i-Ready Literacy Tasks Technical Report

A Curriculum Associates Technical Report | March 2026

Acknowledgments

The development of the Literacy Tasks Technical Report represents a significant cross-team effort within Curriculum Associates to advance the clarity, accuracy, and coherence of our literacy assessment framework. The Literacy Tasks—designed to capture foundational reading skills—are the product of extensive research, iterative expert review, and close collaboration across multiple teams. This report documents the technical foundations of these tasks, describing their purpose, design, scoring, and interpretation to support high-quality use and continuous improvement.

This work would not have been possible without the dedication of the authoring committee—Aimee Boyd, Erin Banjanovic, Margie McCaw, and Montserrat Valdivia Medinaceli—who developed the report chapters, integrated research and technical evidence, responded to multiple rounds of expert feedback, and ensured that the final document reflects the highest technical standards. Their commitment to precision and clarity strengthened every component of this report.

We also extend our sincere appreciation to the many collaborators whose expertise deeply informed the development and refinement of the literacy tasks and the report itself. We are grateful for the thoughtful feedback, reviews, and subject-matter guidance provided by Laurie Davis, Kevin Cappaert, Natasha Williams, Yu Su, Megan Perna, Mollie Headly, Molly Buck, Samreen Hoda, Dan Mix, Karoline Jarr, and Peter Swerdzewski, among others. Their sustained engagement and specialized knowledge were instrumental in ensuring the technical soundness and practical relevance of the work presented here. We are deeply appreciative of their partnership in advancing this important work.

We acknowledge the many teams whose ongoing work underpins the development, refinement, and validation of the Literacy Tasks. The contributions of the Assessment Editorial, Psychometrics, Assessment Design, User Experience Research, Product, and Engineering teams have been essential in collecting evidence, analyzing task performance, conducting empirical studies, and ensuring the tasks remain instructionally relevant and technically sound. Their continued efforts to gather data and integrate classroom and field insights significantly strengthen the accuracy, rigor, and utility of the Literacy Tasks. Additionally, we acknowledge the advice and expertise provided by the Literacy Advisory Committee members, whose guidance helps Curriculum Associates improve the quality of our Literacy Tasks. We are grateful for the expertise and collaboration these teams bring to this important work.

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Chapter 1. Introduction

1.1. Chapter Summary

This technical manual details the design, development, and psychometric properties of the *i-Ready Literacy Tasks*, a component feature of *i-Ready Assessment*, which offer a more comprehensive profile of a student's overall reading skills when used alongside *i-Ready™ Inform* for Reading. This chapter outlines the intended uses of the tasks for screening, benchmarking, and progress monitoring in Grades K–6, including their role in supporting early identification of reading difficulties and dyslexia risk.

1.2. Literacy Advisory Committee

Since 2022, our Literacy Advisory Committee (LAC) has served as a strategic partner in the design and development of the *i-Ready Literacy Task* suite—and especially the Early Literacy and Dyslexia Risk Screener by *i-Ready*. The committee provided sustained guidance on key design decisions by reviewing task concepts, recommending refinements, and advising on the research agenda that shaped task selection for the screener. Members also helped ensure alignment with current evidence on early literacy development and dyslexia risk, offering critical feedback that strengthened the validity argument, improved technical quality, and enhanced the instructional usefulness of the Literacy Tasks. Their collective expertise played a central role in validating the assessment's design and informing its ongoing evolution. The following members contributed to this work:

Tony Albano, Ph.D. is an Associate Professor in the School of Education at the University of California, Davis. He teaches courses in assessment, psychometrics, and data science. His research aims to improve the assessment process for students through more accurate scoring, modeling, and validation, with recent work focusing on computerized adaptive testing in the context of early education. Dr. Albano also consults on projects with the Department of Education and with testing and educational technology companies.

Deborah K. Reed, Ph.D. currently serves as the Director of the Tennessee Reading Research Center: A Reading 360 Initiative at the University of Tennessee, where she is a professor on faculty. Her research focuses on effective reading instruction strategies, interventions for reading difficulties, and improving literacy outcomes for struggling readers, including those in diverse and underserved populations. She has been recognized for her contributions to education with numerous awards, including the Outstanding Researcher Award from the Council for Learning Disabilities. Prior to entering academia, Dr. Reed spent the first 10 years of her career as an English language arts and reading teacher as well as a preK–12 reading specialist, working primarily with students from diverse backgrounds who were exhibiting serious reading difficulties. She has authored diagnostic reading assessments and has provided technical assistance in numerous states since 2003.

Nathan Clemens, Ph.D. is a Professor and Chair of the Department of Special Education at The University of Texas at Austin. Dr. Clemens studies assessment and interventions for students with reading difficulties,

particularly word reading difficulties for students in early grades and reading comprehension difficulties for students in later grades. He has over 70 publications and is leading several federal research grants studying interventions for struggling readers. Dr. Clemens served on the LAC from December 2022 through December 2024.

Joe Nese, Ph.D. is a Research Professor at Behavioral Research and Teaching at the University of Oregon. His research focuses on developing and improving systems that support data-based decision-making in schools, applying advanced statistical methods and data science principles to educational assessment & measurement, and improving education access and quality. For over 15 years, he worked on developing and evaluating education assessments that are grounded in theory and science, including extensive technical adequacy work with curriculum-based measurement academic assessments used in schools across the U.S. Dr. Nese was the principal investigator (PI) or co-PI on three projects funded by Institute of Education Sciences to develop and validate a scaled computerized assessment system of oral reading fluency that uses speech recognition, advanced psychometrics, and a maximum likelihood measure of prosody to overcome some of the inadequacies of traditional oral reading fluency assessments (R305A140203, R305A200018, R305D200038). His work on reading and assessment has been published in top peer-refereed journals, including Reading and Writing, Educational and Psychological Measurement, The Reading Teacher, Assessment for Effective Intervention, and others. Dr. Nese joined the Literacy Advisory Committee in May 2025.

1.3. Introduction

1.3.1. Foundation

The ability to read is an essential skill that impacts success in all aspects of life, including academics, employment, health, citizenship, and self-advocacy that must be systematically taught, just like any other learned skill. Gough and Tunmer (1986) introduced what is now widely known as the "Simple View of Reading." This model highlights two essential components for successful reading: word recognition and language comprehension.

Word Recognition: This involves the ability to accurately and efficiently decode written words. Word recognition is essentially about converting letters and letter patterns into spoken language. It requires knowledge of the alphabetic principle (the relationship between letters and sounds) and the ability to decode unfamiliar words. Skills such as phonemic awareness (the ability to hear, identify, and manipulate phonemes) and phonics (the understanding of how letters are systematically related to phonemes) are critical in developing strong word recognition.

Language Comprehension: This refers to the ability to understand spoken language and encompasses various linguistic processes, including vocabulary knowledge, grammatical understanding, and inferential thinking. Language comprehension allows a reader to make sense of the decoded words by constructing meaning from them within sentences, paragraphs, and larger texts.

According to the Simple View of Reading model, reading comprehension is the product of both word recognition and language comprehension. If either component is absent, reading comprehension will not be

possible. If either component is deficient, reading comprehension will be compromised. For example, some children may be able to decode words fluently but still struggle with reading comprehension if they have poor linguistic comprehension. Conversely, a child may have strong language skills but poor decoding abilities, leading to difficulties in understanding text.

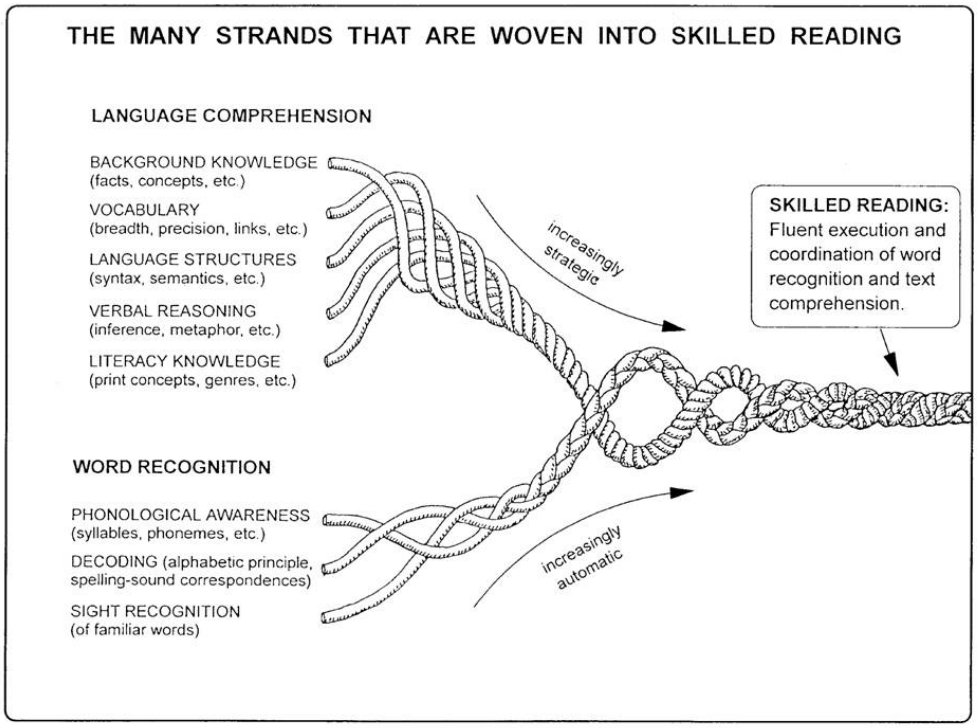


Figure 1.1. The Simple View of Reading. Dr. Hollis Scarborough's Reading Rope[1] is a visual metaphor of the interconnectedness and interdependence of these two components and the knowledge and skills that must be woven together in the acquisition of skilled reading.

The Simple View of Reading highlights the importance of developing both the technical skills of reading (decoding) and the cognitive skills needed to understand language (comprehension). Bridging these component abilities together is a complex process that also includes working memory, morphological awareness, and executive function. These component abilities align with the five essential reading components—phonemic awareness, phonics, fluency, vocabulary, and comprehension—identified by the National Reading Panel as critical for effective reading development.

The *i-Ready Literacy Tasks* focus on the word recognition component abilities necessary for skilled reading and can be used in the following ways:

- As a **Benchmark** assessment:

[1] The image originally appeared in the following publication: Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), Handbook for research in early literacy (pp. 97–110). New York, NY: Guilford Press.

    - to understand students' proficiency in individual foundational skills relative to expectations for each grade level and testing window
    - to get a comprehensive profile of students' foundational literacy skills in the five essential reading components when used in conjunction with the *i-Ready Inform* for Reading, to identify where to focus instruction
    - to identify students who may benefit from additional, focused instruction in reading
    - to address state and district requirements for universal screening of students, including informing decisions about whether students exhibit risk factors for dyslexia
- As a **Progress Monitoring** assessment:
    - to regularly monitor students who are receiving reading intervention during the school year

The Literacy Tasks were developed for examining specific foundational literacy skills of students whose *i-Ready Inform* for Reading performance or other instructional observations raise concern or warrant a closer look. Because *i-Ready Inform* for Reading does not include a fluency measure, the Literacy Tasks offer grade-appropriate fluency tasks to complete a student's reading performance profile. Together, *i-Ready Inform* and Literacy Tasks assess all five essential components of reading.

1.3.2. About the *i-Ready Literacy Tasks*

i-Ready Assessment includes a suite of Literacy Tasks that are available for offline administration to all educators with an *i-Ready Inform* for Reading license. Educators can print and administer the tasks to assess students' foundational reading and fluency skills. Educators also have the option to use the digital administration and scoring mode, which is discussed in 3.4.2.3 Task Administrator Experience. These tasks evaluate pre-reading and reading skills that are best assessed through one-on-one administrations and allow for more targeted understanding of reading skills of students who may need additional instructional support or further evaluation.

The *i-Ready Literacy Tasks* were designed and developed to assess a comprehensive set of essential foundational reading skills that comprise the word recognition component of the Simple View of Reading. Additionally, our aim was to create a suite of Literacy Tasks that overcame perceived shortcomings of other early literacy assessments on the market. The Literacy Tasks for Phonological Awareness, for example, assess the full trajectory of skills: blending, segmenting, adding, deleting, substituting, which are then applied to stimuli of varying complexity, such as syllables, onset-rime, and phonemes. Other assessments cover a more limited range of phonological awareness skills. Our suite includes rapid automatized naming and spelling and encoding tasks, which are not available in other commonly used assessments. Another objective was to include linguistic responsive scoring for the phonological awareness tasks for speakers of African American English and of Spanish. Task administration guides provide pronunciation notes to ensure stimuli are spoken in a standardized way. Thus, the *i-Ready Literacy Tasks* provide a more comprehensive and varied approach to early literacy assessment, addressing gaps left by other tools and ensuring a robust evaluation of essential reading skills.

Table 1.1 lists the available *i-Ready Literacy Tasks*.

Table 1.1. *i-Ready Literacy Tasks* and Subtasks Availability by Grade Level and Administration

Task	Subtask	K	1	2	3	4	5	6
Phonological Awareness	Syllables	✓	✓	✓	✓	✓	✓	✓
Phonological Awareness	Onset-Rime	✓	✓	✓	✓	✓	✓	✓
Phonological Awareness	Phoneme Blending	✓	✓	✓	✓	✓	✓	✓
Phonological Awareness	Phoneme Manipulation	✓	✓	✓	✓	✓	✓	✓
Phonological Awareness	Phoneme Segmentation	✓	✓	✓	✓	✓	✓	✓
Phonological Awareness	Phoneme Segmentation Fluency	✓	✓					
Rapid Automatized Naming	Objects	✓	✓					
Rapid Automatized Naming	Colors	WS	✓					
Rapid Automatized Naming	Letters	S	✓	✓	✓			
Rapid Automatized Naming	Numbers		✓	✓	✓			
Letter Naming Fluency	Lowercase	✓	✓	F				
Letter Naming Fluency	Uppercase	✓	✓	F				
Letter Naming Fluency	Mixed-Case	✓	✓	F				
Letter Sound Fluency	Lowercase	✓	✓	F				
Letter Sound Fluency	Uppercase	✓	✓	F				
Letter Sound Fluency	Mixed-Case	✓	✓	F				
Word Recognition Fluency	--	✓	✓	✓	✓			
Pseudoword Decoding—Fluency	--	✓	✓	✓	✓			
Pseudoword Decoding—Multisyllabic	--			✓	✓			
Passage Reading Fluency	--		WS	✓	✓	✓	✓	✓
Spelling & Encoding	Spelling		✓	✓	✓			
Spelling & Encoding	Encoding		✓	✓	✓			

Note: ✓ denotes availability for all administrations; F, W, and S denote availability during the fall, winter, and spring administrations, respectively.

There are two major purposes for *i-Ready Literacy Tasks*, which are discussed in more detail in the sections that follow*:*

1. **benchmarking** to measure student performance in key foundational literacy or fluency-related reading skills up to three times during the academic year, and
2. **progress monitoring** to monitor progress over time of students receiving intervention in specific literacy skills.

Curriculum Associates published *i-Ready Literacy Tasks* Progressions, which provides guidance in selecting Literacy Tasks to examine specific foundational literacy skills of students whose *i-Ready Inform* performance raises concern or warrants a closer look. For each grade and time of year, this document identifies which Literacy Task Benchmark Task to administer based on the student's placement level in each *i-Ready Inform* domain and which Progress Monitoring Task to use if the student receives intervention.

As an example, Figure 1.2 shows the guidance based on *i-Ready Inform* for Reading Grade 1 fall administration.

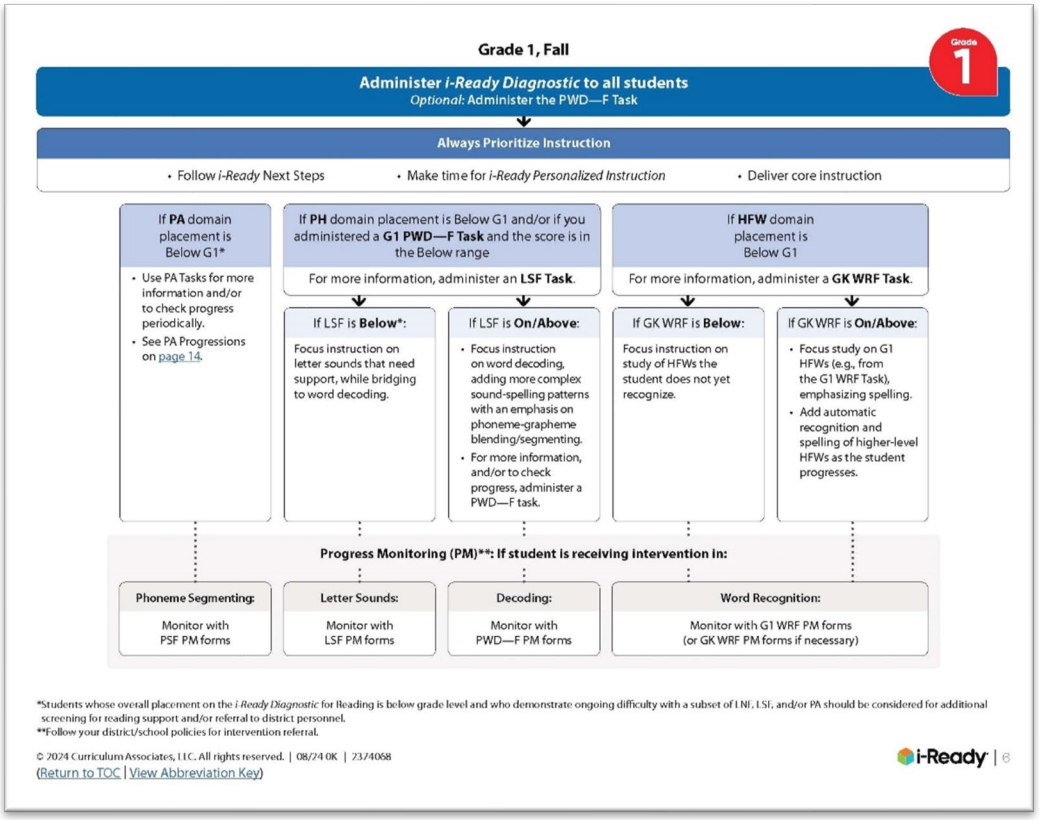


Figure 1.2 *i-Ready Literacy Task* Progressions Guide. This sample diagram for Grade 1 fall identifies which Literacy Task(s) to administer based on *i-Ready Inform* for Reading[2] domain placement to gain deeper insight into the student's foundational skill development.

1.3.3. Benchmark Tasks

i-Ready Literacy Tasks can be used as a complement to the *i-Ready Inform* for Reading to screen students up to three times per year and to identify areas needing skill development for students performing below grade level. Literacy Task Benchmark Tasks use grade-level content and placement levels to help determine if students are meeting grade-level expectations. These forms allow educators to examine specific foundational literacy and fluency skills of students, including those whose *i-Ready Inform* performance raises concern or warrants a closer look. Results help inform instructional priorities and determine which students may benefit from intervention and progress monitoring or should be considered for further screening (based on a given state or district's referral process).

Benchmark Tasks may be administered up to three times per year: fall, winter, or spring. Table 1.2 summarizes the type and number of Benchmark Tasks currently available for each of the eight task types.

[2] *i-Ready Inform* was previously known as *i-Ready Diagnostic*.

Table 1.2. *i-Ready Literacy Tasks* Benchmark Tasks

Literacy Task	Number of Benchmark Tasks
Phonological Awareness – Syllables	2
Phonological Awareness – Onset-Rime	2
Phonological Awareness – Phoneme Blending	4
Phonological Awareness – Phoneme Segmentation	4
Phonological Awareness – Phoneme Segmentation Fluency	4
Phonological Awareness – Phoneme Manipulation	4
Rapid Automatized Naming – Objects	6
Rapid Automatized Naming – Colors	6
Rapid Automatized Naming – Letters	6
Rapid Automatized Naming – Numbers	6
Letter Naming Fluency – Uppercase	4
Letter Naming Fluency – Lowercase	4
Letter Naming Fluency – Mixed-Case	10
Letter Sound Fluency – Uppercase	4
Letter Sound Fluency – Lowercase	4
Letter Sound Fluency – Mixed-Case	8
Word Recognition Fluency: Grade K	6
Word Recognition Fluency: Grade 1	6
Word Recognition Fluency: Grade 2	6
Word Recognition Fluency: Grade 3	6
Pseudoword Decoding – Fluency	15*
Pseudoword Decoding – Multisyllabic	8*
Passage Reading Fluency: Grade 1	2 (There is no fall form.)
Passage Reading Fluency: Grade 2	3
Passage Reading Fluency: Grade 3	3
Passage Reading Fluency: Grade 4	3
Passage Reading Fluency: Grade 5	3
Passage Reading Fluency: Grade 6	3
Spelling & Encoding: Grade 1 level words	6**
Spelling & Encoding: Grade 2 level words	6**
Spelling & Encoding: Grade 3 level words	6**

*All Pseudoword Decoding – Fluency forms are comparable and measure the same progression of skills. Each PWD-F form provides placement levels for students in Grade K fall through Grade 3 spring showing whether students are above, on, or below level. Similarly, Pseudoword Decoding – Multisyllabic forms are comparable and measure the same progression of skills. PWD-M is intended to be administered to students in Grade 2 and Grade 3.
**Spelling & Encoding has two forms per testing window, allowing for one form to be used as a backup.

1.3.4. Progress Monitoring Tasks

Literacy Tasks Progress Monitoring Tasks are recommended for students receiving intervention in specific literacy skills. These tasks help evaluate intervention efficacy, track student improvement, and inform instructional adjustments. They may also be used for informal progress monitoring of students who do not qualify for systematic intervention but whose growth in certain skills warrants closer observation.

Progress Monitoring Tasks can be administered at flexible intervals—such as biweekly or monthly—and cover five key areas:

- Letter Sound Fluency (25 forms per grade in Grades K–2+)
- Phoneme Segmentation Fluency (20 forms per grade in Grades K–2)
- Pseudoword Decoding–Fluency (38 forms per grade in Grades K–3)
- Word Recognition Fluency (25 forms per grade in Grades K–1)
- Passage Reading Fluency (30 forms per grade in Grades 1–6)

Educators can use these tasks to identify individual student learning needs and create customized pathways toward proficiency. Progress monitoring enables tracking of incremental growth in foundational reading and fluency skills. Data from these tasks provide deeper insights into student performance beyond *i-Ready Inform* results, guide instructional next steps, and support systematic progress tracking.

Progress Monitoring Tasks may be integrated into a district's Response to Intervention (RTI) or Multi-Tiered System of Supports (MTSS) model, provided their use aligns with state or district policies.

1.4. Validity Framework

The *Standards for Educational and Psychological Testing* (AERA et al., 2014) states, "Validity refers to the degree to which evidence and theory support the interpretations of test scores for proposed uses of tests" (p. 14). Further, Standard 1.0 states, "Clear articulation of each intended test score interpretation for a specified use should be set forth, and appropriate validity evidence in support of each intended interpretation should be provided" (p. 23). Building a validity argument requires gathering and documenting evidence throughout the design, development, administration, and reporting phases of the assessment cycle that either lends support for, or discredits the intended uses for, the assessment. The validity framework, including internal, external, and procedural evidence (Kane, 2006, 2013), begins with our theory of action from which our assessment claims are derived and around which our validity argument is constructed.

1.4.1. Literacy Task Theory of Action

A theory of action is a conceptual framework that explains how a specific intervention, strategy, or set of activities is expected to lead to desired outcomes. It identifies the assumptions, mechanisms, and causal pathways that connect inputs to results. By clearly outlining these connections, a theory of action helps stakeholders understand the rationale for the approach, supports effective planning and implementation, guides evaluation, and promotes continuous improvement.

A theory of action typically includes the following components:

- **Inputs or assumptions:** Resources and beliefs that support the strategy.
- **Activities:** Actions taken to achieve the goals.
- **Outputs:** Immediate results of the activities.
- **Outcomes:** Short-term and long-term effects.

- **Contextual factors:** Conditions that may influence implementation and success.

At the center of a theory of action is a visual representation—often a flowchart—that shows the relationships among components, activities, and outcomes and their expected long-term impact.

The theory of action for the *i-Ready Literacy Tasks* is presented in Figure 1.3. This framework outlines why the tasks were developed and how they are intended to support students' literacy development by assessing and monitoring foundational reading skills, especially for students who may not yet be meeting grade-level expectations.

The theory of action recognizes the essential roles of multiple stakeholders—students, teachers, and school and district leaders—in delivering effective early literacy instruction, providing targeted interventions, and monitoring progress to achieve immediate, intermediate, and long-term outcomes. It also aligns with our broader, comprehensive theory of action guiding curriculum, instruction, and assessment across our products.

At the core of the theory of action, is the belief that students who are identified early as needing support with foundational literacy skills—and who receive targeted instruction or interventions—are more likely to develop the reading proficiency needed for on-grade-level performance and long-term academic success than students who are not identified or do not receive targeted support.

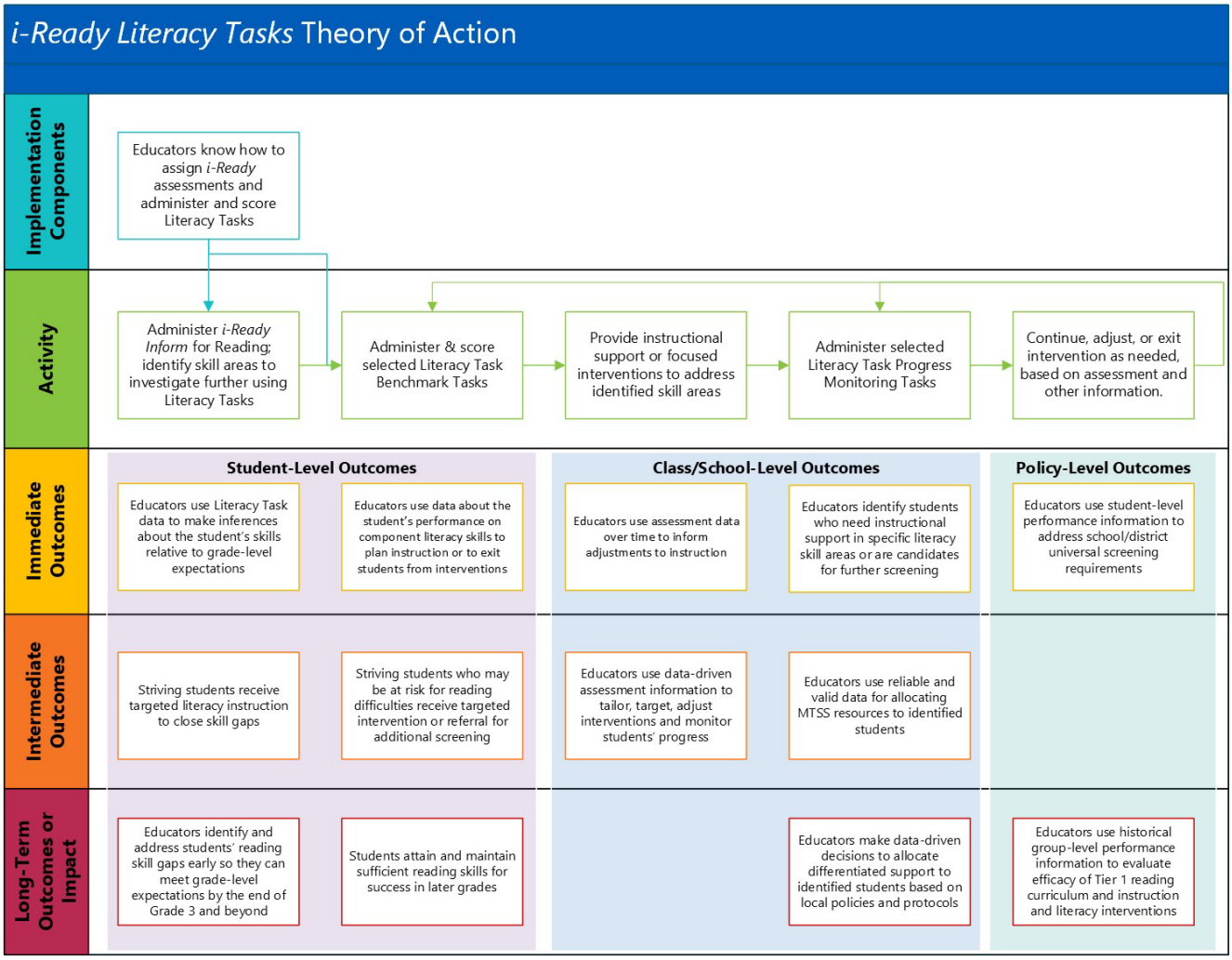


Figure 1.3 *i-Ready Literacy Task* Theory of Action. The validity argument is grounded in this theoretical framework for the inputs, processes, and outcomes of using the Literacy Tasks at Grades K–6.

1.4.2. Literacy Task Purpose

The purpose of the *i-Ready Literacy Tasks* is to provide educators with actionable insights into students' early literacy skill development relative to grade-level expectations. While the tasks can be administered on their own when needed, they are designed to function most effectively alongside *i-Ready Inform* for Reading to assess and monitor proficiency in foundational literacy skills. Used in conjunction, the Literacy Tasks help clarify which underlying skills may be contributing to students' performance patterns, enabling educators to deliver timely, targeted instructional support or interventions. By detecting skill gaps early—particularly in the primary grades—they support instructional planning aimed at helping students achieve grade-level reading proficiency.

1.4.3. Assessment Claims

Assessment claims are broad statements describing the intended interpretation and use of assessment results. Literacy Task scores indicate how well students perform relative to grade-level reading expectations, based on typical instructional scope and sequence in U.S. elementary schools.

1.4.3.1 Claims Related to the Interpretation of Scores

When used as individual assessments or in addition to *i-Ready Inform* for Reading, *i-Ready Literacy Tasks*:

- *Measure* foundational literacy skills to determine if students are meeting grade-level expectations in reading.
- *Measure* literacy skills that are key, research-based indicators of reading difficulties and reading disabilities, including dyslexia (i.e., fluency, decoding, rapid automatized naming).
- *Identify* specific reading skills that would likely benefit from targeted instruction and track effectiveness of interventions.
- *Report* reliable, criterion-referenced placement levels to identify foundational reading skill areas needing instructional support.
- *Support* instructional planning and determining students' needs for interventions.
- *Support* program evaluation to determine if general reading instruction is meeting students' learning needs.
- *Support* meeting state or district requirements for universal literacy screening.

1.4.3.2 Claims Related to the Intended Uses of the Scores

Throughout this technical manual, validity evidence is provided to support using *i-Ready Literacy Task* scores and combinations of tasks to:

- *Identify* students who may benefit from differentiated instruction in reading, especially those who are not meeting grade-level expectations and need additional instructional support or focused interventions.
- *Monitor* progress of students receiving instructional interventions in reading.
- *Supplement* other information sources for a comprehensive understanding of students' acquisition of component literacy skills.
- *Support* the identification of students who may be at risk for reading disabilities, including dyslexia.
- *Support* program evaluation of the efficacy of Tier 1 literacy instruction in meeting students' needs.
- *Provide* brief, focused assessments to address state and district requirements for universal literacy screening.

1.4.4. Validation Process

Validation is the process of developing and substantiating a validity argument. "Validation logically begins with an explicit statement of the proposed interpretation of the test scores, along with a rationale for the relevance of the interpretation to the proposed use" (AERA et al., 2014, p. 11). The assessment claims and rationales presented above in Section 1.4.3 address this aspect of the validity argument.

To support and defend the assessment claims, information in each chapter supports five sources of validity evidence:

- test content
- response process
- internal structure
- relationships with other variables
- test consequences

Chapter 2. Literacy Task Development

2.1. Chapter Summary

This chapter documents the design and development of the *i-Ready Literacy Tasks*, focusing on how task content, stimuli, and forms are constructed to measure specific foundational literacy skills across grades and testing windows. The chapter introduces the content framework that defines the constructs assessed by each task type, which aligns with the framework supporting *i-Ready Inform* for Reading and describes the specific constructs assessed by each Literacy Task type. It describes how Placement Level Descriptors (PLDs) and anchor claims guide construct definition and alignment of task content to grade-level expectations.

The chapter then details the role of task blueprints and passage specifications in ensuring appropriate sequencing, progression of difficulty, and coverage of targeted skills within and across forms as well as across testing windows. This discussion includes reading passage specifications, as well as procedures for passage development and editorial review. In addition, the chapter describes stimulus and passage development and review procedures. Scoring procedures and score interpretation are also described to clarify how student responses are evaluated for each task type.

2.2. Literacy Task Content Classifications

Curriculum Associates uses an approach grounded in best practice and research to define test constructs. When Literacy Tasks were initially developed, construct definition made use of construct maps. Now, the Placement Level Descriptor (PLD) framework that supports the *i-Ready Inform* assessment also defines the content assessed by the Literacy Tasks.

The PLD content framework consists of several levels, progressing from broad content to discrete skills.

- **Grade**: Each item is aligned to a single grade.
- **Subject**: The major content areas assessed.
- **Domain**: Constructs within a content area. Literacy Task items align to the Phonological Awareness, Phonics, or High-Frequency Words domains.
- **Summary claim**: The broad knowledge and skills expected within a domain at each grade.
- **Anchor claim**: The most granular skill level, which specifies the evidence needed to support each summary claim at each placement level. Each item aligns to one anchor claim, which is associated with a single placement level and summary claim.

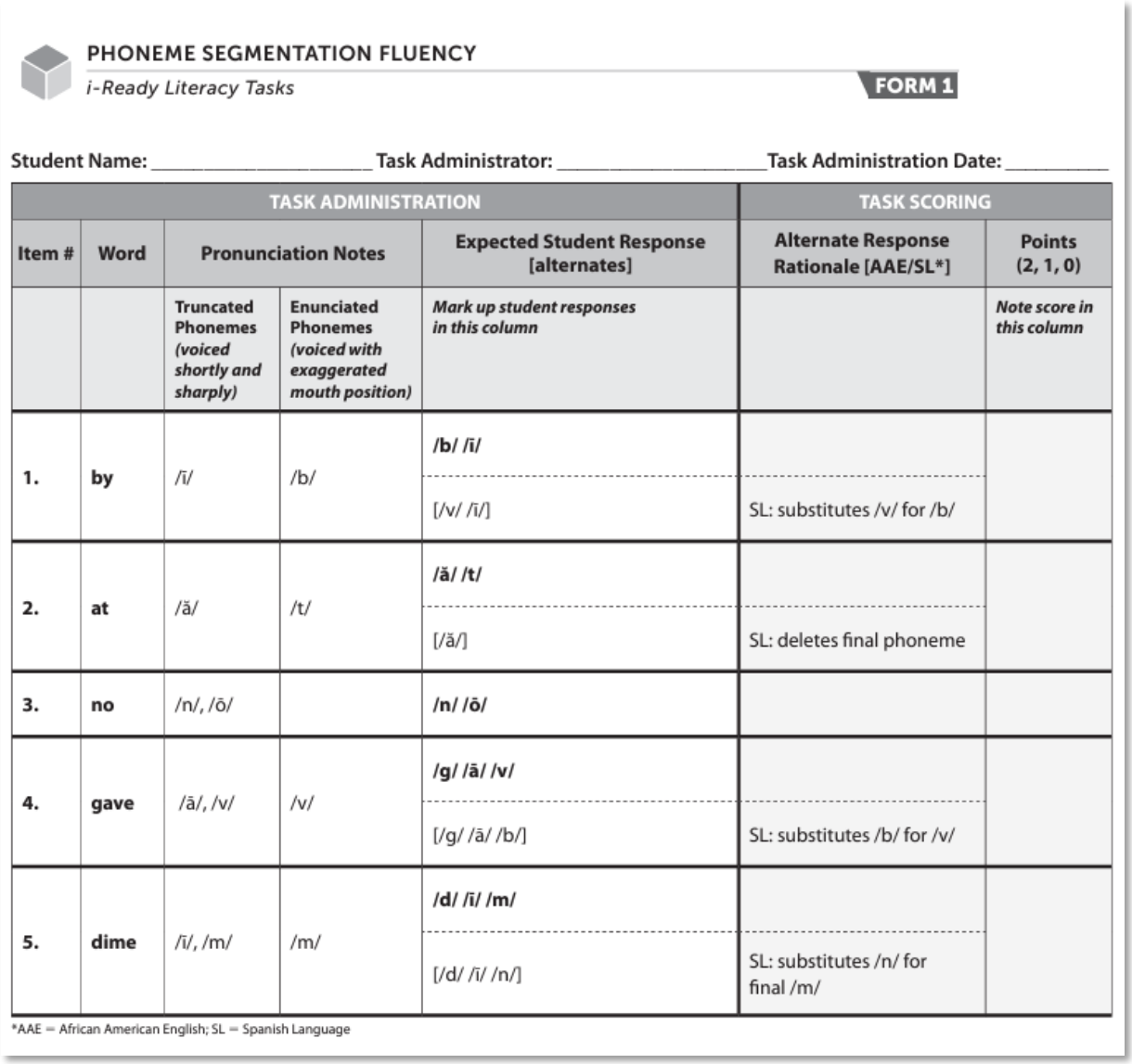
2.3. Literacy Tasks Content Framework

This section presents the construct and content measured by each Literacy Task type.

2.3.1. Phonological Awareness Task Design

Phonological awareness is the skill of recognizing and manipulating the sounds of spoken language. It is essential for reading and spelling development because it lays the foundation for understanding the relationship between sounds and their corresponding letters and letter combinations in written language (phonics). Phonological awareness encompasses a range of auditory skills, including rhyming; syllable awareness; onset and rime; and phoneme isolation, blending, segmentation, manipulation, and substitution. These skills typically develop progressively, starting in early childhood, and are crucial for the development of reading and spelling abilities.

The *i-Ready Literacy Tasks* for Phonological Awareness (PA) assess students' phonological awareness skills as they increase in sophistication from larger to smaller units of sound. These tasks require the student to voice their response based on stimuli presented by the educator using a printed PDF student form. Figure 2.1 shows excerpts from a sample Literacy Task for Phonological Awareness.



PHONEME SEGMENTATION FLUENCY

i-Ready Literacy Tasks

FORM 1

Student Name: _____ Task Administrator: _____ Task Administration Date: _____

TASK ADMINISTRATION					TASK SCORING	
Item #	**Word**	**Pronunciation Notes**		**Expected Student Response [alternates]**	**Alternate Response Rationale [AAE/SL*]**	**Points (2, 1, 0)**
		Truncated Phonemes ***(voiced shortly and sharply)***	**Enunciated Phonemes** ***(voiced with exaggerated mouth position)***	***Mark up student responses in this column***		***Note score in this column***
1.	**by**	/ī/	/b/	**/b/ /ī/** [/v/ /ī/]	SL: substitutes /v/ for /b/	
2.	**at**	/ă/	/t/	**/ă/ /t/** [/ă/]	SL: deletes final phoneme	
3.	**no**	/n/, /ō/		**/n/ /ō/**		
4.	**gave**	/ā/, /v/	/v/	**/g/ /ā/ /v/** [/g/ /ā/ /b/]	SL: substitutes /b/ for /v/	
5.	**dime**	/ī/, /m/	/m/	**/d/ /ī/ /m/** [/d/ /ī/ /n/]	SL: substitutes /n/ for final /m/	

*AAE = African American English; SL = Spanish Language

Figure 2.1. Phonological Awareness Task. The *i-Ready Literacy Task* for Phonological Awareness shown here is an excerpt of a student form for Phoneme Segmentation Fluency.

Literacy Tasks for Phonological Awareness Benchmark Task forms include:

- Syllables: blend, segment, add, delete, substitute (K fall to 1 fall or later)
- Onset-Rime: blend, segment, add, delete, substitute (K fall to 1 fall or later)
- Phoneme Blending (K fall to 1 winter or later)
- Phoneme Segmentation (K fall to 1 spring or later)
- Phoneme Segmentation Fluency (K fall to 1 spring or later)
- Phoneme Manipulation: addition, deletion, substitution (K fall to 2 winter or later).

While both Phoneme Segmentation and Phoneme Segmentation Fluency (PSF) tasks measure a student's skill at breaking down words at the individual sound level, PSF tasks evaluate a student's ability to perform this skill at a sufficient pace. Like the other Phonological Awareness tasks, the Phoneme Segmentation task is not a timed task. PSF focuses on the student's accuracy with this skill as words progress in complexity from two sounds to five sounds. The PSF task is timed at one minute and assesses the student's fluency with the skill, as the words to segment into their individual sounds also progress from two to five phonemes.

Phoneme Segmentation Fluency (K–1) forms are also available as Progress Monitoring Tasks.

Literacy Tasks for Phonological Awareness assess the following summary claims, which progress in difficulty within a form and across grade levels:

- Students can blend and segment the onset and rime of one-syllable words.
- Students can blend and segment the sounds of words comprised of two phonemes.
- Students can blend and segment the sounds of words comprised of three phonemes without blends.
- Students can blend and segment the sounds of words that feature at least one blend.
- Students can blend and segment the sounds of words comprised of three phonemes without blends.
- Students can isolate and identify the sounds of words that feature at least one blend.
- Students can isolate and identify the sounds of words comprised of two phonemes.
- Students can manipulate the phonemes in words with blends.

2.3.2. Rapid Automatized Naming (RAN) Task Design

Rapid automatized naming is the skill of quickly and automatically naming aloud familiar items, such as letters, numbers, colors, or common objects when presented in a random order. This skill is closely associated with risk factors for reading difficulties, including dyslexia. Measures of rapid automatized naming assess how quickly the brain processes visual information and translates it into verbal responses. Children with reading difficulties often perform more slowly on RAN tasks compared to children who show typical development in grade-level literacy skills.

The Literacy Tasks for Rapid Automatized Naming (RAN) use either non-alphanumeric (colors, objects) or alphanumeric (letters, numerals) stimuli to assess automatic recall. These tasks present an array of stimuli and ask the student to name as many stimuli as possible within one minute. The non-alphanumeric tasks use a 75-cell array, and the alphanumeric tasks use a 100-cell array. The educator scores the student on the total number of stimuli named accurately within that one minute.

Different types of RAN stimuli are suggested for various grade levels based on how well students usually know them at different points in learning to read, as students should be very familiar with the stimuli for the task to be a valid measurement of RAN. Tasks with colors or objects are typically used with younger students before moving on to tasks with letters or numbers.

Benchmark tasks have separate forms that cover RAN Objects (Grade K fall to Grade 1 spring), RAN Colors (Grade K winter to Grade 1 spring), RAN Letters (Grade K spring to Grade 3 spring), and RAN Numerals (Grade 1 fall to Grade 3 spring).

- RAN Objects and Colors forms each include five unique stimuli. The name for each stimulus is a single syllable.

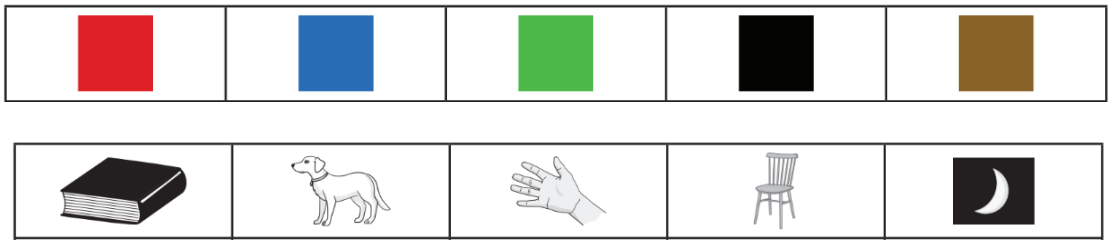


Figure 2.2. Rapid Automatized Naming Task Stimuli. Shown here are the stimuli for Rapid Automatized Naming for Colors and for Objects.

