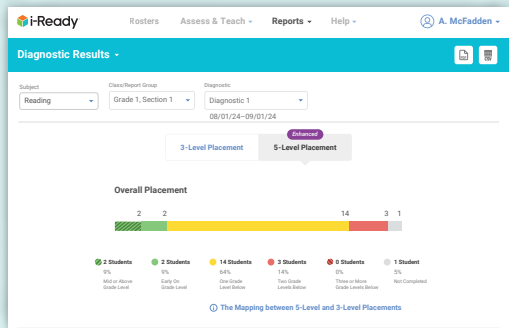
Student Benchmark Assessment Data

Legend
MD (Missing data) measure w/s for period benchmark w/s for measure Intensive Support Strategic Support Core Support Core* Support

Students scoring below the 40th percentile on easy/BAI measures can be considered at some risk for poor outcomes. Students scoring below the 20th percentile can be considered at risk. Note that the 40th and 20th percentile points are recommendations but not firm cutpoints.

2021-2022, First Grade

Assessment	Measure	Period	Reg	Mid	End
DIBELS 8th Edition	LNF		85	74	66
DIBELS 8th Edition	PSF		70	60	47



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:

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

Student	Scale Score	Overall Placement	Placement by Domain						Annual Growth Measures		Date
			PA	PH	HFV	VOC	LIT	INFO	Typical Growth	Stretch Growth	
Contreras, Abby	470	Mid 1	Mid	Late	Mid	Late	Mid	Mid	37	44	08/16/24
Vela, Zandy	470	Mid 1	Mid	Late	Mid	Late	Mid	Mid	37	44	08/16/24
Gross, Sara Sofia	442	Early 1	Grade K	Late 1	Grade K	Late 1	Mid 1	Grade K	47	56	08/16/24
Robinson, Lalla	434	Early 1	Late 1	Grade K	Mid	Late 1	Grade K	Early 1	47	56	08/16/24
Ayers, Avani	432	Grade K	Late 1	Grade K	Mid	Late 1	Grade K	Emerging K	49	67	08/16/24

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

Literacy Tasks

Subject: Reading | Class/Report Group: Reading Class A | Task Type: Passage Reading Fluency | Language: English

Benchmark Assessments

Student	Form	Content Grade Level	Result	Mean WCPM	Percentile	Date
Avino, Zandy	Benchmark 1	Grade 5	Above	154	76-99%	09/18/24
Baker, Danielle	Benchmark 1	Grade 5	Below	59	0-10%	09/18/24
Bowers, Tara	Benchmark 1	Grade 5	Below	70	11-24%	09/18/24
Choi, Isabella	Benchmark 1	Grade 5	Data Not Entered	-	-	09/18/24
Cochran, Damon	Benchmark 1	Grade 5	Below	24	0-10%	09/18/24
Heiss, Michael	Benchmark 2	Grade 5	Below	100	25-49%	01/16/25

For more information, see the [i-Ready Report Selector](#).

Informing Instruction

mClass DIBELS 8th Edition and *i-Ready Diagnostic* both 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 a number of ways that 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.

Phonological Awareness Tested Out	Phonics Grade 3 514	High-Frequency Words Tested Out	Vocabulary Grade 4 561	Comprehension: Literature Grade 4 547	Comprehension: Informational Text Grade 3 519
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Developmental Analysis

This domain addresses Danielle's understanding of informational text. Results indicate that Danielle would likely benefit from instruction in Grade 3 informational skills and strategies such as analyzing cause-and-effect relationships and determining main idea. Teach a variety of informational genres, including biographies, autobiographies, and newspaper or magazine articles.

Can Do

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 else to happen.
- Read aloud a Grade 3 informational book and model the thought process for identifying cause and effect relationships.
- Say, "When I read, I think about things that happen and why they happen."
- Model asking and answering questions such as, "What happened?" and "Why did that happen?"
- Then have Danielle read an informational text in a small group and ask her to identify cause and effect relationships in the text to find answers.

Tools for Instruction

Identify Cause and Effect

Additional Resources

Magnetic Reading

Learn More

- Grade 3 Lesson 7: Group Survival Lesson 13: Travel Before and After Trains

The image shows a tablet screen on the left with a reading passage about cheetahs. A cause-and-effect diagram is overlaid on the text, showing 'Cause' (Cheetahs can run for longer periods than cheetahs) and 'Effect' (Cheetahs can escape cheetahs). To the right is a printed 'Tools for Instruction' card titled 'Identify Cause and Effect'. The card includes a 'Step by Step' guide with numbered steps: 1. Introduce the concept of cause and effect, 2. Read and model identifying cause and effect, 3. Teach and model identifying cause and effect. The card also includes a 'Check for Understanding' section with questions like 'What happened?' and 'Why did that happen?'.

