i-Ready®

Using *i-Ready Evaluación Diagnóstica de lectura en español* for Literacy Screening in Spanish: Grades 4–6

Curriculum Associates Guidance Brief | September 2025

Guidance Overview

Literacy screening provides essential insights into students' strengths and areas for growth, helping ensure that the right students receive timely support. *i-Ready's Evaluación Diagnóstica de lectura en español* and *Pruebas de lectoescritura/Literacy Tasks in Spanish* offer a comprehensive solution for conducting literacy screening in Spanish.

The *Evaluación Diagnóstica de lectura en español* is a new adaptive assessment designed for students in Grades K–6. Developed by experts in Spanish reading and assessment and field-tested for quality, this assessment provides grade-level placements and domain-level insights to guide instruction. It evaluates four key areas: phonological awareness, phonics, vocabulary, and comprehension to support educators in identifying students' reading needs and informing personalized instruction.

Complementing the diagnostic, *Pruebas de lectoescritura/Literacy Tasks in Spanish* are educator-administered assessments that measure foundational reading and fluency skills. They can be used to understand which literacy skills students are developing as expected, which may need additional support or interventions, and how literacy instruction can be tailored accordingly.

Together, these tools offer a robust, research-based approach to screening and enhancing opportunities for literacy development among emergent bilingual students. While these tools focus on identifying learners who may benefit from additional support in reading, they are not designed to diagnose specific reading difficulties.

This document provides step-by-step guidance for educators eager to utilize these resources to empower and support the literacy journey of Spanish-speaking students. For support in determining which language an emergent bilingual learner should be screened in, see our Considerations for Screening English Learners in English guidance.

To learn more about *i-Ready's* Spanish-language assessments, visit our Spanish Assessment page.

Useful Document Shortcuts

Guidance Summary
Screening Process
Appendix A: Overview of *i-Ready Assessment* Components Used for Screening
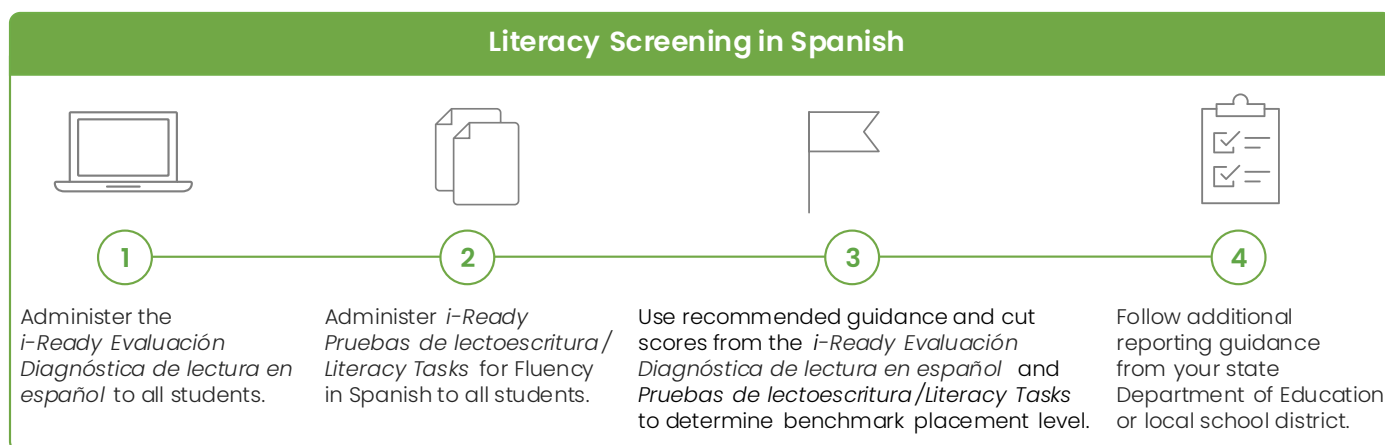Appendix B: Frequently Asked Questions