- RAN Letters and Numerals forms each include eight unique stimuli. The name for each numeral is a single syllable. The letter stimuli are among the most common and exclude frequently reversed or confused graphemes.
    - e, t, S, A, M, o, C, n
    - 1, 2, 3, 4, 5, 6, 8, 9

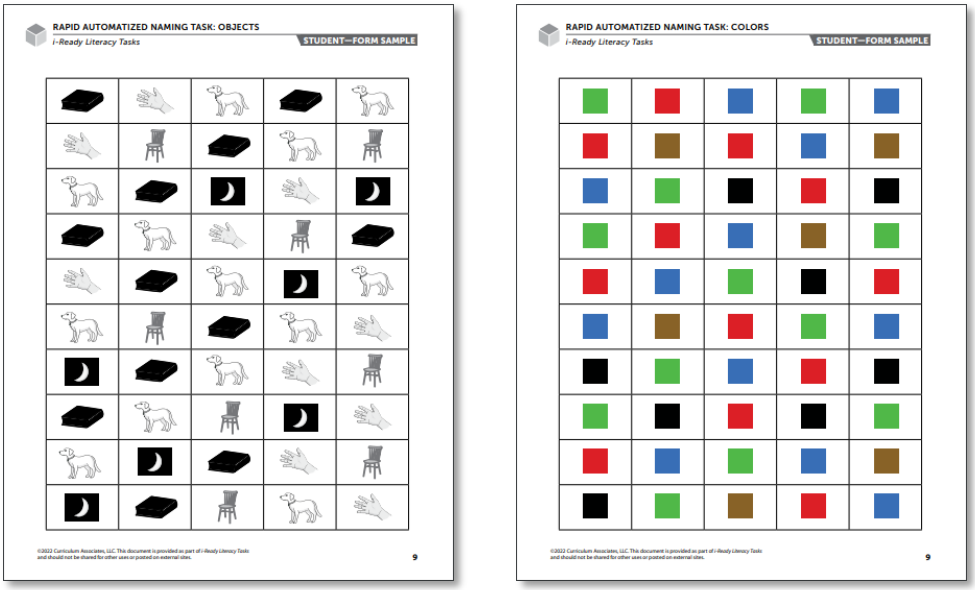


Figure 2.3. Rapid Automatized Naming Forms. Shown here are excerpts from Rapid Automatized Naming forms. On the left, RAN Objects student stimuli are pictured; on the right, RAN Colors student stimuli are pictured.

2.3.3. Letter Naming Fluency Task Design

Letter naming fluency is the skill of quickly and accurately identifying and naming letters of the alphabet. The Literacy Task for Letter Naming Fluency (LNF) assesses the skill of quickly and accurately naming letter names aloud. As an early print concept, letter naming fluency is an important measure of current alphabet knowledge and predictor of future reading outcomes. The task requires the student to voice their response based on stimuli presented by the educator using a printed PDF student form. Each LNF task has 100 letter stimuli presented in an array of 20 rows with five stimuli per row on a single page and is timed at one minute.

LNF Benchmark Tasks are available for uppercase letters, lowercase letters, and mixed-case letters for Grades K–2 (Grade K fall to Grade 2 fall). Curriculum Associates generally recommends administering only the mixed-case form for screening needs.

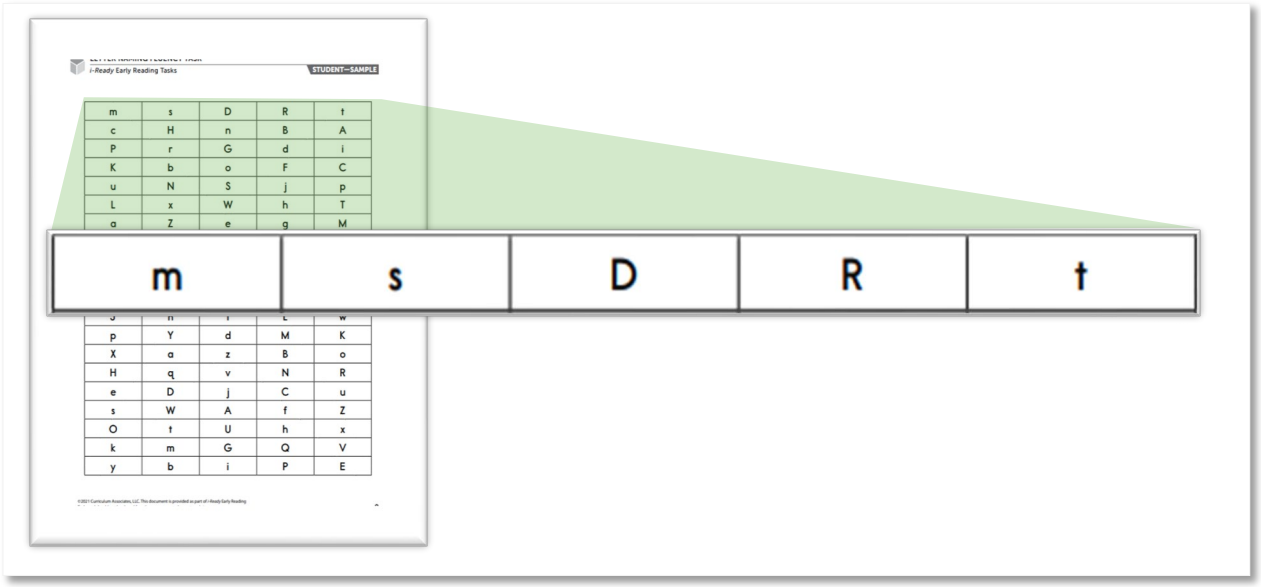


Figure 2.4. Letter Naming Fluency Task. This task measures alphabet knowledge by having students name as many letters as possible in one minute.

2.3.4. Letter Sound Fluency Task Design

Letter sound fluency is the skill of quickly and accurately connecting letters with their corresponding sounds by identifying letter sounds aloud. It represents the earliest application of phonics and serves as an indicator of sound-spelling correspondence skills and is a predictor of future reading success. Learning to read requires that children map letters to their associated phonemes.

The Literacy Task for Letter Sound Fluency (LSF) has separate forms for uppercase, lowercase, or mixed-case letters. The task requires students to voice their responses to the 100 stimuli on a form presented in an array of 20 rows with five stimuli per row on a single page. LSF is timed at one minute.

LSF Benchmark Tasks are available for uppercase letters, lowercase letters, and mixed-case letters for Grades K–2 (Grade K fall to Grade 2 fall). For Progress Monitoring Tasks, forms are available for mixed-case letters for Grades K–2 (Grade K fall to Grade 2 fall). Curriculum Associates generally recommends administering only the mixed-case form for screening needs.

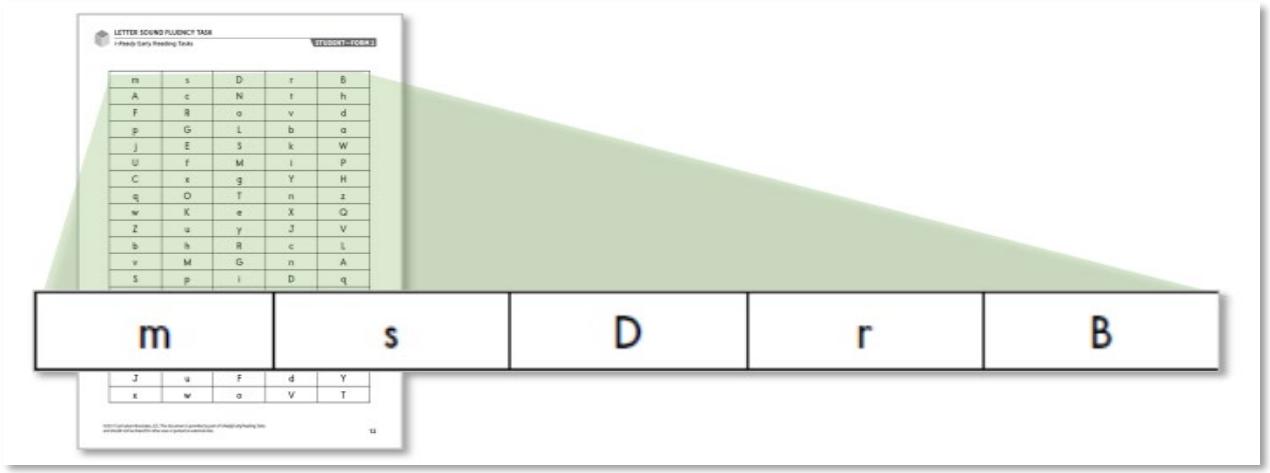


Figure 2.5. Letter Sound Fluency Task. This excerpt shows the student stimuli. Students provide the sound of each letter presented in a matrix like the one shown here.

2.3.5. Word Recognition Fluency Task Design

Word recognition fluency is the skill of quickly and accurately recognizing and reading grade-level high-frequency words without needing to sound them out. It involves the automatic recognition and retrieval of familiar words from memory, enabling smooth and efficient reading. Readers who have word recognition fluency can focus more on comprehending the text rather than decoding individual words.

The Literacy Task for Word Recognition Fluency (WRF) measures students' automatic word recognition skills for grade level-appropriate, high-frequency words. Eligible words assessed at each grade were selected mainly from *The Educator's Word Frequency Guide*[3] (Zeno et al, 1995) and based on coherence with the Curriculum Associates phonics scope and sequence. WRF is timed at one minute.

Students are asked to read aloud as many of the real words in the task array as possible within one minute. WRF forms are grade specific, and word difficulty is appropriate to each grade. Word Recognition Fluency Benchmark Tasks are available for Grades K–3, and Progress Monitoring Tasks are available for Grades K–1.

Table 2.1 lists the summary claims measured at each grade level by testing window: fall (F), winter (W), spring (S). High-frequency words are assigned to a single anchor claim.

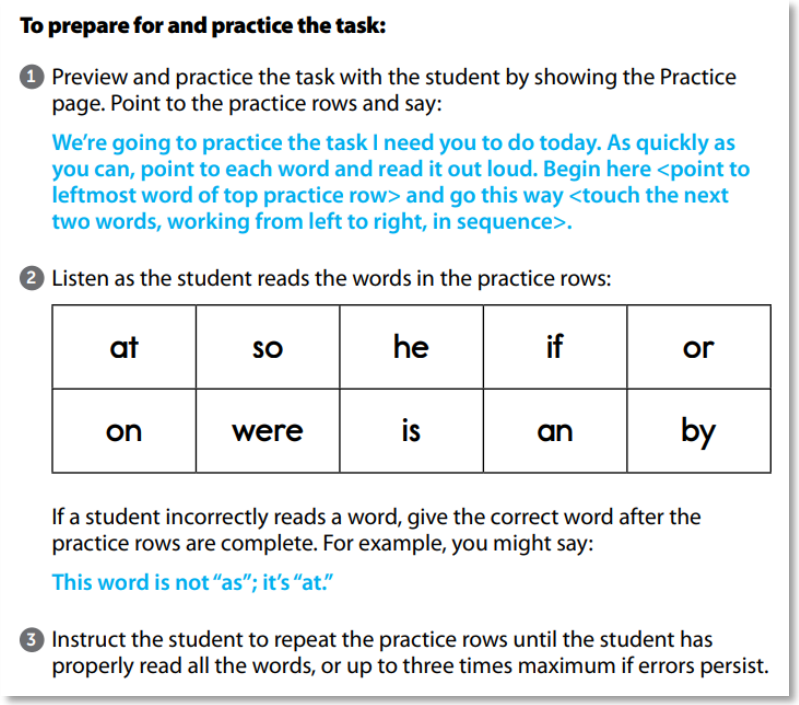
[3] Zeno, S. M., Ivens, S. H., Millard, R. T., & Duvvuri, R. (1995). *The Educator's Word Frequency Guide*. Touchstone Applied Science Associates.

Table 2.1 Word Recognition Fluency – Summary Claims Measured by Grade and Testing Window

Summary Claim	Grade K	Grade 1	Grade 2	Grade 3
Student identifies highly frequent words within a range of increasing graphophonemic complexity.	FWS	FWS	FWS	FWS
Student identifies relatively frequent words within a range of increasing graphophonemic complexity.		FWS	FWS	FWS
Student identifies somewhat frequent words within a range of increasing graphophonemic complexity.			FWS	FWS
Student identifies less frequent words within a range of increasing graphophonemic complexity.				FWS

Note. Based on a corpus analysis of word frequency data, mainly from *The Educator's Word Frequency Guide*[1] (Zeno et al, 1995), degrees of word frequency are distinguished as follows: Highly frequent: The 99 most frequently occurring words; Relatively frequent: The 100–199th most frequently occurring words; Somewhat frequent: The 200–299th most frequently occurring words; Less frequent: Words with a frequency ranking of 300 or higher.

Figure 2.6 shows an excerpt from a Word Recognition Fluency Teacher Form.



To prepare for and practice the task:

1. Preview and practice the task with the student by showing the Practice page. Point to the practice rows and say:

   We're going to practice the task I need you to do today. As quickly as you can, point to each word and read it out loud. Begin here <point to leftmost word of top practice row> and go this way <touch the next two words, working from left to right, in sequence>.

2. Listen as the student reads the words in the practice rows:

at	so	he	if	or
on	were	is	an	by

   If a student incorrectly reads a word, give the correct word after the practice rows are complete. For example, you might say:

   This word is not "as"; it's "at."

3. Instruct the student to repeat the practice rows until the student has properly read all the words, or up to three times maximum if errors persist.

Figure 2.6. Literacy Task for Word Recognition Fluency. The *i-Ready Literacy Task* for Word Recognition Fluency assesses the skill of recognizing common words that appear frequently in texts. The task shown here is a Grade 1 example.

2.3.6. Pseudoword Decoding Fluency Task Design

Pseudoword decoding is the skill of reading pseudowords (nonwords) aloud using knowledge of sound-spelling patterns. The Literacy Task for Pseudoword Decoding (PWD) presents students with a matrix of pseudowords and asks them to read them aloud, moving through the matrix from left to right and top to bottom, following standard protocols for reading text in English.

The Literacy Task for Pseudoword Decoding suite has two types of tasks:

- Pseudoword Decoding–Fluency (PWD–F)
- Pseudoword Decoding–Multisyllabic (PWD–M)

Both PWD–F and PWD–M tasks present pseudowords that follow specific phonetic rules and expectations for the acquisition of grade-level decoding skills. Results from both PWD–F and PWD–M indicate how successful students are likely to be when decoding new words in connected text.

Pseudoword Decoding – Fluency

The PWD–F forms are for Grades K–3 and are not grade specific. They align with expectations for steadily increasing fluency, regardless of the grade level at which each skill is typically taught. PWD–F forms have 50 pseudowords and are scored for accuracy within a one-minute time limit. The pseudowords in the PWD–F forms are arranged in a typical phonics instruction progression based on sound spellings. PWD–F has sufficient Benchmark Task forms for use at least three times per year and multiple Progress Monitoring Task forms for more frequent use, with some of these forms serving as backup. PWD-F is timed at one minute.

Curriculum Associates provides guidance on which Benchmark Tasks or Progress Monitoring Tasks to use at each grade level so that each test event within and across grades presents a form not previously seen.

Figure 2.7 illustrates the progression of skills measured by each PWD–F form, beginning with single-syllable pseudowords with regular spellings and ending with a few two-syllable pseudowords with simple syllable patterns.

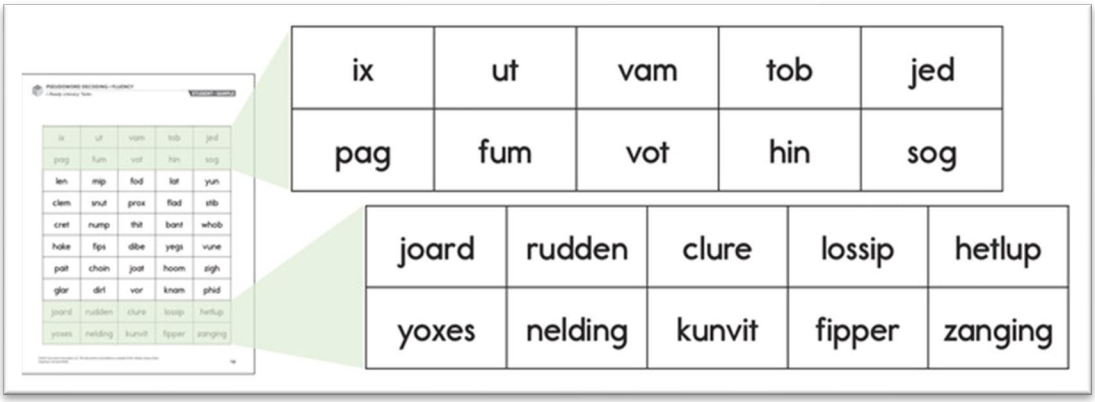


Figure 2.7. Literacy Task for Pseudoword Decoding–Fluency (PWD–F). This example shows the progression of skills measured on a form, moving from single syllable pseudowords to two-syllable pseudowords.

Pseudoword Decoding – Multisyllabic

PWD–M tasks are for use at Grade 2 and Grade 3, as the first words on the forms align to mid-Grade 1 skills. PWD–M forms have 35 pseudowords with two or more syllables that reflect expectations for word attack strategies with more complex sounds and syllable spellings and focus on pattern-based decoding strategies. These pseudowords feature syllable types and morphemes found in more complex text that advanced readers

encounter. PWD–M tasks are not timed and are scored for accuracy only. PWD–M has eight Benchmark Tasks. While all forms are comparable, Curriculum Associates recommends that forms 1–4 be used at Grade 2 and forms 5–8 be used at Grade 3 to avoid repeat exposure.

Figure 2.8 shows a sample PWD-M form with the progression of words with two or more syllables.

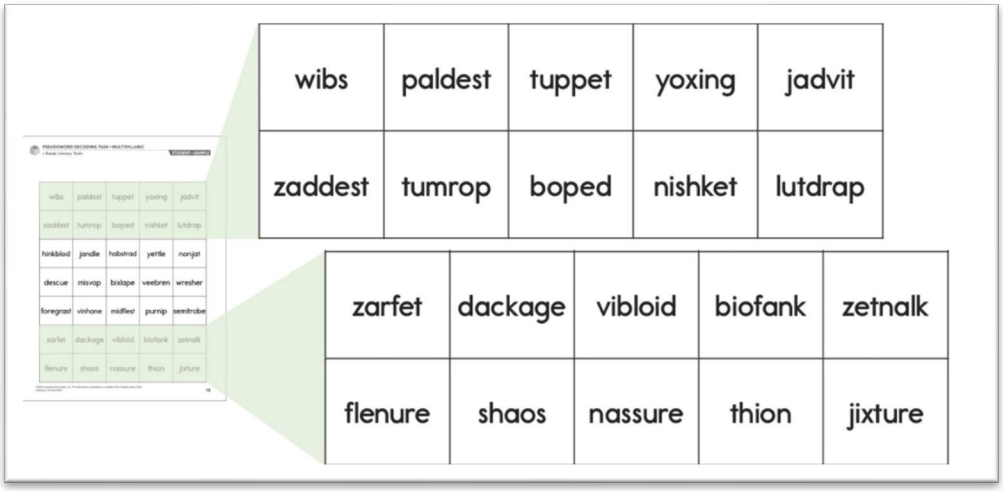


Figure 2.8. Literacy Task for Pseudoword Decoding–Multisyllabic (PWD–M). This example shows the progression of skills measuring various syllable types and morphemes.

2.3.7. Passage Reading Fluency Task Design

Passage reading fluency is the skill of reading on-grade-level connected text aloud with accuracy, fluency, and prosody. Each Literacy Task for Passage Reading Fluency (PRF) Benchmark Task has two grade-appropriate passages, with a third passage available if the administration of a passage is invalidated due to a major disruption, scoring errors, or other issues that arise during either passage reading. Progress Monitoring Tasks each have one passage. These tasks evaluate reading accuracy and rate (Words Correct Per Minute), prosody, and comprehension via retelling. Students are given one minute to read each passage aloud. As the student reads the passage aloud, the task administrator marks which words the student reads incorrectly. The student is then asked to retell what they read. Both comprehension and prosody are evaluated using a rubric.

Both Benchmark Tasks and Progress Monitoring Tasks are available for students in Grades 1–6 (recommended for use in mid- to late-Grade 1 through Grade 6).

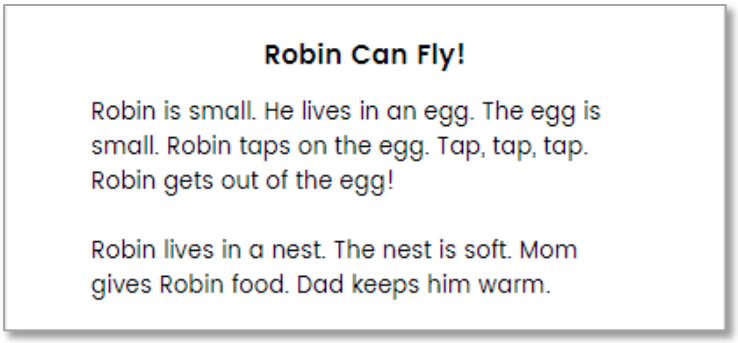


Figure 2.9. Literacy Task for Passage Reading Fluency. In the example Grade 1 task pictured, the student is asked to accurately read as much of the passage as possible in one minute.

2.3.8. Spelling and Encoding Task Design

The Literacy Task for Spelling and Encoding (SP & EN) includes two subtasks:

- The Spelling subtask assesses a student's skill to produce a word through knowledge of its conventional orthographic representation.
- The Encoding subtask measures a student's skill to produce a word through knowledge of letter-sound correspondence.

Benchmark Tasks are available for Grades 1–3. All tasks are grade specific to reflect developmentally appropriate encoding stimuli. Each subtask has six words. In Grades 1 and 2, there are specific forms designed to be administered in the fall, winter, and spring, and the forms progress in complexity as the year progresses. In Grade 3, all forms are comparable in complexity throughout the year. Both Spelling and Encoding are untimed.

For the Spelling subtask, students spell high-frequency words that may or may not be phonetic by memory. The task administrator says the word and then a sentence using the word to specify which word is intended and to prompt students' recall via context.

For the Encoding subtask, students use sound-spelling knowledge to write less common but phonetically regular words. The words are intended to be less familiar so that students are less likely to rely on memory. Pronunciation notes are included in the Teacher Form to help ensure that students properly hear every sound. The task administrator says each word aloud, clearly articulating initial, medial, and final sounds and giving equal weight to each sound in consonant blends. The student then writes the word on the student response form.

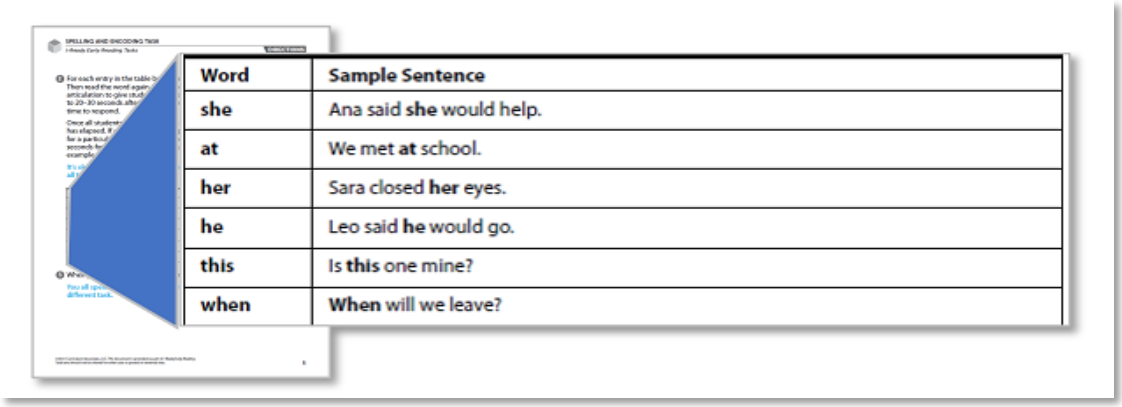


Figure 2.10. Literacy Task for Spelling and Encoding. In this Spelling subtask, the student is asked to accurately spell the words spoken by the test administrator. The test administrator reads the sample sentence to provide context.

For the Spelling subtask at each grade level, items progress in graphophonemic complexity across forms from fall to spring. Word frequency and alignment to Placement Level Descriptions (PLDs) vary by grade but follow a consistent rationale:

- Grade 1 spelling items primarily consist of highly frequent words, with complexity generally aligned to the Grade K PLD levels. A small number of items in later forms (Form 2 and 3) include relatively frequent words that fall within the Grade 1 PLD range.
- Grade 2 and 3 forms target relatively and somewhat frequent words, with PLD alignments typically ranging from Grade 1 to Grade 2+.

This reflects a design choice to assess spelling skills using words that are typically one to two grade levels below the student's current grade level. The Spelling subtask measures words aligned to the following consolidated anchor claims:

- Student spells highly frequent words within a range of increasing graphophonemic complexity.
- Student spells relatively frequent words within a range of increasing graphophonemic complexity.
- Student spells somewhat frequent words within a range of increasing graphophonemic complexity.
- Student spells less frequent words within a range of increasing graphophonemic complexity.

For the Encoding subtask at each grade level, items increase in linguistic complexity from Grade 1 to Grade 3. Sound-spelling patterns are selected to align with grade-appropriate phonics instruction, while allowing students to demonstrate application of foundational skills across increasingly complex word structures:

- Grade 1 encoding items target Grade K to Grade 1 sound-spelling patterns, including consonant-vowel-consonant (CVC) words, consonant blends and digraphs, vowel diphthongs, vowel-consonant-final *e* (VCe) patterns, vowel teams, and r-controlled vowels. All items are monosyllabic to support a clear focus on early phonics mastery.

- Grade 2 continues to assess the patterns introduced in Grade 1 and adds inflectional endings and affixes that do not require spelling changes to the base word. This grade also introduces two-syllable words, increasing the phonological and morphological complexity of the items.
- Grade 3 builds on earlier content by incorporating schwa syllables, variant vowel patterns, and more complex affixes. Some items at this level include both a prefix and a suffix, resulting in three-syllable words that require students to apply advanced encoding strategies across multiple morphemes.

2.4. Literacy Task Development

In this section, we provide detailed information about the design and construction of forms for each task type and how student responses are scored. This chapter also describes the process for developing reading passages for Passage Reading Fluency.

The development of reading passages and tasks focused on clearly defining how the construct and content for each task type would be assessed on the Benchmark Task intended for each testing window, based on grade-level proficiency expectations at each point in time. Next, we defined the pool of eligible task stimuli and determined how stimuli would be arranged on each task form. This process ensures forms for each task type are comparable in content.

2.4.1. Task Development Overview

This section describes the design for each Literacy Task type, including the nature of the assessment stimuli and how stimuli and task forms are developed. Literacy Task stimuli primarily consist of single letters, phonemes, words, pseudowords, or familiar colors, objects, or numerals to which students respond verbally. Task stimuli differ from traditional item formats used in the *i-Ready Inform* and therefore require a distinct development process.

Additionally, this section outlines the process for the creation and review of reading passages used in Passage Reading Fluency. This process closely mirrors the development of passages for the *i-Ready Inform* for Reading.

When developing individual task stimuli and reading passages and assembling task forms, Curriculum Associates subject matter experts prioritize grade-level appropriateness and the incremental progression of skills measured within and across forms and grade levels, based on typical instructional paths. This attention to skill progression is central to establishing content-based validity evidence for using Literacy Tasks to understand students' literacy skills relative to grade-level expectations, establishing placement levels for each task type, and determining students' needs for instructional support.

2.4.2. Task Blueprints

Task blueprints were created for each task type, except for Passage Reading Fluency, which is governed by passage specifications. Task blueprints specify how stimuli are sequenced and assembled into forms so that forms are comparable in content and the progression of content difficulty within and across forms and across

grade levels for tasks that have grade-specific forms. If Progress Monitoring Tasks are available for the task type, both Benchmark Tasks and Progress Monitoring Tasks adhere to the same blueprint.

2.4.2.1 Phonological Awareness Task Design

All Phonological Awareness (PA) tasks, except Syllables, use one-syllable words of two to five phonemes, depending on the specific PA task type. PA forms are not grade-specific; rather, each form assesses a progression of skills gradually increasing in complexity.

Each Phoneme Segmentation Fluency form has three anchor items, which are the same across all forms. Other PA tasks do not have anchor items.

2.4.2.2 Rapid Automatized Naming (RAN) Task Design

The RAN object, color, letter, and numeral stimuli were assigned to one of three leveled groups, as shown in Table 2.2. These groupings reflect typical age of acquisition, with Group 1 representing the earliest and Group 3 the latest. RAN Colors and RAN Objects stimuli were grouped based on research indicating the percentage of young children able to produce each word by 30 months of age. Letter stimuli were assigned to one of three groups based on research on the frequency of letters by case (Jones & Mewhort, 2004).

The RAN task blueprints identify which group is assigned to each stimulus position in the task array, and then a stimulus is assigned to each cell of the array based on its group membership. Stimuli within each group appear on a form approximately the same number of times.

Table 2.2 RAN Stimuli Groups for Blueprint Assignment to Array Cells

Task	**Group 1**	**Group 2**	**Group 3**
Objects	Chair, Dog	Hand	Moon, Book
Colors	Red, Blue	Green	Brown, Black
Letters	e, t, S	A, M, o	C, n
Numerals	1, 2, 3	4, 5	6, 8, 9

To build parallel forms, each cell of the task array blueprint is assigned one of three color groups. The blueprint consists of a 75-cell array for all Objects and Colors forms and a 100-cell array for all Letters and Numerals forms. Placement of stimuli within the array follows specific rules; for example, a stimulus should not be repeated in adjacent horizontal or vertical cells. These rules help ensure balanced distribution and reduce potential response bias across forms.

2.4.2.3 Letter Naming Fluency Task Design

To create the LNF blueprint, letters of the alphabet are divided into three groups based on increasing difficulty. All letters are eligible for use as stimuli in LNF tasks, except uppercase I and lowercase L to avoid visual confusion.

Sequencing of letter stimuli in the array for an uppercase or lowercase form is governed by a set of rules, such as:

- The first row of stimuli may have only stimuli from letter Group 1 (easiest).
- Letters in Group 3 (most difficult) may not appear until row 3 of the array.
- Each of the 25 stimuli should appear in the first 25 cells of the array.
- The array should gradually increase in difficulty within the first 25 cells of the array based on letters in each difficulty group (e.g., distribute Group 3 stimuli as one in row 3, two in row 4, and three in row 5.

For mixed-case forms, these additional rules apply:

- Each of the 50 stimuli (25 uppercase and 25 lowercase) should appear in the first 50 cells of the array and in the last 50 cells of the array.
- Each row of the array should have more than one uppercase and more than one lowercase letter.

Rules for all forms include:

- The same letter should not appear twice in a single row nor in adjacent vertical positions.
- Two vowels should not be in adjacent horizontal positions.
- Horizontal letter combinations that spell common words should be avoided.
- Commonly confused letter pairs should not be in adjacent horizontal or vertical positions.
- Letters representing phoneme pairs that differ only slightly should not be in adjacent horizontal positions, regardless of case (e.g., B-P, M-N, C-Z, D-T).

2.4.2.4 Letter Sound Fluency Task Design

LSF forms use the same 25 eligible letters as LNF for uppercase, lowercase, and mixed-case forms. The blueprint and rules guiding the placement and sequencing of letters in the array in LSF forms are the same as for LNF forms.

2.4.2.5 Word Recognition Fluency Task Design

The WRF blueprint prescribes the level of complexity of each word that appears in each cell of the array. The number of words per form varies by grade, with 36 words for Grade K, 55 for Grade 1, and 84 for Grade 2 and Grade 3. Each WRF form has anchor items, which are the same words in the same position across all forms for the grade level. Grade K has four items that are repeated across all forms, Grade 1 has five, and Grades 2 and 3 have six. These repeated items appear in the same sequence position across all Benchmark Tasks and Progress Monitoring Tasks.

All words on WRF forms are selected from a list of eligible high frequency words, mainly from *The Educator's Word Frequency Guide* (Zeno et al, 1995). All words are aligned to a single anchor claim.

Form construction follows rules for the frequency and distribution of onsets, medial vowel sounds, rimes, and sound-spellings to ensure broad distribution within each form. Forms at each grade level begin with several

words of minimal or some graphophonemic complexity before introducing words with more complexity or of lesser frequency. The anchor claim assigned to each item sequence position is consistent in ratio of complexity across the forms within a grade level; however, there is some variation, as anchor claims assessed at each testing window may also vary (see Table 2.1 on page 31).

2.4.2.6 Pseudoword Decoding Task Design

Pseudoword Decoding–Fluency (PWD-F) blueprints specify that forms have four anchor items, which are the same pseudoword in the same item sequence position across all Benchmark Task and Progress Monitoring Task forms.

The blueprint provides a structured template based on Curriculum Associates' phonics instruction scope and sequence, with the sound-spelling correspondences presented in the pseudowords reflecting an appropriate progression across grade levels from the first to last pseudoword on each form.

Pseudowords follow common consonant (C) and vowel (V) spelling patterns. Each of the 50 item sequence positions is assigned an anchor claim, beginning with Grade K fall-winter anchor claims and progressing to Grade K spring claims, then Grade 1 claims, and finally to Grade 2 winter anchor claims. For example, item 1 is aligned to the anchor claim *Student decodes single-syllable words with the VC spelling pattern*. Item 50 is aligned to the anchor claim *Student decodes single-syllable words that contain the inflectional ending -ing affixed to a root with the CVCC spelling pattern*.

A set of rules guides the creation of pseudowords, including but not limited to:

- Do not use pseudowords with implausible onset/vowel pairs or rimes.
- Do not use medial blends or digraphs in simple closed two-syllable pseudowords.
- Do not use pseudowords that, if broken in the wrong place, could be pronounced differently.
- Do not use a pseudoword that has a real-word homophone common in a child's language.
- Do not use pseudowords that are difficult to say.

To assist with form creation, the task developers created a bank of eligible pseudowords based on the rules. This list was reviewed, and pseudowords were eliminated that are real words in languages other than English, abbreviations or slang terms for real words, brand names, fictional characters, or otherwise inappropriate or familiar to young children. Each worksheet in this bank includes a category of eligible pseudowords, such as vowel-consonant (VC), CVC, CCVC l-blends, CCVC r-blends, long vowels with final "e", final blends, digraphs, and so on.

Pseudoword Decoding–Multisyllabic (PWD–M) Benchmark Tasks are intended for use with students in Grades 2–3. Decoding skills measured on each form begin with Grade 1 anchor claims and progress through Grade 2 and Grade 3 anchor claims in the second half of the form. The eight Benchmark Tasks with 35 stimuli are based on a common blueprint with an anchor claim assigned to each item sequence position. Unlike the PWD–F

forms, PWD–M forms do not have anchor items. Form creation is based on a bank of eligible pseudowords aligned to the anchor claims measured.

2.4.2.7 Passage Reading Fluency Task Design

The Literacy Task for Passage Reading Fluency is based on passage specifications, rather than a test blueprint. The criteria for grade-level appropriate reading passages are presented in section 2.4.3.3 Passage Specifications.

2.4.2.8 Spelling and Encoding Task Design

Spelling and Encoding Task forms are grade-specific, with each subtask—Spelling and Encoding—containing six words. Words are selected from a list of eligible high-frequency words aligned to grade-level progression as defined in *The Educator's Word Frequency Guide* (Zeno et al, 1995). All eligible words are aligned to a single anchor claim.

For the Spelling subtask, items progress in graphophonemic complexity across forms from fall to spring. Word frequency and alignment to Placement Level Descriptions (PLDs) vary by grade but follow a consistent rationale:

- Grade 1 spelling items primarily consist of highly frequent words, with complexity generally aligned to Kindergarten PLD levels. Later forms (Form 2 and 3) include a small number of relatively frequent words aligned to Grade 1 PLDs.
- Grades 2 and 3 target relatively and somewhat frequent words, with PLD alignments typically ranging from Grade 1 to Grade 2+.

This design reflects an intentional choice to assess spelling skills using words typically one to two grade levels below the student's current grade level. The Spelling subtask measures words aligned to the following consolidated anchor claims:

- Student spells highly frequent words within a range of increasing graphophonemic complexity.
- Student spells relatively frequent words within a range of increasing graphophonemic complexity.
- Student spells somewhat frequent words within a range of increasing graphophonemic complexity.
- Student spells less frequent words within a range of increasing graphophonemic complexity.[4]

[4] Degrees of word frequency are based on a corpus analysis of word frequency data, mainly from *The Educator's Word Frequency Guide*[1] (Zeno et al, 1995), degrees of word frequency are distinguished as follows: Highly frequent: The 99 most frequently occurring words; Relatively frequent: The 100-199th most frequently occurring words; Somewhat frequent: The 200-299th most frequently occurring words; Less frequent: Words with a frequency ranking of 300 or higher.

For the Encoding subtask, items increase in linguistic complexity from Grade 1 to Grade 3. Sound-spelling patterns are selected to align with grade-appropriate phonics instruction and allow students to demonstrate application of foundational skills across increasingly complex word structures:

- Grade 1 encoding items target Grade K to Grade 1 sound-spelling patterns, including consonant-vowel-consonant (CVC) words, consonant blends and digraphs, vowel diphthongs, long vowel-consonant-final *e* (VCe) patterns, vowel teams, and r-controlled vowels. All items are monosyllabic to support a clear focus on early phonics mastery.
- Grade 2 continues to assess Grade 1 patterns and introduces inflectional endings and affixes that do not require spelling changes to the base word. Two-syllable words are introduced, increasing phonological and morphological complexity.
- Grade 3 builds on earlier content by incorporating schwa syllables, variant vowel patterns, and more complex affixes. Some items include both a prefix and a suffix, resulting in three-syllable words that require advanced encoding strategies across multiple morphemes.

2.4.3. Passage Development

Reading passage development is a comprehensive process involving many steps, including specification and guideline development, analysis of content standards, creation of content specifications and form templates, development planning, and training SMEs to populate test forms with fidelity to the specifications. After these steps, draft passages for Passage Reading Fluency forms—and any task administration support documents—undergo editorial review to ensure they conform to all specifications.

2.4.3.1 Process

Curriculum Associates uses vendors (individuals and companies) to write passages for Passage Reading Fluency. The passage development process involves the following steps:

- writers are trained on passage specifications
- writers submit passage topic ideas
- Curriculum Associates (CA) editors provide feedback on each passage topic idea until approved
- writers draft and submit passages for their assigned batch
- CA editors provide feedback
- writers revise and resubmit for feedback, repeating as needed until passages are approved

During the initial development phase, passages were reviewed by classroom educators, and some passages were tried out with students. Based on these reviews, some passages were reassigned to a different grade level, and passage specifications were modified to reflect this feedback, ensuring that subsequent passage development would meet educators' expectations for early literacy assessment purposes.

2.4.3.2 Planning and Training

For each round of passage development, the Curriculum Associates task development team provides training and resources to support passage writers in meeting those specifications. Resources include the PRF passage review checklists, the CA graded word list, Grades K–2 decodable sound spellings spreadsheet, and the spreadsheet listing existing passages to avoid duplication of topics.

Training covers the purpose and structure of the Literacy Task for Passage Reading Fluency, the number of passages to be written for each grade, and both quantitative and qualitative criteria for evaluating passages. Additional guidance is provided on expectations for topics, literary features (e.g., figurative language, dialogue), and punctuation. For new vendors, training may include annotated exemplar passages that illustrate how specific passage features meet grade-level content and passage characteristic criteria. Calibration exercises are also used to reinforce understanding of how passage features do or do not meet criteria.

Writers are instructed on the editorial workflow and the process for submitting passage topic ideas for approval prior to drafting. Vendors submit passages using a standard template that documents the grade level, word count, passage type and genre, Lexile information, and source documentation for information included in the passage.

2.4.3.3 Passage Specifications

All reading passages for the Literacy Tasks for Passage Reading Fluency (PRF) are developed to meet specific criteria for content, vocabulary, text complexity, and both qualitative and quantitative readability. Passages are written to target on-grade level difficulty and show a progression in readability and complexity within and across grade levels, while adhering to grade-specific word count limits. Text readability is evaluated using both quantitative and qualitative measures.

Reader and task considerations are also central to passage specifications. Because students read passages aloud with appropriate pace and expression and then retell what they read, narratives are kept straightforward and simple—avoiding subplots, flashbacks, foreign words and phrases, and minimizing dialogue.

Quantitative readability is assessed using Lexile®[5] scores, which are based primarily on word length, sentence length, and word familiarity. Passage writers and test developers use an internal tool to perform Lexile analyses as part of our partnership with Metametrics. Target Lexile ranges are based on the Common Core State Standards (CCSS) "Stretch" Lexile Bands to ensure appropriate readability levels within and across grades.

Passages for Grade 1 and Grade 2 are designed to be highly decodable, following grade-appropriate phonics rules and spelling patterns for vocabulary. Authors use Curriculum Associates' graded word list, which

[5] Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad. Copyright ©2026 MetaMetrics, Inc. All rights reserved.

includes a test-based Age of Acquisition list of over 30,000 English word meanings. Additional resources include the *Children's Writers Word List* and *EDL Core Vocabularies*. At least 75% of a text in Grades 1 and 2 consists of on- or below- grade-level decodable words and irregularly spelled high-frequency words. The remaining 25% may include story or content words that are not decodable but are still appropriate for the grade level. Additionally, no more than three above-grade-level words may be used in a passage without the word having strong textual context to support comprehension.

Passages for Grades 3–6 target grade-level readability based on Lexile scores. While there are no specific percentage requirements for high-frequency or decodable words at these grade levels, authors use graded word lists to verify the grade-level appropriateness for word meaning as used in the passage. If needed, authors provide additional context for above-grade-level words or replace them with more grade-appropriate alternatives.

Table 2.3 provides the quantitative readability targets for Passage Reading Fluency reading passages.

Table 2.3. Text Readability Targets for Passage Reading Fluency

Grade Placement	Word Count	Decodability	Lexile Range
Grade 1	125–150	75% on- or below-grade words	90–325
Grade 2	150–200	75% on- or below-grade words	565–745
Grade 3	200–225		685–855
Grade 4	225–250		870–1045
Grade 5	240–260		900–1145
Grade 6	240–260		1045–1195

In addition to quantitative criteria, passage authors and test developers attend to qualitative criteria when writing, editing, and reviewing passages for PRF tasks. These include text structure, language features, knowledge demands, and levels of meaning and purpose. Passage topics are carefully selected to avoid bias and sensitivity issues, and to emphasize topics that energize and validate students' experiences—highlighting positive, educational, and aspirational activities.

Curriculum Associates test developers review all PRF passages to ensure they meet both quantitative and qualitative criteria. The Curriculum Associates passage review checklist is used to ensure grade appropriateness of each passage.

2.4.3.4 Multimedia Guidelines

The *i-Ready Literacy Tasks* do not make use of video or audio stimuli or graphic images (other than the images of the five common objects used in the RAN Objects task). Passage Reading Fluency reading passages do not include illustrations or photographs.

2.4.3.5 Passage Writing and Review

Curriculum Associates subject matter experts (SMEs) review and evaluate all PRF passages to ensure alignment with passage specifications, including general specifications, grade-level criteria, and cultural responsiveness.

These reviews include verifying that each passage:

- meets all general criteria outlined in the passage guidelines
- features an appropriate topic
- is free of content or language that could introduce bias
- is structurally and grammatically sound
- is original
- does not contain information that may soon become outdated.

Grade-level criteria differentiate between informational and literary passages. For informational passages, criteria include text and sentence structure, vocabulary and language features, and meaning-supporting features such as context clues, signal words, and explicit relationships among ideas. For literary passages, criteria focus on meaning, story-level and sentence-level structure, vocabulary and language features, and background knowledge demands.

Cultural responsiveness and authenticity are addressed at multiple points in the workflow.

During topic approval, writers pitch ideas for review, and SMEs ensure a range of cultural representations and confirm that proposed topics and outlines reflect authentic, realistic, and sensitive portrayals. Drafts are subsequently reviewed by an authenticity panel to evaluate representation, voice, and context. When passages are tagged for cultural responsiveness, they also undergo the baseline adherence process to document compliance with cultural- and linguistic-responsiveness standards.

As part of the review process, SMEs also verify quantitative criteria: word count, Lexile, and relative decodability —while confirming continued alignment to the applicable grade-level and cultural-responsiveness criteria.

2.5. Task Stimulus Specifications

i-Ready Literacy Task stimuli consist of oral prompts—such as pictures, single words, or pseudowords—that require a verbal response ranging from a single phoneme to a full word or pseudoword. These stimuli differ from traditional multiple-choice or technology-enabled items, which have stems and answer choices guided by well-defined criteria.

Stimuli are created or selected for a form based on the test blueprints, form creation guidelines, and lists of eligible phonemes, morphemes, and words. These blueprints and guidelines are detailed in Section 2.4.1 Task Development Overview.

This section describes the design for each Literacy Task type, including the nature of the assessment stimuli and how stimuli and task forms are developed. Literacy Task stimuli primarily consist of single letters, phonemes, words, pseudowords, or familiar colors, objects, or numerals to which students respond verbally. Task stimuli differ from traditional item formats used in the i-Ready Inform and therefore require a distinct development process.

Additionally, this section outlines the process for the creation and review of reading passages used in Passage Reading Fluency. This process closely mirrors the development of passages for the i-Ready Inform for Reading.

When developing individual task stimuli and reading passages and assembling task forms, Curriculum Associates subject matter experts prioritize grade-level appropriateness and the incremental progression of skills measured within and across forms and grade levels, based on typical instructional paths. This attention to skill progression is central to establishing content-based validity evidence for using Literacy Tasks to understand students' literacy skills relative to grade-level expectations, establishing placement levels for each task type, and determining students' needs for instructional support.