Additional Features

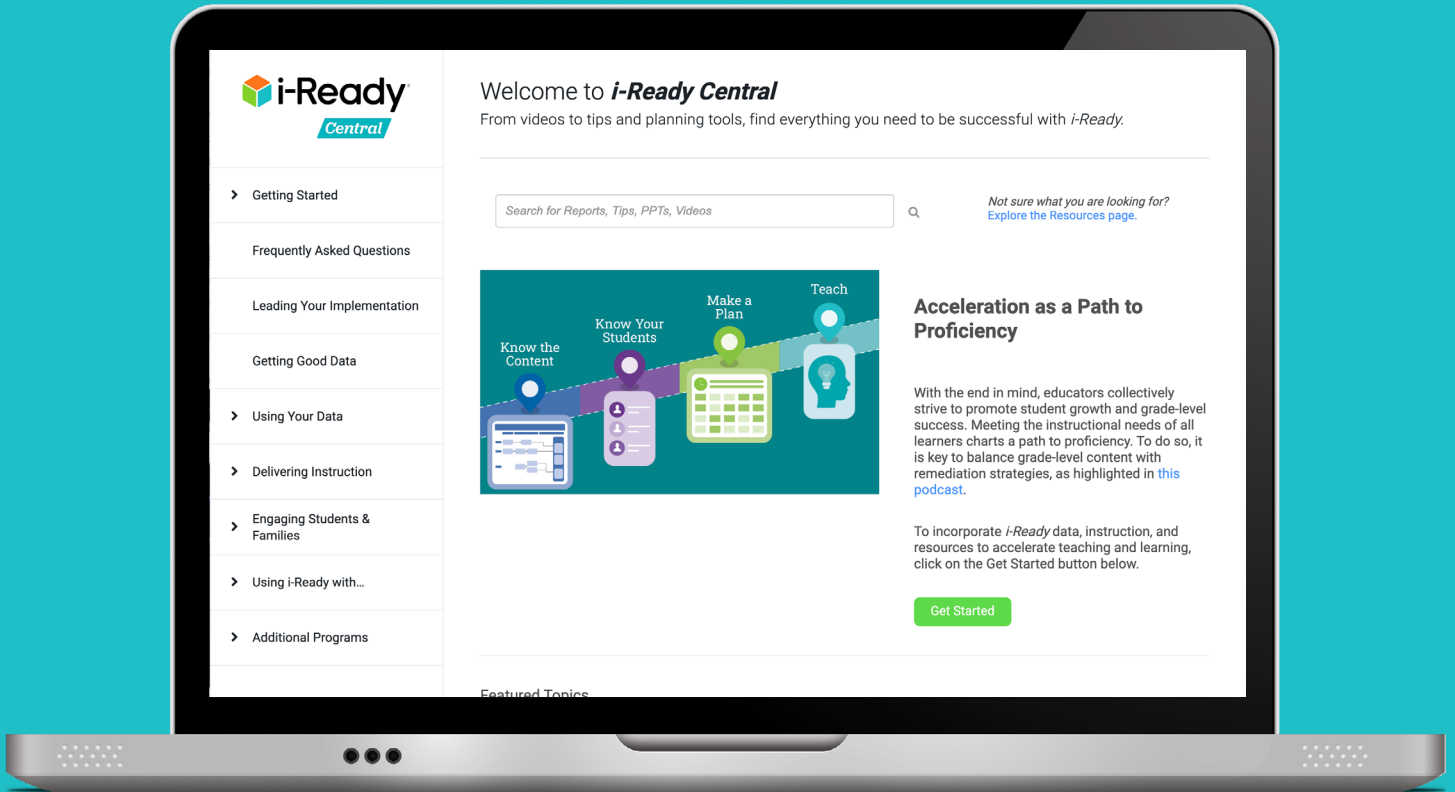
Many other features are available in the *i-Ready Diagnostic*. The table below describes some of them.

Features	mClass	<i>i-Ready Diagnostic</i>
Spanish	Available in Spanish as mClass Lectura	<p>Mathematics available as an adaptive assessment that is part of <i>i-Ready Diagnostic</i>, separate Assessment of Spanish Reading also available</p> <p>Learn how i-Ready supports English Learners.</p>
Accessibility	Many accessibility options available	<p>Many accessibility options available</p> <p>Visit our i-Ready Accessibility and Accommodations review site.</p>
Progress Monitoring	Available as part of the mClass product	<p>Numerous approaches to progress monitoring available in the <i>i-Ready Assessment</i> suite</p> <p>Review Progress Monitoring with i-Ready Assessment.</p>
Links to State Tests	Linkings to state tests not a core feature for the assessment	<p>Linkings to most state tests, including SBAC, with the Projected Proficiency feature available</p> <p>Learn about states with linking studies.</p>

We Look Forward to Partnering with You!

We think you'll find that *i-Ready Diagnostic*, coupled with *i-Ready Literacy Tasks*, offers a wide range of diagnostic information that can help you identify specific areas where students may need support. This detailed data allows you to tailor your instruction to target their 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](https://www.i-ReadyCentral.com).