Guidance Summary

Goal of Screening	The goal of literacy screening in Spanish is to determine whether students are meeting grade-level literacy expectations for reading in Spanish and identify students who may benefit from additional instructional support in reading.
Grades and Assessments	Administer the *i-Ready Evaluación Diagnóstica de lectura en español* and grade-level appropriate *i-Ready Pruebas de lectoescritura/Literacy Tasks in Spanish*. Times of year are noted as fall (F), winter (W), and spring (S). **Grades 4–6 Screening:** -*i-Ready Evaluación Diagnóstica de lectura en español* (F/W/S) -*i-Ready Prueba de lectoescritura/Literacy Task* for Passage Reading Fluency (F/W/S)
Times of Year	Students can be screened up to three times a year during the fall, winter, and spring.
How to Identify Students Who May Benefit from Additional Instruction, Assessment, and Progress Monitoring	Step 1: Administer the *i-Ready Evaluación Diagnóstica de lectura en español* to all students in Grades 4–6. Step 2: Administer the recommended *Pruebas de lectoescritura/i-Ready Literacy Tasks in Spanish* at the appropriate screening window and ensure task scores are entered into *i-Ready Connect* (through digital administration or manual entry). Step 3: Use the results of the *i-Ready Evaluación Diagnóstica de lectura en español* and the *Pruebas de lectoescritura/i-Ready Literacy Tasks in Spanish* to identify students who may benefit from additional instructional support in reading. Step 4: As needed, document and report results according to state guidelines.

Screening Process

The following steps outline the assessments and tasks recommended for literacy screening in Spanish using *i-Ready*.

Literacy Screening in Spanish

1	2	3	4
Administer the *i-Ready Evaluación Diagnóstica de lectura en español* to all students.	Administer *i-Ready Pruebas de lectoescritura/ Literacy Tasks* for Fluency in Spanish to all students.	Use recommended guidance and cut scores from the *i-Ready Evaluación Diagnóstica de lectura en español* and *Pruebas de lectoescritura/Literacy Tasks* to determine benchmark placement level.	Follow additional reporting guidance from your state Department of Education or local school district.

Step 1: Administer the *i-Ready Evaluación Diagnóstica de lectura en español* to all students in Grades 4–6.

Students in Grades 4–6 take the *i-Ready Evaluación Diagnóstica de lectura en español* and *i-Ready Pruebas de lectoescritura/Literacy Tasks in Spanish* up to three times a year during the fall, winter, and spring screening windows. The *i-Ready* screening windows are shown in the following table.

Fall	Winter	Spring
Beginning of the school year until November 15	November 16– March 1	March 2 until the end of the school year

Step 2: Administer the recommended *Pruebas de lectoescritura/i-Ready Literacy Tasks in Spanish* at the appropriate time of year.

Administer the tasks listed in the following table to students as fluency measures. Please note that all screening components from Step 1 and Step 2 (the *i-Ready Evaluación Diagnóstica de lectura en español* and Literacy Tasks) must be administered within the same screening window. Also note that students who are assessed at the beginning of the norming window may perform differently than at the end of the norming window due to instruction and academic growth.

Literacy Tasks can be scored either manually with paper and pencil or digitally (through digital administration). For either option, a benchmark record will need to be created for student results to populate in the *i-Ready* system. For information on how to do this, see How to: Create Benchmark Literacy Task Assignments (video).

i-Ready Literacy Tasks for Literacy Screening in Spanish

Grade	Fall	Winter	Spring
4	Grade 4 Passage Reading Fluency Task	Grade 4 Passage Reading Fluency Task	Grade 4 Passage Reading Fluency Task
5	Grade 5 Passage Reading Fluency Task	Grade 5 Passage Reading Fluency Task	Grade 5 Passage Reading Fluency Task
6	Grade 6 Passage Reading Fluency Task	Grade 6 Passage Reading Fluency Task	Grade 6 Passage Reading Fluency Task

To view student results, all Literacy Task scores must be entered into the *i-Ready* system. If the tasks are administered digitally, scores will be saved automatically as a benchmark record. If the tasks are administered manually, results must be entered into *i-Ready* by the educator. For guidance on digital scoring and entry, see page 3 of the FAQ: Administering Literacy Tasks Digitally. For help with manual entry, watch How to: View or Administer Literacy Task Assignments (video) for step-by-step guidance.

Step 3: Use the results of the *i-Ready Evaluación Diagnóstica de lectura en español* and the *Pruebas de lectoescritura/i-Ready Literacy Tasks in Spanish* to identify students who may benefit from additional instructional support in reading.

After administering the *i-Ready Evaluación Diagnóstica de lectura en español* and the recommended *i-Ready Pruebas de lectoescritura/Literacy Tasks in Spanish*, determine a student's benchmark placement by looking at the students' grade-level placements on the *Evaluación Diagnóstica de lectura en español* Results report and fluency task results in the Literacy Task Results report.

Evaluación Diagnóstica de lectura en español Grade-Level Placements

i-Ready Literacy Task Results

The definition of each grade-level placement and the specific overall grade-level placement and Literacy Task results associated with student's benchmark results are listed in the following tables by screening window.