2.5.1. Task Blueprints

For the Literacy Task for Spelling and Encoding, the task administrator says a single word aloud, and the student provides a written response. The blueprint specifies the characteristics of eligible words for each grade. Forms are assembled to reflect the targeted anchor claims and placement levels.

For the Literacy Task for Passage Reading Fluency, the student reads a grade-appropriate passage aloud for one minute. The task blueprint defines passage characteristics (e.g., length and decodability features), timing and administration procedures, and scoring conventions (accuracy, rate, and noted prosody features). Following the read-aloud, students complete a brief retell to provide a complementary indicator of comprehension aligned to the task purpose.

Draft task forms are reviewed by subject matter experts for fidelity to the blueprints, coherence across forms, and alignment to the intended claims and placement levels.

2.6. Literacy Tasks Scoring and Interpretation

2.6.1. Scoring Procedures

Scoring procedures are specific to the Literacy Task type and are summarized as follows.

2.6.1.1 Non-Passage Reading Fluency Literacy Tasks

For several task types (i.e., LNF, LSF, WRF, PWD-F, PWD-M, RAN), the number of correct responses is the student's total score. This is obtained by identifying the sequence number associated with the last stimuli read in sixty seconds and subtracting the number of stimuli read incorrectly. The student's total score is the sum of scores for all stimuli correctly read aloud within sixty seconds.

Phonological Awareness task responses are scored either dichotomously (2 or 0), or partial credit may be given for acceptable, partially correct responses (2, 1, or 0) for some task types. The student's total score is the sum of scores for all stimuli.

Student responses to the Literacy Task for Spelling and Encoding, which have six words each, are scored as follows:

- General Scoring
    - Scores: 2, 1, or 0
        - 2 points: Correct spelling
        - 1 point: Below-level phonetic spelling or encoding
        - 0 points: Non-phonetic spelling
- Spelling
    - Grade 1
        - Scores: 0, 1, 2
        - partial credit (1 point) for phonetic but incorrect spellings
    - Grades 2 and 3
        - Scores: 2 or 0
        - no partial credit for phonetic but incorrect spellings
- Encoding
    - Scores 0, 1, 2
    - phonetically accurate but incorrect spellings receive full or partial credit, depending on
        - grade level
        - whether the response breaks English usage rules students are expected to know in that grade

2.6.1.2 Passage Reading Fluency

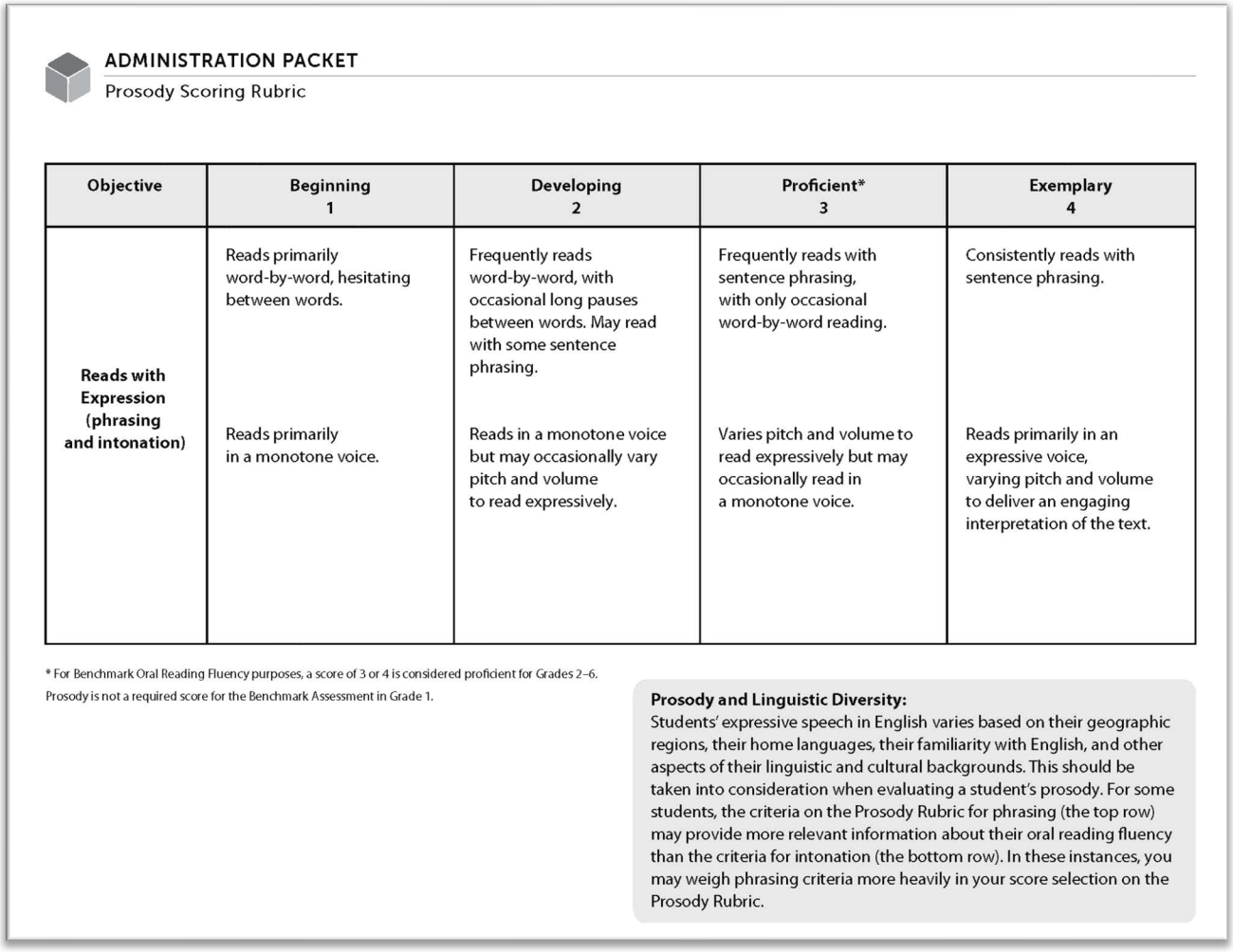
Passage Reading Fluency is scored across three dimensions: words correct per minute (WCPM), prosody, and comprehension via retelling. The *Passage Reading Fluency Administration Packet* provides guidance on what

counts as an error during oral reading. For example, inserting a word not in the text or repeating a word, phrase, or sentence is *not* counted as an error, as these behaviors already impact the student's opportunity to read additional text within the one-minute time limit. In contrast, word substitutions, transpositions, omissions, or asking the task administrator for help *are* counted as errors.

The WCPM score is calculated as the average WCPM across two passages on Benchmark Tasks or the WCPM for the single passage on Progress Monitoring Tasks.

Prosody refers to the student's use of stress and intonation when reading aloud and serves as an indicator of reading comprehension, beyond decoding accuracy. Retelling assesses comprehension based on the quantity and accuracy of the information the student recalls from the passage. The *Administration Packet* offers guidance for considering students' linguistic and cultural backgrounds when evaluating prosody. Similarly, this document provides guidance for scaffolding the retelling to support English learners, including providing them with sentence frames or the option to retell the story in their home language (provided an examiner is present who understands their home language).

Both prosody and retelling are evaluated using a four-point rubric, as shown in Figure 2.11 and Figure 2.12. Figure 2.13 presents the scoring sheet to tabulate PRF scores when scoring manually.



ADMINISTRATION PACKET

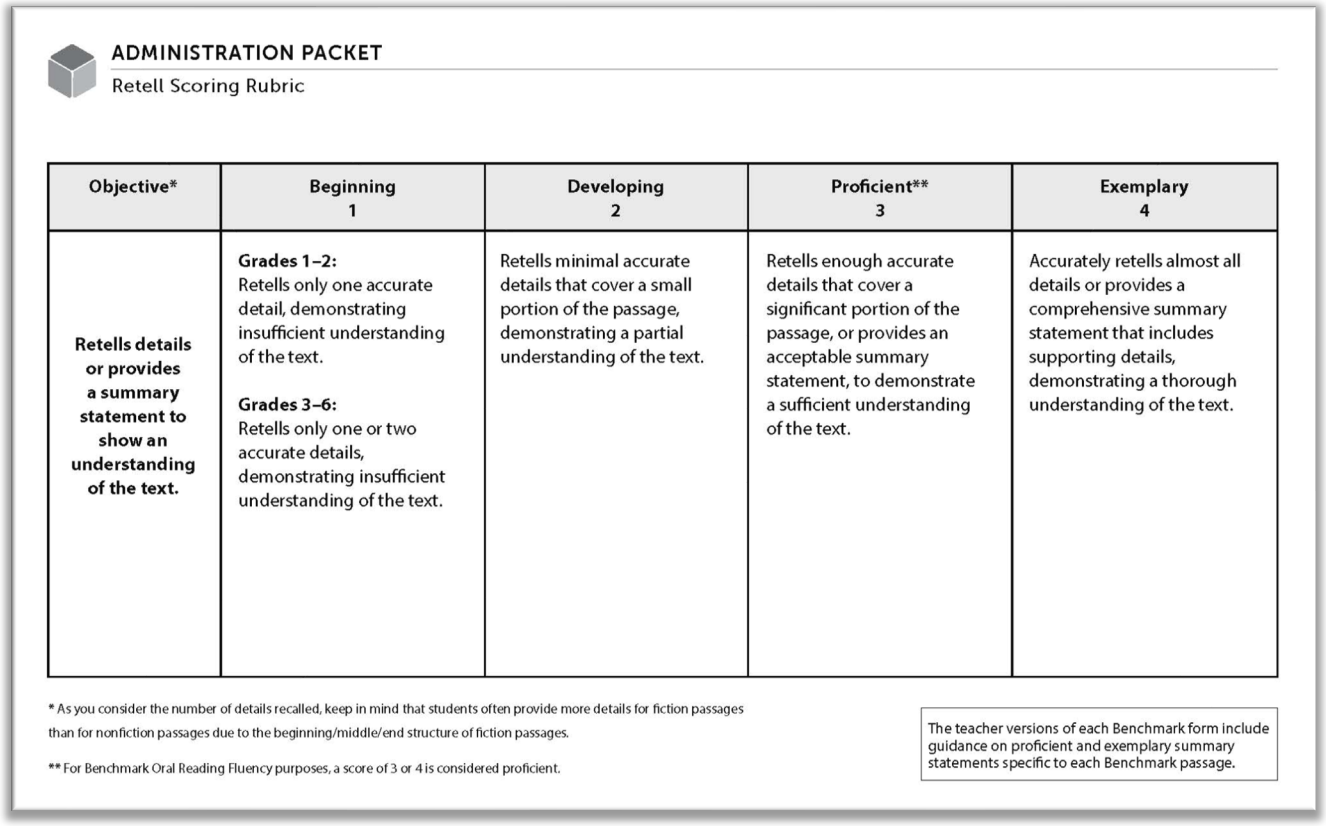
Prosody Scoring Rubric

Objective	Beginning 1	Developing 2	Proficient* 3	Exemplary 4
Reads with Expression (phrasing and intonation)	Reads primarily word-by-word, hesitating between words.	Frequently reads word-by-word, with occasional long pauses between words. May read with some sentence phrasing.	Frequently reads with sentence phrasing, with only occasional word-by-word reading.	Consistently reads with sentence phrasing.
	Reads primarily in a monotone voice.	Reads in a monotone voice but may occasionally vary pitch and volume to read expressively.	Varies pitch and volume to read expressively but may occasionally read in a monotone voice.	Reads primarily in an expressive voice, varying pitch and volume to deliver an engaging interpretation of the text.

* For Benchmark Oral Reading Fluency purposes, a score of 3 or 4 is considered proficient for Grades 2–6.
Prosody is not a required score for the Benchmark Assessment in Grade 1.

Prosody and Linguistic Diversity:
Students' expressive speech in English varies based on their geographic regions, their home languages, their familiarity with English, 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 (the top row) may provide more relevant information about their oral reading fluency than the criteria for intonation (the bottom row). In these instances, you may weigh phrasing criteria more heavily in your score selection on the Prosody Rubric.

Figure 2.11. Prosody Scoring Rubric. The prosody rubric evaluates the tempo, phrasing, and expressiveness with which the student reads the passage.



ADMINISTRATION PACKET

Retell Scoring Rubric

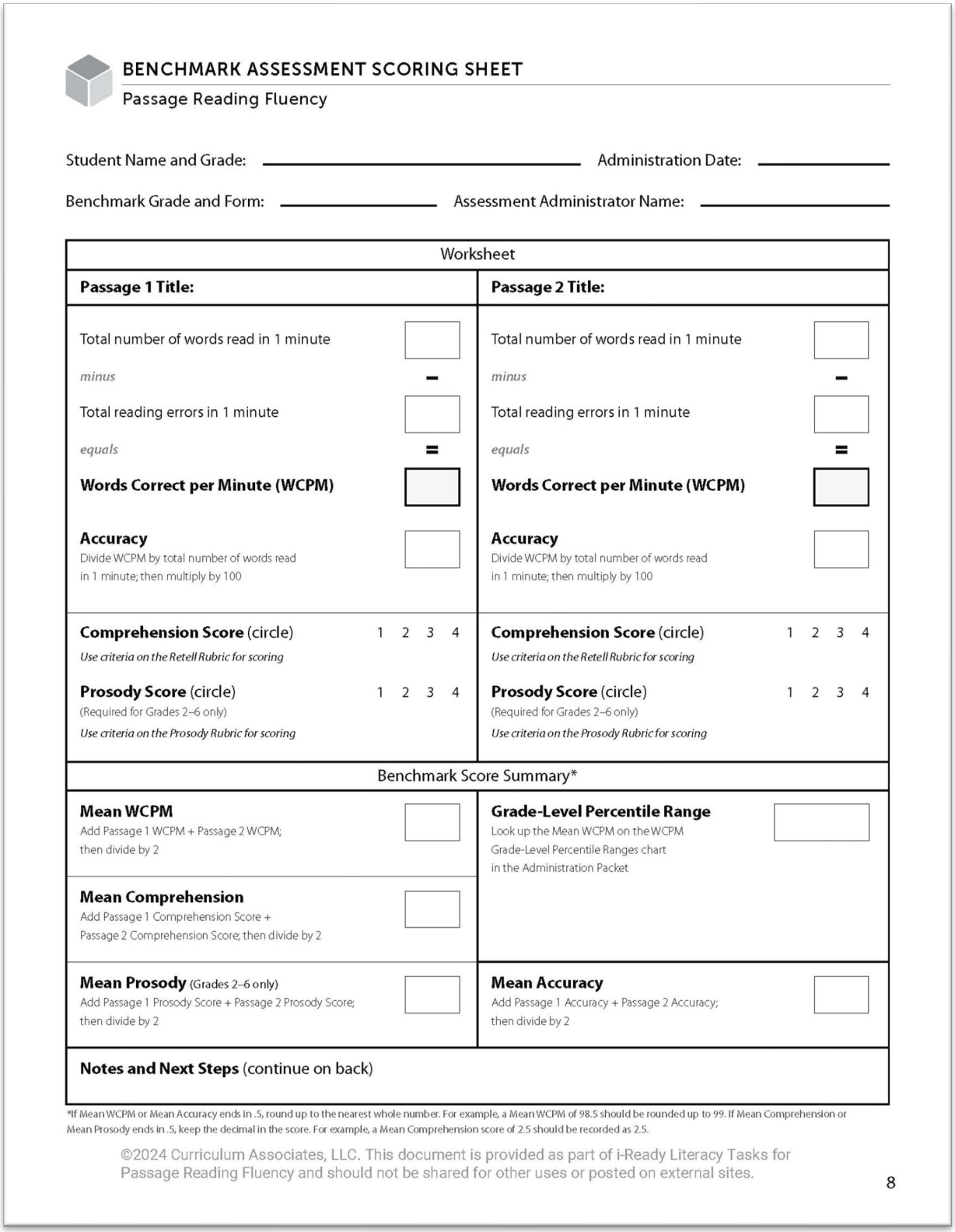
Objective*	Beginning 1	Developing 2	Proficient** 3	Exemplary 4
Retells details or provides a summary statement to show an understanding of the text.	**Grades 1–2:** Retells only one accurate detail, demonstrating insufficient understanding of the text. **Grades 3–6:** Retells only one or two accurate details, demonstrating insufficient understanding of the text.	Retells minimal accurate details that cover a small portion of the passage, demonstrating a partial understanding of the text.	Retells enough accurate details that cover a significant portion of the passage, or provides an acceptable summary statement, to demonstrate a sufficient understanding of the text.	Accurately retells almost all details or provides a comprehensive summary statement that includes supporting details, demonstrating a thorough understanding of the text.

* As you consider the number of details recalled, keep in mind that students often provide more details for fiction passages than for nonfiction passages due to the beginning/middle/end structure of fiction passages.

** For Benchmark Oral Reading Fluency purposes, a score of 3 or 4 is considered proficient.

The teacher versions of each Benchmark form include guidance on proficient and exemplary summary statements specific to each Benchmark passage.

Figure 2.12. Retelling Scoring Rubric. The retelling rubric evaluates how accurately the student retells information read in the passage.



BENCHMARK ASSESSMENT SCORING SHEET

Passage Reading Fluency

Student Name and Grade: _____ Administration Date: _____

Benchmark Grade and Form: _____ Assessment Administrator Name: _____

Worksheet	
Passage 1 Title:	**Passage 2 Title:**
Total number of words read in 1 minute	Total number of words read in 1 minute
minus −	*minus* −
Total reading errors in 1 minute	Total reading errors in 1 minute
equals =	*equals* =
Words Correct per Minute (WCPM)	**Words Correct per Minute (WCPM)**
Accuracy Divide WCPM by total number of words read in 1 minute; then multiply by 100	**Accuracy** Divide WCPM by total number of words read in 1 minute; then multiply by 100
Comprehension Score (circle) 1 2 3 4 *Use criteria on the Retell Rubric for scoring*	**Comprehension Score** (circle) 1 2 3 4 *Use criteria on the Retell Rubric for scoring*
Prosody Score (circle) 1 2 3 4 (Required for Grades 2–6 only) *Use criteria on the Prosody Rubric for scoring*	**Prosody Score** (circle) 1 2 3 4 (Required for Grades 2–6 only) *Use criteria on the Prosody Rubric for scoring*
Benchmark Score Summary*	
Mean WCPM Add Passage 1 WCPM + Passage 2 WCPM; then divide by 2	**Grade-Level Percentile Range** Look up the Mean WCPM on the WCPM Grade-Level Percentile Ranges chart in the Administration Packet
Mean Comprehension Add Passage 1 Comprehension Score + Passage 2 Comprehension Score; then divide by 2	
Mean Prosody (Grades 2–6 only) Add Passage 1 Prosody Score + Passage 2 Prosody Score; then divide by 2	**Mean Accuracy** Add Passage 1 Accuracy + Passage 2 Accuracy; then divide by 2
Notes and Next Steps (continue on back)	

*If Mean WCPM or Mean Accuracy ends in .5, round up to the nearest whole number. For example, a Mean WCPM of 98.5 should be rounded up to 99. If Mean Comprehension or Mean Prosody ends in .5, keep the decimal in the score. For example, a Mean Comprehension score of 2.5 should be recorded as 2.5.

8

Figure 2.13. Passage Reading Fluency Scoring Sheet. The scoring sheet provides a place for the task administrator to record scores for each passage and calculate the mean scores to record in *i-Ready*.

2.6.2. Score Interpretation

2.6.2.1 Non-Passage Reading Fluency Tasks

Student performance on Literacy Tasks other than Passage Reading Fluency is interpreted using placement levels, which are criterion-referenced scores relative to grade-level expectations. Placement levels were established via standard setting (see Chapter 5, Standard Setting) based on cut scores for each testing window.

2.6.2.2 Passage Reading Fluency

Passage Reading Fluency provides three score types: Words Correct Per Minute, placement level, and national percentile rank. Placement levels were established via standard setting based on WCPM.

The Hasbrouck and Tindal (2017) fluency norms provide benchmarks for oral reading fluency, measured in words correct per minute (WCPM), across grade levels and time of year (fall, winter, spring). These norms reflect the typical progress a student is expected to make throughout the academic year and are widely used by educators to assess students' reading proficiency and progress. The norms are based on extensive data gathered from students across the United States and serve as a tool to identify students who may need additional reading support.

The criterion used to establish WCPM grade-level expectations is the Hasbrouck and Tindal norms themselves, with the 50th percentile being widely accepted across the nation as a sufficient criterion for grade-level reading fluency.

Chapter 3. Literacy Task Administration

3.1. Chapter Summary

This chapter outlines the procedures for administering and scoring Literacy Tasks in one-on-one settings with students. Topics include testing windows, task timing, administration protocols, student and administrator experience, guidance and resources, task termination protocols, accessibility and accommodations, and both manual and digital scoring modes. *i-Ready Literacy Tasks Benchmark Tasks* are designed to be administered three times per year, in conjunction with the *i-Ready Inform* for Reading. Progress Monitoring Tasks may be administered more frequently. Initially, only manual administration and scoring were available; however, a digital administration and scoring feature was introduced in the 2024–2025 school year. This chapter also presents system security protocols designed to protect student privacy and safeguard task data.

3.2. Introduction

i-Ready Literacy Tasks are offline assessments available in *i-Ready Connect* to all *i-Ready Inform* for Reading subscribers. Literacy Tasks are provided as downloadable PDFs, which educators print for one-on-one administration.

As of the 2024–2025 school year, two task scoring modes are available: manual and digital.

- **Manual mode**. Educators print both the Teacher Form and Student Form. Students use printed materials to view task stimuli or write responses. For Phonological Awareness tasks, students respond verbally to prompts read aloud by the task administrator. The task administrator marks the student's responses on the Student Form, tabulates scores manually, and enters results into the *i-Ready* platform after administration.
- **Digital mode**. Educators still print materials for students to view or write responses. However, the task administrator reads instructions and items from a computer or tablet and marks students' responses digitally during administration. Scores are calculated automatically by the *i-Ready* system, eliminating the need for manual data entry.

Curriculum Associates advises educators at the district, school, and classroom levels to follow state-specific guidance available in *i-Ready Connect* when determining which students to assess with Literacy Tasks to meet state or district screening requirements. For other use cases, Curriculum Associates provides Task Progressions Charts to support assessment planning. These charts help educators determine next steps based on *i-Ready Inform* for Reading results, grade level, time of year, and/or performance on other Literacy Tasks.

3.3. Testing Windows and Administration Time

3.3.1. Testing Windows

The recommended testing windows for Literacy Tasks coincide with the recommended windows for the *i-Ready Inform* for Reading, as shown in Table 3.1. State education code or other regulations may establish when early literacy screening should occur.

Table 3.1. Recommended Testing Windows

Grade	Fall (August 1 – November 15)	Winter (November 16 – March 1)	Spring (March 2 – June 15)
K	Four to six weeks into the school year	12–18 weeks after the fall administration	12–18 weeks after the winter administration
1–3	Start as soon as possible		

3.3.2. Administration Time

Administration instructions for each Literacy Task include conservative estimates for both task administration and student completion time. When using manual administration mode, task administrators should plan for additional time to score student responses and enter results into the *i-Ready* platform following administration. Table 3.2 presents the task administration grouping mode, number of items, and student completion time for each Literacy Task.

Table 3.2. Literacy Task Administration Mode and Timing

Literacy Task	Administration Grouping	Number of Items	Student Completion Time (Minutes)
Phonological Awareness – Syllables	One-on-One	50 total	untimed
Phonological Awareness – Onset-rime	One-on-One	40 total	untimed
Phonological Awareness – Phoneme Blending	One-on-One	20 total	untimed
Phonological Awareness – Phoneme Isolation	One-on-One	12 total	untimed
Phonological Awareness – Phoneme Segmentation	One-on-One	20 total	untimed
Phonological Awareness – Phoneme Segmentation Fluency	One-on-One	23 total	1 minute
Phonological Awareness – Phoneme Manipulation	One-on-One	48 total	untimed
Rapid Automatized Naming – Objects	One-on-One	75 stimuli	1 minute
Rapid Automatized Naming – Colors	One-on-One	75 stimuli	1 minute
Rapid Automatized Naming – Letters	One-on-One	100 stimuli	1 minute
Rapid Automatized Naming – Numerals	One-on-One	100 stimuli	1 minute
Letter Naming Fluency (Lowercase, Uppercase, Mixed-Case)	One-on-One	100 stimuli	1 minute
Letter Sound Fluency (Lowercase, Uppercase, Mixed-Case)	One-on-One	100 stimuli	1 minute
Word Recognition Fluency	One-on-One	Gr K: 36 Gr 1: 55 Gr 2: 84 Gr 3: 84	1 minute

Pseudoword Decoding – Fluency	One-on-One	50	1 minute
Pseudoword Decoding – Multisyllabic	One-on-One	35	untimed
Passage Reading Fluency	One-on-One	2 passages and 1 backup passage	1 minute per passage
Spelling & Encoding	Whole Class, Small Group, or One-on-One	6 spelling 6 encoding	untimed

3.4. Task Administration Procedures

Each Literacy Task has a Task Administration Aid, which provides essential guidance for preparing, administering, and scoring the task and how to respond to students' questions. These aids apply to both manual and digital administration modes and outline procedures to follow before, during, and after task administration.

Curriculum Associates regularly enhances Literacy Task administration guidance to support ease and consistency of task administration. When the Literacy Tasks were first developed in 2020, the Curriculum Associates User Experience team reviewed the task administration manuals and provided feedback for improvement. This was followed by a study to observe task administration to gather additional feedback from the field. This study used a combination of surveys and video recordings to collect feedback from 30 diverse participants. Findings led to several improvements in the administration materials. In spring 2022, small-scale user experience tryouts were conducted with educator-student pairs to identify task administration challenges. Insights from these tryouts informed revisions to the content and format of administration instructions.

Task administrators access Benchmark and Progress Monitoring Teacher Forms and Student Forms as printable PDFs via the *i-Ready Connect* platform, as shown in Figure 3.1.

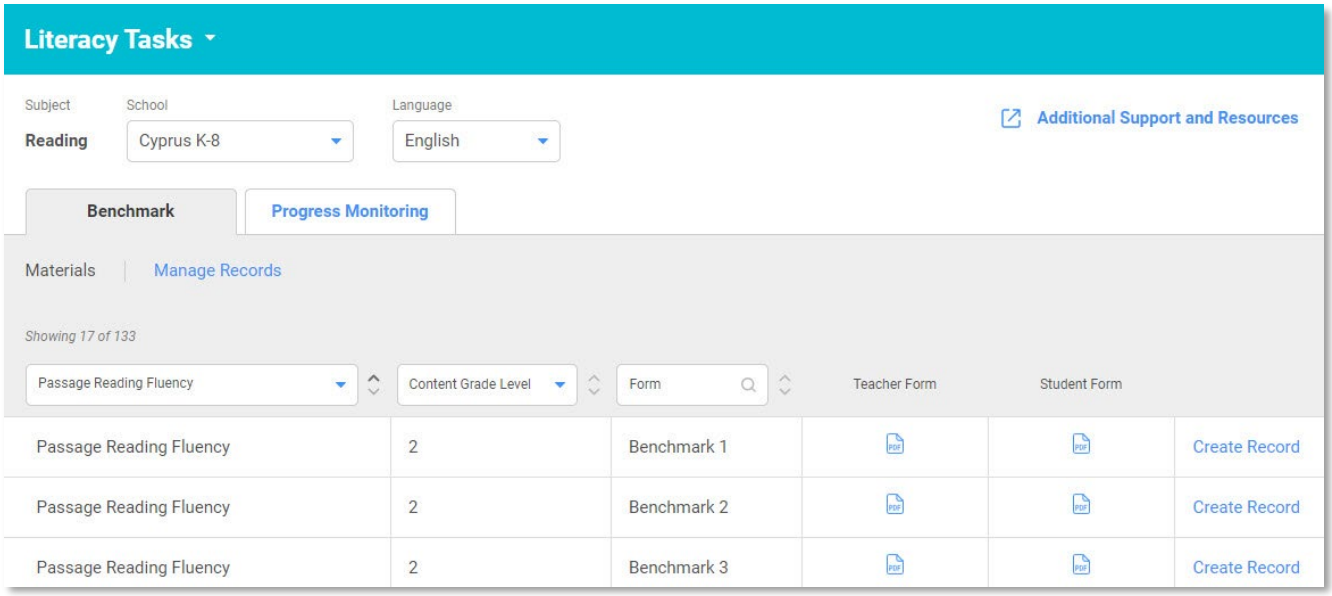


Figure 3.1. Literacy Task Selection Menu. Educators access Benchmark and Progress Monitoring tasks from the Assess & Teach menu in their *i-Ready* dashboard.

3.4.1. Before the Test

Before administering a Literacy Task, the task administrator must review all task materials and become familiar with administration procedures, articulation guides, and scoring protocols for awarding full or partial credit to students' responses. Administrators should also plan time for preparation, set up any required technology, and practice administering the task.

If using manual scoring mode, Curriculum Associates recommends administering and scoring the task *before* creating Benchmark records or Progress Monitoring periods in *i-Ready Connect*. This helps avoid unnecessary records for students who are not assessed and prevents duplicate records.

If using digital scoring mode, the classroom educator must first create a record for each task type to be administered. The task administrator then launches the record and records the student's responses directly into the record during administration.

3.4.1.1 Overview of the Test Session Setup

Proper setup of a task administration session is essential for a smooth administration process. This includes ensuring all task materials are prepared and ready, previewing the task and becoming familiar with instructions, and preparing the environment to minimize distractions.

3.4.1.2 Necessary Equipment and Materials

For each Literacy Task, task administrators must prepare printed copies of the Teacher Form (for manual administration and scoring) and the Student Form. For tasks timed at one minute, a timing device with a countdown stopwatch feature is required. Curriculum Associates recommends using a recording device during Phonological Awareness tasks to allow for review and verification of scoring accuracy. In digital administration mode, the *i-Ready* system provides an integrated online countdown timer.

3.4.2. During the Test

3.4.2.1 Overview of Testing Experience

The Teacher Form for each Literacy Task includes detailed administration scripts to support accurate, consistent administration across students. Scripts are designed for readability, with visual cues and callouts to highlight key information. The oral script to be read aloud to students appears in a blue font to distinguish it from other instructional text.

Each Teacher Form also includes pronunciation notes with diacritical marks to guide correct pronunciation and enunciation—both for task administrators and for evaluating expected student responses.

To support task administrators, each Teacher Form provides a fidelity checklist to ensure all required steps are completed. Guidance for remote administration is also included when applicable. Figure 3.2 presents an example of a Literacy Task fidelity checklist.

Appendix

This Appendix includes the following:

- *Fidelity Checklist*—a checklist to use during administration that includes key elements of the task experience
- *Tips for Administration*—provides guidance for student scenarios that may arise during administration

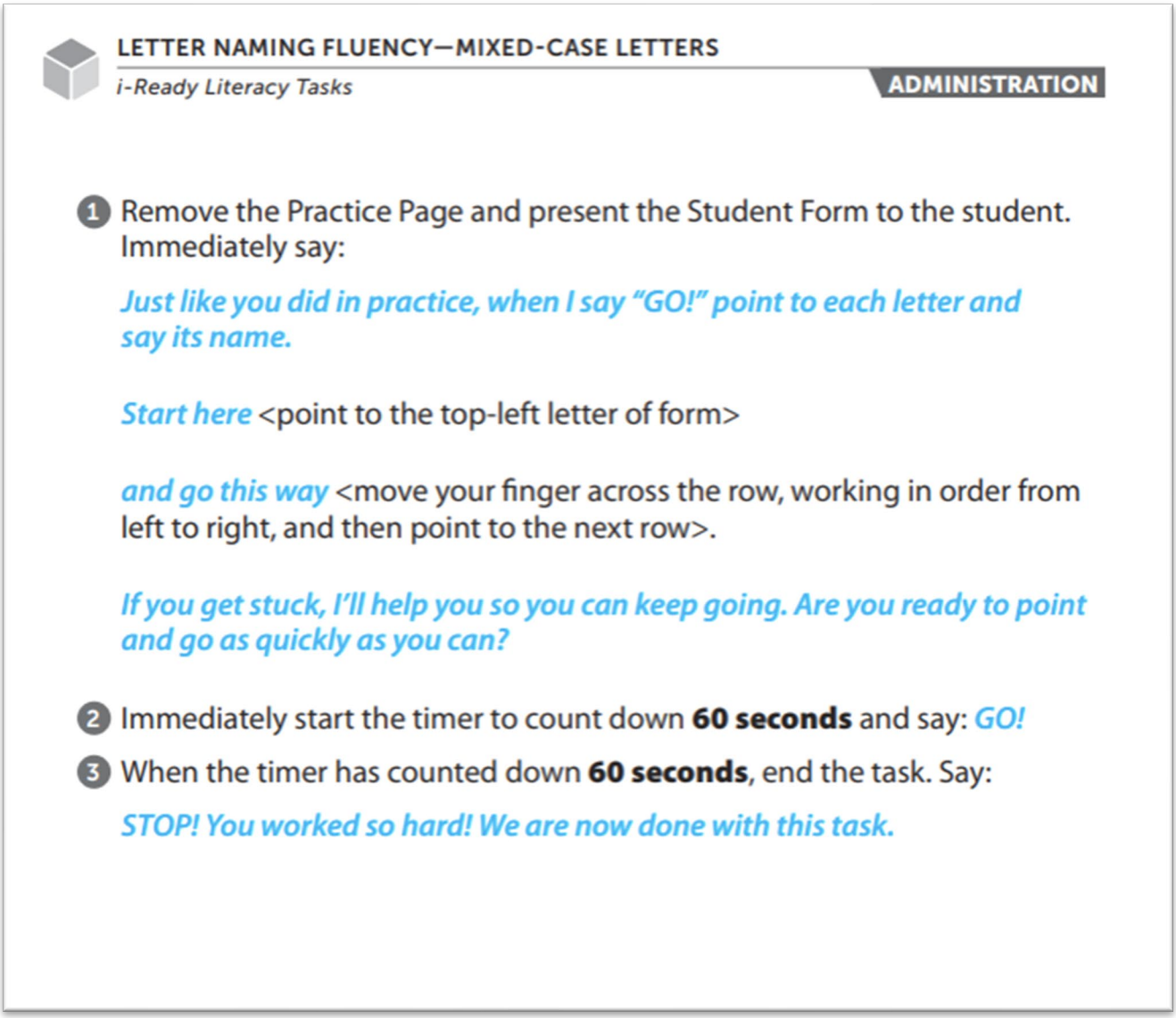
Fidelity Checklist— Letter Naming Fluency—Mixed-Case Letters
☐ Prepare for the task administration by printing the Teacher Form, Practice Page, and Student Form.
☐ Set a timer device to count down 60 seconds.
☐ Preview the task with the student by showing the student the Practice Page and having them name the letters in the practice rows.
☐ Practice the task with the student up to three times. Show the student the practice rows and have them name the letters. If the student provides an incorrect response, correct them after they have finished both rows.
☐ Remove the Practice Page, present the Student Form to the student, and review the task directions.
☐ Begin the task administration by starting the timer to count down 60 seconds and saying, "Go!"
☐ Put a ✓ to note a correct response or an X to note an incorrect response above each letter on the Teacher Form.
☐ End the task administration once the timer has counted down 60 seconds.
☐ Accurately count and record the total number of correct responses given within 60 seconds.

TIPS FOR ADMINISTRATION	
Student	**Teacher**
Requires accommodations (e.g., visual or audio)	Follow your district's guidance regarding the application of accommodations and the appropriateness of this task for the student. Review the Accessibility and Accommodations Guidance document for additional information.
Has difficulty tracking left to right OR begins to work down a column instead of across a row	In addition to the guidance for modeling tracking included in most task directions, try these tips: • Before you begin the timed portion of the task, ask, **Do you have questions about what order to work in?** • Encourage and/or model the use of a finger or another pointer aid. • Provide a shield (e.g., a blank sheet of paper) for the student to cover rows they haven't seen and adjust as they navigate down the page. • As the student finishes one row, silently point to the next row. Tracking strategies must not delay the student from progressing at their own pace or interrupt their verbal tempo.

8

Figure 3.2. Literacy Task Administration Fidelity Checklist. Each task has a checklist to help ensure accuracy and consistency in how the task is administered.

In addition to the essential information provided in each Task Administration Aid, task-specific guidance critical to proper administration is embedded directly within task directions. This includes instructions for what to do if the student pauses and rules for discontinuing the task when a student is unable to provide any correct responses. Guidance notes are placed at the point of use within the administration instructions. Figure 3.3 provides a sample page from a Teacher Form, illustrating how guidance information appears when needed during administration.



LETTER NAMING FLUENCY—MIXED-CASE LETTERS

i-Ready Literacy Tasks

ADMINISTRATION

1. Remove the Practice Page and present the Student Form to the student. Immediately say:

   Just like you did in practice, when I say "GO!" point to each letter and say its name.

   Start here <point to the top-left letter of form>

   and go this way <move your finger across the row, working in order from left to right, and then point to the next row>.

   If you get stuck, I'll help you so you can keep going. Are you ready to point and go as quickly as you can?

2. Immediately start the timer to count down **60 seconds** and say: *GO!*
3. When the timer has counted down **60 seconds**, end the task. Say:

   STOP! You worked so hard! We are now done with this task.

Figure 3.3. Literacy Task Administration Instructions. The Teacher Form instructions provide helpful guidance at point of use to support accurate and standardized task administration. This example is for Letter Naming Fluency.

3.4.2.2 Student Experience

Students use printed copies of assessment materials in both digital and manual administration modes. Task directions, practice items, and scaffolding are consistent across both modes.

For each task type, the task administrator reads aloud the instructions, explains what the student is expected to do, and ensures the student understands the task. Each task has practice items to confirm the student's understanding of the task requirements and response format.

For the Literacy Task for Spelling and Encoding, students write their response to each stimulus word— spoken aloud by the task administrator—in the designated space on their individual Student Form.

3.4.2.3 Task Administrator Experience

Manual Administration and Scoring Mode

Each Literacy Task has a Teacher Form and a Student Form. When using printed materials, the task administrator follows the scripted instructions in the Teacher Form, reading them aloud. Instructions explain the nature of the task in a way that the student can understand. For example, instructions for the Phonological Awareness task for Phoneme Manipulation begins, "Today we will see how well you can work with the sounds of a word. I will ask you to add, take away, and swap the sounds in a word . . ." The task administrator answers any student questions and then administers the practice items. If the student gives an incorrect answer to the practice prompt, the task administrator corrects the student and repeats the practice prompt until the student responds correctly.

For tasks that use stimulus arrays (i.e., LNF, LSF, WRF, RAN, PWD-F, PWD-M), the task administrator demonstrates how the student is to move through the array—starting with the leftmost stimuli in the top row, proceeding horizontally, then down to the next row. Instructions also provide guidance for what the task administrator may say if a student pauses for more than the number of seconds specified in the instructions.

In manual administrations requiring verbal responses, the task administrator records the student's responses on the Student Form. Phonological Awareness tasks provide pronunciation notes, expected correct responses, acceptable linguistic variations, and criteria for awarding partial credit.

Digital Administration and Scoring Mode

Curriculum Associates introduced the digital administration and scoring feature in fall 2024. It became available to all users with an *i-Ready Inform* for Reading license for back-to-school 2024.

Task administrators may choose digital administration and scoring mode instead of using the hard copy Teacher Form to manually mark student responses and calculate scores. The decision can be made on a case-by-case basis, considering factors such as student needs, testing environment, technology access, educator comfort with technology devices, or other administration constraints. Once a Literacy Task assessment is started, it must be completed in the same modality.

Like manual administration, the digital mode requires printed student materials. In digital mode, the educator creates a Benchmark or Progress Monitoring assignment in *i-Ready Connect*. To begin, the task administrator selects the Administer Task Digitally option from the Actions menu to launch the task.

Digital administration can be conducted on a computer (laptop or desktop) or tablet using a mouse, touchpad, touchscreen, or keyboard navigation. Before using this mode, educators should run the *i-Ready Connect* Configuration Check and complete the Digital Administration Practice, which provides task-specific guidance and hands-on practice.

Once launched, on-screen guidance walks the task administrator through each step of the administration. Steps vary by task type and are displayed at the top of the screen. Initial screens include key reminders and preparation steps. Navigation buttons allow movement through the administration steps. Educators use the provided on-screen script, embedded timer, and markup tools to score student responses during the task administration.

Linguistically Responsive Scoring

All Literacy Tasks administration packets include the following scoring guidance:

- "Accept accurate, intelligible, nonstandard responses that are consistent with the student's typical speech pattern."
- "Interpret these responses as correct based on the student's articulation pattern. Use appropriate judgment in this case."

Phonological Awareness tasks include more detailed scoring guidance to help educators validly assess skills across the suggested grade range. Because these tasks measure auditory and verbal skills in younger children, performance may be significantly influenced by a student's linguistic background. Linguistically diverse students may respond to prompts in ways that still reflect accurate phonological awareness.

The scoring guidance helps educators distinguish between responses that reflect linguistic diversity and those that may indicate phonological awareness difficulties that could impact future reading performance. Specific examples are provided for students who speak Spanish or African American English. Educators should also apply appropriate judgment when evaluating responses from students with other linguistic backgrounds not explicitly addressed in the guidance.

Figure 2.1 in Chapter 2 shows examples of acceptable, alternate responses for Spanish or African American English speakers, noted in brackets and italics in the Expected Student Response column.

After scoring, educators are advised to review performance for patterns related to linguistic background. If a consistent pattern is observed, they should consider the student's phonological awareness in the context of other classroom activities and assessments to determine instructional implications.

3.4.2.4 Task Basal and Ceiling Rules

Phonological Awareness (PA) tasks include rules for terminating administration when a student has difficulty providing correct responses. Each successive subtask builds on proficiency with the skills measured, therefore, continuing with more complex items is not beneficial if simpler skills are not yet mastered.

- PA Blending and Segmentation each include two subtasks.
    - Terminate a subtask if the student makes at least one error per item on four consecutive items.
    - Do not administer subtask 2 if the student reaches the ceiling during subtask 1, as items increase in complexity across both subtasks.
- PA Manipulation includes three subtasks.
    - Terminate a subtask if the student makes four consecutive errors.
    - Administer the remaining subtasks regardless of ceiling performance, as each begins with simpler items.
- PA Syllables and Onset-Rime each include five subtasks.
    - Terminate a subtask if the student makes four consecutive errors.
    - If the student reaches the ceiling before completing subtask 2, do not administer subtasks 3 through 5.
    - However, if the student demonstrates readiness for subtask 3, administer subtasks 4 and 5—even if the ceiling is reached before completing subtask 3.

3.4.2.5 Task Discontinuation Rules

Passage Reading Fluency and Rapid Automatized Naming have discontinuation rules if the student demonstrates difficulty early in the task.

- Passage Reading Fluency
    - Discontinue if the student is unable to read the first line of the presented passage
- Rapid Automatized Naming (RAN) tasks
    - **RAN Objects.** Discontinue if the student has difficulty identifying the objects correctly. We do not recommend an alternative RAN task, as the student does not demonstrate developmental readiness.
    - **RAN Colors.** Discontinue if the student has difficulty identifying the colors correctly. Consider administering the RAN Objects task instead.
    - **RAN Letters.** Discontinue if the student has difficulty identifying the letters correctly. Consider administering the RAN Colors task instead.
    - **RAN Numerals.** Discontinue if the student has difficulty identifying the numerals correctly. Consider administering the RAN Letters task instead.

3.4.2.6 Task Scoring during Administration

Educators can choose to score Literacy Tasks manually or use the digital administration and scoring mode. In digital mode, scores are automatically calculated and synced in real time, eliminating the need for manual data entry after administration.

A preview of this feature is available in the video at https://videos.curriculumassociates.com/watch/a59N6xx7KQS7VRa2ToRTrW.

Figure 3.4 illustrates the two options for scoring available during task administration.

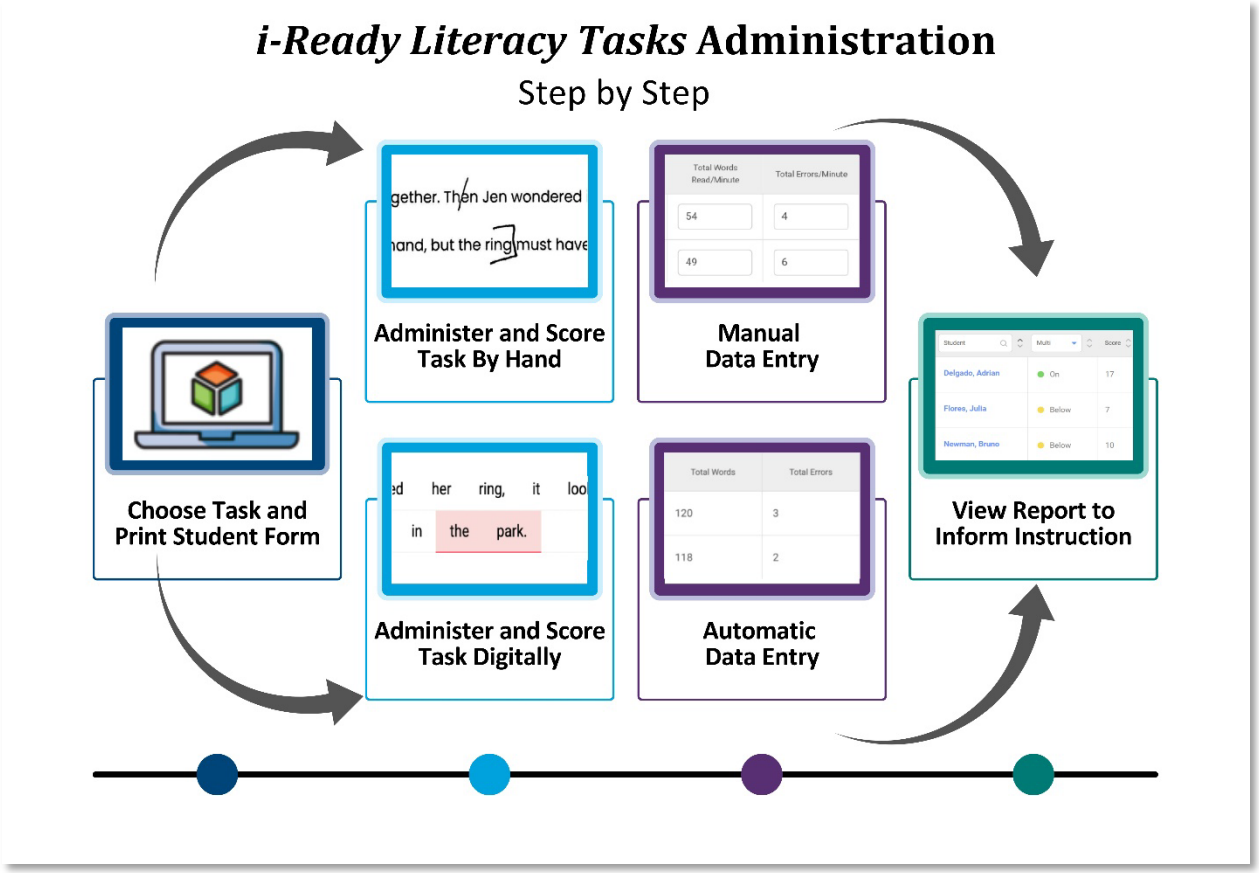


Figure 3.4. Literacy Task Scoring Options. Task administrators have the option of using manual scoring or using the digital interface to mark and score student responses in real time. Using the digital interface eliminates the need to enter results into *i-Ready* after task administration.

Manual Scoring

Each Teacher Form includes directions for scoring. The corresponding Student Form provides a column where the task administrator records the number of points assigned each response.

Digital Scoring

The digital administration practice offers thorough markup practice for each task type. During digital administration, on-screen guidance walks the task administrator through each step of the markup process.

Scoring markup varies by task type, but generally includes:

- clicking or tapping the item (e.g., word, letter) to mark it incorrect
- clicking again to mark it correct
- clicking the "x" at the end of a row marks the row as skipped
- clicking the last response given at the end of 60 seconds

Additional markup guidance is provided on-screen for each task type.

The student's score is automatically calculated based on the markup and displayed on the Task Results page. Scores are automatically populated on relevant screens and included in reports.

If edits to scoring markup are needed, educators can select Review Digital Administration to return to the markup screen. Once the educator adjusts the markup, scores are automatically recalculated.

3.4.3. After the Test

3.4.3.1 Post-Test Procedures

If manual mode is used, task administrators must manually enter scoring data into the *i-Ready* online data-capture platform. The system performs a validation check to ensure the entered score falls within the range of possible scores. If the score is out of range, an alert notice is displayed. However, this does not completely eliminate false or erroneous entries.

If digital mode is used, data entry is automatic. Scores are calculated and synced in real time, and all necessary calculations—including cut score determination—are handled by the *i-Ready* system.

Figure 3.5 shows an example of a Literacy Task data entry screen.

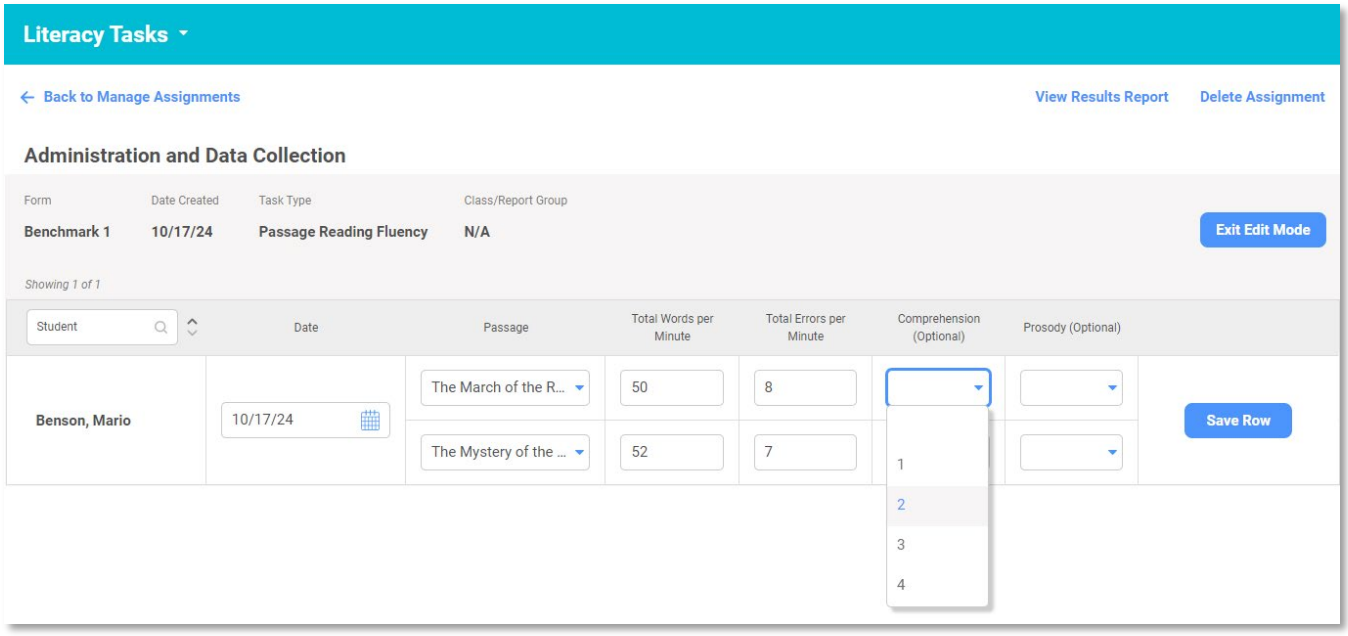


Figure 3.5. Manual Data Entry Screen. After administering *i-Ready Literacy Tasks*, educators input data into the data-capture platform. In this example, data for Passage Reading Fluency tasks is being entered.

Figure 3.6 shows the alert message if a score is outside the expected range.

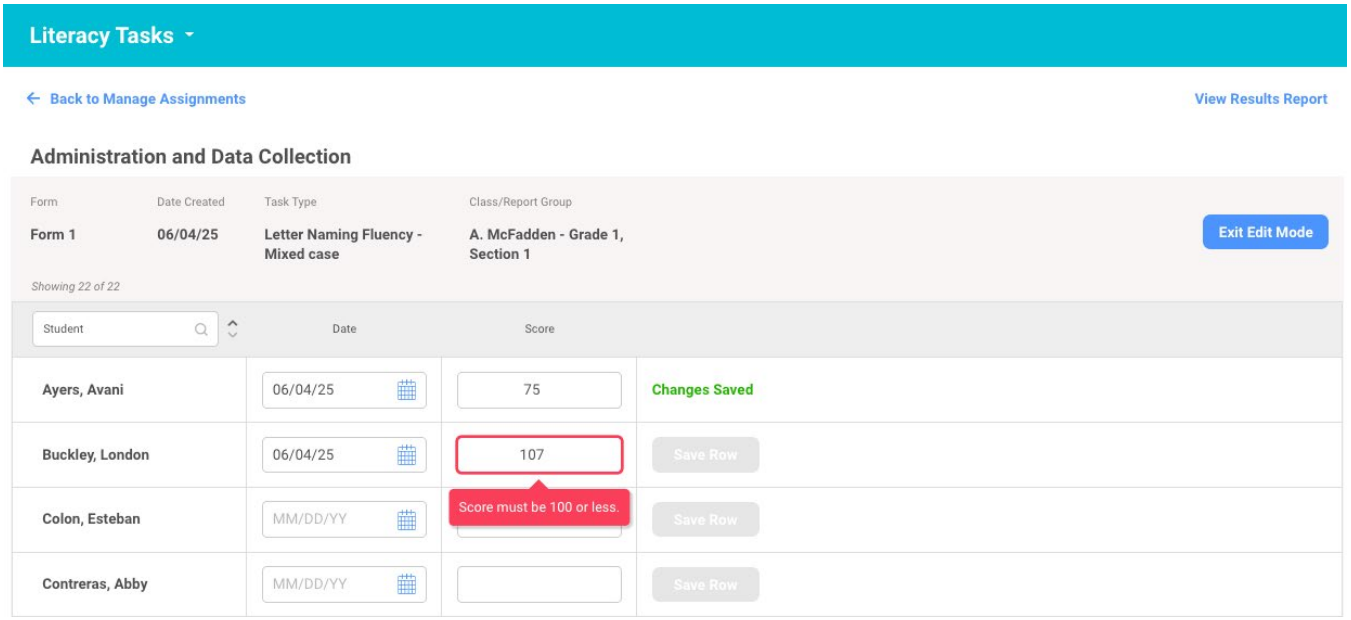


Figure 3.6. Literacy Task Data Entry Validation. The data entry field alerts the user if an invalid score value is entered.

3.4.3.2 Reviewing Results, Setting Goals, and Making Instructional Decisions Based on the Results

Educators can access student- and class-level reports from their *i-Ready Connect* dashboard. The reports screen consolidates all Literacy Tasks taken (other than Passage Reading Fluency) into a single report, allowing educators to review results of Benchmark and Progress Monitoring Tasks together. Passage Reading Fluency

task results are reported on a separate report. See Chapter 8, Score Reports for complete descriptions of score reports and score types.

3.4.4. Resources and Support Materials for Administrators and Proctors

Educators access task administration materials in the *i-Ready Connect* platform. For each Literacy Task, task administrators can download and print the PDF Teacher Form and Student Form.

Additionally, educators can access Success Central via a link on the Literacy Tasks page in *i-Ready Connect*. This site offers a variety of support resources, including:

- determining which students and skills to assess
- preparing for Benchmark administration or ongoing Progress Monitoring
- administering and scoring tasks
- creating Benchmark or Progress Monitoring periods to enable data entry or digital administration
- entering and confirming data in *i-Ready Connect*
- using results to plan instruction

3.5. Accessibility and Accommodations

Currently, *i-Ready Literacy Tasks* are educator led and administered offline using printed materials. Students do not interact directly with the *i-Ready* system during task administration. In this environment, educators may provide appropriate accommodations consistent with a student's IEP or 504 plan. However, certain accommodations—such as extended time—may invalidate results for timed Literacy Tasks.

Curriculum Associates provides detailed guidance in the FAQ document titled "*i-Ready Literacy Tasks* Accessibility and Accommodations Guidance" available on *Success Central*. This resource outlines accommodations for English learners and students with specific disabilities. It clarifies that certain accommodations—such as producing braille versions, translating stimuli, or students responding in their home language or American Sign Language—may affect the validity of results. Other accommodations are permissible, including translating directions into a student's home language or enlarging student materials (while not printing single-page tasks across multiple pages).

To meet the diverse needs of the students and districts we serve, we continuously evaluate and improve our educational tools and resources. We actively explore ways to incorporate technology (e.g., speech recognition) to enhance accessibility and accommodations. These efforts are supported by research. Our systematic approach to accessibility includes:

- Web Content Accessibility Guidelines (WCAG)
- Universal Design for Learning (UDL)
- designing inclusive solutions

- validating accessibility best practices via expert review
- providing clear guidance for educators
- gathering user feedback to make improvements

Student testers play an important role in evaluating the effectiveness of accessibility enhancements. Our commitment to improving accessibility is ongoing and integrated into the product development process.

Accessibility features and improvements are provided to educators as part of Curriculum Associates' Software-as-a Service (SaaS) model, ensuring that updates are delivered seamlessly and consistently.

3.6. Test Security and Privacy

Curriculum Associates prioritizes platform security, data protection, and effective policies and oversight to maintain system integrity, and safeguard user privacy, these efforts are essential to upholding the trust and confidentiality of all stakeholders using *i-Ready*, including those using Literacy Tasks.

3.6.1. Supervision

Ensuring the integrity and security of test administration is essential to maintaining the reliability of assessment results and validity of its intended interpretations and uses. To support this, Curriculum Associates provides training and detailed recommendations for scheduling, student engagement, and active monitoring throughout Literacy Task administration.

3.6.2. Data Transmission and Storage

i-Ready provides various layers of security. Curriculum Associates conducts data transmission for *i-Ready* using a secure Internet protocol (e.g., Secure Sockets Layer [SSL] and Hypertext Transfer Protocol Secure [https]). As a web-based, Software-as-a-Service (SaaS) application, *i-Ready* is accessible only through https. In cases where we need to transfer data with a district student information system, we have alternative secure technologies available. *i-Ready* uses the following types of encryption:

- Database encryption: *i-Ready* database servers are encrypted using industry standard AES-256 encryption.
- Network encryption: *i-Ready* is accessible only via https, and all public network traffic is encrypted with the latest encryption standards.
- Data-at-rest/data-in-motion encryption: Encryption of data at rest is implemented for all data stored in the *i-Ready* system. All data transfers are conducted using a secure Internet protocol (Secure Sockets Layer [SSL] and https).
- Backup encryption: As indicated above, all *i-Ready* database servers are encrypted using industry standard AES-256 encryption.

Curriculum Associates hosts all our servers at Amazon Web Services.

3.6.3. Data Security and Privacy

Our Data Handling and Privacy Statement—posted at CurriculumAssociates.com/Support/Privacy-and-Policies/i-Ready-Data-Handling-Privacy—describes our current data security policies and practices. It explains how we safeguard the sensitive information in *i-Ready*.

Chapter 4. Reliability

4.1. Chapter Summary

This chapter presents a comprehensive review of the methods and results of the reliability of the *i-Ready Literacy Tasks* Benchmark Tasks administered between the 2020–2021 and 2024–2025 academic years. Reliability is evaluated through two sources of evidence: **concurrent alternate form** reliability, which examines the consistency of scores when students complete different forms of the same task on the same day, and **delayed alternate form** reliability, which evaluates consistency of scores when different forms are administered during different testing windows (e.g., fall and winter). The chapter concludes with a discussion of the findings for each source of reliability evidence.

4.2. Introduction

Test reliability generally refers to the precision with which measurements are made (Haertel, 2006). Psychometric models are based on the concept of a student's underlying "true score," which is measured imperfectly (i.e., with inherent measurement error) by any assessment. Because neither the true score nor the error can be directly observed, a variety of methods are used to estimate test reliability.

Reliability analyses estimate the relative proportion of observed variance attributable to the student's true scores. A higher proportion of true score variance indicates greater reliability and less measurement error. This proportional relationship exposes the inverse relationship between the task's reliability and the magnitude of measurement error; more reliable tests tend to give rise to scores with less measurement error.

Collecting evidence of the reliability of the *i-Ready Literacy Tasks* is a multiyear process which began in the 2020–2021 school year and is ongoing. The reliability studies collect data to provide evidence of alternate form consistency for forms associated with each Literacy Task type.

Pearson (r) correlation coefficients were calculated to evaluate alternate form reliability. This method is appropriate for the Literacy Tasks, many of which are timed (1 minute) assessments scored by the number of correctly identified stimuli. Due to the timed nature, students may not reach all stimuli, making other internal consistency reliability methods less suitable. In general, positive correlations are expected when analyzing reliability indicators, and the magnitude of the correlation coefficients at or above .50 indicates moderate reliability, at or above .70 indicates acceptable reliability, and at or above .80 strong reliability.

Literacy Tasks Benchmark Tasks are administered up to three times during the academic year to establish performance benchmarks and monitor progress, and Progress Monitoring Tasks may be administered more frequently. This chapter focuses on reliability evidence for Benchmark Task performance; see Chapter 6 for information about evidence for Progress Monitoring Tasks. Task forms are designed to measure content reflecting appropriate skill progression across testing windows. Therefore, it is essential to confirm that forms consistently measure the same construct across administrations.

4.3. Task-Level Reliability

4.3.1. Concurrent Alternate Form Reliability

Concurrent alternate form reliability evaluates the consistency of scores when students complete two different forms of the same Literacy Task during the same day. This analysis helps determine whether scores from alternate forms are interchangeable and whether the forms measure the same construct with similar precision.

To compute this reliability, we used Pearson product moment correlations, which quantify the strength of the relationship between scores on the two forms. Strong correlation coefficients indicate that the forms are equivalent and yield consistent results.

Because Literacy Tasks can be administered up to three times per academic year (fall, winter, spring), multiple forms of the same task are offered to avoid repeated exposure to the same items. Ensuring that these forms consistently measure the same construct is essential for valid benchmarking and progress monitoring.

Data for this analysis were collected from participating districts and schools that use *i-Ready Literacy Tasks*. Students completed two forms of the same Literacy Task on the same day, with the second form administered immediately after the first. Administrators scored both forms, recorded results offline, and submitted results to Curriculum Associates using standardized templates. The data collection occurred between the 2020–2021 and 2024–2025 school years. Not all tasks were administered as part of this study.

Table 4.1 presents descriptive statistics (means and standard deviations), sample sizes (N), and Pearson correlation coefficients (r) for each Literacy Task type and grade level. The table also includes the lower and upper bounds of the 95% confidence interval for the reliability results. Note that smaller sample sizes can lead to wider confidence intervals where the lower and upper bounds are unevenly distributed around the reliability estimate.

Results show that nearly all reliability coefficients exceeded .80, indicating strong consistency across forms administered at the same time. Two exceptions—Grade 1 Spelling and Grade 1 Encoding—had coefficients between .70 and .80. These tasks are brief, six-item assessments scored as 0, 1, or 2 points, with a maximum score of 12. Lower reliability is expected for short tasks due to limited score variability. In other words, raw score distributions on these tasks typically show spikes at 2-point intervals (i.e., 2, 4, 6, 8, 10, and 12), reflecting that these are essentially six-item tasks. Given their short length, lower reliability coefficients are expected. For more details on scoring Spelling and Encoding tasks, see section 2.6.1.1. Additionally, these tasks measure related skills; validity studies conducted by Curriculum Associates found that Spelling and Encoding are more highly correlated with each other (0.6 to 0.65) than with other tasks.

Table 4.1. Alternate Form Reliability: Concurrent Administration

i-Ready Literacy Task	**Grade**	**Mean Task 1**	**SD Task 1**	**Mean Task 2**	**SD Task 2**	***N***	***r***	**Lower Bound**	**Upper Bound**

Phonological Awareness – Phoneme Segmentation Fluency	K	18	8.4	18	7.7	77	.97	.95	.98
Phonological Awareness – Phoneme Segmentation Fluency	1	29	11.2	32	11.9	135	.87	.82	.91
Rapid Automatized Naming – Objects	K	34	11.0	35	11.3	129	.89	.85	.92
Rapid Automatized Naming – Objects	1	47	11.2	47	11.8	119	.83	.77	.88
Rapid Automatized Naming – Colors	K	37	13.0	39	13.8	138	.87	.82	.90
Rapid Automatized Naming – Colors	1	47	12.3	46	12.0	119	.82	.75	.87
Rapid Automatized Naming – Letters	K	61	17.6	62	18.3	118	.95	.93	.97
Rapid Automatized Naming – Letters	1	59	17.6	58	19.5	156	.90	.86	.92
Rapid Automatized Naming – Letters	2	74	21.4	74	22.4	145	.94	.91	.95
Rapid Automatized Naming – Letters	3	87	17.2	88	15.9	143	.89	.86	.92
Rapid Automatized Naming – Numbers	1	61	16.0	59	16.8	121	.86	.80	.90
Rapid Automatized Naming – Numbers	2	79	17.5	80	16.8	119	.87	.81	.91
Rapid Automatized Naming – Numbers	3	67	20.7	66	20.7	51	.87	.78	.92
Letter Naming Fluency – Mixed-Case	K	34	14.9	35	13.9	147	.94	.92	.96
Letter Naming Fluency – Mixed-Case	1	40	21.6	39	22.2	59	.96	.93	.98
Letter Naming Fluency – Mixed-Case	2	55	21.3	53	20.1	58	.95	.91	.97
Letter Sound Fluency – Mixed-Case	K	15	13.6	16	14.0	121	.95	.93	.97
Letter Sound Fluency – Mixed-Case	1	36	12.9	37	13.1	100	.86	.80	.90
Letter Sound Fluency – Mixed-Case	2	36	13.7	40	15.5	78	.86	.79	.91
Word Recognition Fluency	K	19	13.2	18	13.1	82	.98	.97	.99
Word Recognition Fluency	1	36	19.4	35	20.0	162	.97	.97	.98
Word Recognition Fluency	2	56	27.6	60	28.1	296	.96	.95	.97
Word Recognition Fluency	3	53	25.5	56	25.1	118	.98	.96	.98
Pseudoword Decoding – Fluency	K	12	8.1	12	9.1	61	.94	.90	.96
Pseudoword Decoding – Fluency	1	18	12.3	18	11.6	222	.94	.92	.95
Pseudoword Decoding – Fluency	2	19	15.1	21	15.6	132	.83	.77	.88

Pseudoword Decoding – Fluency	3	31	12.5	33	12.9	153	.94	.92	.96
Passage Reading Fluency	1	50	35.1	49	33.8	148	.96	.95	.97
Passage Reading Fluency	2	78	37.4	80	37.5	109	.97	.96	.98
Passage Reading Fluency	3	110	42.4	100	40.9	110	.95	.93	.97
Passage Reading Fluency	4	126	39.1	125	38.5	264	.96	.95	.97
Passage Reading Fluency	5	113	43.8	112	41.5	268	.96	.95	.97
Passage Reading Fluency	6	120	43.7	118	41.8	84	.92	.88	.95
Encoding	1	4	3.4	4	3.4	91	.77	.68	.85
Encoding	2	3	3.6	3	3.1	36	.81	.65	.90
Encoding	3	5	3.8	4	3.6	51	.83	.72	.90
Spelling	1	6	4.0	7	3.9	91	.75	.64	.83
Spelling	2	3	3.8	4	4.2	36	.92	.84	.96
Spelling	3	5	3.5	6	4.6	51	.89	.82	.94

Note: SD = standard deviation, *N* = sample size, *r* = Pearson correlation.

4.3.2. Delayed Alternate Form Reliability

Delayed alternate form reliability refers to the consistency of scores across different forms of the same Literacy Task that are administered in separate testing windows. This method is similar to test-retest reliability but involves non-identical forms. We calculated this reliability using Pearson product moment correlations, providing a measure of the strength of the relationship between scores from two administrations. Strong correlations indicate greater confidence that scores across testing windows are consistent for each Literacy Task type. Because the Literacy Tasks can be used up to three times during the academic year, we provide multiple forms of each task type to avoid overexposure of the same items. Therefore, the measurement consistency of different but equivalent forms for each Literacy Task type is important.

Data for these analyses were drawn from operational use by schools and districts that administered *i-Ready Literacy Tasks* between the 2022–2023 and 2024–2025 school years. These data included student scores entered manually or via the *i-Ready* digital interface, which launched during the 2022–2023 academic year.

While these data are generally plentiful with respect to overall student counts, administration patterns can be irregular, with high counts for some task-grade combinations and low counts for others. These data are considered a convenience sample because it represents a nonrandom, opt-in sample of students. Nevertheless, operational data represent authentic use of Literacy Tasks and warrant analysis.

Table 4.2 presents the Pearson correlation coefficients (r) for delayed alternate forms, descriptive statistics

(n-count, mean, and standard deviation), and the lower and upper bounds based on a 95% confidence interval for different forms administered at two points in time (fall and spring or winter and spring). Reliability coefficients ranged from .57 to .94, with most exceeding .70, indicating moderate to strong reliability across forms administered several weeks apart.

As expected, reliability was lower for forms administered across different testing windows compared to concurrent administrations. This difference is likely due to instructional effects—students' performance may improve in the 12 to 18 weeks between administrations, contributing to score variability beyond measurement error. In most cases, mean scores increased on the second administration, reflecting student growth.

Despite lower overall correlations, most tasks exceeded a reliability threshold of *0.70*. Some tasks assessing phonological awareness (Phoneme Blending, Segmentation, Segmentation Fluency), rapid automatized naming (Objects and Colors), Encoding, and Spelling showed moderate reliability coefficients, likely due to the number of stimuli in the tasks, which restricts the score range, or the timed administration (1 minute), which reduces score variability and increases the impact of random performance fluctuations. Additionally, tasks like RAN Objects and RAN Colors use a small set of highly familiar stimuli, which can produce ceiling effects for some students and floor effects for others, further constraining score distributions. While these lower coefficients are not unexpected given the developmental context and task design, moderate reliability may still be useful for early screening and progress monitoring when interpreted alongside other sources of evidence.

Table 4.2. Alternate Form Reliability: Delayed Administration

i-Ready Literacy Task	**Grade**	**Mean Task 1**	**SD Task 1**	**Mean Task 2**	**SD Task 2**	***N***	***r***	**Lower Bound**	**Upper Bound**
Phonological Awareness – Syllables	K	28	20.6	41	20.2	66	.78	.67	.86
Phonological Awareness – Onset-Rime	K	16	11.9	30	13.9	50	.85	.76	.92
Phoneme Blending	K	20	11.8	32	9.3	651	.58	.53	.63
Phoneme Blending	1	27	12.2	34	9.1	145	.67	.57	.75
Phonological Awareness – Phoneme Manipulation	K–2	52	30.8	60	29.4	133	.88	.83	.91
Phonological Awareness – Phoneme Segmentation	K	30	6.9	31	7.2	74	.67	.52	.78
Phonological Awareness – Phoneme Segmentation	1	36	6.3	38	2.5	45	.82	.69	.90
Phonological Awareness – Phoneme Segmentation Fluency	K	19	12.1	29	11.9	2,464	.69	.67	.71
Phonological Awareness – Phoneme Segmentation Fluency	1	33	12.2	37	10.2	556	.81	.78	.84
Rapid Automatized Naming – Objects	K	38	10.8	43	11.2	21,391	.57	.57	.58
Rapid Automatized Naming – Objects	1	48	11.8	51	12.0	1,054	.61	.57	.64

Rapid Automatized Naming – Colors	K	36	9.4	39	8.5	129	.64	.52	.73
Rapid Automatized Naming – Colors	1	36	10.5	41	10.3	262	.65	.57	.71
Rapid Automatized Naming – Letters	K	50	17.5	46	16.4	166	.70	.61	.77
Rapid Automatized Naming – Letters	1	55	18.4	62	18.9	17,193	.71	.70	.72
Rapid Automatized Naming – Letters	2	69	18.3	75	19.1	4,710	.68	.66	.69
Rapid Automatized Naming – Letters	3	80	17.2	85	16.0	3,929	.73	.72	.75
Rapid Automatized Naming – Numbers	2	73	16.4	79	16.2	274	.70	.63	.76
Rapid Automatized Naming – Numbers	3	78	16.9	82	15.7	749	.76	.73	.79
Letter Naming Fluency – Uppercase	K–1	30	17.5	38	17.2	90	.82	.74	.88
Letter Naming Fluency – Lowercase	K	48	18.5	47	19.1	1,161	.81	.79	.83
Letter Naming Fluency – Lowercase	1	52	19.1	61	18.0	142	.80	.73	.85
Letter Naming Fluency – Mixed-Case	K	34	16.5	44	17.6	64,688	.77	.77	.78
Letter Naming Fluency – Mixed-Case	1	49	18.8	56	19.5	3,168	.82	.81	.83
Letter Sound Fluency – Uppercase	K	23	13.7	36	17.2	35	.82	.68	.91
Letter Sound Fluency – Lowercase	K	34	14.2	33	14.4	1,199	.71	.68	.73
Letter Sound Fluency – Lowercase	1	24	11.1	37	13.6	104	.64	.50	.74
Letter Sound Fluency – Mixed-Case	K	27	13.9	39	15.0	18,376	.73	.73	.74
Letter Sound Fluency – Mixed-Case	1	37	17.2	44	17.5	1,277	.79	.77	.81
Word Recognition Fluency	K	9	9.2	18	11.4	2,111	.75	.73	.76
Word Recognition Fluency	1	25	18.2	36	17.9	5,952	.83	.82	.83
Word Recognition Fluency	2	42	28.3	51	27.1	3,443	.91	.90	.91
Word Recognition Fluency	3	43	23.0	49	22.7	2,729	.93	.92	.93
Pseudoword Decoding – Fluency	K	5	6.1	9	7.7	12,865	.73	.72	.74
Pseudoword Decoding – Fluency	1	14	9.8	18	11.7	25,650	.85	.85	.86
Pseudoword Decoding – Fluency	2	18	11.8	21	12.6	10,071	.88	.88	.89
Pseudoword Decoding – Fluency	3	24	13.1	27	13.2	5,796	.87	.86	.88
Pseudoword Decoding – Multisyllabic	2	10	7.2	14	8.5	176	.87	.83	.90

Pseudoword Decoding – Multisyllabic	3	14	8.4	15	9.0	266	.87	.83	.89
Passage Reading Fluency	1	38	36.5	59	39.9	11,7824	.89	.89	.89
Passage Reading Fluency	2	71	41.9	84	44.6	134,584	.94	.94	.94
Passage Reading Fluency	3	88	42.6	95	44.1	125,531	.93	.93	.93
Passage Reading Fluency	4	97	41.6	118	44.8	21,751	.93	.92	.93
Passage Reading Fluency	5	119	42.6	120	41.3	31,406	.92	.92	.92
Passage Reading Fluency	6	121	43.1	118	40.5	11,068	.92	.92	.92
Spelling	1	6	3.2	8	3.3	4,746	.63	.61	.65
Spelling	2	6	3.2	8	3.6	3,853	.60	.58	.62
Spelling	3	5	2.9	8	2.9	3,676	.58	.55	.60
Encoding	1	6	3.1	6	3.0	4,215	.57	.55	.59
Encoding	2	6	3.2	6	2.9	3,861	.57	.55	.59
Encoding	3	6	3.2	6	3.1	260	.64	.56	.71

Note: SD = standard deviation, N = sample size, r = Pearson correlation.

Together, concurrent and delayed reliability evidence supports that alternate forms of each Literacy Task type consistently measure student performance. Changes in scores between administrations likely reflect actual change in students' performance level of the construct being measured by the Literacy Task.

4.4. Commitment to Ongoing Research

Curriculum Associates continually collects evidence of reliability and support for validity claims based on test content, internal structure, and relationships with other assessments. In addition to conducting planned reliability and validity studies, we analyze naturally occurring data from students to examine how the tasks function in classroom settings, especially when tasks are updated or revised, and as new evidence to support the validity argument is warranted.

Chapter 5. Setting Standards

5.1. Chapter Summary

This chapter outlines how cut scores and placement levels were established for the *i-Ready Literacy Tasks*. It provides an overview of the setting standards process, including the approach to establishing initial content-based cut scores, the review and revision of these cut scores using student impact data, and the final evaluation to ensure that cut score progressions are reasonable both within and across grade levels.

5.2. Introduction

Standard setting is the process of determining the score thresholds (cut scores) on an assessment that define student placement levels in relation to grade-level expectations, thereby supporting the interpretation and use of assessment results (Cizek & Bunch, 2007). It is a foundational process in educational assessment, providing the critical link between student performance and meaningful interpretation of results. By establishing clear and defensible cut scores, standard setting ensures that placement levels accurately reflect students' proficiency in relation to performance expectations (e.g., academic standards). This process is essential for supporting valid interpretations of assessment results. For the *i-Ready Literacy Tasks*, Curriculum Associates employed an Evidence-Based Standard Setting methodology (EBSS; Ferrara, Lewis, & D'Brot, 2021) that integrates expert judgment with empirical data. This approach strengthens the defensibility of cut scores by grounding panelist recommendations in documented research, observed student performance patterns, and established principles of literacy development.

The standard setting process for the Literacy Tasks followed a multi-step approach. First, Curriculum Associates convened a panel of content experts to propose initial, content-based cut scores. In doing so, panelists considered grade-level content standards, developmental theory, and research-supported performance definitions used on other widely recognized measures. This process ensured that the initial thresholds reflected expert understanding of literacy development as relates to each task's content and were grounded in both theory and existing research.

Next, impact data were reviewed to evaluate and refine the initial cut scores. This step examined how students were distributed across performance levels and checked for consistency with thresholds on other measures. Where needed, adjustments were made to strengthen alignment with performance expectations. This evidence-based review ensured that cut scores were not only grounded in a clear conceptual framework but also supported by empirical patterns in student performance.

Finally, the full set of cut scores for each task was reviewed to ensure that cut score progressions were logical and developmentally appropriate across testing windows within and across grade levels. This step ensured vertical coherence and supported the interpretation of student growth. This evidence-based review of the progression helped confirm that the resulting score thresholds aligned with known trajectories of early literacy skill acquisition.

To guide and document decisions throughout the process, decision trees were developed. These tools provided a structured framework for evaluating and adjusting cut scores, and they allowed all changes from the initial content-based cut scores to be tracked systematically. Additional details about each step are provided in section 5.4.

The standard setting process for the *i-Ready Literacy Tasks* was designed and implemented in accordance with best practices outlined in the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 2014). Specifically, the process included:

- a clearly documented rationale and procedures for establishing cut scores (standard 5.21)
- the involvement of qualified panelists with relevant expertise (standard 1.9)
- the use of content-based judgments applied in a transparent and appropriate manner (standard 5.22)
- a review of empirical impact data to verify the reasonableness of the cut scores (standard 5.23)

This alignment with professional standards supports the validity and defensibility of the resulting placement levels and their use in educational decision-making. Using an evidence-based standard setting methodology further reinforces this defensibility by ensuring that placement decisions are grounded in systematic, replicable procedures that integrate expert judgment, empirical evidence, and developmental theory.

5.3. Placement Levels

The *i-Ready Literacy Tasks* report placement levels for each task type. These levels are criterion-referenced judgments of student performance relative to grade-level expectations for proficiency at specific points in the school year—fall, winter, or spring—based on the literacy skill assessed. Depending on the task, results are reported as: 1) "Below," "On," or "Above" grade-level standards, or 2) "Below" or "On or Above" grade-level standards.

To support the interpretation of these levels, placement decisions are defined using Performance Level Descriptors (PLDs). The Literacy Tasks use Policy-Level PLDs, which provide high-level descriptions of student performance relative to grade-level literacy expectations aligned to College and Career Readiness standards. These descriptors serve as the basis for reporting and communication across grades and time points, ensuring consistent and transparent interpretation of results.

The Literacy Task placement levels are derived from the five placement levels used on *i-Ready Inform*. To align that framework with the Literacy Tasks, the three on-grade level placements on *i-Ready Inform* ("Early," "Mid," and "Late") were combined into a single "On" level placement. In addition, the reference period was narrowed from a full academic year the specific portion of the year assessed (approximately one-third to one-half), and language not applicable to the Literacy Tasks was removed.

The resulting policy-level PLDs for the Literacy Tasks are presented in Table 5.1.

Table 5.1 Literacy Task Policy-Level PLDs

Placement Level	Description
Below	Students in the Below level are not meeting the literacy expectations for their grade and time of year. Students in this level will benefit from remediation focused on literacy instruction from earlier in the academic year or in earlier grades to help fill in gaps in their knowledge.
On	Students in the On level are currently meeting literacy expectations for their grade and time of year. Students in this level will benefit from literacy instruction typically provided in their current grade at the current or upcoming time in the academic year.
Above	Students in the Above level are currently surpassing literacy expectations for their grade and time of year. Students in this level will benefit from literacy instruction typically provided at a later point in the academic year or a higher grade.

5.4. Methods and Procedures

This section summarizes the three main steps of the standard-setting process: 1) setting initial cut scores based on content judgements, 2) reviewing and adjusting cut scores using student impact data, and 3) reviewing the reasonableness of cut scores within and across grade levels through vertical articulation.

5.4.1. Initial Content Judgments

5.4.1.1 Panelists

A panel of three Curriculum Associates experts in early literacy collaborated to establish the initial content-based cut scores. Collectively, these former educators have more than 35 years of teaching experience and 28 years of experience developing early literacy products at Curriculum Associates.

5.4.1.2 Process

Initial content-based cut scores for the fall, winter, and spring testing windows were established based on the content of each Literacy Task. The approach varied by task type and the data and resources available, but considered the following information:

- the scope and sequence of task stimuli
- fluency benchmarks from comparable norm-referenced external measures
- the distribution of stimuli within each form, designed to reflect expected learning progressions

To establish expected fluency standards for Rapid Automatized Naming (RAN), Letter Naming Fluency (LNF), Letter Sound Fluency (LSF), Pseudoword Decoding Fluency (PWD-F), and Passage Reading Fluency (PRF) we reviewed several widely recognized measures capturing related literacy skills. These included four external assessments:

- Comprehensive Test of Phonological Processing (CTOPP; Wagner, Torgesen, Rashotte, & Pearson, 2013)
- Rapid Automatized Naming and Rapid Automatized Stimulus Test (RAN/RAS; Wolf & Denckla, 2005)

- Dynamic Indicators of Basic Early Literacy Skills, 8th Edition (DIBELS 8, 2020)
- Aimsweb (Pearson, 2021), with oral reading fluency norms (Hasbrouck and Tindal, 2017)

These assessments offer comparable tasks, and all measures offer normative data. This review involved analyzing each measure's comparable task(s), identifying key differences between those tasks and the Literacy Tasks, and evaluating how those differences might influence student performance. In some cases, we converted age-based norms to grade-based norms. In other cases, we adapted performance expectations from non-speeded to speeded conditions.

For Spelling and Encoding and Phonological Awareness tasks, excluding Phoneme Segmentation Fluency, initial cut scores were set using subject matter expertise in combination with insights into how students progress through content over the academic year. This process was informed by Curriculum Associates' literacy instruction scope and sequence, as well as assessment indicators for grade-level proficiency. In other words, it aligned expectations for student performance with the core curriculum and reflected how students typically progress throughout the academic year.

Initial cut scores for Phoneme Segmentation Fluency and Word Recognition Fluency were determined using subject matter expertise, expectations from external assessments, and the scope and sequence of stimulus design. The same approach described above that considered expectations on comparable external assessments was applied here. The CTOPP and DIBELS were considered as well as the Wechsler Individual Achievement Test–Third Edition (WIAT-III; Wechsler, 2009). The stimulus design followed a progression in content difficulty, as outlined in each task's blueprint, which allowed anticipation of student response patterns. This sequencing means that students with higher proficiency are more likely to answer later items correctly, while those with lower proficiency may struggle. Content experts used this progression to identify points within each form where stimuli best differentiate between student performance levels.

5.4.2. Impact Data Review

5.4.2.1 Process Overview

To evaluate the reasonableness of the proposed content-based cut scores, we applied the initial cut scores to our *i-Ready Literacy Task* user database to calculate impact data—the percentage of students in each placement level based on the cut scores. We examined this impact data to determine whether the initial cut scores produced results consistent with expectations for students who take *i-Ready Inform* for Reading. We also compared the distributions with performance patterns typically observed on other external assessments. Reviewing impact data helps ensure cut scores are reasonable and aligned with the intended purpose of the assessment.

To support the process of reviewing impact data, we created a decision tree to structure the review and guide decision-making. It specified the order in which data sources were examined, outlined the next steps based on prior results, and guided decisions about whether any cut scores should be adjusted and how they should be adjusted. Any deviations from the decision tree were documented as exceptions.

5.4.2.2 Panelists

A panel of seven Curriculum Associates staff participated in the impact data review. The panel included the three early literacy subject experts who set the initial content-based cut scores, one additional expert in early literacy, and three psychometricians. The psychometricians contributed their measurement expertise and provided guidance in interpreting impact data.

5.4.2.3 Data Sources

Throughout the impact data review, we analyzed student performance data for each Literacy Task to evaluate the impact and external consistency of proposed cut score recommendations. This review relied on two primary data sources:

- **Literacy Task user data in the *i-Ready* system** during the 2022–2023 and 2023–2024 academic years. This dataset included approximately 200,000 scored Literacy tasks per testing window. Most students in this sample also had *i-Ready Inform* for Reading scores. During this period, Literacy Task scores were entered manually or by using the *i-Ready* digital interface, which was introduced during the 2022–2023 academic year.
- **Validity study data** collected in winter, spring, and fall 2023. These studies included approximately 800 students per testing window in Grades K–3. Schools already using *i-Ready* were invited to participate voluntarily. Most students in this sample also had *i-Ready Inform* for Reading scores. Additional details about the validity study data source are provided below.

Six districts across four states volunteered to participate in the validity studies. The student sample was evenly split between males and females. While reporting additional demographic information was encouraged, it was optional and provided for less than half of the sample. Nonetheless, the available data confirmed representation of students from diverse ethnic backgrounds, English language learners, and those receiving special education services.

Educators administered one or more *i-Ready Literacy Tasks* and the designated external assessments, either the DIBELS 8 and/or the RAN/RAS. Students also completed *i-Ready Inform* for Reading. The *i-Ready Literacy Tasks* were administered first, followed by the external assessments.

The winter administration of *i-Ready Inform* for Reading and Literacy Tasks occurred between mid-January and the end of February 2023. Spring and fall administrations took place between mid-May and early June 2023, and between August and October of 2023, respectively. Individual schools and educators determined the specific administration dates.

Table 5.2 lists the Literacy Tasks included in the validity studies and used for standard setting activities.

Table 5.2. Literacy Tasks Included in Validity Study Data Source

Literacy Task	Grade K	Grade 1	Grade 2	Grade 3
Letter Naming Fluency – Mixed-Case Letters	F W S	F W	--	--
Rapid Automatized Naming – Objects	F W S	F	--	--
Rapid Automatized Naming – Colors	W	--	--	--
Rapid Automatized Naming – Letters	--	W S	F W S	F W S
Rapid Automatized Naming – Numerals	--	--	--	W S
Word Recognition Fluency	W S	F S	F	--
Passage Reading Fluency	--	W S	F W S	F W S
Spelling and Encoding	--	--	--	W S
Rapid Automatized Naming – Objects	F W S	F	--	--
Rapid Automatized Naming – Colors	W	--	--	--
Rapid Automatized Naming – Letters	--	W S	F W S	F W S

W = Task administered in the winter study; S = Task administered in the spring study; F = Task administered in the fall study.

DIBELS 8th Edition was used as an external measure because it has several tasks that measure student proficiency for similar constructs to those in the *i-Ready Literacy Task* suite, and it is widely used as a universal literacy screener in U.S. elementary schools. Only the tasks required to compute the DIBELS composite score were administered.

The Literacy Tasks for Rapid Automatized Naming (RAN) were compared to comparable RAN/RAS assessments (Wolf and Denckla, 2005). RAN/RAS includes well-established and widely used measures of rapid naming automaticity that are conceptually and structurally similar to the Literacy Tasks for RAN. Each student's total testing time was approximately 30 minutes.

In both the user data and validity study datasets, impact data were unavailable for some tasks and grade levels. Therefore, some cut scores were not evaluated against impact data. These scores will continue to be monitored as additional data become available.

5.4.2.4 Process: Below/On Level Cut Score Review

To review the initial Below/On Level content-based cut scores, we reviewed the student impact data to confirm that the thresholds were reasonable and aligned with the assessment's intended purpose. When data or contextual factors indicated a need to revise a cut score, we reviewed additional analyses or considered other information sources. These included reviewing classification consistency between the *i-Ready Literacy*

Tasks and external measures used in the validity data and considering alignment with *i-Ready Inform* for Reading thresholds in user data.

We used two thresholds from *i-Ready Inform* for Reading to guide cut score adjustments: the 20th percentile on the overall score and the *i-Ready* Reading Difficulty Indicator (iRDI) cut score (Curriculum Associates, 2025)[6]. When reviewing consistency with *i-Ready Inform*, we selected the most appropriate threshold based on the Literacy Task type.