Placement	Placement Definition
🟢 (striped)	Mid or Above Grade Level
🟢	Early On Grade Level
🟡	One Grade Level Below
🔴	Two Grade Levels Below
🔴 (striped)	Three or More Grade Levels Below

Fall

Grade	On Benchmark	Approaching Benchmark	Below Benchmark
4	Evaluación Placement: Grade 3 or Above 🟢(striped) 🟢 🟡 −AND− Passage Reading Fluency: On Level	Evaluación Placement: Grade 2 🔴 −OR− Passage Reading Fluency: Below/Significantly Below Level	Evaluación Placement: Grade 2 🔴 −AND− Passage Reading Fluency: Below/Significantly Below Level −OR− *Evaluación Placement: Grade 1 or Below 🔴(striped)
5	Evaluación Placement: Grade 4 or Above 🟢(striped) 🟢 🟡 −AND− Passage Reading Fluency: On Level	Evaluación Placement: Grade 3 🔴 −OR− Passage Reading Fluency: Below/Significantly Below Level	Evaluación Placement: Grade 3 🔴 −AND− Passage Reading Fluency: Below/Significantly Below Level −OR− *Evaluación Placement: Grade 2 or Below 🔴(striped)
6	Evaluación Placement: Grade 5 or Above 🟢(striped) 🟢 🟡 −AND− Passage Reading Fluency: On Level	Evaluación Placement: Grade 4 🔴 −OR− Passage Reading Fluency: Below/Significantly Below Level	Evaluación Placement: Grade 4 🔴 −AND− Passage Reading Fluency: Below/Significantly Below Level −OR− *Evaluación Placement: Grade 3 or Below 🔴(striped)

*If a student is three or more grade levels below (the red striped circle), they are considered Below Benchmark regardless of Fluency Task results.

Winter

Grade	On Benchmark	Approaching Benchmark	Below Benchmark
4	Evaluación Placement: Early Grade 4 or Above 🟢(striped) 🟢 −AND− Passage Reading Fluency: On Level	Evaluación Placement: Grade 3 or Grade 2 🟡 🔴 −OR− Passage Reading Fluency: Below/Significantly Below Level	Evaluación Placement: Grade 3 or Grade 2 🟡 🔴 −AND− Passage Reading Fluency: Below/Significantly Below Level −OR− Evaluación Placement: Grade 1 or Below 🔴(striped)
5	Evaluación Placement: Early Grade 5 or Above 🟢(striped) 🟢 −AND− Passage Reading Fluency: On Level	Evaluación Placement: Grade 4 or Grade 3 🟡 🔴 −OR− Passage Reading Fluency: Below/Significantly Below Level	Evaluación Placement: Grade 4 or Grade 3 🟡 🔴 −AND− Passage Reading Fluency: Below/Significantly Below Level −OR− Evaluación Placement: Grade 2 or Below 🔴(striped)
6	Evaluación Placement: Early Grade 6 or Above 🟢(striped) 🟢 −AND− Passage Reading Fluency: On Level	Evaluación Placement: Grade 5 or Grade 4 🟡 🔴 −OR− Passage Reading Fluency: Below/Significantly Below Level	Evaluación Placement: Grade 5 or Grade 4 🟡 🔴 −AND− Passage Reading Fluency: Below/Significantly Below Level −OR− Evaluación Placement: Grade 3 or Below 🔴(striped)

*If a student is three or more grade levels below (the red striped circle), they are considered Below Benchmark regardless of Fluency Task results.

i-Ready

Spring

Grade	On Benchmark	Approaching Benchmark	Below Benchmark
4	Evaluación Placement: Grade 4 or Above 🟢 (striped green) −AND− Passage Reading Fluency: On Level	Evaluación Placement: Early Grade 4, Grade 3, or Grade 2 🟢 🟡 🔴 −OR− Passage Reading Fluency: Below/Significantly Below Level	Evaluación Placement: Early Grade 4, Grade 3, or Grade 2 🟢 🟡 🔴 −AND− Passage Reading Fluency: Below/Significantly Below Level −OR− Evaluación Placement: Grade 1 or Below 🔴 (striped red)
5	Evaluación Placement: Grade 5 or Above 🟢 (striped green) −AND− Passage Reading Fluency: On Level	Evaluación Placement: Early Grade 5, Grade 4, or Grade 3 🟢 🟡 🔴 −OR− Passage Reading Fluency: Below/Significantly Below Level	Evaluación Placement: Early Grade 5, Grade 4, or Grade 3 🟢 🟡 🔴 −AND− Passage Reading Fluency: Below/Significantly Below Level −OR− Evaluación Placement: Grade 2 or Below 🔴 (striped red)
6	Evaluación Placement: Grade 6 or Above 🟢 (striped green) −AND− Passage Reading Fluency: On Level	Evaluación Placement: Early Grade 6, Grade 5, or Grade 4 🟢 🟡 🔴 −OR− Passage Reading Fluency: Below/Significantly Below Level	Evaluación Placement: Early Grade 6, Grade 5, or Grade 4 🟢 🟡 🔴 −AND− Passage Reading Fluency: Below/Significantly Below Level −OR− Evaluación Placement: Grade 3 or Below 🔴 (striped red)

*If a student is three or more grade levels below (the red striped circle), they are considered Below Benchmark regardless of Fluency Task results.