Throughout this process, we revised a cut score only when empirically justified. Each adjustment aimed to preserve the original content-based judgments, minimize unnecessary deviation, prioritize specificity over sensitivity[7], and maintain coherence across grade levels.

For tasks requiring validity evidence for external review—such as submission to the National Center on Intensive Intervention (NCII)—we considered the validity thresholds required for those reviews. Where feasible, we modified cut scores to meet those thresholds without compromising the integrity of the assessment. Any deviations from the process established by the decision tree were documented.

5.4.2.5 Process: On/Above Level Cut Score Review

After establishing the Below/On Level cut scores, we reviewed the On/Above Level cut scores for each Literacy Task to ensure they were logically positioned and reasonable. This review focused on the relationship between the Below/On and On/Above thresholds, with particular attention to developmental expectations for skill mastery. Again, any deviations from the decision tree framework were documented.

We began this review by confirming that the On/Above cut score was appropriately placed above its corresponding Below/On cut. We evaluated whether the distance between the two cut scores reflected expected patterns of student growth and skill acquisition. Special consideration was given to identifying the point in the literacy task sequence—typically at the highest grade level or latest time of year—where skill development was expected to plateau. This plateau indicated likely skill mastery, beyond which further score increases would not represent meaningful gains in proficiency.

We also examined whether fall cut scores maintained a coherent relationship with the spring cut scores from the prior grade level, where such a relationship was developmentally expected. When we identified issues, we revised the On/Above cut score to better align with developmental expectations. The nature of the issue determined the type of revision applied. Adjustments included:

- reassessing the Below/On cut for appropriateness
- fixing a cut score across subsequent administration or grade-level forms to establish a ceiling for skill mastery

[6] Use of the iRDI as a threshold to identify students who may be experiencing reading difficulties is being phased out in favor of the Early Literacy and Dyslexia Risk Screener by *i-Ready*.
[7] Based on a recommendation from our Literacy Advisory Committee.

- adjusting the On/Above cut to align with changes made to the Below/On cut's change during impact data review, reflecting both the direction and magnitude of such changes
- aligning the On/Above cut with the spring cut of the prior grade form

These revisions ensured that the cut scores remained coherent, developmentally appropriate, and empirically grounded.

5.4.3. Vertical Articulation

5.4.3.1 Panelists

The same panel of Curriculum Associates staff who participated in the impact data review (see section 5.4.1.1) also conducted the vertical articulation review.

5.4.3.2 Process

As the final step in standard setting process, we conducted a vertical articulation review to evaluate how each task's cut scores progressed across testing windows and grade levels. This review ensured that cut scores followed logical, developmentally appropriate patterns over time. A separate decision tree was developed to guide this review process and to promote transparency and consistency.

For tasks without grade-specific forms (i.e., Phonological Awareness, RAN, Letter Naming Fluency, Pseudoword Decoding – Fluency, Letter Sound Fluency), we expected cut scores to increase incrementally with grade-level expectations. Minimal or no decline was expected between the spring cut score of one grade and the fall cut score of the next. In contrast, for grade-specific tasks (i.e., Word Recognition Fluency, Spelling and Encoding, Passage Reading Fluency), we did not necessarily expect cut scores to increase across grades. However, we did expect them to reflect growth across testing windows within a grade.

The panel evaluated whether cut scores increased appropriately across grades and/or testing windows and whether they aligned with expected patterns of literacy skill development. The review also verified:

- consistency with developmental expectations
- correct ordering of cut scores (e.g., the Below/On cut is lower than the On/Above cut score)
- reasonable and consistent distance between the two thresholds

If the panel identified concerns, they revisited the relevant cut scores and documented any additional adjustments as exceptions to the standard setting process. All adjustments prioritized coherence across related tasks and alignment with validity evidence.

Final cut scores by grade and testing window are provided in Appendix A.

Chapter 6. Progress Monitoring

6.1. Chapter Summary

This chapter presents the *i-Ready Literacy Tasks* Progress Monitoring Tasks and the reliability and validity evidence that support their use. The analyses primarily use data from the 2023–2024 academic year, supplemented with 2022–2023 data for tasks with smaller sample sizes. Three types of reliability evidence are introduced and summarized, followed by two types of validity evidence.

Due to changes in task design and limited data availability, certain tasks and forms were excluded from the analyses. Specifically, Pseudoword Decoding—Fluency was omitted because the decoding task was redesigned, and the new task was introduced in fall 2024. Passage Reading Fluency for Grades 4 through 6 and Phenome Segmentation Fluency for Grades 2 and 3 were omitted due to limited data. Results will be updated when additional data become available.

6.2. Development Process

Progress Monitoring Task forms follow the same blueprints and development processes as the Benchmark Tasks, as discussed in Chapter 2. Literacy Task Development.

6.3. Measures for Progress Monitoring

Progress Monitoring Tasks are available for the following tasks and grade levels:

- Letter Sound Fluency – Mixed-Case: Grades K–2
- Phoneme Segmentation Fluency: Grades K–3
- Word Recognition Fluency: Grades K–1
- Pseudoword Decoding – Fluency: Grades K–3
- Passage Reading Fluency: Grades 1–6

A Progress Monitoring *period* includes a start date, the frequency of intervention sessions (e.g., weekly, monthly), and the total number of weeks for the intervention and monitoring. The period begins when an educator identifies a student for progress monitoring and administers a baseline form. Multiple Progress Monitoring periods may be necessary to complete the student's full progress monitoring plan. If educators need to adjust the grade level or content during a segment of a student's progress monitoring plan, they may need to initiate a new period.

A Progress Monitoring *session* refers to a single instance in which a student completes an assigned Progress Monitoring Task. Each Progress Monitoring Task has at least twenty different forms. Although a recommended sequence of forms is provided, educators may choose to administer the forms in a different order. This

flexibility results in uneven distribution of operational data across forms. Consequently, some analyses exclude certain forms due to insufficient sample sizes.

6.4. Reliability

This section examines evidence for the reliability of Progress Monitoring Tasks using three complementary measures:

- **Pairwise Adjacent Alternate Form Reliability:** Compares the consistency of scores across adjacent task forms.
- **Intraclass Correlation Coefficient:** Evaluates the ability of forms to consistently measure student performance.
- **Reliability of the Slope:** Estimates the ability of forms to produce consistent estimates of student growth over time.

Each of these reliability coefficients range from 0 to 1, with higher values indicating greater consistency of Progress Monitoring Task scores. While interpretation may vary by type of coefficient, a common guideline is that values of .80 or higher are acceptable for tests of moderate length (Nunnally & Burnstein, 1994). Because Progress Monitoring Tasks are substantially shorter than a general reading comprehension assessment (e.g., *i-Ready Inform*), coefficients around .70 may be considered adequate in this context.

The analyses primarily used data from students who completed Progress Monitoring Tasks during the 2023–2024 academic year. For tasks with insufficient data for a given analysis, samples from the 2022–2023 and 2023–2024 academic years were combined to support the analyses. Unless otherwise noted, the samples include all students who completed the relevant Literacy Task during the academic year and met typical data cleaning criteria (e.g., completed tasks in English, within Grades K–6).

The following sections provide detailed discussions of each reliability measure and summarize the corresponding results.

6.4.1. Adjacent Administration Alternate Form Reliability

Ensuring score consistency across adjacent forms is essential, as Progress Monitoring Task forms are designed to be comparable in difficulty. This consistency allows educators to attribute changes in student scores to instructional interventions rather than to differences in task forms. The pairwise adjacent administration alternate form reliability offers an evaluation of this consistency. It measures how stable student scores are when two different forms are administered to the same student in consecutive administrations. High correlation coefficients indicate that the forms consistently measure similar literacy skills.

To conduct the analysis, adjacent form pairs were identified for each student within each Literacy Task. For example, the first and second Progress Monitoring Task forms administered to a student were considered an

adjacent pair. Selecting adjacent pairs earlier in the progress monitoring period helped minimize the influence of instruction on the reliability estimates.

Pearson correlation coefficients and corresponding 95% confidence intervals were calculated for each common form pair completed by students. For example, correlations were computed for students who took Form A and Form B, and separately for those who took Form A and Form C. This pairwise approach enabled evaluation across multiple form combinations.

Table 6.1 presents the median Pearson correlation coefficients for each task, along with the median lower and upper bounds of the 95% confidence intervals. Median correlations all exceeded .80, demonstrating strong consistency across adjacent Progress Monitoring Task forms.

Table 6.1. Adjacent Administration Alternate Form Reliability

Grade	*i-Ready Literacy Task*	Number of Forms[1]	Students per Form	Median Correlation	Median Lower Bound	Median Upper Bound
K – 1*	Phonemic Awareness – Segmentation Fluency	11	35–1,294	.84	.79	.89
K – 2*	Letter Sound Fluency – Mixed-Case	18	30–3,974	.90	.87	.92
K	Word Recognition Fluency	11	37–645	.94	.92	.96
1	Passage Reading Fluency	15	30–1,769	.90	.89	.93
1	Word Recognition Fluency	14	32–949	.94	.91	.95
2	Passage Reading Fluency	23	33–3,401	.91	.89	.93
3	Passage Reading Fluency	16	52–2,530	.88	.86	.90

* Literacy Tasks with small sample sizes and non-grade-specific forms were combined across grades to support analysis.

[1] Some forms did not have sufficient observations to be included in this analysis.

6.4.2. Intraclass Correlation Coefficient

The Intraclass Correlation Coefficient (ICC) was used to evaluate the reliability of the set of Progress Monitoring Task forms. The ICC captures the proportion of total variation in scores that can be attributed to stable differences between students (i.e., true differences in underlying ability). High ICC values provide evidence that the set of forms consistently measure student performance. The ICC is a widely used reliability index in repeated measures and interrater reliability analyses (Shrout & Fleiss, 1979; McGraw & Wong, 1996).

To calculate the ICC, we used a multi-level model that accounts for the fact that each student completes a distinct set of forms across multiple administrations. The model treats both student and form as random effects to account for variability in students and forms. Students had to complete at least three progress monitoring forms to be included in the analysis.

To estimate 95% confidence intervals for the ICC, a bootstrap procedure with 500 fully converged iterations was conducted to estimate the variance in the reliability estimates. The variance in ICCs was then used to identify the lower and upper bounds of the 95% confidence interval from a standard normal distribution.

Table 6.2 presents the number of Progress Monitoring periods, the number of forms included in the analysis, the model-based reliability coefficient, and the lower and upper bounds of the 95% confidence interval for each task. The results consistently exceeded .70, with most above .80. They indicate moderate to strong consistency in how forms measure student performance. However, some tasks lacked sufficient data to support reliable estimates, and so the analyses were not performed.

Table 6.2. Intraclass Correlation Coefficient

Grade	*i-Ready Literacy Task*	Number of PM Periods	Number of PM Forms[1]	ICC	Lower Bound	Upper Bound
K	Letter Sound Fluency – Mixed-Case	5,536	20	.76	.75	.77
K	Phonemic Awareness – Segmentation Fluency	2,130	20	.71	.69	.72
K	Word Recognition Fluency	1,023	20	.74	.71	.77
1	Letter Sound Fluency – Mixed-Case	*	*	*	*	*
1	Phonemic Awareness – Segmentation Fluency	*	*	*	*	*
1	Passage Reading Fluency	3,878	24	.80	.79	.81
1	Word Recognition Fluency	1,346	20	.84	.82	.86
2	Letter Sound Fluency – Mixed-Case	*	*	*	*	*
2	Passage Reading Fluency	5,820	24	.84	.84	.85
3	Passage Reading Fluency	5,849	24	.81	.81	.82

[1] Some forms did not have sufficient observations to be included in this analysis.

* Insufficient observations to perform analysis.

6.4.3. Reliability of the Slope

The reliability of the slope refers to how consistently a student's growth rate (the slope) is estimated when different sets of Progress Monitoring Task forms are administered. This analysis is conceptually similar to Pearson split-half reliability, but instead of splitting test items into two groups, it splits test forms into two groups. For each student, forms were grouped by administration order: odd-numbered forms (e.g., 1st, 3rd, etc.) and even-numbered forms (e.g., 2nd, 4th, etc.). We calculated the slope for each form subset and student using ordinary least squares (OLS). The Pearson correlation between these slope values reflects the strength of the relationship between the two sets of forms, indicating how consistent slope estimates would likely be for any subset of forms.

To obtain stable and reliable slope estimates for each student, the analysis included only those students with scores from at least 10 sessions (Progress Monitoring Task forms) over a 20-week period (Christ, Monaghen, Zopluoglu, & Van Norman, 2013; Good & Shinn, 1990). Therefore, each student had at least five forms in each group on which to base the slope estimates. The Pearson correlation between the two slopes and the corresponding 95% confidence interval were then estimated for each task. The Spearman-Brown formula was applied to adjust the split-half correlations and confidence intervals, providing an estimate of the full reliability of the slope based on all forms.

This analysis was conducted on a subset of students identified as needing intensive intervention. To be included in the analysis, students had to be part of a group whose mean fall *i-Ready Inform* for Reading score was below the 25th national percentile. This sample exhibited greater variability in growth rates, increasing

the likelihood of detecting consistent or inconsistent patterns between the growth rates between the two form groups. This sampling approach aligns with guidance from the National Center on Intensive Intervention (NCII) and the Response to Intervention (RTI) framework, which emphasize the importance of evaluating the reliability and validity of screening and progress monitoring tools in the populations of concern—specifically, students identified as at risk (e.g., bottom 20–25%). This supports the validity of using these tools for decision-making for the target population.

Table 6.3 presents the reliability of the slope estimates for Progress Monitoring Tasks, including the correlation coefficient and the lower and upper bounds of the 95% confidence interval. The correlations exceeded .60 for all but one task. These indicate consistent student growth estimates were observed over different sets of forms. The analysis could not be performed if there were insufficient observations or too few students.

Table 6.3. Reliability of Slope

Grade	*i-Ready Literacy Task*	Number of PM Periods	Correlation	Lower Bound	Upper Bound
K	Letter Sound Fluency – Mixed-Case	313	.88	.86	.91
K	Phonemic Awareness – Segmentation Fluency	*	*	*	*
K	Word Recognition Fluency	*	*	*	*
1	Letter Sound Fluency – Mixed-Case	159	.75	.67	.81
1	Phonemic Awareness – Segmentation Fluency	*	*	*	*
1	Passage Reading Fluency	102	.64	.51	.74
1	Word Recognition Fluency	145	.88	.84	.91
2	Letter Sound Fluency – Mixed-Case	*	*	*	*
2	Passage Reading Fluency	779	.67	.63	.71
3	Passage Reading Fluency	857	.51	.46	.55

*Insufficient observations to perform analysis.

6.5. Validity

Validity of the Progress Monitoring Tasks was examined using two measures of validity:

- **Concurrent validity:** Progress Monitoring Tasks are correlated with the *i-Ready Inform* for Reading overall scale score administered during the same testing window.
- **Predictive validity:** Progress Monitoring Tasks are correlated with the *i-Ready Inform* for Reading overall scale score administered in the spring testing window.

Validity coefficients range from 0 to 1, with higher values indicating stronger evidence that Progress Monitoring Task scores capture the intended constructs. However, the interpretation of the coefficients varies based on the expected relationship between the two measures and the kind of validity. While we expect the *i-Ready Inform* for Reading to be related to the Progress Monitoring tasks, we do not expect them to always exceed the threshold set for reliability (i.e., .70) because they are not equivalent measures. Additionally, we may expect higher correlations for measurements taken close in time (i.e., concurrent validity) relative to those taken further apart (i.e., predictive validity).

The analyses primarily used data from students who completed Progress Monitoring Tasks during the 2023–2024 academic year. For tasks with insufficient data, samples from the 2022–2023 and 2023–2024 academic years were combined to support the analyses. The samples include all students who completed the relevant Literacy Task during the academic year and met typical data cleaning criteria (e.g., completed tasks in English, within Grades K–6).

For the concurrent validity analysis, Progress Monitoring Tasks and *i-Ready Inform* for Reading were both completed during the fall testing window (8/1–11/15). For the predictive validity analysis, Progress Monitoring Tasks were administered during the fall testing window and *i-Ready Inform* was administered during the spring window (3/2–6/15).

The sections that follow present detailed information about each type of validity evidence and summarize findings.

6.5.1. Concurrent Validity

Concurrent validity provides evidence that the Progress Monitoring Literacy Tasks measure the intended constructs by examining the degree of association between students' scores on the Literacy Tasks and their scores on an established external measure (i.e., the *i-Ready Inform* for Reading) administered during the same testing window. In this analysis, Pearson correlation coefficients and their corresponding 95% confidence intervals are calculated between each Progress Monitoring Task form and the *i-Ready Inform* for Reading overall scale score.

Table 6.4 presents the median correlation coefficients for each task, along with the median lower and upper bounds of the 95% confidence intervals. Median correlations ranged from .53 to .82, demonstrating reasonable evidence of validity with the *i-Ready Inform* for Reading. For certain tasks, the analyses could not be conducted due to an insufficient number of task administrations or students.

Table 6.4. Validity: Concurrent Administration

Grade	*i-Ready Literacy Task*	Number of Forms[1]	Students per Form	Median Correlation	Median Lower Bound	Median Upper Bound
K	Letter Sound Fluency – Mixed-Case	*	*	*	*	*
K	Phonemic Awareness – Segmentation Fluency	1	134	.61	.49	.71
K	Word Recognition Fluency	*	*	*	*	*
1	Letter Sound Fluency – Mixed-Case	8	106–1,991	.60	.56	.66
1	Phonemic Awareness – Segmentation Fluency	4	129–946	.53	.46	.6
1	Passage Reading Fluency	13	105–1,182	.75	.69	.78
1	Word Recognition Fluency	4	102–1,000	.69	.62	.73
2	Letter Sound Fluency – Mixed-Case	6	102–961	.73	.68	.78
2	Passage Reading Fluency	10	123–3,793	.82	.76	.84
3	Passage Reading Fluency	9	105–2,821	.79	.77	.82

[1] Some forms did not have sufficient observations to be included in this analysis.

* Insufficient observations to perform analysis.

6.5.2. Predictive Validity

Predictive validity examines the extent to which scores on the Progress Monitoring Literacy Tasks can accurately forecast students' future performance on an established external measure. In this analysis, Pearson correlation coefficients and corresponding 95% confidence intervals are calculated between students' scores on each Progress Monitoring Task form administered in the fall and their overall scale scores on the *i-Ready Inform* for Reading administered in the spring.

Table 6.5 presents the median correlation coefficients for each task, along with the median lower and upper bounds of the 95% confidence intervals. Median correlations ranged from .52 to .79, reflecting reasonable evidence of predictive validity. Some correlations were lower than those observed in the concurrent validity analyses, as might be expected due to the time gap between administrations. For certain tasks, the analyses could not be conducted due to an insufficient number of task administrations or students.

Table 6.5. Predictive Validity of Literacy Task to *i-Ready Inform* for Reading Overall Scale Score

Grade	*i-Ready Literacy Task*	Number of Forms[1]	Students per Form	Median Correlation	Median Lower Bound	Median Upper Bound
K	Letter Sound Fluency – Mixed-Case	8	111–1,899	.52	.46	.60
K	Phonemic Awareness – Segmentation Fluency	1	144–144	.63	.52	.72
K	Word Recognition Fluency	*	*	*	*	*
1	Letter Sound Fluency – Mixed-Case	8	106–1,852	.67	.61	.72
1	Phonemic Awareness – Segmentation Fluency	4	126–891	.55	.48	.62
1	Passage Reading Fluency	13	100–1,153	.77	.72	.81
1	Word Recognition Fluency	4	102–963	.72	.68	.76
2	Letter Sound Fluency – Mixed-Case	6	103–861	.64	.56	.71
2	Passage Reading Fluency	8	124–2,949	.79	.75	.82
3	Passage Reading Fluency	8	104–2,651	.73	.71	.75

[1] Some forms did not have sufficient observations to be included in this analysis.

* Insufficient observations to perform analysis.

Chapter 7. Screener Models

7.1. Chapter Summary

This chapter presents the Early Literacy and Dyslexia Risk Screener by *i-Ready*, a feature of *i-Ready Assessment*, for students in kindergarten through Grade 3. The screeners are a use case of selected Literacy Tasks, administered in addition to *i-Ready Inform* for Reading, to support the identification of students who are not meeting grade-level expectations for reading achievement and may be at risk for reading difficulties or disabilities, including dyslexia. This feature must be enabled by the *i-Ready* subscriber's Partner Success Manager to be able to generate a data file export and Student Literacy Profile report with the screener results.

This chapter provides an overview of the Early Literacy and Dyslexia Risk Screener purpose, development, technical properties, and use in the classroom. The *Early Literacy and Dyslexia Risk Screener Technical Manual* (2026) provides complete technical information.

7.2. Screener Model Development

7.2.1. Screener Model Purpose

The Early Literacy and Dyslexia Risk Screener is designed to meet the requirements of many states for universal dyslexia risk screening. Many states have laws or regulations that require universal screening of all K–3 students for dyslexia risk factors if an academic screener is not first used to identify which students should be further assessed for dyslexia risk factors.

The Early Literacy and Dyslexia Risk Screener identifies students who may benefit from additional literacy instruction or may demonstrate risk factors for reading difficulties or disabilities, including dyslexia. The Early Literacy and Dyslexia Risk Screener is not a dyslexia diagnostic instrument but is helpful in identifying students who may benefit from additional literacy instruction and support.

The Early Literacy and Dyslexia Risk Screener uses a two-step process, which can be administered up to three times a year (fall, winter, spring) during the same testing windows as *i-Ready Inform*. The Early Literacy Screener is the first step, consisting of administering *i-Ready Inform* for Reading and a Literacy Task for fluency. This screener generates a placement designation based on a composite score to identify students who may be struggling to meet grade-level expectations for literacy skills.

The Dyslexia Risk Screener is the second step, consisting of administering a Literacy Task for rapid automatized naming and the Literacy Task for Pseudoword Decoding–Fluency. The placement levels on these tasks are considered along with the Early Literacy Risk Screener placement to determine an overall risk level designation. This screener identifies students who are at risk for developing reading difficulties, including dyslexia.

Students identified with risk factors may require next steps such as additional diagnostic assessment, targeted or intensified instruction in specific foundational skills, or participation in evidence-based intervention aligned with state or district guidance. Educators may also use screening results to plan differentiated instruction or monitor students more closely during subsequent instructional cycles.

The Early Literacy and Dyslexia Risk Screener is aligned with the International Dyslexia Association's (IDA) recommended key skill domains. Additionally, it meets the IDA's recommended characteristics for universal screening tools:

- quick, targeted assessments of discrete skills, which indicate whether students are making adequate progress in reading achievement
- have alternate equivalent forms for administration three to four times a year
- have standardized directions for administering and scoring
- have established reliability and validity

The Early Literacy and Dyslexia Risk Screener may be used flexibly to meet a state's specific screening requirements. All Grade K–3 students can be fully screened for potential reading difficulties, including dyslexia, by using both the Early Literacy Screener and the Dyslexia Risk Screener. Alternatively, the Early Literacy Screener can be used to identify which students should be further assessed for dyslexia risk factors. In practice, we observe that consistently more students are administered the Early Literacy Screener than the Dyslexia Risk Screener, indicating that the Early Literacy Screener is being used as a filter to determine if students need further screening.

7.2.2. Screener Model Components

This section describes the component assessments of the Early Literacy and Dyslexia Risk screener at each grade, K–3, and testing window. Figure 7.1 identifies the component measures of the Early Literacy and Dyslexia Risk Screener at each grade level.

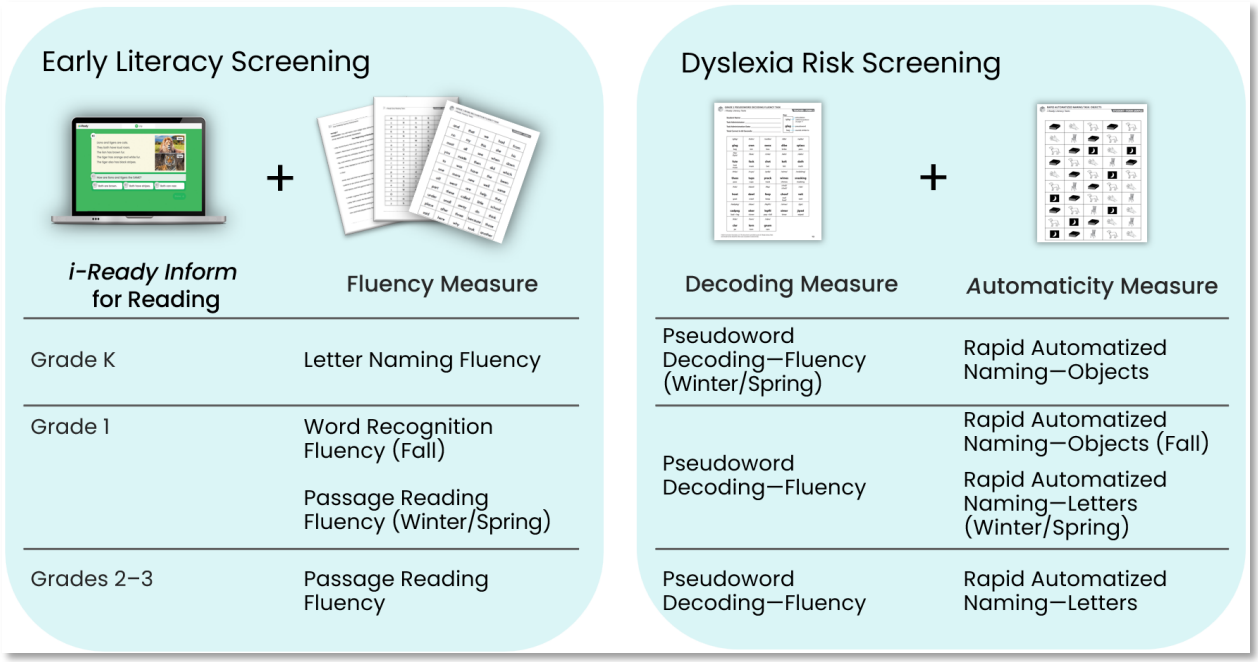


Figure 7.1. Early Literacy and Dyslexia Risk Screener by *i-Ready*. The screener makes use of Literacy Tasks to efficiently and accurately identify students who may be striving readers or exhibit risk characteristics of dyslexia.

Figure 7.2 summarizes the two-step nature of the Early Literacy and Dyslexia Risk Screening approach.

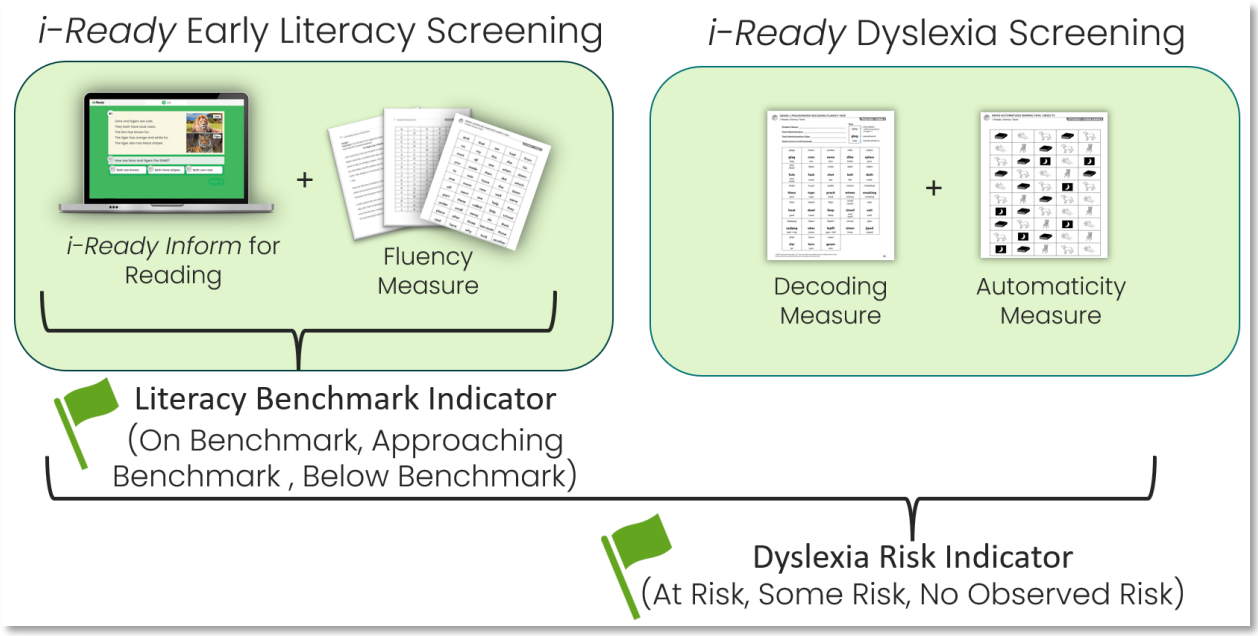


Figure 7.2. Early Literacy and Dyslexia Risk Screener Two-Step Approach. The Early Literacy and Dyslexia Risk Screener reports a single risk indicator for each screener.

Early Literacy Screener

The Early Literacy Screener is comprised of the *i-Ready Inform* for Reading and a designated Literacy Task for fluency based on the student's grade level and testing window. *i-Ready Inform* for Reading Overall score and the fluency task score are mathematically combined to yield a composite score; a criterion-referenced placement level called the Literacy Benchmark Indicator is reported based on the composite score. This screener may be used as a universal screener to determine whether students in Grades K–3 are meeting grade-level literacy expectations and identifies those who may benefit from additional, targeted literacy instruction.

Table 7.1 shows the components of the Early Literacy Screener at each grade.

Table 7.1. Early Literacy Screener Composite Score Components by Grade and Testing Window

Grade	Fall	Winter	Spring
K	*i-Ready Inform* Overall Letter Naming Fluency	*i-Ready Inform* Overall Letter Naming Fluency	*i-Ready Inform* Overall Letter Naming Fluency
1	*i-Ready Inform* Overall Word Recognition Fluency	*i-Ready Inform* Overall Passage Reading Fluency	*i-Ready Inform* Overall Passage Reading Fluency
2	*i-Ready Inform* Overall Passage Reading Fluency	*i-Ready Inform* Overall Passage Reading Fluency	*i-Ready Inform* Overall Passage Reading Fluency
3	*i-Ready Inform* Overall Passage Reading Fluency	*i-Ready Inform* Overall Passage Reading Fluency	*i-Ready Inform* Overall Passage Reading Fluency

The student's composite score yields one of three risk designations:

- Below Benchmark
- Approaching Benchmark
- On Benchmark

The Early Literacy Screener uses a compensatory model in which scores on the two component assessments (*i-Ready Inform* for Reading overall scale score and the fluency Literacy Task) are combined to create a single composite score. The compensatory model allows performance on one component to compensate for performance on another component. Cut scores for each grade and testing window were identified for the composite scale to establish three risk level designations: Below Benchmark, Approaching Benchmark, and On Benchmark. The *Early Literacy and Dyslexia Risk Screener Technical Report* (2026) describes the Z-score transformation and equation to create the composite score.

Dyslexia Risk Screener

The Dyslexia Risk screener requires administering a Literacy Task for Rapid Automatized Naming (RAN) and the Literacy Task for Pseudoword Decoding – Fluency (PWD—F), following the administration of the component assessments for the Early Literacy Risk Screener.

The Dyslexia Risk Screener provides additional screening of foundational literacy skills for students in Grades K–3 suspected of demonstrating more profound reading difficulties. These additional skills have been identified through research as possible risk factors of dyslexia.

Table 7.2 shows which Literacy Tasks are administered for the Dyslexia Risk Screener at each grade and testing window.

Table 7.2. Dyslexia Risk Screener Components by Grade and Testing Window

Grade	Fall	Winter	Spring
K	Literacy Screener Composite RAN – Objects	Literacy Screener Composite RAN – Objects Pseudoword Decoding—Fluency	Literacy Screener Composite RAN – Objects Pseudoword Decoding —Fluency
1	Literacy Screener Composite RAN – Objects Pseudoword Decoding—Fluency	Literacy Screener Composite RAN – Letters Pseudoword Decoding —Fluency	Literacy Screener Composite RAN – Letters Pseudoword Decoding —Fluency
2	Literacy Screener Composite RAN – Letters Pseudoword Decoding—Fluency	Literacy Screener Composite RAN – Letters Pseudoword Decoding—Fluency	Literacy Screener Composite RAN – Letters Pseudoword Decoding —Fluency
3	Literacy Screener Composite RAN – Letters Pseudoword Decoding—Fluency	Literacy Screener Composite RAN – Letters Pseudoword Decoding—Fluency	Literacy Screener Composite RAN – Letters Pseudoword Decoding —Fluency

Based on the placement levels on the Early Literacy Screener and the Dyslexia Risk Screener Literacy Tasks for RAN and PWD—F, one of three risk level designations is determined:

- At Risk
- Some Risk
- No Observed Risk

7.3. Setting Standards

This section provides a high-level summary of standard setting procedures used to establish cut score placements for the screeners. The *Early Literacy and Dyslexia Risk Screener Technical Manual (2026)* provides comprehensive information about the procedures used.

7.3.1. Early Literacy Screener Cut Scores

When setting standards for the Early Literacy Screener, we first calculated the sensitivity and specificity of each possible composite score using data gathered in winter, spring, and fall 2023 and the DIBELS 8 Red/Yellow composite score cut. This generated Receiver Operator Characteristic (ROC) curves for the Early Literacy Screener scale compared to DIBELS 8 Composite.

Next, we identified normative and criterion-referenced points on the Early Literacy Screener composite score scale. For normative data, we used the 25th and 50th percentiles from *i-Ready Inform* norms (2023–2024) and

the Early Literacy Screener composite score, along with data available in the *i-Ready* system for *i-Ready Inform* for Reading and Literacy Tasks.

For criterion-referenced information, we considered the early- and mid-year cuts from *i-Ready Inform* for Reading, the On Level cut score for Literacy Tasks, and the *i-Ready* Reading Difficulty Indicator (iRDI) score. We selected these reference points to support alignment with grade-level expectations and to inform interpretation of student performance across measures.

At the next step, we identified the Early Literacy Screener optimal composite score that maximized specificity and sensitivity when compared to the DIBELS Red/Yellow cut. That is, we identified composite scores where both sensitivity and specificity are equal to or greater than 0.70. This identifies the Early Literacy Screener composite score with the minimum difference between sensitivity and specificity as the optimal composite score.

For the Early Literacy Screener, we then used composite scores located one and two standard errors above and below the classification consistency cut score to narrow the range of potential cuts on the composite score. During this step, we examined normative data sources to refine the range for the location of potential cuts for the Below/Approaching and Approaching/On placements.

To evaluate the reasonableness of the proposed cut scores, we applied them to our national user database, which includes millions of students across the United States. We considered the resulting impact data to determine whether the risk level designation distributions aligned with expectations.

Based on these analyses, and after performing iterative refinements as needed, we established cut scores for three risk level designations: Below Benchmark, Approaching Benchmark, and On Benchmark.

7.3.2. Dyslexia Risk Screener Risk Level Designations

The Dyslexia Risk Screener uses a partial conjunctive model, in which rules based on task-specific placement levels determine the overall risk designation. Unlike a compensatory model, in this approach, performance on one component does not compensate for performance on another component. The model does not combine or aggregate scores; instead, it considers placement levels for each component.

The Dyslexia Risk Screener overall risk level designations reflect a pattern of placements on the component assessments: the Early Literacy Screener placement designation, the automaticity task placement level (RAN), and the decoding placement level (PWD—F). Placement levels for the Literacy Tasks for RAN and PWD—F were derived using the standard setting process for individual Literacy Tasks, as described in Chapter 5. Setting Standards.

A team of Curriculum Associates subject matter experts, including experts in early childhood development, special education, elementary language arts instruction and assessment, school psychology, and psychometrics, used their professional judgment, supported by data on student performance, to establish the rules for determining the overall dyslexia risk placement designations.

For each grade level and testing window, all possible placement level combinations on the component assessments were identified. In general, the team considered performance on the Early Literacy Screener as most influential because its placement level is based on more performance data than single, one-minute tasks. Throughout the judgment process, the team considered impact data for the reasonableness of the percentage of students assigned to each risk level designation.

Table 7.3 shows a subset of Grade 2 fall as an example of the Dyslexia Risk Screener risk designation profiles.

Table 7.3. Example Dyslexia Risk Screener Risk Level Designation (Grade 2 Fall)

Dyslexia Screener Designation	**Literacy Screener Composite Score Placement**	**RAN Task Performance**	**PWD—F Task Performance**
No Observed Risk	On	On	Above
No Observed Risk	On	On	Below
No Observed Risk	On	Below	Above
Some Risk	On	Below	Below
Some Risk	Approaching	On	Above
Some Risk	Approaching	On	Below
Some Risk	Approaching	Below	Above
Some Risk	Approaching	Below	Below
Some Risk	Below	On	Above
Some Risk	Below	Below	Above
At Risk	Below	On	Below
At Risk	Below	Below	Below

7.4. Validity

7.4.1. Early Literacy Screener Convergent Validity with Other Measures

Strong positive correlations with other measures of the same construct provide strong evidence of convergent validity. The primary source of evidence of the external construct validity of the Early Literacy Screener composite score is a strong, positive correlation with the Dynamic Indicators of Basic Early Literacy Skills, 8th Edition (DIBELS 8) Composite. Assessments that purportedly measure the same construct should be positively correlated.

We selected DIBELS 8 as the external measure because it is widely used in United States elementary schools as a universal literacy screener. DIBELS 8 purports to assess component skills involved in reading, specifically: "DIBELS 8 subtests were developed and researched as indicators of risk and progress in overall reading, as well as risk for dyslexia and other reading difficulties."

DIBELS 8 has several subtests that are comparable to the *i-Ready Literacy Tasks* used in the Early Literacy and Dyslexia Risk Screener. Similar DIBELS 8 subtests are Letter Naming Fluency, Nonsense Word Fluency, Word Reading Fluency, and Oral Reading Fluency.

Pearson correlation coefficients provide evidence for convergent validity of the Early Literacy Screener composite score for each grade and testing window, which were above .80. These relatively high correlations

indicate a strong relationship between the Early Literacy Screener composite score and the DIBELS 8 Composite at each grade, providing evidence for convergent validity.

7.4.2. Early Literacy Screener Divergent Validity with Other Measures

Divergent validity, also known as discriminant validity, refers to the extent to which a measure differs from other measures that assess unrelated constructs. A measure demonstrates divergent validity when it does not show a strong positive correlation with assessments designed to evaluate different skills or domains.

To evaluate divergent validity, we correlated the Early Literacy Screener composite score with the *i-Ready Inform* for Mathematics overall scale score. Literacy measures are commonly correlated with mathematics measures for this purpose, with expected correlations ranging from mid-range to moderately high.

As anticipated, the correlations between the Early Literacy Screener composite score and *i-Ready Inform* for Mathematics overall scale score were lower than the correlations with the DIBELS 8 Composite, with correlation coefficients ranging from .61 to .78. These findings support the inference that the constructs measured by the Early Literacy Screener have more in common with another literacy screener than with the constructs measured by a mathematics assessment.

7.4.3. Early Literacy Screener Classification Accuracy

To determine the classification accuracy of the Early Literacy Screener composite score in identifying students at risk of having or developing reading difficulties, we used the DIBELS 8 composite score as the criterion measure in a classification accuracy analysis. The DIBELS assessment is used to screen students for risk factors associated with reading deficiencies, which may include dyslexia. DIBELS 8 Composite has four performance levels for defining the degree of risk likely for a student (University of Oregon, 2023). In order of decreasing performance, blue denotes negligible risk; green denotes minimal risk; yellow denotes some risk; and red denotes at risk. In general, Literacy Screening “Below” should align with DIBELS 8 “Red”; “Approaching” should align with “Yellow”; “On” should align with “Blue” and “Green.”

The classification accuracy validity study examined classification error rates. For this study, we defined students as “truly” at risk if their Early Literacy Screener placement is “Below Benchmark” and their DIBELS 8 Composite is “red.” Sensitivity is the proportion of students who are correctly identified as at risk, and Type I Error is incorrectly identifying students as at risk. Therefore, if sensitivity is high, then Type I error is low. Specificity is the proportion of students “truly” not at risk as being correctly identified as not at risk. Type II Error is incorrectly identifying students as not at risk. If specificity is high, then Type II error is low.

Accuracy is defined as the sum of true positives and true negatives divided by the sum of true positives, true negatives, false positives, and false negatives.

Area Under the Curve (AUC) estimates provide information about classification accuracy at each potential score of an assessment and indicate which cut score will maximize sensitivity and specificity. The AUC is a single value that summarizes the overall ability of the screener to discriminate between positive and negative

classes, over all possible threshold values. The closer the value is to 1.0, the more accurate the screener is at correctly distinguishing between students who truly are at risk and those who truly are not at risk. For each grade and testing window, the AUC was 0.90 or higher, which is considered as strong evidence for classification decisions.

The Early Literacy Screener (step one) exhibits classification accuracy, AUC ranges between .90-.97, when using DIBELS 8 "Red" and "Yellow" performance levels as the comparisons, indicating that the screener is consistent with DIBELS 8 in identifying students most at risk of having reading difficulties and not misidentifying students not at risk.

7.4.4. Dyslexia Risk Screener Classification Accuracy

Similarly, the Dyslexia Risk Screener (step two) risk designations (At Risk, Some Risk, No Observed Risk) show good alignment with the DIBELS 8 classifications of red, yellow, and green/blue respectively. In general, students classified as "At Risk" on the Dyslexia Risk Screener should receive a "Red" performance level on DIBELS 8; students at "Some Risk" should receive "Yellow" classification; and students with "No Observed Risk" should receive a "Green" or "Blue" performance level.

The Dyslexia Risk Screener also exhibits classification accuracy, AUC ranges between .90–.97, when using DIBELS 8 "Red" and "Yellow" performance levels as the comparisons, indicating that the screener is consistent with DIBELS 8 in identifying students most at risk of having reading difficulties and not misidentifying students not at risk. For each grade and testing window, the AUC was 0.90 or higher. The AUCs for Grades 2 and 3 were 0.95 or higher.

7.5. Screener Interpretation and Use

Students' Early Literacy and Dyslexia Risk Screener risk level designations are reported when the Early Literacy and Dyslexia Risk Screener by *i-Ready* feature is enabled in the district or school's *i-Ready* account. The screener results appear on the Student Literacy Profile report and in the i-Ready Early Literacy and Dyslexia Risk Screener data file export. The export file has student-level data, including grade, placement levels for *i-Ready Inform*, each Literacy Task taken, and the Early Literacy and Dyslexia Risk Screener results (Literacy Benchmark Indicator and Dyslexia Risk Indicator). The data file export is available only to users with Administrator-level permissions.

The export file includes all rostered students, regardless of whether they have taken *i-Ready Inform* for Reading and Literacy Tasks for either or both screeners. This allows a district to use the export to see students' screening results or as a status check to determine which students need to take *i-Ready Inform* for Reading or Literacy Tasks required for the screeners. Curriculum Associates publishes a guidance document to help leaders interpret the Early Literacy and Dyslexia Risk Screener export. Resources include *Using i-Ready for Early Literacy & Dyslexia Risk Screening in Grades K–3*.

Curriculum Associates maintains a list in an internal knowledge base of states that can use the export report or that cannot use it because the report is not aligned to the state's screening requirements. This list is available

to Curriculum Associates staff to help ensure they support implementations that comport with any state requirements. Additionally, educators can use the State Program Uses and Approvals by State page on the Curriculum Associates website to obtain guidance specific to their state implementations which may include use of the Early Literacy and Dyslexia Risk Screener.

Chapter 8. Score Reports

8.1. Chapter Summary

This chapter describes the types of *i-Ready Literacy Tasks* reports available and the information presented in each report. It outlines student-, class-, school-, and district-level reporting features. It provides guidance on appropriate score interpretation and reporting for different audiences, including classroom educators, school and district leaders, and families. Additional sections describe appropriate and limited uses of off-grade level task administration, conditions under which different report features should be used, and explicit cautions regarding uses that are outside the assessment's intended purposes.

8.2. Introduction

Literacy Task reports provide educators with criterion-referenced information about students' performance in key foundational literacy skills with on-grade level materials relative to grade-level expectations. Reports provide educators with information about students' performance to support data-driven instructional planning decisions and to track students' progress over time.