Step 4: As needed, document and report results according to state or local guidelines.

If your state or district requires, follow additional guidance provided by your State Department of Education or your local school district for reporting student data and supporting students identified as Approaching or Below Benchmark.

Appendix A. Overview of i-Ready Assessment Components Used for Screening

The table below describes how *i-Ready Assessment* can be used to screen students in Grades K–6. Skills are measured by a combination of the *i-Ready Evaluación Diagnóstica de lectura en español* and *Pruebas de lectoescritura/Literacy Tasks in Spanish.*

Skill Assessed	*i-Ready Assessment* Component	Grade		
		4	5	6
Phonics**	*i-Ready Evaluación Diagnóstica de lectura en español* Phonics domain	D	D	D
Vocabulary	*i-Ready Evaluación Diagnóstica de lectura en español* Vocabulary domain	D	D	D
Comprehension	*i-Ready Evaluación Diagnóstica de lectura en español* Comprehension domain	D	D	D
Fluency	*Pruebas de lectoescritura/Literacy Tasks in Spanish* for fluency	T	T	T

D = *i-Ready Evaluación Diagnóstica de lectura en español*; T = 1:1 administered *Prueba de lectoescritura/Literacy Task in Spanish*
**The *i-Ready Evaluación Diagnóstica de lectura en español* is a computer-adaptive assessment. Grade 4–6 students who demonstrate meeting sufficient expectations in vocabulary and comprehension will not be assessed in the phonics. Educators needing to assess students in phonics or phonological awareness can administer the *i-Ready Prueba de lectoescritura/Literacy Task in Spanish* for Pseudoword Decoding or Phonological Awareness—Phoneme Manipulation.

Appendix B: Frequently Asked Questions

How do I assign the *i-Ready Evaluación Diagnóstica de lectura en español*?

For guidance on how to assign the *i-Ready Evaluación Diagnóstica de lectura en español*, please see the [Assigning or Canceling a Diagnostic section](#) (page 80) of our *i-Ready* Success Guide.

**How do I view the Evaluación Diagnóstica *de lectura en español* results?**

Evaluación Diagnóstica de lectura en español results are available at the student, class/report group, grade, school, and district levels. To find these reports, select **Reports** in the top navigation menu, then select **Diagnostic** on the left side of the dropdown box, and select **Reading Spanish** underneath **Diagnostic Results**.

What are *i-Ready* Grade-Level Placements?

Grade-level placements provide an indication of a student's performance based on grade level. It is determined based on specific scale score ranges for each chronological grade and students receive a placement that indicates if they are above grade level, on grade level, one grade level below, or two or more grade levels below. Early, mid, and late on-grade level sub-placements are also available for students who are placing at their current grade level. For more information on grade-level placements in *i-Ready,* see *[Evaluación Diagnóstica de lectura en español Scale Score Placement Tables](#).*

Where can I locate the recommended Spanish or English *i-Ready Literacy Task*s?