Classroom-, school-, and district-level educators have access to the following Literacy Task reports in *i-Ready Connect*:

- Foundational Literacy Skills Student Report
- Foundational Literacy Skills Class Report
- Passage Reading Fluency Student Report
- Passage Reading Fluency Class Report
- Student Literacy Profile Report

Additionally, educators can generate three separate data exports for the different literacy task types:

- Benchmark Assessments
- Progress Monitoring – Passage Reading Fluency
- Progress Monitoring – Non-Passage Reading Fluency

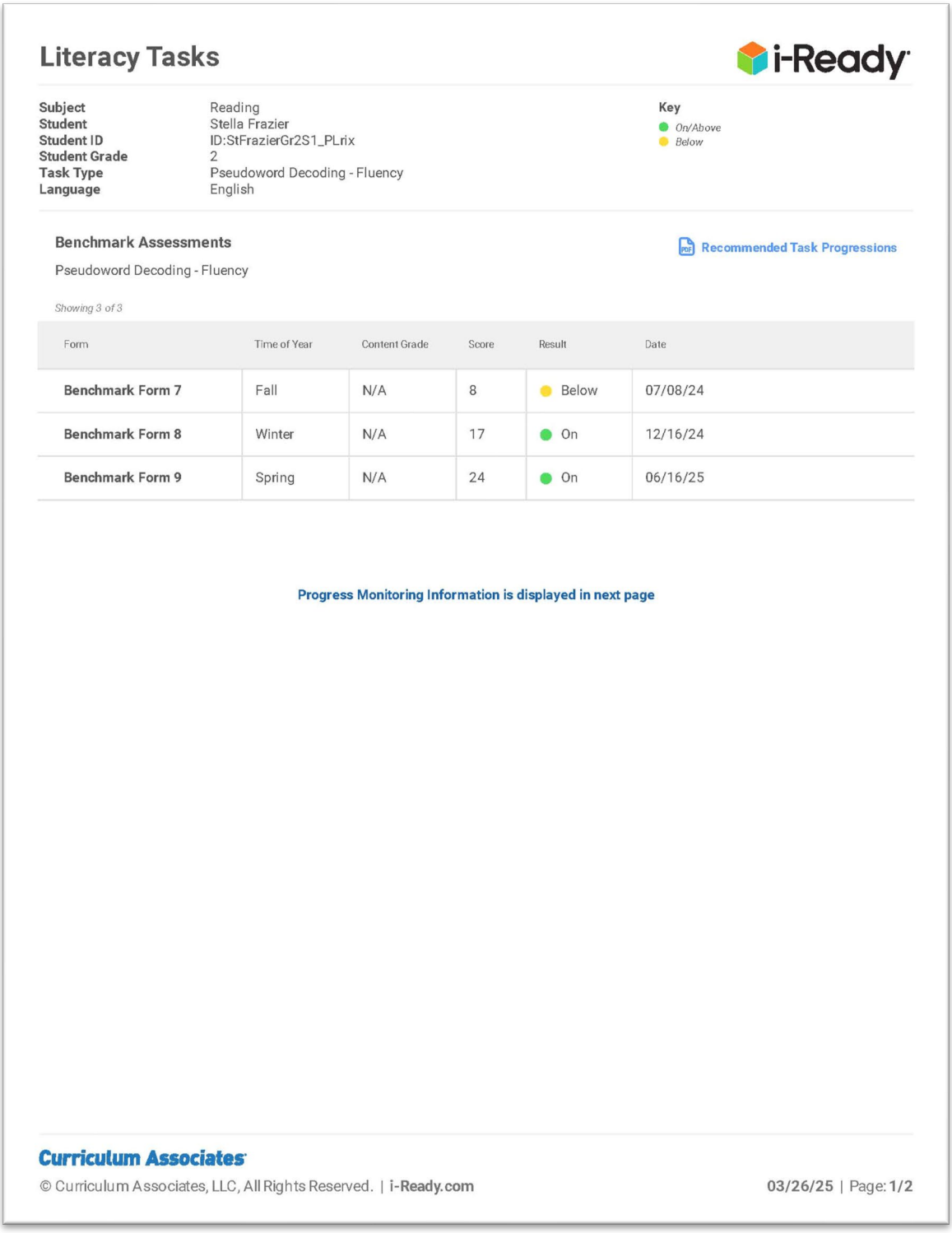
8.3. Student Reports

8.3.1. Purpose of Reports

Student reports provide educators with summary information about students' performance on any Literacy Tasks taken. An individual student report for any Literacy Task other than Passage Reading Fluency reports the

raw score and placement level for each Benchmark Task and Progress Monitoring Task the student has taken during the academic year. The student report for Passage Reading Fluency includes the percentile rank associated with the Words Correct Per Minute and a graph showing performance over time for any Progress Monitoring Task administrations.

Figure 8.1 presents an example of a student report for task types other than Passage Reading Fluency.



Literacy Tasks

i-Ready

Subject	Reading
Student	Stella Frazier
Student ID	ID:StFrazierGr2S1_PLrix
Student Grade	2
Task Type	Pseudoword Decoding - Fluency
Language	English

Key
- *On/Above*
- *Below*

Benchmark Assessments

Recommended Task Progressions

Pseudoword Decoding - Fluency

Showing 3 of 3

Form	Time of Year	Content Grade	Score	Result	Date
Benchmark Form 7	Fall	N/A	8	Below	07/08/24
Benchmark Form 8	Winter	N/A	17	On	12/16/24
Benchmark Form 9	Spring	N/A	24	On	06/16/25

Progress Monitoring Information is displayed in next page

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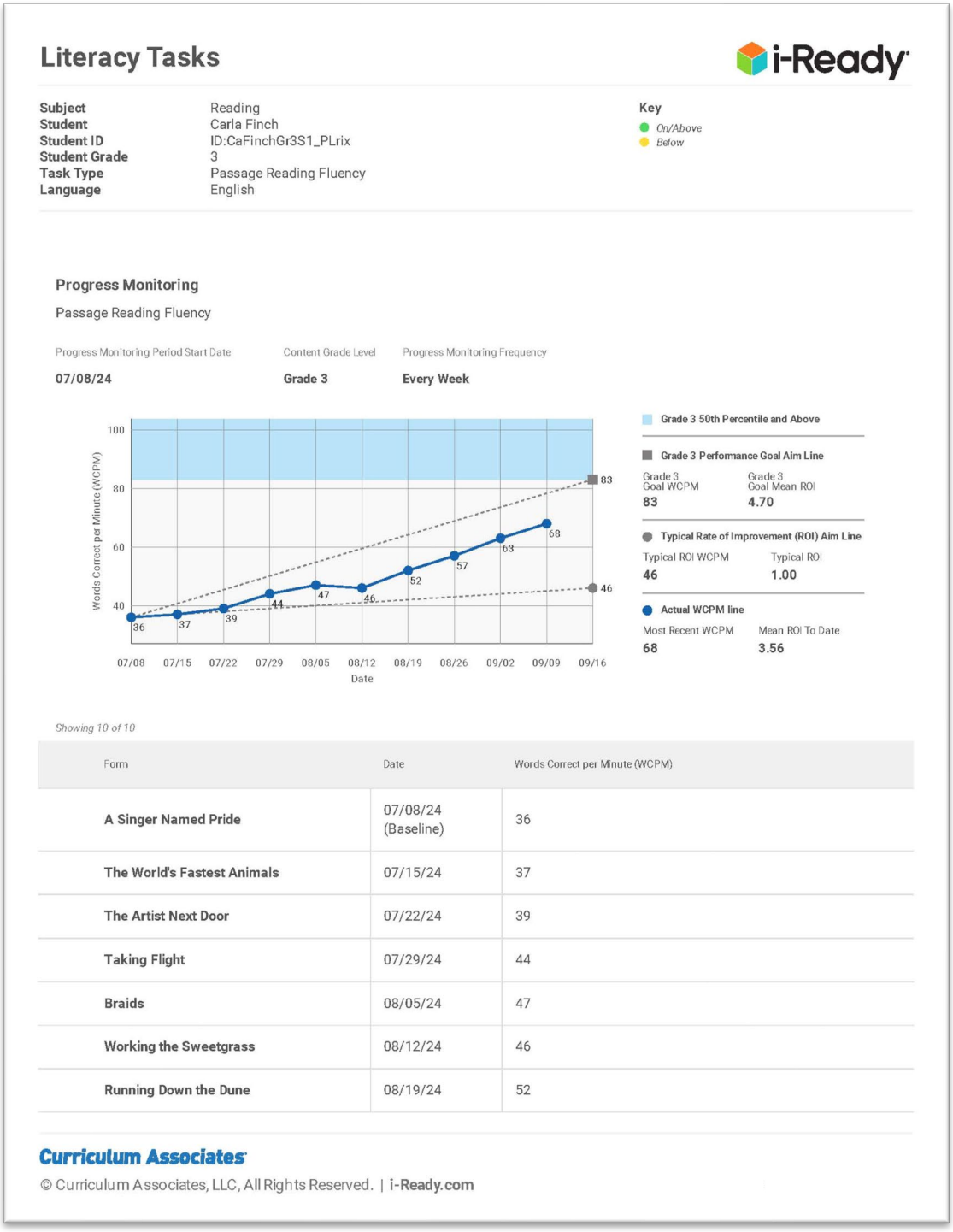
Figure 8.1. Literacy Tasks (Student) Report for Tasks Other Than Passage Reading Fluency. The student report for Literacy Tasks shows the raw score and placement level for each task form taken to date for the current academic year.

Figure 8.2 shows an example of a student report for Passage Reading Fluency.



Literacy Tasks

i-Ready

Subject	Reading
Student	Carla Finch
Student ID	ID:CaFinchGr3S1_PLrix
Student Grade	3
Task Type	Passage Reading Fluency
Language	English

Key
- *On/Above*
- *Below*

Progress Monitoring

Passage Reading Fluency

Progress Monitoring Period Start Date	Content Grade Level	Progress Monitoring Frequency
07/08/24	**Grade 3**	**Every Week**

Showing 10 of 10

Form	Date	Words Correct per Minute (WCPM)
A Singer Named Pride	07/08/24 (Baseline)	36
The World's Fastest Animals	07/15/24	37
The Artist Next Door	07/22/24	39
Taking Flight	07/29/24	44
Braids	08/05/24	47
Working the Sweetgrass	08/12/24	46
Running Down the Dune	08/19/24	52

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Figure 8.2. Literacy Tasks (Student) Report for Passage Reading Fluency. The student report for Passage Reading Fluency includes a progress monitoring chart with two aim lines that help educators determine what goal to set for the student for the progress monitoring period.

Figure 8.3 shows a sample student report for a Progress Monitoring Task (other than Passage Reading Fluency).

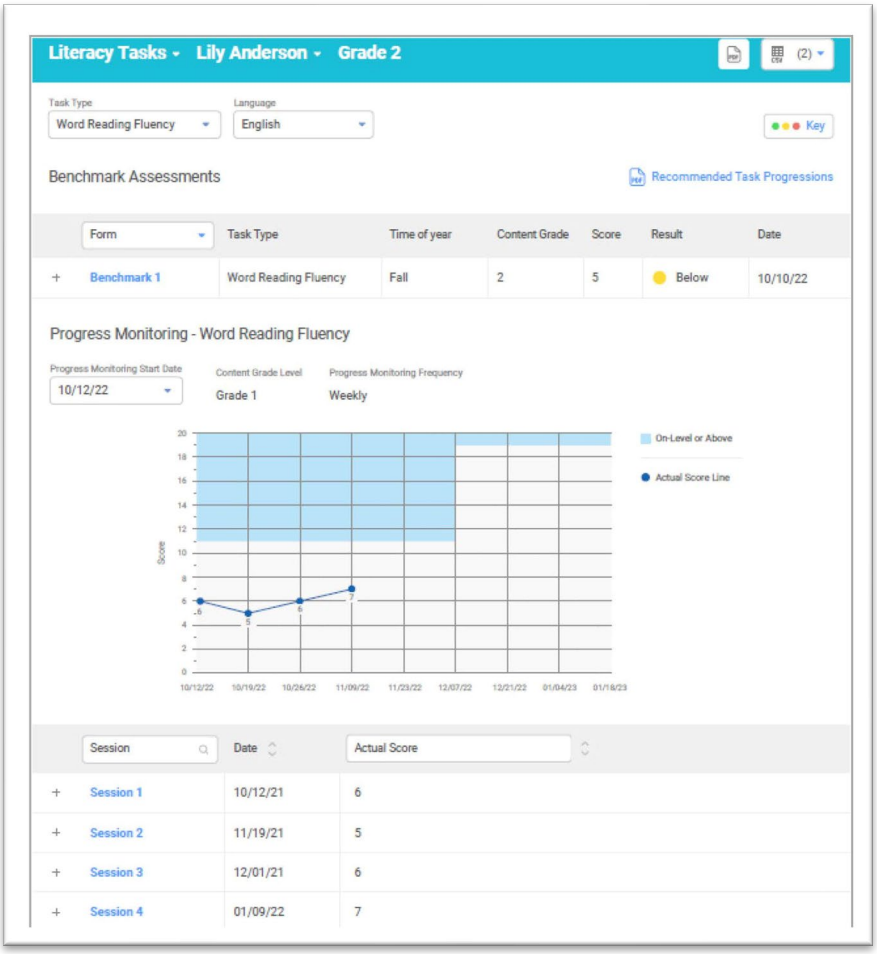


Figure 8.3. Literacy Tasks (Student) Report for a Progress Monitoring Task. The student report for Progress Monitoring tasks presents progress over time in both chart and table formats.

The Student Literacy Profile report (Figure 8.4) is available to the classroom educator and building and district administrators. This report summarizes a student's placement levels on *i-Ready Inform* for Reading (overall and by domain) and any Literacy Tasks taken for each testing window. User accounts that have the Early Literacy and Dyslexia Risk Screener feature turned on have the additional section with the Early Literacy and Dyslexia Screener results.

This report is designed to be family friendly and can be printed and sent home to the family; however, it is not accessible to the family in the digital user interface.

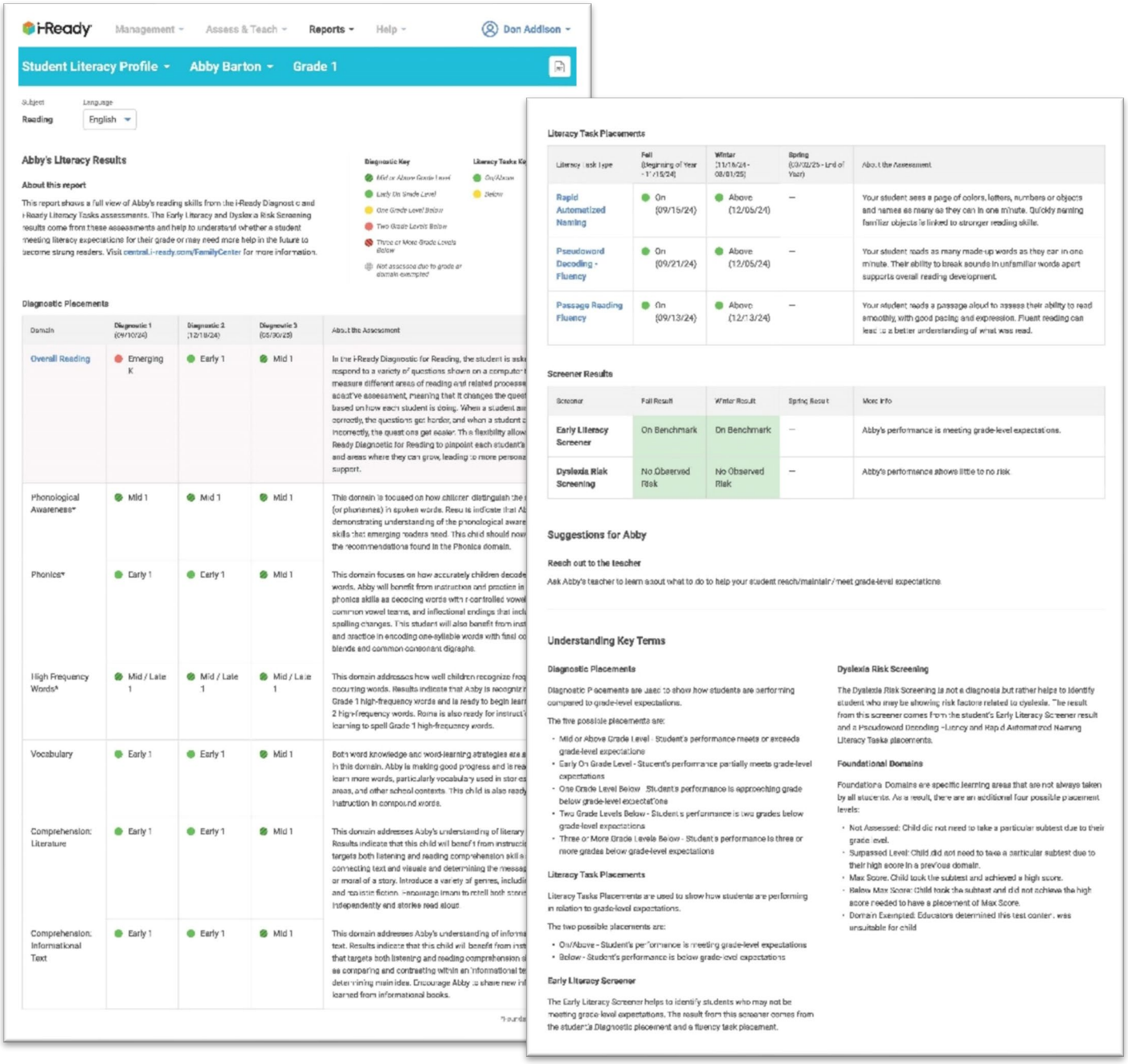


Figure 8.4. Student Literacy Profile Report. This family-friendly report presents the placement level results for *i-Ready Inform* for Reading, Literacy Tasks, and the Early Literacy and Dyslexia Risk Screener.

8.3.2. Raw Scores

The student report for each Literacy Task type shows the student's raw score for the number of correct responses. Chapter 2, section 2.6.1. Scoring Procedures explains how each task type is scored.

For timed tasks, the raw score is the number of correct responses within the one-minute time allowance. For Passage Reading Fluency, the raw score is the average number of Words Correct Per Minute (WCPM) of the two passages read, each within a one-minute time allowance.

Phonological Awareness task responses are scored either dichotomously (2 or 0) or as 2, 1, or 0, with partial credit given for acceptable, partially correct responses. Subtasks scores are summed to yield the total raw score.

Students' responses to the Literacy Task for Spelling and Encoding are scored as 2, 1, or 0, with correct spellings assigned two points, below-level phonetic spellings or encodings assigned one point, and non-phonetic spellings assigned zero points.

8.3.3. Placement Levels

Literacy Tasks help educators know where a student is in comparison to what is taught in the grade-level curriculum, as opposed to what a student of a certain age can do regardless of the student's grade level. Therefore, task performance is reported using grade-level placements relative to grade-level expectations as Below, On, or Above. Some task types are reported as either On or Below grade level. These placement levels are based on the cut scores set through standard setting, as described in Chapter 5. Setting Standards.

8.3.4. Percentile Ranks

Percentile ranges are reported for on-grade level Passage Reading Fluency (PRF) in addition to Words Correct Per Minute. Percentile ranks are not available for other task types.

The PRF placement levels are aligned with Hasbrouck and Tindal (2017) oral reading fluency norms. The Below grade level placement level is divided into three portions based on this alignment: 1–10th percentile, 11–24th percentile, and 25–49th percentile. The On-grade placement level aligns to 50–75th percentile and the Above placement level aligns to 76–99th percentile.

8.4. Class Reports

8.4.1. Purpose of Reports

Class Reports allow educators to view the results for a given task for all students who have been administered one or more forms of that task, with scores for all forms taken visible together.

Class reports list each student for whom task data are available in the system, the form taken, the placement level, score, and task administration date. A student has a record for each Benchmark Task or each Progress Monitoring Task taken. Results for Benchmark Tasks and Progress Monitoring Tasks appear on separate screens.

All students with Benchmark records and/or Progress Monitoring Periods created and have data saved will be included in Literacy Tasks reports and exports. Any student included in a Benchmark record will be shown in the Data Entry table for that record.

8.4.2. Description

Educators can view class-level reports for each task type. The default view lists each student and each Benchmark Task taken and the results for each form. For each form taken, results reported include the grade placement level and raw score. For Passage Reading Fluency, the words correct per minute (WCPM) and percentile rank are reported. Educators can apply filters to display results for a single Benchmark Task or placement level. Sort order can be changed for student name, placement level, task administration date, or score.

All students with Benchmark Task records and/or Progress Monitoring Periods created and data saved are included in Literacy Tasks reports and exports.

There are three separate exports available for the different literacy task types.

- Benchmark Assessments
- Progress Monitoring – Passage Reading Fluency
- Progress Monitoring – Non-Passage Reading Fluency

Educators can view reports online, download and print PDFs of class-level or student-level reports, or generate and download a data export (.csv) file.

Figure 8.5 provides an example of online class-level reports.

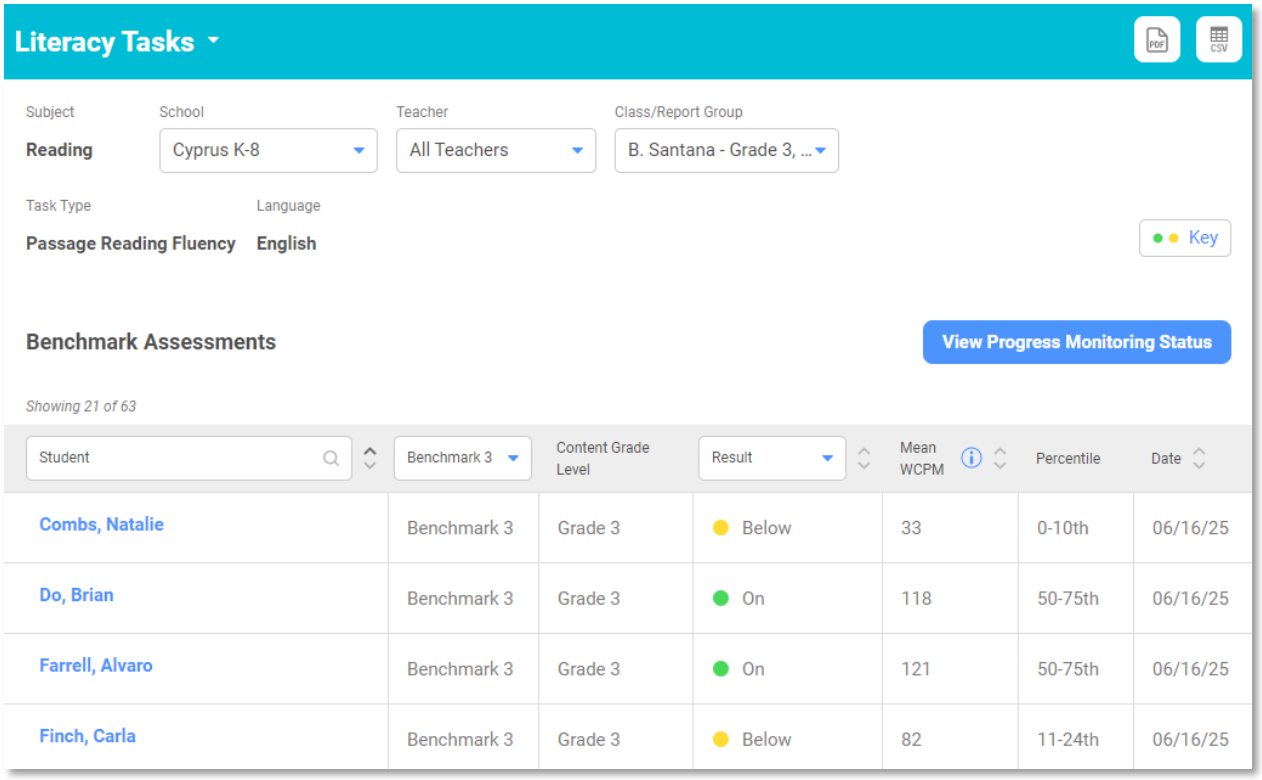
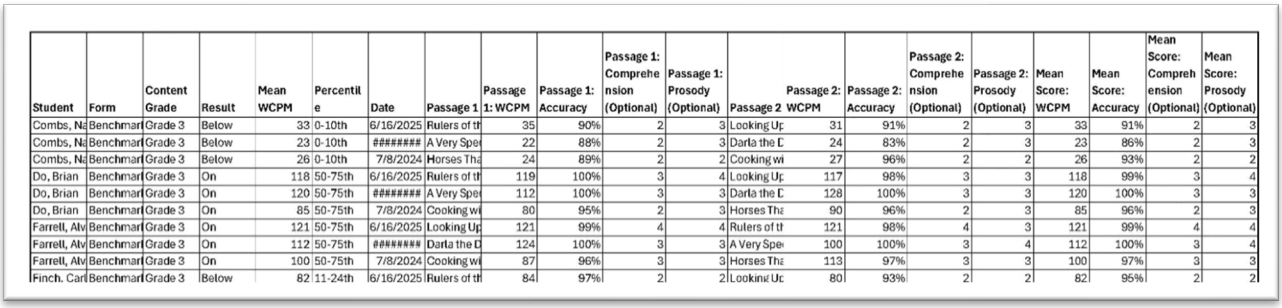


Figure 8.5. Literacy Tasks (Class) Report. The class report allows educators to view benchmark assessment data and progress monitoring status for each student in their class or report group. The report shown is for Passage Reading Fluency.

Figure 8.6 shows the data export file, which has one row per student per completed Literacy Task and includes:

- Standard Student Identifying Information
- Details of the Completed Literacy Task



Student	Form	Content Grade	Result	Mean WCPM	Percentile	Date	Passage 1	Passage 1: WCPM	Passage 1: Accuracy	Passage 1: Comprehension (Optional)	Passage 1: Prosody (Optional)	Passage 2	Passage 2: WCPM	Passage 2: Accuracy	Passage 2: Comprehension (Optional)	Passage 2: Prosody (Optional)	Mean Score: WCPM	Mean Score: Accuracy	Mean Score: Comprehension (Optional)	Mean Score: Prosody (Optional)
Combs, Na	Benchmar	Grade 3	Below	33	0-10th	6/16/2025	Rulers of th	35	90%	2	3	Looking Up	31	91%	2	3	33	91%	2	3
Combs, Na	Benchmar	Grade 3	Below	23	0-10th	########	A Very Spe	22	88%	2	3	Darla the D	24	83%	2	3	23	86%	2	3
Combs, Na	Benchmar	Grade 3	Below	26	0-10th	7/8/2024	Horses Tha	24	89%	2	2	Cooking wi	27	96%	2	2	26	93%	2	2
Do, Brian	Benchmar	Grade 3	On	118	50-75th	6/16/2025	Rulers of th	119	100%	3	4	Looking Up	117	98%	3	3	118	99%	3	4
Do, Brian	Benchmar	Grade 3	On	120	50-75th	########	A Very Spe	112	100%	3	3	Darla the D	128	100%	3	3	120	100%	3	3
Do, Brian	Benchmar	Grade 3	On	85	50-75th	7/8/2024	Cooking wi	80	95%	2	3	Horses Tha	90	96%	2	3	85	96%	2	3
Farrell, Alv	Benchmar	Grade 3	On	121	50-75th	6/16/2025	Looking Up	121	99%	4	4	Rulers of th	121	98%	4	3	121	99%	4	4
Farrell, Alv	Benchmar	Grade 3	On	112	50-75th	########	Darla the D	124	100%	3	3	A Very Spe	100	100%	3	4	112	100%	3	4
Farrell, Alv	Benchmar	Grade 3	On	100	50-75th	7/8/2024	Cooking wi	87	96%	3	3	Horses Tha	113	97%	3	3	100	97%	3	3
Finch, Carl	Benchmar	Grade 3	Below	82	11-24th	6/16/2025	Rulers of th	84	97%	2	2	Looking Up	80	93%	2	2	82	95%	2	2

Figure 8.6 Literacy Task Data Export. Educators can export Literacy Task student data records for performing additional analyses. This example shows the export for Passage Reading Fluency Benchmark Tasks.

8.5. School/District Reports

Building- and district-level administrators can access class- and student-level reports. Building-level administrators can view a single class or all students in the school. Literacy Task results are not aggregated and summarized across classrooms at a school or across schools in a district.

8.6. Score Interpretation and Use

The primary intended use of Literacy Task Benchmark Tasks is for literacy screening, especially to complement data gathered from the *i-Ready Inform* for Reading, and for interim assessment during the school year. Benchmark Tasks use grade-level content and placement levels to help educators determine how students are performing relative to grade-level expectations for their chronological grade in their development of component reading skills.

Progress Monitoring Tasks are intended to be used with students receiving intervention focused on a specific literacy skill to track improvement and to evaluate the intervention's efficacy in supporting students' skill development to become proficient readers.

8.6.1. Student-Level Interpretation and Use

The classroom educator is the primary user of Literacy Task assessment results for understanding students' current level of performance in reading skill development, identifying skill areas needing additional support, planning instruction, and monitoring students' progress over time, especially for students receiving instructional interventions.

There are specific, limited instances when off-grade level administration is appropriate. For example, Literacy Tasks for Phonological Awareness are intended for use at Grades K–2. However, students in Grade 3 and above who demonstrate ongoing difficulty with phonemic awareness may be administered tasks assessing phonological awareness skills. These tasks are useful to screen students for reading difficulties or to identify students who should be considered for a referral for more specialized assessment.

The Literacy Task for Passage Reading Fluency offers forms for each grade level. When progress monitoring a student, we recommend that a form associated with the student's rostered (chronological) grade level be used. However, in some cases when a student is reading below grade level, using below-grade reading passages may be appropriate for monitoring the progress of a student who is receiving intervention in reading. However, Curriculum Associates recommends limiting use of off-grade reading passages to the exceptional cases of when the student is unable to read grade-level text for an on-grade Passage Reading Fluency form and must discontinue the passage. We acknowledge that educators and researchers have differing opinions on this, and districts should develop a philosophy that works for them.

Another specific use case for off-level assessment may be for planning individualized instruction for students performing significantly below grade level or possibly above grade level. In such cases, it may be helpful to administer an off-level form of tasks that have grade-specific forms (e.g., Word Recognition Fluency, Passage

Reading Fluency, Spelling & Encoding) to determine the grade level that best reflects the student's current level of proficiency and to identify which discrete skills a student has or has not yet mastered. However, placement-level scores for forms administered off level are in reference to the grade level of the content assessed and not the student's chronological grade level. When administering off-level forms, it is not possible to determine if a student is performing at the level of mastery expected for the student's chronological grade level.

When using Literacy Task results to determine next steps, the Curriculum Associates guidance document, Using Literacy Task Results, recommends that educators use everything that they know about each student to understand the larger context of the student's assessment data and whether the student is likely to continue to progress with core Tier 1 instruction or whether they will also require Tier 2 and/or Tier 3 interventions to develop their reading skills.

If targeted instructional supports and/or interventions are provided, Curriculum Associates recommends using Literacy Task Progress Monitoring Tasks to measure students' progress in specific foundational reading skills against set goals during a given time period to evaluate how they are responding to the reading intervention.

The Literacy Task (Student) report for Passage Reading Fluency (see Figure 8.2. Literacy Tasks (Student) Report for Passage Reading Fluency.) charts a student's progress in oral reading on Words Correct Per Minute (WCPM). It plots a student's WCPM scores against two aim lines. One aim line shows the growth needed to reach grade- and season-appropriate proficiency by the end of the Progress Monitoring Period. The other shows the WCPM score the student would reach by the end of the Progress Monitoring Period if they follow a typical growth trajectory. Typical growth is defined based on students at the 50th percentile and their expected rate of improvement per week without an intervention.

8.6.2. School- and District-Level Interpretation and Use

Curriculum Associates publishes guidance information to support educators' appropriate use of Literacy Task results. If Literacy Tasks are being used for state or district screening purposes, Curriculum Associates directs educators to follow the state-specific guidance for early literacy, universal screening, and/or dyslexia screening. Such guidance has been established through collaboration with the state education agency and is available at https://www.curriculumassociates.com/state-use-library.

The Early Literacy and Dyslexia Risk Screener by *i-Ready* (see Chapter 7) combines the results of the *i-Ready Inform* for Reading and selected Literacy Tasks to identify students with reading difficulties or who may demonstrate characteristics of reading disabilities, including dyslexia. Chapter 7 provides research-based evidence of the reliability and validity of the screener for these uses.

8.6.3. Policy-Level Interpretation and Use

In addition to providing information for making student- and classroom-level instructional decisions or for literacy screening to address school or district requirements, Literacy Task information can be used to inform

certain policy decisions. By providing insight into students' attainment of component reading skills, this information, in concert with other information sources, can inform decisions related to how well students are responding to the core reading instructional program curriculum and instruction to meet grade-level expectations.

Literacy Task results can also provide a source of data, among other sources, for policy decisions regarding the allocation of Multi-Tiered System of Support (MTSS) resources to address students' instructional needs in foundational reading skills and to evaluate the effectiveness of interventions in improving student performance.

8.6.4. Not Intended for Use in Accountability Contexts

Curriculum Associates advises against using the Literacy Tasks in any accountability framework. We have not established research-based validity evidence for using the Literacy Tasks for accountability purposes such as, but not limited to, incentive programs or school ranking systems.

Chapter 9. Validity

9.1. Chapter Summary

This final chapter presents a validity argument for the *i-Ready Literacy Tasks*, grounded in the framework from the *Standards for Educational and Psychological Testing* (AERA et al., 2014). The chapter synthesizes evidence from earlier chapters of this technical manual along with new findings introduced here to support the validity of the intended interpretations and uses of test scores. Five sources of validity evidence are summarized: test content, response process, internal structure, relationships with other variables, and consequences of testing.

9.2. Introduction

Validity is defined as the degree to which evidence and theory support the intended interpretations and uses of test scores. As outlined in Chapter 1, validation is the process of developing and substantiating a validity argument (Kane, 2006, 2013). Validation focuses on gathering evidence to support the intended uses and interpretations of scores. This chapter integrates evidence presented in previous chapters with additional analyses to offer a comprehensive review of the validity argument for the *i-Ready Literacy Tasks*.

9.2.1. Five Sources of Evidence

The *Standards for Educational and Psychological Testing* (AERA et al., 2014) identify five categories for organizing validity evidence to develop a strong validity argument. This chapter is organized around these categories, which are briefly described below.

Evidence Based on Test Content. This category includes evidence that the assessment measures the breadth of the intended construct through its content. Examples of supporting evidence include test specifications, item writing protocols, content organization schemata, alignment studies, and standardized administration procedures.

Evidence Based on Response Process. This evidence supports the inferential link between the assessment activity (i.e., letter, object, word) and the construct being measured. The strength of this inference varies depending on the nature of the assessment activity and the construct. During the assessment activity, the observable student behaviors elicited by the task should directly reflect the targeted cognitive skills.). Common sources of evidence include cognitive laboratory studies and response time analyses.

Evidence Based on Internal Structure. This category demonstrates that the assessment's statistical properties align with the construct being measured and are of sufficient quality to support the interpretations and uses of the scores. Possible indicators of evidence include reliability analyses.

Evidence Based on Relationships with Other Variables. The evidence in this category can be divided into two categories: convergent/divergent relationships with other measures and test–criterion relationships (AERA et al., 2014). Convergent and divergent relationships show that the instrument correlates strongly with

other instruments measuring similar constructs, and that the instrument does not correlate strongly with instruments measuring dissimilar constructs, respectively. Test–criterion relationships show a predictive relationship between the instrument and an external criterion. Concurrent and predictive analyses to external criterion are examples of evidence in this category.

Evidence Based on Consequences of Testing. This category addresses both the intended and unintended consequences of testing, evaluating whether those consequences are justifiable and align with validity claims. Literacy Tasks are a key component of the Theory of Action (See Chapter 1), and their outcomes drive reporting and guidance on the use of instructional resources to address skill development. Evidence in this category may depend on how faithfully other components of the Theory of Action are implemented.

9.2.2. Locating the Evidence

To evaluate the validity evidence within this manual, we examine how each chapter provides evidence to support the validity claims. Table 9.1 and Table 9.2 identify the sources of evidence presented by chapter and claim. Table 9.1 focuses on score interpretation, while Table 9.2 addresses intended uses of scores. The remaining sections of this chapter provide a brief narrative of the evidence, organized by type.

Table 9.1. Sources of Validity Evidence by Chapter and Claim for Interpretation of Scores

Chapter	Title	Measure foundational literacy skills to determine if students are meeting grade-level expectations in reading.	Measure literacy skills that are key, research-based indicators of reading difficulties and reading disabilities, including dyslexia.	Measure foundational literacy skills to determine if students are meeting grade-level expectations in reading.	Report reliable, criterion-referenced placement levels to identify foundational reading skill areas needing instructional support.	Support instructional planning and determining students' needs for interventions.	Support program evaluation to determine if general reading instruction is meeting students' learning needs.	Support meeting state or district requirements for universal literacy screening.
1	Introduction & Foundations	T	T					
2	Task Design & Development	T	T					
3	Task Administration	T, R						
4	Reliability				I			
5	Setting Standards	T, C	T, C		T, C			
6	Progress Monitoring			C		C	C	
7	Screener Models		T					E, C
8	Score Reports	C	C	C	C	C	C	C
9	Validity	R	E	E	E, R		E, C	C

Note: T = Test Content; I = Internal Structure; R = Response Process; E = Relationships with External Variables; C = Consequences

Table 9.2. Sources of Validity Evidence by Chapter and Claim for Intended Uses of the Scores

Chapter	Title	Identify students who may benefit from differentiated instruction in reading, especially those who are not meeting grade-level expectations and need additional instructional support or focused interventions.	Monitor progress of students receiving instructional interventions in reading.	Supplement other information sources for a comprehensive understanding of students' acquisition of component literacy skills.	Support the identification of students who may be at risk for reading disabilities, including dyslexia.	Support program evaluation of the efficacy of Tier 1 literacy instruction in meeting students 'needs.	Provide brief, focused assessments to address state and district requirements for universal literacy screening.
1	Introduction & Foundations						T
2	Task Design & Development						T, C
3	Task Administration						T
4	Reliability						I
5	Setting Standards	E, C		E			
6	Progress Monitoring	C	I, C		C	C	
7	Screener Models	E, C		E, C	C	C	T, C
8	Score Reports	C	C	C	C	C	C
9	Validity	E, C		E, C	E, C	C	C

Note: T = Test Content; I = Internal Structure; R = Response Process; E = Relationships with External Variables; C = Consequences

9.3. Evidence Based on Test Content

Evidence related to test content concerns the relationship between the assessment's content and the construct it is intended to measure. Test content refers to the subject matter, wording, and the format of items, as well as their administration and scoring. Test specifications describe the assessment content in detail and provide evidence to support the intended interpretation of the scores.

9.3.1. Task Design and Development

Chapters 1 through 3 describe the foundations of the *i-Ready Literacy Tasks* and our principled approach to task design and development, including:

- description of the target population
- how task constructs are operationalized

- how stimuli are specified, written, reviewed, aligned to content and skills, and sequenced within and across forms
- how stimuli are administered
- how students have full access to task content, including how accessibility supports and accommodations are incorporated into the assessment design

The outcomes of the content development process provide validity evidence for the *i-Ready Literacy Tasks*, ensuring that the alignment between the construct and task content is clearly articulated and supported by a sound rationale and accompanying evidence. The evidence presented in Chapter 2 establishes a content-based rationale for using the *i-Ready Literacy Tasks* to assess student performance in foundational reading skills, supporting intended interpretations and uses of scores.

9.3.2. Task Administration and Accommodations

Although not a feature of assessment design or content, administration conditions are critical to ensuring score comparability across students and over time. Student responses form the basis of the score reports and psychometric components of the Literacy Tasks (e.g., raw score, comparability, passage difficulty), which are documented throughout this manual.

Chapter 3 provides evidence of task administration conditions and supports available to students. It provides clear guidance to ensure consistent practices that accurately reflect student knowledge and proficiency. The chapter details the testing windows, recommended testing times, and procedures for preparing, administering, and scoring Literacy Tasks. It also describes accessibility features and allowable accommodations for students with disabilities and multilingual learners, helping to minimize construct-irrelevant barriers to student performance.

9.3.3. Criterion-Referenced Placement Levels

The *i-Ready Literacy Tasks* use criterion-referenced placement levels to indicate whether a student's performance is Below, On, or Above grade-level expectations. Chapter 5 describes the placement levels and the standard-setting methodology used to determine the cut scores between the placement levels. PLDs provide a detailed framework for mapping task content to stimuli. These levels are designed to guide instruction and intervention by clearly identifying students' proficiency relative to grade-level benchmarks.

The Early Literacy and Dyslexia Risk Screener by *i-Ready* uses a criterion-referenced approach to establish placement levels to identify students at risk for reading difficulties or dyslexia. In the context of the Early Literacy and Dyslexia Risk Screener, these placements are called risk level designations. Chapter 7 describes the risk level designations and the standard-setting methodology used to determine the cut scores between the risk levels. While the Early Literacy Screener aligns risk level designations with grade-level expectations, the Dyslexia Risk Screener leverages existing Literacy Task and *i-Ready Inform* placement levels supplemented by expert judgment to establish profiles for each risk level designation. This consistent use of criterion referencing strengthens the validity of classification decisions.

9.4. Evidence Based on Response Process

Evidence related to response processes focuses on the cognitive processes students use while completing the tasks. This evidence may include theoretical and empirical analyses that help evaluate the alignment between the construct and the cognitive processes elicited by the task—particularly in cases where a substantial inferential link is required.

9.4.1. Linking Task Design to Cognitive Processes

The *i-Ready Literacy Tasks* are grounded in the Simple View of Reading (Gough and Tunmer, 1986), which posits that reading comprehension is the product of word recognition and language comprehension. As detailed in Chapter 1, the Literacy Tasks primarily target the word recognition component, including phonological and phonemic awareness, alphabetic knowledge, decoding, and fluency.

The Theory of Action (see Figure 1.3) explicitly links task design to the goal of eliciting the specific cognitive processes that underlie skilled reading, such as segmenting, blending, rapid retrieval, and automatic word recognition.

Each Literacy Task type is carefully constructed to ensure that the observable student behaviors elicited by the task directly reflect the targeted cognitive skills:

- **Phonological Awareness** tasks prompt students to blend, segment, and manipulate sounds, eliciting verbal responses that closely align with phonemic processing. The progression from larger to smaller sound units (syllables, onset-rime, phonemes) mirrors natural skill development.
- **Rapid Automatized Naming (RAN)** tasks measure the speed and accuracy of phonological label retrieval for familiar stimuli, providing a direct indicator of automaticity—a process strongly linked to reading fluency and dyslexia risk.
- **Letter Naming** and **Letter Sound Fluency** tasks assess how efficiently students identify letter names and sounds, foundational for decoding.
- **Word Recognition** and **Pseudoword Decoding** tasks require students to decode both real and novel words, offering insight into their phonics and orthographic knowledge. Carefully selected, grade-appropriate words and pseudowords ensure alignment with intended decoding processes.
- **Passage Reading Fluency** tasks integrate accuracy, rate, and prosody, requiring students to coordinate lower-level decoding with higher-level fluency. Retelling and prosody rubrics further support the assessment of comprehension-related processes.

A central feature of the *i-Ready Literacy Tasks* is the measurement of fluency—the ability to perform reading-related processes accurately and efficiently. Timed fluency tasks capture not only correctness but also automaticity and speed. This design ensures that tasks elicit the rapid, automatic retrieval and integration of information characteristic of skilled reading. By requiring responses within a limited time frame, the tasks provide direct evidence that observed response processes align with the intended constructs.

9.4.2. Observations of Test Administration

In addition to the evidence presented in this manual, response process validity evidence was further examined through a test administration observation study conducted in 2020 to support the paper administration version and experience (UX) research conducted in 2023 through 2024 to support the digital administration version of the Literacy Tasks.

The test administration observation study aimed to evaluate and improve the design and administration of early literacy assessment tasks by analyzing how students and educators interact with instructions and materials. Using a multimodal approach, the study collected feedback from 30 diverse participants, including experienced educators and laypersons, through written surveys and video recordings. While surveys captured specific observations and suggestions, video data revealed practical challenges and points of confusion that written feedback alone may have missed. This methodology emphasized usability and implementation fidelity, offering insights into how assessment materials were experienced across a broad user base.

Insights from the study were incorporated into the assessment tasks to enhance both response process validity and usability for students and administrators. General improvements included:

- streamlined directions visually distinct from error guidance
- larger fonts and increased spacing
- intuitive layouts to support accurate task completion
- clearly marked practice and preview sections
- scaffolding and error-handling procedures to promote consistent administration

Task-specific refinements included:

- expanded row spacing and larger print in Letter Naming Fluency to reduce errors such as skipping or repeating rows
- reworded directions for clarity
- scripts formatted in italics or a distinct font to ensure visibility, even in black-and-white printouts
- clarified timing prompts and early completion cues for Word Recognition Fluency
- added pronunciation guides for Phonological Awareness tasks to address linguistic variability
- separated student-facing materials from task administrator instructions to minimize confusion

As part of the creation of the digital task administration experience, Curriculum Associates conducted a series of iterative UX research studies. This feedback cycle helped researchers and product teams understand how educators use Literacy Task data to inform instruction, as well as their thought processes when administering assessments and navigating reports. It also enabled teams to identify and resolve usability issues, such as unclear language and interactions that were difficult to find, use, or interpret.

The first study, conducted in December 2023, gathered feedback from educators using semi-structured interviews and observation sessions as participants ($n = 8$) navigated prototypes for assessment management and administration. During these sessions, educators engaged in "think aloud" activities, providing insights into their expectations, decision patterns, and areas of confusion. Participants were recruited based on their familiarity with the Literacy Tasks and represented a range of roles, including general education teachers, special education teachers, and literacy interventionists.

In March 2024, researchers led a second study focused on Literacy Tasks that use a grid format with rows of equally spaced stimuli (e.g., Word Recognition Fluency, Letter Naming Fluency, Rapid Automatized Naming) ($n = 5$). A third study in May 2024 gathered feedback on the Progress Monitoring Assessment Management experience ($n = 5$).

In August 2024, Curriculum Associates launched a beta version of the Digital Literacy Tasks in 18 districts. In October 2024, UX researchers collected additional data from a sample of educators across seven of these beta districts through a survey ($n = 47$), with three follow-up interviews.

Throughout development, UX researchers partnered closely with assessment product teams to ensure that educator feedback directly informed subsequent design iterations. This collaboration supported refinements that improved clarity, strengthened usability, and enhanced educators' ability to interpret and act on student data.

Specific refinements to improve clarity included:

- revising language and design elements to help educators accurately mark the last word read
- updating directions to clarify which practice materials are intended for educators and which are intended for students

Specific refinements to improve usability included:

- making the timer "sticky," ensuring that it remains visible while educators scroll
- streamlining the benchmark assignment workflow to reduce the number of clicks required

Specific refinements to improve educators' use of student data to inform instruction included:

- developing a report that summarizes each student's literacy assessment data across both Literacy Tasks and *i-Ready Inform* for Reading

Collectively, these enhancements help ensure that user behaviors align with intended administration procedures, thereby strengthening response-process validity and supporting accurate score interpretation in accordance with professional standards.

9.5. Evidence Based on Internal Structure

The internal structure of an assessment refers to the interrelationships among the stimuli and components of the task. A consistent internal structure supports the idea that task stimuli measure the same construct or related constructs. Many Literacy Tasks have a timing aspect, where the student has sixty seconds to complete as much of the task form as possible. This timing component limits the applicability of certain analyses commonly used to evaluate internal structure. A common rule of thumb for evaluating internal structure correlations is that values above .80 are considered strong, supporting high confidence that the internal structure of the task supports the construct being measured. Correlations between .70 and .79 are considered acceptable or good, and correlations between .50 and .69 are considered moderate.

9.5.1. Reliability

Concurrent and delayed alternate form reliability estimates provide insight into score precision and are calculated for each task's overall score. These analyses evaluate the internal cohesiveness and structural integrity of the tasks, which—together with evidence of content alignment—support the claim that task stimuli consistently measure the intended construct.

Chapter 4 presents moderate to high correlation coefficients for concurrent alternate form reliability estimates. Because students are typically not administered two forms of the same task, special studies were conducted to gather this evidence. Most correlation estimates exceeded .80, indicating strong score consistency when forms are administered concurrently.

Delayed alternate form reliability correlation coefficients ranged from .57 to .94. These estimates are based on convenience samples that reflect operational use of Literacy Tasks. In some cases, the samples may overrepresent lower-performing students when tasks were primarily administered to targeted groups rather than for universal screening. In addition, some tasks have few score points, which contributed to lower correlation coefficients. Overall, the delayed alternate form reliability results support the consistency of scores across Literacy Task administrations.

9.6. Evidence Based on Relationships to Other Variables

This section summarizes the validity evidence for the *i-Ready Literacy Tasks* based on their relationships to other variables, focusing on how task scores align with both similar and dissimilar external measures. It presents analyses of *convergent* validity (relationship with assessments that measure similar content), *divergent* validity (relationship with assessments that measure dissimilar content), *concurrent* validity (alignment with similar external measures administered at the same time), and *predictive* validity (the ability of task scores to forecast future reading performance). Together, these analyses support the intended use of the *i-Ready Literacy Tasks* by demonstrating how well they align with established assessments.

A common rule of thumb for evaluating correlations with other variables is that values above .70 are considered strong, supporting high confidence in predictive claims. Correlations between .50 and .69 are

considered moderate predictors of future performance and can still provide meaningful evidence to guide early support decisions.

9.6.1. Convergent and Divergent Validity

Convergent and divergent validity were evaluated by comparing *i-Ready Literacy Tasks* to other measures of similar and dissimilar concepts. *i-Ready Inform* for Reading and *i-Ready Inform* for Mathematics overall scale scores were used as external measures. The *i-Ready Inform* is a vetted screener with well-established psychometric properties and has been highly rated by the National Center on Intensive Intervention (NCII). The goal of these analyses was to determine whether the statistical relationships between the Literacy Tasks and external measures align with theoretical expectations.

Convergent validity is the most common type of external validity and assumes that assessments measuring theoretically similar constructs should show moderate-to-strong statistical correlations. We expect moderate correlations (≥ .40) between Literacy Tasks and *i-Ready Inform* for Reading scores in lower grades, with stronger associations (≥ .70) in higher grades—particularly for Passage Reading Fluency, given its close relationship to connected text and comprehensive reading proficiency. Extremely strong correlations are not anticipated because the two assessments measure related but distinct constructs using different methodologies. Literacy Tasks assess foundational reading and fluency skills in a one-on-one format, whereas *i-Ready Inform* uses a computer-adaptive approach to measure a broad range of reading domains.

Divergent validity, by contrast, assumes that assessments measuring theoretically different constructs should show lower correlations. Correlations with *i-Ready Inform* for Mathematics scores should be lower than those observed for *i-Ready Inform* for Reading, especially for tasks measuring reading connected text. However, some tasks, such as Rapid Automatized Naming (RAN)[8] and Phonological Awareness, are more developmental than academic in nature and serve as precursors to literacy. As such, they may show similar correlations with both reading and mathematics assessments.

Table 9.3 presents convergent and divergent evidence by grade, showing Pearson correlation coefficients between each Literacy Task and *i-Ready Inform* for Reading and *i-Ready Inform* for Mathematics overall scale scores. Sample sizes (*N*) reflect operational use during the 2024–2025 academic year and are based on convenience samples rather than random selection. For some tasks or grades, sample sizes are small (fewer than 30) or data are not available. Smaller sample sizes may result in less stable estimates and wider confidence intervals and should be interpreted with caution. Appendix B provides descriptive statistics for the Literacy Task scores, *i-Ready Inform* for Reading overall scale scores, and *i-Ready Inform* for Mathematics overall scale scores.

For convergent validity, sample sizes range from 37 to 96,269, with correlations between Literacy Tasks and *i-Ready Inform* for Reading ranging from .42 to .84. Results indicate moderate to high correlations. Rapid Automatized Naming (RAN) and Phonological Awareness tasks show lower correlations in some grades

[8] RAN measures fluency with over-learned information. It can influence both mathematics and reading skills. Its correlation with overall reading proficiency tends to decline over time, while its predictive validity is strongest in early pre-readers.

(below .50). These findings are consistent with expectations for these tasks given their developmental nature and limited alignment with comprehension-based assessments.

For divergent validity, sample sizes range from 38 to 92,850, with correlations between Literacy Tasks and *i-Ready Inform* for Mathematics ranging from .33 to .64. Results indicate low to moderate correlations. As expected, most Literacy Tasks show stronger correlations with reading than with mathematics. Literacy Tasks for RAN are an exception to this trend, particularly at lower grade levels, where correlations are more similar across mathematics and reading. These results align with expectations for this task and reflect their role in supporting general fluency and early learning across domains.

Table 9.3. Correlations between *i-Ready Literacy Tasks* and *i-Ready Inform*

i-Ready Literacy Task	**Grade**	**Inform Reading *N***	**Inform Reading *r***	**Inform Reading LB**	**Inform Reading UB**	**Inform Math *N***	**Inform Math *r***	**Inform Math LB**	**Inform Math UB**
Phonological Awareness – Onset-Rime	K	58	.52	.30	.68	58	.49	.27	.67
Phonological Awareness – Phoneme Blending	K	570	.47	.41	.53	569	.38	.31	.45
Phonological Awareness – Phoneme Blending	1	1,042	.56	.52	.60	997	.44	.39	.49
Phonological Awareness – Phoneme Segmentation	K	737	.49	.44	.55	782	.47	.42	.53
Phonological Awareness – Phoneme Segmentation	1	564	.55	.49	.60	563	.49	.42	.55
Phonological Awareness – Phoneme Segmentation Fluency	K	3,313	.47	.44	.50	3,358	.44	.41	.47
Phonological Awareness – Phoneme Segmentation Fluency	1	2,446	.43	.39	.46	1,997	.37	.34	.41
Phonological Awareness – Phoneme Manipulation	K	100	.49	.32	.63	101	.35	.16	.51
Phonological Awareness – Phoneme Manipulation	1	183	.58	.47	.67	183	.43	.31	.54
Phonological Awareness – Phoneme Manipulation	2	175	.57	.47	.67	171	.33	.18	.45
Phonological Awareness – Phoneme Manipulation	3	90	.78	.68	.85	90	.59	.44	.71
Rapid Automatized Naming – Objects	K	51,000	.42	.42	.43	47,319	.43	.42	.43
Rapid Automatized Naming – Objects	1	3,601	.47	.44	.49	3,323	.45	.43	.48
Rapid Automatized Naming – Colors	K	2,911	.43	.40	.46	2,911	.44	.41	.47
Rapid Automatized Naming – Colors	1	1,032	.52	.47	.56	1,008	.50	.45	.54
Rapid Automatized Naming – Letters	K	895	.64	.60	.68	856	.55	.50	.59
Rapid Automatized Naming – Letters	1	44,921	.60	.60	.61	43,134	.54	.53	.55

Rapid Automatized Naming – Letters	2	28,486	.58	.57	.59	27,346	.52	.51	.53
Rapid Automatized Naming – Letters	3	28,049	.54	.54	.55	27,019	.49	.48	.5
Rapid Automatized Naming – Numbers	1	1,902	.59	.56	.62	1,892	.54	.50	.57
Rapid Automatized Naming – Numbers	2	414	.50	.42	.57	422	.46	.38	.53
Rapid Automatized Naming – Numbers	3	156	.60	.49	.69	157	.64	.53	.72
Letter Naming Fluency – Uppercase	K	1,535	.64	.61	.67	1,306	.57	.53	.61
Letter Naming Fluency – Uppercase	1	1,555	.66	.63	.68	1,565	.60	.57	.63
Letter Naming Fluency – Lowercase	K	2,009	.64	.62	.67	1779	.56	.53	.59
Letter Naming Fluency – Lowercase	1	2,430	.66	.63	.68	2,433	.59	.57	.62
Letter Naming Fluency – Lowercase	2	277	.67	.59	.73	277	.53	.44	.61
Letter Naming Fluency – Mixed-Case	K	81,444	.59	.58	.59	76,845	.51	.51	.52
Letter Naming Fluency – Mixed-Case	1	7,515	.62	.61	.64	6,993	.55	.53	.56
Letter Naming Fluency – Mixed-Case	2	2,037	.57	.54	.60	1,600	.45	.41	.49
Letter Sound Fluency – Lowercase	K	1,547	.54	.51	.58	1,329	.49	.44	.53
Letter Sound Fluency – Lowercase	1	2,058	.59	.56	.61	2,063	.54	.50	.57
Letter Sound Fluency – Mixed-Case	K	1,8225	.55	.54	.56	18,315	.52	.51	.53
Letter Sound Fluency – Mixed-Case	1	4,255	.53	.51	.55	4,225	.48	.46	.51
Word Recognition Fluency	K	5,333	.67	.66	.68	5,034	.52	.50	.54
Word Recognition Fluency	1	6,033	.74	.73	.75	5,790	.51	.49	.53
Word Recognition Fluency	2	3,734	.77	.75	.78	3,685	.48	.46	.51
Word Recognition Fluency	3	3,270	.77	.75	.78	3,162	.51	.48	.53
Pseudoword Decoding – Fluency	K	24,865	.65	.65	.66	22,908	.50	.49	.51
Pseudoword Decoding – Fluency	1	32,713	.74	.73	.74	30,512	.54	.53	.55
Pseudoword Decoding – Fluency	2	37,272	.76	.75	.76	35,844	.54	.53	.55
Pseudoword Decoding – Fluency	3	31,760	.65	.65	.66	30,917	.52	.51	.53

Pseudoword Decoding – Multisyllabic	2	37	.80	.65	.89	38	.43	.12	.66
Pseudoword Decoding – Multisyllabic	3	636	.52	.46	.57	636	.38	.31	.45
Passage Reading Fluency	1	94,453	.81	.81	.81	90,134	.59	.58	.59
Passage Reading Fluency	2	91,867	.84	.84	.84	88,374	.61	.60	.61
Passage Reading Fluency	3	96,269	.81	.8	.81	92,850	.59	.59	.6
Passage Reading Fluency	4	50,376	.79	.79	.80	49,169	.61	.60	.61
Passage Reading Fluency	5	45,098	.78	.78	.79	44,275	.62	.61	.63
Passage Reading Fluency	6	12,729	.75	.75	.76	12,116	.58	.57	.59
Spelling	1	6,571	.70	.69	.71	6,496	.54	.52	.56
Spelling	2	6,172	.66	.65	.68	6,091	.45	.43	.47
Spelling	3	6,262	.60	.58	.61	6,194	.48	.46	.49
Encoding	1	5,935	.60	.59	.62	5,861	.48	.46	.5
Encoding	2	5,662	.61	.59	.62	5,580	.46	.43	.48
Encoding	3	5,013	.61	.59	.63	4,934	.50	.48	.52

Based on the results of the correlational analyses conducted on students in the 2024–2025 academic year, the convergent and divergent evidence supports the expected outcomes. Correlations between *i-Ready Literacy Tasks* and *i-Ready Inform* for Reading overall scale scores were mostly moderate, increasing across grades and reaching strong levels (above .70) for Word Recognition Fluency and Passage Reading Fluency in higher grades. The correlations for Phonological Awareness and RAN tasks in early grades likely reflect differences in task focus. Divergent validity was also supported, as correlations between *i-Ready Literacy Tasks* and *i-Ready Inform* for Mathematics scale scores were lower than those with *i-Ready Inform* for Reading, except for RAN tasks. RAN tasks showed similar correlations with *i-Ready Inform* for Mathematics and *i-Ready Inform* for Reading, which aligns with expectations given the role of RAN in fluency with over-learned information is relevant to both domains.

9.6.2. Concurrent Validity

High, positive correlations with external assessments that measure similar constructs is a source of concurrent validity evidence. Concurrent validity was evaluated by comparing student scores on selected Literacy Tasks to comparable external literacy assessments. External measures included DIBELS 8th Edition and RAN/RAS, selected for their alignment with the constructs measured by the Literacy Tasks. Data for these analyses were collected during special validity studies in 2023, which are described in section 5.4.2.3 of this manual. Students completed the Literacy Tasks and external assessments during the same testing session. For these validity studies, we collected data for the Literacy Tasks that are included in the Early Literacy and Dyslexia Risk Screener by *i-Ready* (or were being considered for inclusion) for each grade and testing window.

Pearson correlation coefficients were calculated for the paired tasks to assess the strength of association. Table 9.4 presents the *i-Ready Literacy Task*, external literacy task, grade level, testing window, sample size (*N*), Pearson correlation, and the lower and upper bounds of the 95% confidence interval. (Appendix B includes the mean and standard deviation of each task.) Sample sizes range from 105 to 283, and correlations range from .60 to .96.

These findings indicate moderate to high alignment between Literacy Tasks and the external assessments. The strongest correlations were observed for Literacy Tasks and DIBELS 8 tasks similar in test design, sampling, and scoring. In contrast, Literacy Tasks for RAN showed moderate to strong correlations with RAN/RAS (between .60 and .77), which were lower than those for other tasks. This difference is likely due to the scoring design: RAN/RAS tasks are scored based on student ages in years and months, regardless of grade level, while *i-Ready Literacy Tasks* for RAN are administered and scored by grade level, grouping students with a wider range of ages together. These differences in grouping and scoring introduce greater variability within grade-level samples for the Literacy Task for RAN tasks, which may reduce the strength of observed correlations. Higher correlations might be expected if both measures used similar scoring designs.

Table 9.4. Correlations between *i-Ready Literacy Tasks* and DIBELS 8 or RAN/RAS

i-Ready Literacy Task	**External Literacy Task**	**Grade**	**Testing Window**	***N***	***R***	**Lower Bound**	**Upper Bound**
Rapid Automatized Naming – Objects	RAN/RAS Objects	K	Winter	162	.68	.59	.76
Rapid Automatized Naming – Objects	RAN/RAS Objects	K	Spring	158	.64	.53	.72
Rapid Automatized Naming – Objects	RAN/RAS Objects	1	Fall	270	.63	.56	.70
Rapid Automatized Naming – Letters	RAN/RAS Letters	1	Winter	232	.75	.69	.80
Rapid Automatized Naming – Letters	RAN/RAS Letters	1	Spring	230	.60	.51	.68
Rapid Automatized Naming – Letters	RAN/RAS Letters	2	Fall	274	.75	.69	.80
Rapid Automatized Naming – Letters	RAN/RAS Letters	2	Winter	105	.64	.52	.74
Rapid Automatized Naming – Letters	RAN/RAS Letters	2	Spring	107	.67	.55	.76
Rapid Automatized Naming – Letters	RAN/RAS Letters	3	Fall	223	.75	.68	.80
Rapid Automatized Naming – Letters	RAN/RAS Letters	3	Winter	252	.62	.54	.69
Rapid Automatized Naming – Numbers	RAN/RAS Numbers	3	Winter	252	.77	.71	.81
Rapid Automatized Naming – Numbers	RAN/RAS Numbers	3	Spring	251	.71	.64	.77
Letter Naming Fluency – Mixed-Case	DIBELS 8 Letter Naming Fluency	K	Fall	232	.92	.90	.94
Letter Naming Fluency – Mixed-Case	DIBELS 8 Letter Naming Fluency	K	Winter	165	.87	.83	.91
Letter Naming Fluency – Mixed-Case	DIBELS 8 Letter Naming Fluency	K	Spring	161	.83	.77	.87
Letter Naming Fluency – Mixed-Case	DIBELS 8 Letter Naming Fluency	1	Fall	279	.85	.81	.88

Letter Naming Fluency – Mixed-Case	DIBELS 8 Letter Naming Fluency	1	Winter	233	.76	.70	.81
Word Recognition Fluency	DIBELS 8 Word Recognition Fluency	K	Spring	159	.72	.63	.78
Word Recognition Fluency	DIBELS 8 Word Recognition Fluency	1	Fall	265	.88	.85	.91
Word Recognition Fluency	DIBELS 8 Word Recognition Fluency	1	Spring	230	.73	.66	.78
Word Recognition Fluency	DIBELS 8 Word Recognition Fluency	2	Fall	279	.93	.91	.94
Pseudoword Decoding – Fluency	DIBELS 8 Nonsense Word Fluency: Words Read Correct	1	Fall	265	.86	.83	.89
Pseudoword Decoding – Fluency	DIBELS 8 Nonsense Word Fluency: Words Read Correct	2	Fall	283	.86	.83	.89
Pseudoword Decoding – Fluency	DIBELS 8 Nonsense Word Fluency: Words Read Correct	3	Fall	263	.85	.81	.88
Passage Reading Fluency	DIBELS 8 Oral Reading Fluency	1	Winter	226	.95	.94	.96
Passage Reading Fluency	DIBELS 8 Oral Reading Fluency	1	Spring	230	.94	.92	.95
Passage Reading Fluency	DIBELS 8 Oral Reading Fluency	2	Fall	277	.96	.95	.97
Passage Reading Fluency	DIBELS 8 Oral Reading Fluency	2	Winter	105	.94	.91	.96
Passage Reading Fluency	DIBELS 8 Oral Reading Fluency	2	Spring	107	.94	.92	.96
Passage Reading Fluency	DIBELS 8 Oral Reading Fluency	3	Fall	258	.92	.90	.94
Passage Reading Fluency	DIBELS 8 Oral Reading Fluency	3	Winter	253	.90	.88	.92
Passage Reading Fluency	DIBELS 8 Oral Reading Fluency	3	Spring	254	.91	.89	.93

Overall, concurrent validity analyses demonstrate that the *i-Ready Literacy Tasks* yield scores that are moderately to strongly aligned with established external measures of foundational literacy skills. Tasks that closely matched constructs of their external counterparts in test design, sampling, and scoring consistently yielded strong correlations, while those with slight differences yielded more moderately sized correlations.

9.6.3. Predictive Validity

Predictive validity analyses examine the degree to which students' performance on the *i-Ready Literacy Tasks* can anticipate subsequent outcomes on established external measures of reading proficiency. We evaluated predictive validity using Pearson correlation coefficients to quantify the strength of association between Literacy Task scores and subsequent *i-Ready Inform* for Reading assessment results. Strong, positive

correlations provide evidence that the *i-Ready Literacy Tasks* are effective predictors of future reading achievement, supporting their use in the early identification of students who may benefit from additional instructional support or intervention.

Because the predictor assessments (fall or winter Literacy Tasks) occur months before the outcome measure (spring *i-Ready Inform* for Reading), predictive correlations are not expected to be as high as those for assessments administered concurrently. This is especially true because the predictor assessment measures a subset of the skills assessed by the outcome measure. A common rule of thumb for predictive validity is that correlations above .70 are considered strong, supporting high confidence in predictive claims. Correlations between .50 and .69 are considered moderate predictors of future performance and can still guide early support decisions.

Table 9.5 presents predictive validity evidence between *i-Ready Literacy Tasks* and the *i-Ready Inform* for Reading overall scale score. For these analyses, Literacy Tasks were administered in fall or winter 2024, and *i-Ready Inform* for Reading was administered in the spring 2025. For each Literacy Task and grade level, the table reports the mean and standard deviation for both assessments, the sample size (N), the Pearson correlation, and the lower and the upper bounds of the correlation. Because schools self-select into using Literacy Tasks and may apply them either to targeted groups of lower-performing students or as a universal screener, these convenience samples may not represent the broader student population. Smaller sample sizes produce less stable results and wider confidence intervals, so interpret these with caution.

Results show moderate to strong predictive correlations for RAN-Letters, LNF-Mixed-Case, LSF-Mixed-Case, WRF, PWD-Fluency, PWD-Multisyllabic, PRF, and Spelling and Encoding tasks with spring *i-Ready Inform* for Reading overall scale scores. These findings indicate that Literacy Tasks moderately to strongly predict spring performance on *i-Ready Inform* for Reading, giving educators confidence in using them to identify students needing intervention. As expected, predictive correlations are generally lower than convergent validity correlations because of the time gap between administrations, varied interventions, and instructional differences. For some tasks, insufficient observations prevented analysis.

Predictive correlations for other RAN tasks and the Phonological Awareness (PA) Tasks ranged from .40 to .66 with about half below .50. This pattern aligns with moderate convergent correlations for RAN and PA tasks (see Section 9.6.2.) and reflects content differences between these tasks and *i-Ready Inform* for Reading. Although lower, these correlations still provide meaningful validity evidence to support formative decisions and offer early indicators for additional evaluation.

Table 9.5. Predictive Validity: Fall or Winter Literacy Task to Spring *i-Ready Inform* for Reading

i-Ready Literacy Task	**Grade**	***N***	**Literacy Task Mean**	**Literacy Task *SD***	***i-Ready Inform* Mean**	***i-Ready Inform SD***	***R***	**Lower Bound**	**Upper Bound**
Phonological Awareness – On-set Rime	K	57	14	12.1	404	43.9	.50	.27	.67
Phonological Awareness – Phoneme Blending	K	556	21	10.7	403	33.3	.45	.38	.51

Phonological Awareness – Phoneme Blending	1	88	31	10.3	421	38.6	.57	.40	.69
Phonological Awareness – Phoneme Segmentation	K	784	21	10.8	398	34.4	.47	.41	.52
Phonological Awareness – Phoneme Segmentation	1	548	31	9	446	48.2	.53	.47	.59
Phonological Awareness – Phoneme Segmentation Fluency	K	3,440	19	12.3	388	36.6	.48	.45	.51
Phonological Awareness – Phoneme Segmentation Fluency	1	2,311	32	10.5	438	45.3	.40	.37	.44
Phonological Awareness – Phoneme Manipulation	2	297	60	26.1	475	35.7	.51	.42	.59
Phonological Awareness – Phoneme Manipulation	3	75	56	28.8	489	55.7	.64	.49	.76
Rapid Automatized Naming – Objects	K	49,749	38	11	391	41.5	.43	.43	.44
Rapid Automatized Naming – Objects	1	3,519	46	11.8	426	51.3	.46	.44	.49
Rapid Automatized Naming – Colors	K	2,851	37	10.8	391	40.1	.41	.37	.44
Rapid Automatized Naming – Colors	1	1,011	42	11.8	430	56	.45	.40	.50
Rapid Automatized Naming – Letters	1	44,292	55	19.1	441	52.1	.61	.61	.62
Rapid Automatized Naming – Letters	2	28,123	67	19.6	483	58.2	.58	.57	.58
Rapid Automatized Naming – Letters	3	27,880	77	19.1	511	60.8	.53	.52	.54
Rapid Automatized Naming – Numbers	1	1,856	57	18.2	436	55.1	.56	.53	.59
Rapid Automatized Naming – Numbers	2	407	62	22.6	459	60.5	.41	.33	.49
Rapid Automatized Naming – Numbers	3	152	63	23.3	460	70.8	.66	.56	.74
Letter Naming Fluency: Lowercase	K	827	31	16	395	38.5	.48	.43	.53
Letter Naming Fluency: Lowercase	1	257	53	20.6	448	50	.60	.52	.68
Letter Naming Fluency – Mixed-Case	K	77,354	34	16.5	396	40.3	.58	.57	.58
Letter Naming Fluency – Mixed-Case	1	7,312	50	18.9	435	48	.62	.61	.64
Letter Sound Fluency – Lowercase	K	510	25	12.6	394	32.7	.53	.46	.59

Letter Sound Fluency – Lowercase	1	209	35	14.9	424	47.9	.47	.35	.57
Letter Sound Fluency – Mixed-Case	K	18,146	27	14.1	394	38	.55	.54	.56
Letter Sound Fluency – Mixed-Case	1	4,143	41	16.2	432	45.3	.51	.48	.53
Word Recognition Fluency	K	3,109	8	8.5	394	36.1	.58	.56	.60
Word Recognition Fluency	1	5,893	24	18.4	445	47.5	.69	.68	.70
Word Recognition Fluency	2	3,670	41	27.9	481	50.5	.72	.70	.73
Word Recognition Fluency	3	3,216	43	23.3	504	54.9	.74	.73	.76
Pseudoword Decoding – Fluency	K	33,544	5	6.9	392	41.4	.60	.59	.61
Pseudoword Decoding – Fluency	1	51,611	14	10.4	442	50.9	.72	.72	.73
Pseudoword Decoding – Fluency	2	36,680	20	12.9	480	56.8	.73	.73	.74
Pseudoword Decoding – Fluency	3	31,494	26	14.1	510	60.6	.64	.63	.65
Pseudoword Decoding – Multisyllabic	2	355	13	8.6	496	47.2	.52	.44	.59
Pseudoword Decoding – Multisyllabic	3	622	15	8.9	518	54.1	.50	.44	.56
Passage Reading Fluency	1	79,448	38	36.3	449	49.4	.75	.74	.75
Passage Reading Fluency	2	89,916	70	41.8	491	54.7	.82	.81	.82
Passage Reading Fluency	3	89,335	88	42.4	517	58.2	.78	.77	.78
Passage Reading Fluency	4	40,308	97	41.2	539	59.7	.75	.74	.75
Passage Reading Fluency	5	35,668	119	42.6	557	60.5	.73	.73	.74
Passage Reading Fluency	6	9,554	119	42.3	556	59.9	.68	.67	.69
Spelling	1	6,317	6	3.2	444	47.9	.63	.61	.64
Spelling	2	5,564	5	3.2	495	49.6	.54	.52	.55
Spelling	3	4,854	5	3	508	56.9	.53	.51	.55
Encoding	1	5,744	6	3.2	448	46.8	.60	.59	.62
Encoding	2	5,478	6	3.3	497	48.8	.61	.59	.62
Encoding	3	4,910	6	3.4	507	57.6	.59	.57	.61

Note: SD = standard deviation, N = sample size, r= validity coefficient.

9.7. Evidence Based on Test Consequences

Evidence based on test consequences refers to the evaluation of how the use and interpretation of assessment results impact students, instructional practices, and educational outcomes. In psychometric and literacy assessment research, this type of evidence is essential for validating not only the technical quality of a test but also its real-world effects—such as whether students are appropriately identified for intervention, whether resources are allocated effectively, and whether the assessment supports equitable educational opportunities (Lane, 2014; AERA et al., 2014). For literacy tasks, the importance of evidence based on test consequences lies in ensuring that screening tools and diagnostic assessments lead to positive changes for students, such as timely and targeted support for those at risk of reading difficulties.

Accurately classifying students based on their risk of reading difficulties provides evidence of test consequences by demonstrating how well an assessment distinguishes between students who need intervention and those who do not. High classification accuracy supports the validity of the test's intended use, indicating that decisions based on the assessment are likely to benefit students and improve literacy outcomes (Lane, 2014; Messick, 1995; NCII, 2021).

Progress monitoring Literacy Tasks must be sensitive to diverse learning trajectories and responsive to instructional changes. When used effectively, these tasks provide actionable data that support differentiated instruction, early intervention, and equitable resource allocation. Thus, the validity of literacy progress monitoring tools depends not only on their statistical properties but also on their demonstrated impact on student learning and instructional quality.

Literacy screening plays a critical role in identifying students at risk for reading difficulties or dyslexia and offers important validity evidence based on test consequences. Universal screeners, such as those used within Multi-Tiered Systems of Support (MTSS), are administered to entire classrooms or schools to detect early signs of reading difficulties. Screeners often include multiple assessments, providing a more comprehensive view of student performance. This form of validity is demonstrated when assessments accurately identify students who need additional support, enabling timely intervention and improving long-term academic outcomes.

Evidence based on test consequences is essential for validating Literacy Tasks because it links technical performance to meaningful educational impact (Lane, 2014; AERA et al., 2014). The following sections provide validity evidence based on test consequences through:

- classification accuracy with external measures consistent with literacy task assessments (DIBELS 8, RAN/RAS) and external measures assessing general reading comprehension (*i-Ready Inform*)
- review of Progress Monitoring Tasks as tools to evaluate both the students' needs and effectiveness of instruction
- review of screening to support the identification of students who are not meeting grade-level expectations for reading achievement and may be at risk for reading difficulties or disabilities, including dyslexia

9.7.1. Classification Accuracy

Classification accuracy is a central concept in educational measurement, representing the proportion of correct classifications—both true positives (students correctly identified as at risk) and true negatives (students correctly identified as not at risk)—out of all possible cases (Crocker & Algina, 2006).

Sensitivity, also known as the true positive rate, is the probability that a test correctly identifies students who genuinely require intervention, ensuring that those in need are not missed (Crocker & Algina, 2006; Kane, 2013). Specificity, or the true negative rate, reflects the probability that a test correctly identifies students who do not require intervention, thereby minimizing unnecessary allocation of resources (Kane, 2013).

Accuracy is the overall proportion of correct classifications, combining both sensitivity and specificity to provide a holistic measure of a screener's effectiveness (Crocker & Algina, 2006). The area under the curve (AUC), derived from receiver operating characteristic (ROC) analysis, summarizes a test's ability to discriminate between at-risk and not-at-risk students across all possible threshold values; an AUC closer to 1.0 indicates excellent discrimination (Kane, 2013).

In educational screening, sensitivity rates of .70 or higher and specificity rates of at least .80 are considered strong, and AUC values above .80 are generally interpreted as robust classification performance (Crocker & Algina, 2006). These metrics are essential for evaluating educational screening tools and ensuring that interventions are accurately targeted to support student progress. The magnitudes of these statistics are impacted by the correlation between the two tests. Low correlations (below .30) may lead to misclassifications and poor classification accuracy. Moderate correlations (.40–.60) may improve classification accuracy but may still misclassify students, especially near cut scores. High correlations imply strong alignment between constructs and are more likely to result in strong classification accuracy. Therefore, interpretation of these results should be based within the context of the strength of the relationship between tests.

This section presents the classification accuracy of *i-Ready Literacy Task* placement levels by evaluating their degree of agreement with established external benchmarks. These include task-specific literacy assessments such as DIBELS 8 and RAN/RAS, as well as broader measures of reading comprehension like *i-Ready Inform* for Reading. The analysis quantifies how closely *i-Ready* placement classifications align with external criteria, providing evidence to support the uses and interpretations of the of *i-Ready Literacy Task* placement levels.

9.7.1.1 Classification Accuracy: DIBELS 8 and RAN/RAS

Classification analyses for sensitivity, specificity, accuracy, and AUC were computed for the Literacy Tasks using DIBELS 8 and RAN/RAS tasks as the outcome measures. The placement levels for each task were dichotomized into two categories. For the *i-Ready Literacy Tasks*, dichotomized categories consisted of assigning students in the Below Level to the at-risk group and students in the On Level or Above Level to a low- to no-risk group.

The DIBELS 8 assessment is commonly used to screen students for risk factors associated with reading deficiencies that may include dyslexia. Four classification levels are used to identify the degree of risk: Blue denotes negligible risk, Green denotes minimal risk, Yellow denotes some risk, and Red denotes at risk

(University of Oregon, 2020). For this analysis, students in the Red level were categorized as at risk for reading deficiencies, while those in Yellow, Green, or Blue were categorized as low to no risk. Table 9.8 summarizes this dichotomization.

Table 9.6. DIBELS 8 Categories for Classification Consistency

DIBELS 8 Performance Level	DIBELS Red Classification Level
Red	Red
Yellow	Yellow/Green/Blue
Green	Yellow/Green/Blue
Blue	Yellow/Green/Blue

Performance on the *i-Ready Literacy Task* for RAN (Object, Colors, Letters, and Numbers) was compared to the RAN/RAS assessments because DIBELS 8 does not have a RAN task. The Literacy Tasks for RAN already have dichotomized placement levels: Below and On.

RAN/RAS reports raw scores (in seconds), standard score, percentile ranks, and age and grade equivalents. For this analysis, RAN/RAS standard scores were used in addition to the descriptive ratings to determine classification accuracy. For RAN/RAS, standard scores of 85 and below were categorized as Below, as shown in Table 9.7. This represented a midpoint in the Below Average descriptive rating and about the 16th percentile in the RAN/RAS normative table. The threshold was based on the common clinical practice of identifying students at risk as those scoring at least 1 SD below the population mean (American Psychiatric Association, 2013, p. 69). Subject matter experts reviewed this threshold, confirming that the RAN/RAS Below Average category likely includes some students who should be flagged as at risk.

Table 9.7. RAN/RAS Categories for Classification Consistency

RAN/RAS Placement Level	Standard Score	Classification Level
Very Poor	< 70	Below
Poor	70–79	Below
Below Average: Above Midpoint	80–85	Below
Below Average: Below Midpoint	86–89	At or Above
Average	90–110	At or Above
Above Average	111–120	At or Above

Table 9.8 presents classification accuracy results for each Literacy Task by grade level and testing window (where data are available). The table includes the total number of students, sensitivity, specificity, accuracy, and area under the curve (AUC) results for RAN (Object, Colors, Letters, Numbers), Letter Naming Fluency – Mixed-Case, Letter Sound Fluency – Mixed-Case, Word Recognition Fluency, Pseudoword Decoding – Fluency, and Passage Reading Fluency. The data source for these analyses is described in Section 5.4.2.3 Data Sources.

Passage Reading Fluency and Letter Naming Fluency – Mixed-Case tasks demonstrated consistently strong classification compared to their corresponding DIBELS 8 tasks. PRF showed strong sensitivity (.80–.96), strong specificity (.87–.98), and robust AUC (.93–.99) across all Grades 1–3 testing windows. Letter Naming Fluency – Mixed-Case maintained strong sensitivity (.70–.75), strong specificity (.87–.98), and robust AUC (.90–.96) across kindergarten and Grade 1 testing windows. These results confirm that both tasks are highly accurate for identifying students at risk and not at risk, supporting their use for screening and benchmarking.

Word Recognition Fluency and Pseudoword Decoding – Fluency tasks also demonstrated strong classification accuracy compared to their corresponding DIBELS 8 tasks, though sensitivity was lower in early grades and testing windows. Overall, both tasks are highly effective for ruling out risk. Word Recognition Fluency showed strong specificity (.89–.95), strong sensitivity (.86–.91), and robust AUC (.84–.99), and in most windows, except kindergarten winter (sensitivity = .50), which improved to strong in a later testing window. Pseudoword Decoding – Fluency maintained strong specificity (.90–.97) and robust AUC (.91–.94) across Grades 1–3, but sensitivity exceeded the strong threshold only in Grade 1 (.79), with Grades 2–3 ranging from .48–.55. Results were limited to fall testing windows, and sensitivity may improve in later windows. Word Recognition Fluency is generally reliable for identifying at-risk students, while Pseudoword Decoding – Fluency appears less effective for that purpose when evaluated against DIBELS 8. These findings support their use for benchmarking and progress monitoring.

Literacy Tasks for RAN (Objects, Letters, Numbers) showed greater variability by grade and testing window when evaluated against corresponding RAN/RAS tasks. Sensitivity ranged from .70–.96 across most grades and windows, except for RAN Objects for kindergarten fall (.60), which improved to strong in a later testing window. Specificity was strong for most RAN Letters (.67–.86) and RAN Numbers tasks (.80–.82) but slightly below the strong threshold for RAN Objects (.74–.78) and Colors tasks (.75). AUC was robust for nearly all tasks (.73–.95), with only a few slightly below the threshold. Overall, RAN tasks are highly effective for identifying students at risk and generally effective for identifying those not at risk when evaluated against RAN/RAS.

In summary, *i-Ready Literacy Tasks* provide moderate to strong validity evidence for the interpretation and use of placement levels in screening, benchmarking, and progress monitoring decisions. Sensitivity and AUC estimates generally increase with grade and season, while specificity remains stable and strong across most tasks. These findings support the use of placement levels for identifying students at risk for reading difficulties and guiding educational interventions, while also highlighting the importance of supplemental assessment or multi-tiered screening approaches in contexts where sensitivity is lower, particularly in early grades or specific subtests.

Table 9.8. *i-Ready Literacy Task* Classification Accuracy with DIBELS 8 or RAN/RAS by Grade and Testing Window

i-Ready Literacy Task	**External Measure**	**Grade**	**Testing Window**	***N***	**Sensitivity**	**Specificity**	**Accuracy**	**Area Under the Curve**
Rapid Automatized Naming – Objects	RAN/RAS Objects	K	Fall	235	.60	.75	.69	.73
Rapid Automatized Naming – Objects	RAN/RAS Objects	K	Winter	162	.72	.74	.74	.79
Rapid Automatized Naming – Objects	RAN/RAS Objects	K	Spring	158	.73	.78	.77	.84

Rapid Automatized Naming – Objects	RAN/RAS Objects	1	Fall	270	.70	.78	.75	.82
Rapid Automatized Naming – Colors	RAN/RAS Colors	K	Winter	36	.75	.75	.75	.79
Rapid Automatized Naming – Letters	RAN/RAS Letters	1	Winter	232	.82	.83	.83	.91
Rapid Automatized Naming – Letters	RAN/RAS Letters	1	Spring	230	.79	.81	.80	.87
Rapid Automatized Naming – Letters	RAN/RAS Letters	2	Fall	274	.83	.80	.81	.87
Rapid Automatized Naming – Letters	RAN/RAS Letters	2	Winter	105	.76	.86	.83	.85
Rapid Automatized Naming – Letters	RAN/RAS Letters	2	Spring	107	.71	.83	.80	.86
Rapid Automatized Naming – Letters	RAN/RAS Letters	3	Fall	223	.88	.77	.81	.90
Rapid Automatized Naming – Letters	RAN/RAS Letters	3	Winter	252	.88	.67	.71	.85
Rapid Automatized Naming – Letters	RAN/RAS Letters	3	Spring	251	.78	.74	.75	.84
Rapid Automatized Naming – Numbers	RAN/RAS Numbers	3	Winter	252	.96	.82	.83	.95
Rapid Automatized Naming – Numbers	RAN/RAS Numbers	3	Spring	251	.84	.80	.80	.89
Letter Naming Fluency – Mixed-Case	DIBELS 8 LNF	K	Fall	232	.72	.97	.88	.96

Letter Naming Fluency – Mixed-Case	DIBELS 8 LNF	K	Winter	165	.70	.98	.90	.94
Letter Naming Fluency – Mixed-Case	DIBELS 8 LNF	K	Spring	161	.74	.89	.86	.92
Letter Naming Fluency – Mixed-Case	DIBELS 8 LNF	1	Fall	279	.74	.89	.86	.93
Letter Naming Fluency – Mixed-Case	DIBELS 8 LNF	1	Winter	233	.75	.87	.84	.90
Letter Sound Fluency – Mixed-Case	DIBELS 8 NWF: Correct Letter Sounds	K	Fall	181	.73	.85	.80	.88
Word Recognition Fluency	DIBELS 8 WRF	0	Winter	47	.50	.93	.87	.84
Word Recognition Fluency	DIBELS 8 WRF	K	Spring	159	.91	.89	.89	.95
Word Recognition Fluency	DIBELS 8 WRF	1	Fall	265	.86	.89	.88	.94
Word Recognition Fluency	DIBELS 8 WRF	1	Spring	230	.90	.89	.89	.98
Word Recognition Fluency	DIBELS 8 WRF	2	Fall	279	.89	.95	.94	.99
Pseudoword Decoding – Fluency	DIBELS 8 NWF: Words Read Correct	1	Fall	265	.79	.90	.89	.94
Pseudoword Decoding – Fluency	DIBELS 8 NWF: Words Read Correct	2	Fall	283	.48	.97	.87	.92
Pseudoword Decoding – Fluency	DIBELS 8 NWF: Words Read Correct	3	Fall	263	.55	.96	.81	.91
Passage Reading Fluency	DIBELS 8 ORF	1	Winter	226	.92	.97	.97	.99
Passage Reading Fluency	DIBELS 8 ORF	1	Spring	230	.96	.93	.93	.99
Passage Reading Fluency	DIBELS 8 ORF	2	Fall	277	.87	.96	.94	.98
Passage Reading Fluency	DIBELS 8 ORF	2	Winter	105	.83	.87	.86	.96
Passage Reading Fluency	DIBELS 8 ORF	2	Spring	107	.80	.94	.90	.93
Passage Reading Fluency	DIBELS 8 ORF	3	Fall	258	.83	.98	.93	.98

Passage Reading Fluency	DIBELS 8 ORF	3	Winter	253	.80	.97	.95	.94
Passage Reading Fluency	DIBELS 8 ORF	3	Spring	254	.89	.90	.90	.96
Rapid Automatized Naming – Objects	RAN/RAS Objects	K	Fall	235	.60	.75	.69	.73

Note. NWF = Nonsense Word Fluency; ORF = Oral Reading Fluency; RAN/RAS = Rapid Automatized Naming and Rapid Alternating Stimulus Test.

9.7.1.2 Classification Accuracy: *i-Ready Inform* for Reading

This section evaluates the classification accuracy of *i-Ready Literacy Tasks* placement levels by comparing them to *i-Ready Inform* for Reading. The 20th percentile on *i-Ready Inform* for Reading is used as a cutoff for identifying students at risk and eligible for intervention. This approach is consistent with common practice and aligns with guidance from the NCII for risk identification (AERA et al., 2014; NCII, 2021). In this analysis, students were classified as "at risk" if they scored below the 20th percentile on *i-Ready Inform* for Reading for the given testing window, and as "not at risk" if they scored at or above the cut. For the *i-Ready Literacy Tasks*, students in the Below Level were assigned to the at-risk group, while those On or Above Level were assigned to the low/no-risk group. Sensitivity, specificity, accuracy, and area under the curve (AUC) were calculated for each task, grade, and season.

Table 9.9 lists the number of students, sensitivity, specificity, accuracy, and AUC results for Letter Naming Fluency – Mixed-Case, Letter Sound Fluency – Mixed-Case, Word Recognition Fluency, Pseudoword Decoding – Fluency, and Passage Reading Fluency by grade level and testing window (with available data). Because schools self-select into using Literacy Tasks and may apply them either to targeted groups of lower-performing students or as a universal screener, the resulting convenience samples can vary in how representative they are of the larger population of students at the grade level. Smaller sample sizes were not included in the analyses to avoid unstable results and misinterpretations.