These tasks are available to any educator with an *i-Ready Diagnostic* for Reading license. To locate the tasks within *i-Ready*, click Assess & Teach, then Assessment, then Literacy Tasks. For information on using Literacy Tasks, see [How to: Create Benchmark Literacy Task Assignments](#) (video), [How to: View or Administer Literacy Task Assignments](#) (video), and [How to: View Benchmark Task Results](#) (video).
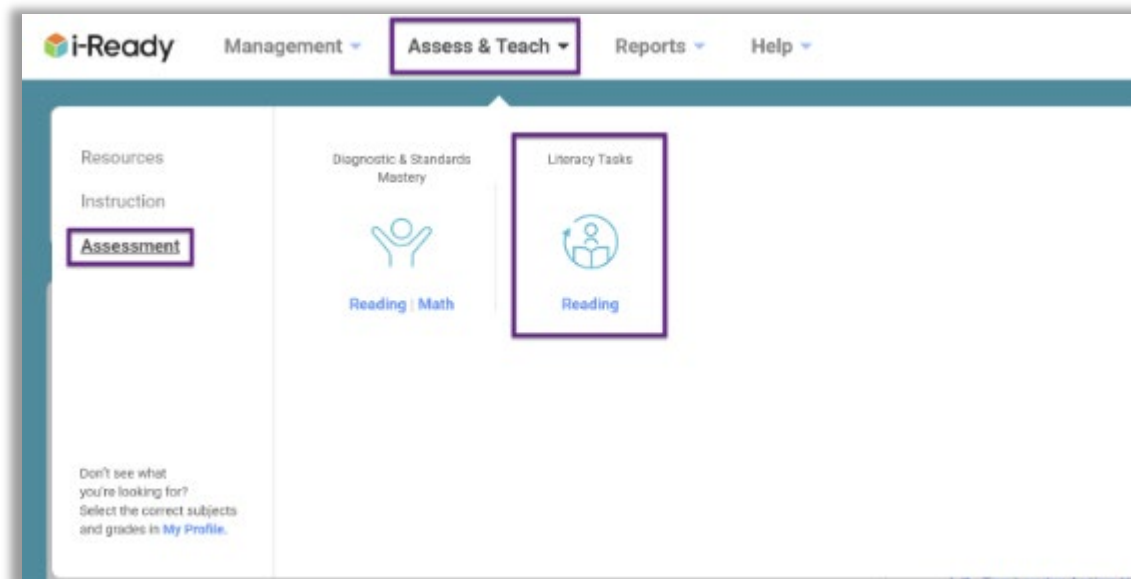
When digitally administering the benchmark Passage Reading Fluency task, how do I cancel a passage and use a backup passage?

Educators may want to cancel a passage if a major disruption or other issue occurred during the administration of the Passage Reading Fluency task. To do this, educators will need to enter the digital administration of the Passage Reading Fluency task assignment they wish to modify. Once administering

the task, educators should select **Cancel** in the bottom left corner of the screen. Once this is selected, a window will appear that will allow educators to perform one of two actions:

- **Cancel the passage**: Educators can cancel either of the original two passages that the student was administered. A backup form will automatically be provided, and there will be no score for the cancelled passage.
- **Cancel the assessment**: Educators can also cancel the entire assessment for a student and invalidate the results of the task administered. Once the assessment is cancelled, this action cannot be undone. If educators would like to readminister the task, they will need to navigate to the Task Library, select a new form for the same task type, and create a new assignment for the student.

How do I access digital administration practice forms for Literacy Tasks within *i-Ready*?

Digital Administration Practice provides important information about how to administer each task type and the opportunity for hands-on practice. It should be used prior to your first student administration and then afterward when specific questions occur or you need a refresher. We strongly recommend completing the Digital Administration Practice before administering any tasks to students to ensure that the administration goes as smoothly as possible.

To access this, first navigate to the Literacy Tasks home screen on *i-Ready Connect*. Then, educators will select the **Language** as either **"English"** or **"Spanish**," **Assessment Type** as either **"Benchmark"** or **"Progress Monitoring,"** and use the **View By** dropdown to choose **"All Tasks."** Once these selections are made, educators will see **"Digital Administration Practice"** next to each of the tasks that the feature is available for.

Can digitally administered forms be accessed at a later date?

Yes. Educators can access a form that they have already administered digitally through the benchmark record. To do this from the *i-Ready Connect* homepage, educators will navigate to **"Assess and Teach"-> "Assessment"-> "Reading"** under the **Literacy Tasks** section. From here, educators will use the dropdowns at the top of the screen to select the correct **"Language"** and **"Benchmark"** from the **Assessment Type** dropdown.

Once these are selected, educators will click the **"Manage Assignments"** tab and locate the literacy task they are looking to revisit. Once the right task is found, select **"Go to Administration"** and in the far right of each row, select **"Actions"** and **"Review Digital Administration."** Educators will then have access to the tasks they previously administered digitally. Guidance for this process is available in the video tutorial: **Reviewing Digitally Administered Benchmark Tasks**.

What should I enter if my student was unable to read a passage and the task was discontinued?

In cases in which a student cannot engage with some or all of a task, educators are encouraged to enter data into the system that reflects the student's actual performance. For example, if a student taking Passage Reading Fluency attempted to read 10 words but got all ten incorrect, an educator should input "10" for "Total Words Read" and "10" for "Errors." Similarly, if a student is fully unable to engage with the task, an educator should enter "0" for "Total Words Read" and "0" for "Errors."

Do I need to enter scores for comprehension and prosody when inputting data for the Passage Reading Fluency task?

No. Comprehension and prosody scores are not required in order to view screening results. However, comprehension of connected text and reading expression are important components of reading fluency. Documenting these on a regular basis can be useful in tracking students' progress in these areas over time.