Across most tasks—excluding Letter Naming Fluency and Letter Sound Fluency—classification accuracy relative to the *i-Ready Inform* generally demonstrated strong sensitivity (≥ .70) and robust AUC (≥ .80), while specificity was more variable but often approached the strong threshold of .80. Passage Reading Fluency and Word Recognition Fluency typically showed strong sensitivity (.68–.95), with only one early-grade testing window falling lower (.58). Both tasks consistently achieved robust AUC (.75–.95) and specificity ranging from moderate to strong (.64–.89). Pseudoword Decoding – Fluency also exhibited strong sensitivity (.68–.93) and robust AUC (.76–.88), though specificity was lower (.42–.85), particularly in earlier grades. These patterns indicate that PRF, WRF, and PWD-F align well with *i-Ready Inform* for Reading for identifying students at risk for reading difficulties but show some variation in identifying students who are not at risk. The latter finding can partially be explained by differences in assessment focus rather than systematic misclassification, as classification accuracy results with external measures (summarized above) showed strong specificity results across these tasks.

In contrast, Letter Naming Fluency (LNF) and Letter Sound Fluency (LSF) frequently fell below the thresholds for strong sensitivity (.57–.83) and specificity (.49–.83) and rarely achieved robust AUC (.70–.80), even by the spring testing window. These lower classification metrics correspond with their lower correlations with *i-Ready Inform* for Reading compared to other tasks and differ from their stronger performance against DIBELS 8. This suggests that, while LNF and LSF provide valuable insight into foundational skills, they capture slightly different skills than *i-Ready Inform* for Reading. This reinforces the need for a multi-measure approach in the earliest grades, where inclusion of LNF and LSF tasks can help identify students who need additional support with specific skills.

Overall, most literacy tasks showed classification patterns consistent with *i-Ready Inform*, identifying similar groups of at-risk students but with more variability in identifying those not at risk. This may be expected given that Literacy Tasks target specific skills, while *i-Ready Inform* for Reading measures broader reading proficiency. Strong classification accuracy with comparable task-based measures (see 9.7.1.1) suggests that observed classification differences with *i-Ready Inform* could reflect true differences in constructs. These findings reinforce the importance of a multi-measure approach to identifying students for early reading intervention.

Table 9.9. *i-Ready Literacy Task* Classification Accuracy with *i-Ready Inform* for Reading by Grade and Testing Window

i-Ready Literacy Task	**Grade**	**Testing Window**	**N**	**Sensitivity**	**Specificity**	**Accuracy**	**Area Under the Curve**
Letter Naming Fluency – Mixed-Case	K	Fall	67,820	.62	.71	.69	.72
Letter Naming Fluency – Mixed-Case	K	Winter	77,287	.65	.75	.73	.77
Letter Naming Fluency – Mixed-Case	K	Spring	74,830	.70	.75	.74	.80
Letter Naming Fluency – Mixed-Case	1	Fall	39,726	.76	.67	.68	.79
Letter Naming Fluency – Mixed-Case	1	Winter	7,336	.83	.59	.66	.80
Letter Naming Fluency – Mixed-Case	1	Spring	3,673	.74	.72	.73	.80
Letter Sound Fluency – Mixed-Case	K	Fall	13,168	.77	.49	.53	.70
Letter Sound Fluency – Mixed-Case	K	Winter	18,050	.59	.83	.78	.79
Letter Sound Fluency – Mixed-Case	K	Spring	15,884	.69	.75	.74	.80
Letter Sound Fluency – Mixed-Case	1	Fall	10,225	.60	.79	.74	.76
Letter Sound Fluency – Mixed-Case	1	Winter	4,156	.63	.77	.72	.77
Letter Sound Fluency – Mixed-Case	1	Spring	1,465	.58	.79	.71	.74
Letter Sound Fluency – Mixed-Case	2	Fall	2,605	.57	.73	.69	.71

Word Recognition Fluency	K	Winter	3,017	.58	.78	.74	.75
Word Recognition Fluency	K	Spring	3,538	.81	.64	.67	.81
Word Recognition Fluency	1	Fall	50,533	.74	.71	.71	.80
Word Recognition Fluency	1	Winter	5,895	.80	.71	.73	.84
Word Recognition Fluency	1	Spring	4,537	.89	.70	.75	.89
Word Recognition Fluency	2	Fall	3,398	.86	.65	.70	.84
Word Recognition Fluency	2	Winter	3,624	.92	.70	.77	.91
Word Recognition Fluency	2	Spring	2,252	.90	.75	.79	.92
Word Recognition Fluency	3	Fall	3,230	.89	.73	.77	.90
Word Recognition Fluency	3	Winter	3,263	.87	.75	.78	.90
Word Recognition Fluency	3	Spring	1,846	.84	.73	.75	.88
Pseudoword Decoding – Fluency	K	Winter	33,855	.81	.64	.68	.76
Pseudoword Decoding – Fluency	K	Spring	19,154	.68	.82	.79	.82
Pseudoword Decoding – Fluency	1	Fall	37,191	.79	.67	.70	.81
Pseudoword Decoding – Fluency	1	Winter	51,935	.77	.76	.76	.85
Pseudoword Decoding – Fluency	1	Spring	28,347	.70	.85	.81	.87
Pseudoword Decoding – Fluency	2	Fall	21,332	.84	.61	.68	.82
Pseudoword Decoding – Fluency	2	Winter	37,074	.89	.69	.75	.88
Pseudoword Decoding – Fluency	2	Spring	12,962	.91	.62	.72	.87
Pseudoword Decoding – Fluency	3	Fall	9,184	.87	.59	.67	.82
Pseudoword Decoding – Fluency	3	Winter	31,517	.88	.62	.68	.85
Pseudoword Decoding – Fluency	3	Spring	6,637	.93	.42	.55	.83
Passage Reading Fluency	1	Winter	79,673	.87	.69	.72	.87
Passage Reading Fluency	1	Spring	81,907	.89	.76	.79	.91
Passage Reading Fluency	2	Fall	92,012	.89	.75	.78	.91
Passage Reading Fluency	2	Winter	91,142	.95	.75	.79	.94
Passage Reading Fluency	2	Spring	84,592	.94	.78	.81	.95
Passage Reading Fluency	3	Fall	95,691	.91	.81	.83	.94
Passage Reading Fluency	3	Winter	90,146	.93	.74	.78	.94
Passage Reading Fluency	3	Spring	83,397	.93	.72	.76	.93
Passage Reading Fluency	4	Fall	50,056	.80	.88	.86	.92
Passage Reading Fluency	4	Winter	40,727	.88	.71	.75	.90
Passage Reading Fluency	4	Spring	34,977	.82	.81	.82	.90
Passage Reading Fluency	5	Fall	44,778	.73	.89	.85	.90
Passage Reading Fluency	5	Winter	36,062	.80	.78	.78	.87
Passage Reading Fluency	5	Spring	28,915	.87	.69	.73	.88
Passage Reading Fluency	6	Fall	12,614	.87	.65	.73	.86
Passage Reading Fluency	6	Winter	9,671	.76	.73	.74	.83
Passage Reading Fluency	6	Spring	5,676	.81	.65	.71	.82

9.7.2. Progress Monitoring

Progress monitoring within the *i-Ready Literacy Tasks* framework provides compelling validity evidence based on test consequences by demonstrating how assessment results directly inform instructional decisions and improve student outcomes (Chapter 6). Chapter 1 outlines a Theory of Action that connects the interpretation and use of progress monitoring scores to educational consequences at the student, classroom, and policy levels. Specifically, progress monitoring tasks are designed to evaluate the effectiveness of interventions, track student improvement in targeted literacy skills, and guide adjustments to instructional strategies or frequency. This use of assessment data to tailor instruction exemplifies positive test consequences, as it enables educators to respond dynamically to student needs and promote literacy growth.

Chapter 6 describes the availability of progress monitoring forms for five key foundational reading skills:

- Letter Sound Fluency
- Phoneme Segmentation Fluency
- Pseudoword Decoding Fluency
- Word Recognition Fluency
- Passage Reading Fluency

Each grade level has as many as 38 forms, enabling frequent administration—biweekly or monthly—to support timely instructional adjustments. To document the validity of these tasks, the chapter presents multiple psychometric analyses, including reliability of slope, concurrent validity, predictive validity, and validity of slope. For example, predictive validity analyses show that scores from progress monitoring tasks correlate with future performance on *i-Ready Inform* for Reading, confirming that these tasks are both technically sound and educationally impactful.

9.7.3. Screening

Chapter 7 offers strong validity evidence for use of the Early Literacy and Dyslexia Risk Screener based on test consequences by demonstrating how the screener supports meaningful educational decisions and improved student outcomes. The Early Literacy Screener component identifies students in Grades K–3 who are at risk for not meeting grade-level literacy expectations, and the Dyslexia Risk Screener component identifies students who may exhibit characteristics of reading difficulties, including dyslexia. The validity argument is supported by a Theory of Action that links assessment results to instructional decisions, intervention planning, and policy-level outcomes.

The Early Literacy Screener component combines scores from the *i-Ready Inform* for Reading and grade-specific fluency tasks to yield composite placement levels that categorize students as Below Benchmark, Approaching Benchmark, or On Benchmark. Research analyses presented in this chapter demonstrate the alignment of classifications based on the Literacy Screener composite with classifications based on external measures. These classifications guide educators in determining which students require additional literacy instruction or monitoring, thereby influencing instructional pathways and resource allocation.

The Dyslexia Risk Screener component builds on this by incorporating Rapid Automatized Naming (RAN) and Pseudoword Decoding Fluency (PWDF) tasks, which are recognized indicators of dyslexia risk. Students are classified into At Risk, Some Risk, or No Observed Risk categories based on their performance. Research in this chapter illustrates the alignment of classifications based on the Dyslexia Risk Screener and external measures such as DIBELS 8 placements. This classification system supports early identification and referral for further evaluation, aligning with state mandates for universal dyslexia screening and promoting equitable access to support services.

Together, these elements demonstrate that the *i-Ready Literacy Tasks* used for progress monitoring fulfill a critical component of validity—evidence based on test consequences—by ensuring that assessment results lead to beneficial instructional actions and improved literacy outcomes for students receiving intervention.

9.8. Commitment to Ongoing Research

Curriculum Associates continually collects evidence to support validity claims based on test content, response process, internal structure, relationships with other assessments, and test consequences. In addition to conducting planned reliability and validity studies, we analyze naturally occurring data from students to examine how the tasks function in classroom settings, especially when tasks are updated or revised, as new evidence to support the validity argument is warranted.

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Appendix A. Literacy Task Cut Score Results

The results for the Literacy Task cut score evaluation are presented by task, grade level, and testing window. The table presents the final Below/On cut score and the On/Above cut score based on the cut score review and vertical articulation process.

Table A.1 Final Cut Scores

Literacy Task	Grade	Testing Window	Final Below/On Cut	Final On/Above Cut
Letter Naming Fluency – Lowercase	K	Fall	13	28
Letter Naming Fluency – Lowercase	K	Winter	27	41
Letter Naming Fluency – Lowercase	K	Spring	37	51
Letter Naming Fluency – Mixed-Case	K	Fall	13	28
Letter Naming Fluency – Mixed-Case	K	Winter	27	41
Letter Naming Fluency – Mixed-Case	K	Spring	37	51
Letter Naming Fluency – Uppercase	K	Fall	13	28
Letter Naming Fluency – Uppercase	K	Winter	27	41
Letter Naming Fluency – Uppercase	K	Spring	37	51
Letter Sound Fluency – Lowercase	K	Fall	12	26
Letter Sound Fluency – Lowercase	K	Winter	17	31
Letter Sound Fluency – Lowercase	K	Spring	34	49
Letter Sound Fluency – Mixed-Case	K	Fall	12	26
Letter Sound Fluency – Mixed-Case	K	Winter	17	31
Letter Sound Fluency – Mixed-Case	K	Spring	34	49
Letter Sound Fluency – Uppercase	K	Fall	12	26
Letter Sound Fluency – Uppercase	K	Winter	17	31
Letter Sound Fluency – Uppercase	K	Spring	34	49
Phonological Awareness – Blending	K	Fall	0	6
Phonological Awareness – Blending	K	Winter	9	13
Phonological Awareness – Blending	K	Spring	18	24
Phonological Awareness – Manipulation	K	Fall	0	4
Phonological Awareness – Manipulation	K	Winter	6	14
Phonological Awareness – Manipulation	K	Spring	16	22
Phonological Awareness – Onset Rime	K	Fall	8	16
Phonological Awareness – Onset Rime	K	Winter	24	40
Phonological Awareness – Onset Rime	K	Spring	56	68
Phonological Awareness – Segmentation	K	Fall	0	7
Phonological Awareness – Segmentation	K	Winter	6	13
Phonological Awareness – Segmentation	K	Spring	15	21
Phonological Awareness – Segmentation Fluency	K	Fall	0	6
Phonological Awareness – Segmentation Fluency	K	Winter	11	25
Phonological Awareness – Segmentation Fluency	K	Spring	24	38
Phonological Awareness – Syllables	K	Fall	28	40
Phonological Awareness – Syllables	K	Winter	66	86
Phonological Awareness – Syllables	K	Spring	86	n/a
Pseudoword Decoding – Fluency	K	Fall	0	2
Pseudoword Decoding – Fluency	K	Winter	1	8

Pseudoword Decoding – Fluency	K	Spring	5	13
Rapid Automatized Naming – Colors	K	Winter	35	n/a
Rapid Automatized Naming – Colors	K	Spring	37	n/a
Rapid Automatized Naming – Letters	K	Spring	41	n/a
Rapid Automatized Naming – Objects	K	Fall	34	n/a
Rapid Automatized Naming – Objects	K	Winter	38	n/a
Rapid Automatized Naming – Objects	K	Spring	41	n/a
Word Recognition Fluency	K	Fall	0	3
Word Recognition Fluency	K	Winter	3	12
Word Recognition Fluency	K	Spring	12	25
Letter Naming Fluency – Lowercase	1	Fall	38	51
Letter Naming Fluency – Lowercase	1	Winter	52	61
Letter Naming Fluency – Lowercase	1	Spring	55	62
Letter Naming Fluency – Mixed-Case	1	Fall	38	51
Letter Naming Fluency – Mixed-Case	1	Winter	52	61
Letter Naming Fluency – Mixed-Case	1	Spring	55	62
Letter Naming Fluency – Uppercase	1	Fall	38	51
Letter Naming Fluency – Uppercase	1	Winter	52	61
Letter Naming Fluency – Uppercase	1	Spring	55	62
Letter Sound Fluency – Lowercase	1	Fall	26	49
Letter Sound Fluency – Lowercase	1	Winter	37	52
Letter Sound Fluency – Lowercase	1	Spring	42	59
Letter Sound Fluency – Mixed-Case	1	Fall	26	49
Letter Sound Fluency – Mixed-Case	1	Winter	37	52
Letter Sound Fluency – Mixed-Case	1	Spring	42	59
Letter Sound Fluency – Uppercase	1	Fall	26	49
Letter Sound Fluency – Uppercase	1	Winter	37	52
Letter Sound Fluency – Uppercase	1	Spring	42	59
Phonological Awareness – Blending	1	Fall	31	n/a
Phonological Awareness – Blending	1	Winter	32	n/a
Phonological Awareness – Blending	1	Spring	32	n/a
Phonological Awareness – Manipulation	1	Fall	16	22
Phonological Awareness – Manipulation	1	Winter	40	52
Phonological Awareness – Manipulation	1	Spring	68	84
Phonological Awareness – Onset Rime	1	Fall	68	n/a
Phonological Awareness – Onset Rime	1	Winter	68	n/a
Phonological Awareness – Onset Rime	1	Spring	68	n/a
Phonological Awareness – Segmentation	1	Fall	23	35
Phonological Awareness – Segmentation	1	Winter	37	n/a
Phonological Awareness – Segmentation	1	Spring	37	n/a
Phonological Awareness – Segmentation Fluency	1	Fall	25	41
Phonological Awareness – Segmentation Fluency	1	Winter	32	44
Phonological Awareness – Segmentation Fluency	1	Spring	37	n/a
Phonological Awareness – Syllables	1	Fall	86	n/a
Phonological Awareness – Syllables	1	Winter	86	n/a
Phonological Awareness – Syllables	1	Spring	86	n/a
Pseudoword Decoding – Fluency	1	Fall	5	15
Pseudoword Decoding – Fluency	1	Winter	8	20
Pseudoword Decoding – Fluency	1	Spring	11	26
Rapid Automatized Naming – Colors	1	Fall	40	n/a

Rapid Automatized Naming – Colors	1	Winter	42	n/a
Rapid Automatized Naming – Colors	1	Spring	44	n/a
Rapid Automatized Naming – Letters	1	Fall	45	n/a
Rapid Automatized Naming – Letters	1	Winter	58	n/a
Rapid Automatized Naming – Letters	1	Spring	64	n/a
Rapid Automatized Naming – Numbers	1	Fall	51	n/a
Rapid Automatized Naming – Numbers	1	Winter	61	n/a
Rapid Automatized Naming – Numbers	1	Spring	62	n/a
Rapid Automatized Naming – Objects	1	Fall	43	n/a
Rapid Automatized Naming – Objects	1	Winter	46	n/a
Rapid Automatized Naming – Objects	1	Spring	50	n/a
Spelling & Encoding	1	Fall	4	10
Spelling & Encoding	1	Winter	4	10
Spelling & Encoding	1	Spring	4	10
Word Recognition Fluency	1	Fall	7	21
Word Recognition Fluency	1	Winter	15	37
Word Recognition Fluency	1	Spring	34	51
Letter Naming Fluency – Lowercase	2	Fall	55	62
Letter Naming Fluency – Mixed-Case	2	Fall	55	62
Letter Naming Fluency – Uppercase	2	Fall	55	62
Letter Sound Fluency – Lowercase	2	Fall	38	59
Letter Sound Fluency – Mixed-Case	2	Fall	38	59
Letter Sound Fluency – Uppercase	2	Fall	38	59
Phonological Awareness – Blending	2	Fall	32	n/a
Phonological Awareness – Blending	2	Winter	32	n/a
Phonological Awareness – Blending	2	Spring	32	n/a
Phonological Awareness – Manipulation	2	Fall	68	84
Phonological Awareness – Manipulation	2	Winter	88	n/a
Phonological Awareness – Manipulation	2	Spring	88	n/a
Phonological Awareness – Onset Rime	2	Fall	68	n/a
Phonological Awareness – Onset Rime	2	Winter	68	n/a
Phonological Awareness – Onset Rime	2	Spring	68	n/a
Phonological Awareness – Segmentation	2	Fall	37	n/a
Phonological Awareness – Segmentation	2	Winter	37	n/a
Phonological Awareness – Segmentation	2	Spring	37	n/a
Phonological Awareness – Syllables	2	Fall	86	n/a
Phonological Awareness – Syllables	2	Winter	86	n/a
Phonological Awareness – Syllables	2	Spring	86	n/a
Pseudoword Decoding – Fluency	2	Fall	11	26
Pseudoword Decoding – Fluency	2	Winter	13	32
Pseudoword Decoding – Fluency	2	Spring	16	35
Rapid Automatized Naming – Letters	2	Fall	65	n/a
Rapid Automatized Naming – Letters	2	Winter	70	n/a
Rapid Automatized Naming – Letters	2	Spring	74	n/a
Rapid Automatized Naming – Numbers	2	Fall	64	n/a
Rapid Automatized Naming – Numbers	2	Winter	72	n/a
Rapid Automatized Naming – Numbers	2	Spring	78	n/a
Spelling & Encoding	2	Fall	4	10
Spelling & Encoding	2	Winter	4	10
Spelling & Encoding	2	Spring	4	10

Word Recognition Fluency	2	Fall	22	44
Word Recognition Fluency	2	Winter	41	63
Word Recognition Fluency	2	Spring	51	65
Phonological Awareness – Blending	3	Fall	32	n/a
Phonological Awareness – Blending	3	Winter	32	n/a
Phonological Awareness – Blending	3	Spring	32	n/a
Phonological Awareness – Manipulation	3	Fall	88	n/a
Phonological Awareness – Manipulation	3	Winter	88	n/a
Phonological Awareness – Manipulation	3	Spring	88	n/a
Phonological Awareness – Onset Rime	3	Fall	68	n/a
Phonological Awareness – Onset Rime	3	Winter	68	n/a
Phonological Awareness – Onset Rime	3	Spring	68	n/a
Phonological Awareness – Segmentation	3	Fall	37	n/a
Phonological Awareness – Segmentation	3	Winter	37	n/a
Phonological Awareness – Segmentation	3	Spring	37	n/a
Phonological Awareness – Syllables	3	Fall	86	n/a
Phonological Awareness – Syllables	3	Winter	86	n/a
Phonological Awareness – Syllables	3	Spring	86	n/a
Pseudoword Decoding – Fluency	3	Fall	16	35
Pseudoword Decoding – Fluency	3	Winter	20	36
Pseudoword Decoding – Fluency	3	Spring	25	n/a
Rapid Automatized Naming – Letters	3	Fall	78	n/a
Rapid Automatized Naming – Letters	3	Winter	89	n/a
Rapid Automatized Naming – Letters	3	Spring	90	n/a
Rapid Automatized Naming – Numbers	3	Fall	79	n/a
Rapid Automatized Naming – Numbers	3	Winter	80	n/a
Rapid Automatized Naming – Numbers	3	Spring	85	n/a
Spelling & Encoding	3	Fall	4	10
Spelling & Encoding	3	Winter	4	10
Spelling & Encoding	3	Spring	4	10
Word Recognition Fluency	3	Fall	33	49
Word Recognition Fluency	3	Winter	40	53
Word Recognition Fluency	3	Spring	47	55
Phonological Awareness – Blending	4	Fall	32	n/a
Phonological Awareness – Blending	4	Winter	32	n/a
Phonological Awareness – Blending	4	Spring	32	n/a
Phonological Awareness – Manipulation	4	Fall	88	n/a
Phonological Awareness – Manipulation	4	Winter	88	n/a
Phonological Awareness – Manipulation	4	Spring	88	n/a
Phonological Awareness – Onset Rime	4	Fall	68	n/a
Phonological Awareness – Onset Rime	4	Winter	68	n/a
Phonological Awareness – Onset Rime	4	Spring	68	n/a
Phonological Awareness – Segmentation	4	Fall	37	n/a
Phonological Awareness – Segmentation	4	Winter	37	n/a
Phonological Awareness – Segmentation	4	Spring	37	n/a
Phonological Awareness – Syllables	4	Fall	86	n/a
Phonological Awareness – Syllables	4	Winter	86	n/a
Phonological Awareness – Syllables	4	Spring	86	n/a
Phonological Awareness – Blending	5	Fall	32	n/a
Phonological Awareness – Blending	5	Winter	32	n/a

Phonological Awareness – Blending	5	Spring	32	n/a
Phonological Awareness – Manipulation	5	Fall	88	n/a
Phonological Awareness – Manipulation	5	Winter	88	n/a
Phonological Awareness – Manipulation	5	Spring	88	n/a
Phonological Awareness – Onset Rime	5	Fall	68	n/a
Phonological Awareness – Onset Rime	5	Winter	68	n/a
Phonological Awareness – Onset Rime	5	Spring	68	n/a
Phonological Awareness – Segmentation	5	Fall	37	n/a
Phonological Awareness – Segmentation	5	Winter	37	n/a
Phonological Awareness – Segmentation	5	Spring	37	n/a
Phonological Awareness – Syllables	5	Fall	86	n/a
Phonological Awareness – Syllables	5	Winter	86	n/a
Phonological Awareness – Syllables	5	Spring	86	n/a
Phonological Awareness – Blending	6	Fall	32	n/a
Phonological Awareness – Blending	6	Winter	32	n/a
Phonological Awareness – Blending	6	Spring	32	n/a
Phonological Awareness – Manipulation	6	Fall	88	n/a
Phonological Awareness – Manipulation	6	Winter	88	n/a
Phonological Awareness – Manipulation	6	Spring	88	n/a
Phonological Awareness – Onset Rime	6	Fall	68	n/a
Phonological Awareness – Onset Rime	6	Winter	68	n/a
Phonological Awareness – Onset Rime	6	Spring	68	n/a
Phonological Awareness – Segmentation	6	Fall	37	n/a
Phonological Awareness – Segmentation	6	Winter	37	n/a
Phonological Awareness – Segmentation	6	Spring	37	n/a
Phonological Awareness – Syllables	6	Fall	86	n/a
Phonological Awareness – Syllables	6	Winter	86	n/a
Phonological Awareness – Syllables	6	Spring	86	n/a
Phonological Awareness – Blending	7	Fall	32	n/a
Phonological Awareness – Blending	7	Winter	32	n/a
Phonological Awareness – Blending	7	Spring	32	n/a
Phonological Awareness – Manipulation	7	Fall	88	n/a
Phonological Awareness – Manipulation	7	Winter	88	n/a
Phonological Awareness – Manipulation	7	Spring	88	n/a
Phonological Awareness – Onset Rime	7	Fall	68	n/a
Phonological Awareness – Onset Rime	7	Winter	68	n/a
Phonological Awareness – Onset Rime	7	Spring	68	n/a
Phonological Awareness – Segmentation	7	Fall	37	n/a
Phonological Awareness – Segmentation	7	Winter	37	n/a
Phonological Awareness – Segmentation	7	Spring	37	n/a
Phonological Awareness – Syllables	7	Fall	86	n/a
Phonological Awareness – Syllables	7	Winter	86	n/a
Phonological Awareness – Syllables	7	Spring	86	n/a
Phonological Awareness – Blending	8	Fall	32	n/a
Phonological Awareness – Blending	8	Winter	32	n/a
Phonological Awareness – Blending	8	Spring	32	n/a
Phonological Awareness – Manipulation	8	Fall	88	n/a
Phonological Awareness – Manipulation	8	Winter	88	n/a
Phonological Awareness – Manipulation	8	Spring	88	n/a
Phonological Awareness – Onset Rime	8	Fall	68	n/a

Phonological Awareness – Onset Rime	8	Winter	68	n/a
Phonological Awareness – Onset Rime	8	Spring	68	n/a
Phonological Awareness – Segmentation	8	Fall	37	n/a
Phonological Awareness – Segmentation	8	Winter	37	n/a
Phonological Awareness – Segmentation	8	Spring	37	n/a
Phonological Awareness – Syllables	8	Fall	86	n/a
Phonological Awareness – Syllables	8	Winter	86	n/a
Phonological Awareness – Syllables	8	Spring	86	n/a
Phonological Awareness – Blending	9	Fall	32	n/a
Phonological Awareness – Blending	9	Winter	32	n/a
Phonological Awareness – Blending	9	Spring	32	n/a
Phonological Awareness – Manipulation	9	Fall	88	n/a
Phonological Awareness – Manipulation	9	Winter	88	n/a
Phonological Awareness – Manipulation	9	Spring	88	n/a
Phonological Awareness – Onset Rime	9	Fall	68	n/a
Phonological Awareness – Onset Rime	9	Winter	68	n/a
Phonological Awareness – Onset Rime	9	Spring	68	n/a
Phonological Awareness – Segmentation	9	Fall	37	n/a
Phonological Awareness – Segmentation	9	Winter	37	n/a
Phonological Awareness – Segmentation	9	Spring	37	n/a
Phonological Awareness – Syllables	9	Fall	86	n/a
Phonological Awareness – Syllables	9	Winter	86	n/a
Phonological Awareness – Syllables	9	Spring	86	n/a
Phonological Awareness – Blending	10	Fall	32	n/a
Phonological Awareness – Blending	10	Winter	32	n/a
Phonological Awareness – Blending	10	Spring	32	n/a
Phonological Awareness – Manipulation	10	Fall	88	n/a
Phonological Awareness – Manipulation	10	Winter	88	n/a
Phonological Awareness – Manipulation	10	Spring	88	n/a
Phonological Awareness – Onset Rime	10	Fall	68	n/a
Phonological Awareness – Onset Rime	10	Winter	68	n/a
Phonological Awareness – Onset Rime	10	Spring	68	n/a
Phonological Awareness – Segmentation	10	Fall	37	n/a
Phonological Awareness – Segmentation	10	Winter	37	n/a
Phonological Awareness – Segmentation	10	Spring	37	n/a
Phonological Awareness – Syllables	10	Fall	86	n/a
Phonological Awareness – Syllables	10	Winter	86	n/a
Phonological Awareness – Syllables	10	Spring	86	n/a
Phonological Awareness – Blending	11	Fall	32	n/a
Phonological Awareness – Blending	11	Winter	32	n/a
Phonological Awareness – Blending	11	Spring	32	n/a
Phonological Awareness – Manipulation	11	Fall	88	n/a
Phonological Awareness – Manipulation	11	Winter	88	n/a
Phonological Awareness – Manipulation	11	Spring	88	n/a
Phonological Awareness – Onset Rime	11	Fall	68	n/a
Phonological Awareness – Onset Rime	11	Winter	68	n/a
Phonological Awareness – Onset Rime	11	Spring	68	n/a
Phonological Awareness – Segmentation	11	Fall	37	n/a
Phonological Awareness – Segmentation	11	Winter	37	n/a
Phonological Awareness – Segmentation	11	Spring	37	n/a

Phonological Awareness – Syllables	11	Fall	86	n/a
Phonological Awareness – Syllables	11	Winter	86	n/a
Phonological Awareness – Syllables	11	Spring	86	n/a
Phonological Awareness – Blending	12	Fall	32	n/a
Phonological Awareness – Blending	12	Winter	32	n/a
Phonological Awareness – Blending	12	Spring	32	n/a
Phonological Awareness – Manipulation	12	Fall	88	n/a
Phonological Awareness – Manipulation	12	Winter	88	n/a
Phonological Awareness – Manipulation	12	Spring	88	n/a
Phonological Awareness – Onset Rime	12	Fall	68	n/a
Phonological Awareness – Onset Rime	12	Winter	68	n/a
Phonological Awareness – Onset Rime	12	Spring	68	n/a
Phonological Awareness – Segmentation	12	Fall	37	n/a
Phonological Awareness – Segmentation	12	Winter	37	n/a
Phonological Awareness – Segmentation	12	Spring	37	n/a
Phonological Awareness – Syllables	12	Fall	86	n/a
Phonological Awareness – Syllables	12	Winter	86	n/a
Phonological Awareness – Syllables	12	Spring	86	n/a
Passage Reading Fluency	1	Winter	29	60
Passage Reading Fluency	1	Spring	60	92
Passage Reading Fluency	2	Fall	50	85
Passage Reading Fluency	2	Winter	84	110
Passage Reading Fluency	2	Spring	100	125
Passage Reading Fluency	3	Fall	83	105
Passage Reading Fluency	3	Winter	97	138
Passage Reading Fluency	3	Spring	112	140
Passage Reading Fluency	4	Fall	94	126
Passage Reading Fluency	4	Winter	120	144
Passage Reading Fluency	4	Spring	133	161
Passage Reading Fluency	5	Fall	121	154
Passage Reading Fluency	5	Winter	133	161
Passage Reading Fluency	5	Spring	146	170
Passage Reading Fluency	6	Fall	132	160
Passage Reading Fluency	6	Winter	145	167
Passage Reading Fluency	6	Spring	146	174

Appendix B. Descriptive Statistics for Concurrent Validity Evidence

The results for the Literacy Task concurrent validity evidence are presented by Literacy Task, external measure, grade levels, and testing windows. The table presents the mean and standard deviation of the Literacy Task score, the mean and standard deviation of the external measure (DIEBLS or RAN-RAS), the sample size (N), the Pearson correlation coefficient between the Literacy Task and external measure (r), and the lower and upper bounds of the 95% confidence interval for the concurrent validity results.

Table B.1. Concurrent Validity Evidence: Descriptive Statistics

i-Ready Literacy Task	External Measure	Grade	Testing Window	Literacy Task Mean	Literacy Task SD	External Measure Mean	External Measure SD	*N*	*r*	Lower Bound	Upper Bound
Rapid Automatized Naming – Objects	RAN/RAS – Objects	K	Fall	36	9.4	91	15.4	235	0.48	0.38	0.57
Rapid Automatized Naming – Objects	RAN/RAS – Objects	K	Winter	40	9.4	92	17.2	162	0.68	0.59	0.76
Rapid Automatized Naming – Objects	RAN/RAS – Objects	K	Spring	45	9.9	95	17.8	158	0.64	0.53	0.72
Rapid Automatized Naming – Objects	RAN/RAS – Objects	1	Fall	45	9.2	91	15.9	270	0.63	0.56	0.70
Rapid Automatized Naming – Letters	RAN/RAS – Letters	1	Winter	67	17	99	14.2	232	0.75	0.69	0.80
Rapid Automatized Naming – Letters	RAN/RAS – Letters	1	Spring	72	16.6	101	13.4	230	0.60	0.51	0.68
Rapid Automatized Naming – Letters	RAN/RAS – Letters	2	Fall	70	16.9	95	12.7	274	0.75	0.69	0.80
Rapid Automatized Naming – Letters	RAN/RAS – Letters	2	Winter	77	16.4	93	12.2	105	0.64	0.52	0.74
Rapid Automatized Naming – Letters	RAN/RAS – Letters	2	Spring	81	15.7	97	11.3	107	0.67	0.55	0.76
Rapid Automatized Naming – Letters	RAN/RAS – Letters	3	Fall	79	17.2	92	13.2	223	0.75	0.68	0.8
Rapid Automatized Naming – Letters	RAN/RAS – Letters	3	Winter	87	13	96	12	252	0.62	0.54	0.69
Rapid Automatized Naming – Letters	RAN/RAS – Letters	3	Spring	90	14.5	98	11.9	251	0.56	0.47	0.64
Rapid Automatized Naming – Numbers	RAN/RAS – Numbers	3	Winter	87	13.3	101	12.2	252	0.77	0.71	0.81

Rapid Automatized Naming – Numbers	RAN/RAS – Numbers	3	Spring	89	13.4	101	12.4	251	0.71	0.64	0.77
Letter Naming Fluency – Mixed-Case	DIBELS 8 – Letter Naming Fluency	K	Fall	22	14.8	23	15.5	232	0.92	0.9	0.94
Letter Naming Fluency – Mixed-Case	DIBELS 8 – Letter Naming Fluency	K	Winter	37	15.4	41	19.3	165	0.87	0.83	0.91
Letter Naming Fluency – Mixed-Case	DIBELS 8 – Letter Naming Fluency	K	Spring	47	16	50	18.5	161	0.83	0.77	0.87
Letter Naming Fluency – Mixed-Case	DIBELS 8 – Letter Naming Fluency	1	Fall	48	15.4	46	17.2	279	0.85	0.81	0.88
Letter Naming Fluency – Mixed-Case	DIBELS 8 – Letter Naming Fluency	1	Winter	61	15.7	64	17.5	233	0.76	0.7	0.81
Word Recognition Fluency	DIBELS 8 – Word Recognition Fluency	0	Spring	21	11.5	17	17.1	159	0.72	0.63	0.78
Word Recognition Fluency	DIBELS 8 – Word Recognition Fluency	1	Fall	19	17	16	13.6	265	0.88	0.85	0.91
Word Recognition Fluency	DIBELS 8 – Word Recognition Fluency	1	Spring	46	13.2	46	25.1	230	0.73	0.66	0.78
Word Recognition Fluency	DIBELS 8 – Word Recognition Fluency	2	Fall	49	26.5	38	22.6	279	0.93	0.91	0.94
Pseudoword Decoding – Fluency	DIBELS 8 – Nonsense Word Fluency	1	Fall	12	7.6	11	9.3	265	0.86	0.83	0.89
Pseudoword Decoding – Fluency	DIBELS 8 – Nonsense Word Fluency	2	Fall	22	11.1	21	13.6	283	0.86	0.83	0.89
Pseudoword Decoding – Fluency	DIBELS 8 – Nonsense Word Fluency	3	Fall	27	12.6	26	14.9	263	0.85	0.81	0.88
Passage Reading Fluency	DIBELS 8 – Oral Reading Fluency	1	Winter	58	37.9	46	37	226	0.95	0.94	0.96
Passage Reading Fluency	DIBELS 8 – Oral Reading Fluency	1	Spring	77	37.6	74	42.4	230	0.94	0.92	0.95
Passage Reading Fluency	DIBELS 8 – Oral Reading Fluency	2	Fall	68	37.6	60	34.2	277	0.96	0.95	0.97
Passage Reading Fluency	DIBELS 8 – Oral Reading Fluency	2	Winter	81	40	85	42.1	105	0.94	0.91	0.96
Passage Reading Fluency	DIBELS 8 – Oral Reading Fluency	2	Spring	90	41.2	101	46.6	107	0.94	0.92	0.96

Passage Reading Fluency	DIBELS 8 – Oral Reading Fluency	3	Fall	82	38.2	80	43.6	258	0.92	0.9	0.94
Passage Reading Fluency	DIBELS 8 – Oral Reading Fluency	3	Winter	119	39.4	126	42.7	253	0.90	0.88	0.92
Passage Reading Fluency	DIBELS 8 – Oral Reading Fluency	3	Spring	120	41.7	137	41.9	254	0.91	0.89	0.93

Appendix C. Descriptive Statistics for Convergent and Divergent Validity Evidence

The results for the Literacy Task convergent and divergent validity evidence are presented by task and grade levels. For the convergent validity evidence, the table presents the sample size (N), mean and standard deviation of the Literacy Task scores and mean and standard deviation of *i-Ready Inform* for Reading overall scores. For the divergent validity evidence, the table also presents the sample size (N), mean and standard deviation of the Literacy Task scores and mean and standard deviation of *Inform* for Mathematics overall scores. As this is a convenience sample based on district and school administrations, the students included in the convergent and divergent analyses may not be the same students. However, the difference in Literacy Task means for the convergent and divergent analyses do not exceed one score point and are the same for most tasks. The difference in standard deviations are minimal, with differences not exceeding .5. *i-Ready Inform* for Reading and *i-Ready Inform* for Mathematics are on separate vertical scales; however, each vertical scale ranges from 100 to 800. The results show increases in the mean scores as grade levels increase, which is expected.

Table C.1. Convergent and Divergent Validity Evidence: Descriptive Statistics

i-Ready Literacy Task	**Grade**	**Literacy Task *N***	**Literacy Task Mean**	**Inform for Reading *SD* Task**	**Inform for Reading Mean**	**Inform for Reading *SD***	**Literacy Task *N***	**Literacy Task Mean**	**Inform for Math *SD* Task**	**Inform for Math Mean**	**Inform for Math *SD***
Phonological Awareness – Onset Rime	K	58	14	11.9	386	40.1	58	14	11.9	364	27.5
Phonological Awareness – Blending	K	570	21	10.7	380	31.9	569	21	10.7	363	21.3
Phonological Awareness – Blending	1	1,042	30	11.3	395	39.2	997	29	11.3	369	24.4
Phonological Awareness – Segmentation	K	737	21	10.9	371	31.6	782	21	10.9	356	22.1
Phonological Awareness – Segmentation	1	564	30	9.1	418	42.2	563	31	9.1	385	25.5
Phonological Awareness – Segmentation Fluency	K	3,313	19	12.3	366	31.5	3,358	20	12.3	354	22.4
Phonological Awareness – Segmentation Fluency	1	2,446	26	11.4	393	36.6	1,997	26	11.2	370	24.1
Phonological Awareness – Manipulation	K	100	12	6.9	390	30.3	101	12	6.9	370	20.9

Phonological Awareness – Manipulation	1	183	24	15.1	425	39.9	183	24	15.1	388	23.9
Phonological Awareness – Manipulation	2	175	56	27.8	462	39.2	171	56	27.6	410	22.8
Phonological Awareness – Manipulation	3	90	49	24.5	446	54.1	90	49	24.5	404	25.2
RAN – Objects	K	51,000	38	11	366	36.3	47,319	38	11	354	24.3
RAN – Objects	1	3,601	46	11.8	402	44.8	3,323	46	11.9	375	27
RAN – Colors	K	2,911	37	10.8	365	36	2,911	37	10.8	352	24.6
RAN – Colors	1	1,032	42	11.8	403	50.8	1,008	42	11.8	377	28.9
RAN – Letters	K	895	46	18	393	39.5	856	45	18.2	372	25
RAN – Letters	1	44,921	55	19.1	417	48.1	43,134	55	19.1	385	27.3
RAN – Letters	2	28,486	67	19.6	465	57.2	27,346	67	19.5	408	28.3
RAN – Letters	3	28,049	77	19.1	498	59.7	27,019	77	19	431	28.7
RAN – Numbers	1	1,902	57	18.2	411	51.1	1,892	57	18.1	380	27.9
RAN – Numbers	2	414	62	22.7	431	57.1	422	62	22.7	391	29.4
RAN – Numbers	3	156	64	22.4	447	66.3	157	64	22.9	407	37.8
Letter Naming Fluency – Uppercase	K	1,535	47	19.5	403	44.9	1,306	48	19.5	378	26.3
Letter Naming Fluency – Uppercase	1	1,555	48	20.3	405	48.8	1,565	48	20.4	377	28.7
Letter Naming Fluency – Lowercase	K	2,009	43	19	403	44	1,779	43	18.9	377	26.5
Letter Naming Fluency – Lowercase	1	2,430	41	19.3	398	47.1	2,433	42	19.4	372	28.4
Letter Naming Fluency – Lowercase	2	277	52	20.2	418	52	277	52	20	382	25.7
Letter Naming Fluency – Mixed-Case	K	81,444	43	17.9	394	40.2	76,845	43	18	372	25.3
Letter Naming Fluency – Mixed-Case	1	7,515	49	18.9	410	43.2	6,993	49	18.9	381	26.3
Letter Naming Fluency – Mixed-Case	2	2,037	59	20.3	437	51	1,600	59	20.5	390	26.4
Letter Naming Fluency – Lowercase	K	1,547	34	15	404	43.9	1,329	34	14.9	379	25.3
Letter Naming Fluency – Lowercase	1	2,058	30	14.7	401	47.3	2,063	30	14.7	374	28.4
Letter Naming Fluency – Mixed-Case	K	18,225	26	14.1	370	33.2	18,315	27	14.1	355	23.1

Letter Naming Fluency – Mixed-Case	1	4,255	41	16.3	405	38.9	4,225	41	16.3	379	24.4
Word Recognition Fluency	K	5,333	16	11.9	394	38.4	5,034	16	11.9	372	24.1
Word Recognition Fluency	1	6,033	24	18.4	417	42.4	5,790	24	18.4	384	24.8
Word Recognition Fluency	2	3,734	41	27.8	456	49.9	3,685	41	27.8	403	26.5
Word Recognition Fluency	3	3,270	37	22.7	475	51.4	3,162	37	22.7	415	25.2
Pseudoword Decoding – Fluency	K	24,865	9	7.9	393	40.6	22,908	9	7.9	371	26.1
Pseudoword Decoding – Fluency	1	32,713	17	11.7	438	50.4	30,512	17	11.7	397	28.5
Pseudoword Decoding – Fluency	2	37,272	20	12.9	462	56.1	35,844	20	12.9	407	28
Pseudoword Decoding – Fluency	3	31,760	26	14	497	59.6	30,917	26	14	431	28.7
Pseudoword Decoding – Multisyllabic	2	37	7	5.4	441	53.3	38	7	5.5	389	22.1
Pseudoword Decoding – Multisyllabic	3	636	15	8.9	506	53.9	636	15	8.9	432	27.1
Passage Reading Fluency	1	94,453	57	40.1	448	49.9	90,134	58	40.1	402	27.8
Passage Reading Fluency	2	91,867	70	41.9	472	54	88,374	70	41.9	411	27
Passage Reading Fluency	3	96,269	77	39.8	488	55	92,850	77	39.7	420	27.2
Passage Reading Fluency	4	50,376	99	45.2	514	59.6	49,169	100	45.2	439	30.6
Passage Reading Fluency	5	45,098	112	43.5	539	60.9	44,275	112	43.5	456	33
Passage Reading Fluency	6	12,729	106	42.4	541	61.1	12,116	107	41.9	464	35.7
Spelling & Encoding – Encoding	1	5,935	6	3.1	442	48.3	5,861	6	3.1	398	26.6
Spelling & Encoding – Encoding	2	5,662	5	3.1	456	49.4	5,580	5	3.1	397	24.9
Spelling & Encoding – Encoding	3	5,013	6	3.4	495	55.1	4,934	6	3.4	429	26.8
Spelling & Encoding – Spelling	1	6,571	7	3.5	438	49.1	6,496	7	3.5	396	27.1
Spelling & Encoding – Spelling	2	6,172	5	2.7	453	49.8	6,091	5	2.7	396	25
Spelling & Encoding – Spelling	3	6,262	8	3.1	501	58.9	6,194	8	3.1	437	31.3