



Using *i-Ready* as a Formative (Interim) Assessment in Indiana

Curriculum Associates Guidance Brief | December 2025

Guidance Overview

As stated in the Indiana Department of Education’s [2025–2026 Formative \(Interim\) Assessment Grant Guidance](#), formative and interim assessment data play a vital role in helping schools provide effective support to students. *i-Ready* assessments have been approved for use as a formative (interim) assessment within the state and provide valuable insights into students’ reading and math performance. This data enables educators to identify instructional next steps and tailor instruction to meet individual learning needs. The following guidance details how educators can leverage *i-Ready* for this purpose. To learn more about how *i-Ready* is being used across Indiana, visit the [State Use Library](#).

Useful Document Shortcuts

[Guidance Summary](#)

[Assessment Process](#)

[Reporting for Families](#)

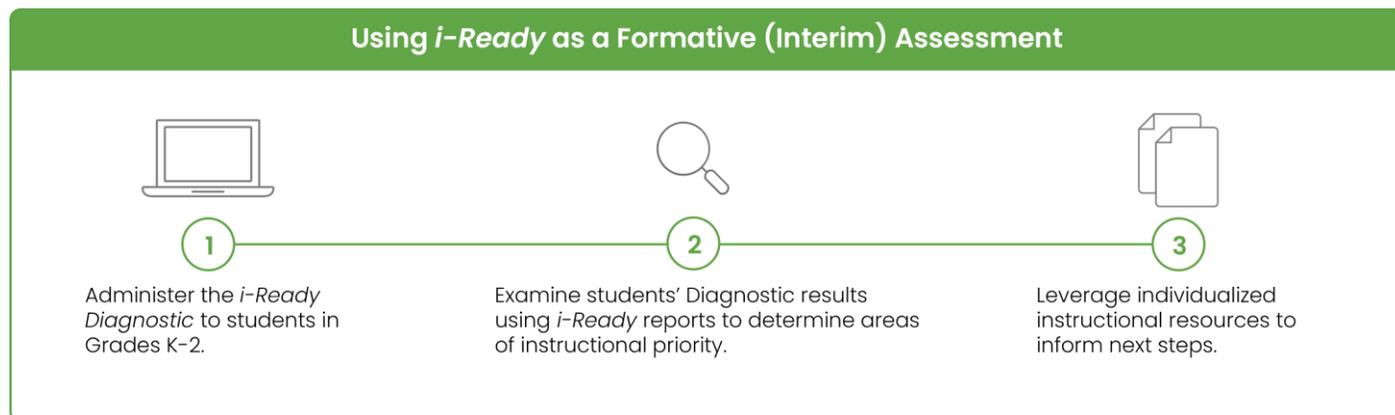
[Appendix A: Frequently Asked Questions](#)

Guidance Summary

Authority	Indiana Department of Education
Law/Code/Guidance	IC 20-32-5.1-17 ; 2025-2026 Formative (Interim) Assessment Grant Guidance
Goal of Screening	“Indiana’s Formative (Interim) Assessment Grant provides funding to schools for approved formative (interim) assessment programs and specific universal reading screeners (that meet legislative requirements) to increase data-driven instructional practices and enrich learning for all students.” (2025-2026 Formative (Interim) Assessment Grant Guidance , p. 1)
Grades and Assessments	Districts using <i>i-Ready</i> as a formative (interim) assessment should administer the <i>i-Ready Diagnostic</i> to students in Grades K–2. Per IDOE, students in Grades 3–8 will be administered the ILEARN Through Year Assessment System (2025-2026 Formative (Interim) Assessment Grant Guidance , p. 2)
Times of Year	The <i>i-Ready Diagnostic</i> can be administered three times per year in the fall, winter, and spring.
Overview of Assessment Process	Step 1 : Administer the <i>i-Ready Diagnostic</i> to students. Step 2 : Examine students’ Diagnostic results using <i>i-Ready</i> reports to determine areas of instructional priority. Step 3 : Leverage individualized instructional resources to inform next steps.

Assessment Process

The following figure provides an overview of how *i-Ready* can be used as a formative (interim) assessment in Indiana. However, this guidance is not intended to supersede any state or local provisions.



Step 1: Administer the *i-Ready Diagnostic* to students in Grades K–2.

Administer the *i-Ready Diagnostic* for Reading and/or Mathematics to students using the steps found in Grades K–2 as a formative (interim) assessment. For information on how to administer the Diagnostic, see [How do I assign or cancel a Diagnostic?](#)

For students taking the Diagnostic, norming windows are provided for the fall, winter, and spring. The season that a Diagnostic is associated with, as well as the percentile rank associated with Diagnostic scale scores, will differ across the following windows:

i-Ready Norming Windows

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

Step 2: Examine students' Diagnostic results using *i-Ready* reports to determine areas of instructional priority.

After students complete the *i-Ready Diagnostic*, educators can utilize students' overall and domain-level results to determine which math and reading skills to focus on.

Overall Scores

Overall results on the Diagnostic are conveyed through a scale score as well as a criterion-referenced grade-level placement. This vertical scale score provides a measure of student learning on a single scale so educators can compare both within and across grades. The placement levels can be used to better understand what students can likely do after taking the math or reading assessment.

Domain-Level Scores

Results are available for both math and reading at the domain level, offering educators detailed insights into student performance. For each skill assessed by the Diagnostic, educators receive both a scale score and a grade-level placement. This domain-level data helps answer the question: "What are my students' strengths, and where do they need additional support?"



i-Ready Report Levels

See the following table for more information on the various reports available for *i-Ready Diagnostic* results.

Diagnostic Results Reports

Population	Navigation Path	More Information
Individual Student Reports	Reports > Student > Diagnostic > Diagnostic Results	Reference Sheet: Diagnostic Results: Student: Reading Reference Sheet: Diagnostic Results: Student: Mathematics
Class-Level Reports	Reports > Class > Diagnostic > Diagnostic Results	Reference Sheet: Diagnostic Results: Class: Reading Reference Sheet: Diagnostic Results: Class: Mathematics
District-/School-Level Reports (Available for administrators only)	Reports > District/School > Diagnostic > Diagnostic Results	Reference Sheet: Diagnostic Results: District/School



Tip: To assist in planning differentiated instruction, the [Instructional Groupings report](#) uses students' Diagnostic results to group them by instructional need and provide instructional recommendations and resources for each grouping.

Step 3: Leverage individualized instructional resources to inform next steps.

Placement by Domain

Results indicate that Avani has difficulty with letter-sound relationships and decoding even simple words. Instruction in Phonics is a priority. Since Vocabulary isn't an immediate concern, this child will also benefit from oral language activities that target Comprehension. Taken together, this information places Avani in Instructional Grouping Profile 2.

Phonological Awareness Late 1 468	Phonics Grade K 424	High-Frequency Words Max Score 505	Vocabulary Late 1 510	Comprehension: Literature Grade K 375	Comprehension: Informational Text Emerging K 320
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Developmental Analysis

This domain focuses on how accurately children decode written words. Avani will benefit from instruction and practice in decoding CCVC words with initial consonant blends and matching vowel letters to long-vowel sounds. This student will also benefit from instruction and practice in encoding one-syllable words with short vowel sounds.

The skills in this domain extend through grade 3.

Can Do

Demonstrate basic knowledge of one-to-one letter-sound correspondences.
Match consonant sounds to letters in isolation:
v, j, w, x, k, z, y

Standards

Match short vowel sounds with common spellings for the five major vowels.
Match short vowel sounds to letters in isolation:
short o

Standards

Next Steps & Resources for Instruction

- Teach decoding CCVC words with initial l-blends and r-blends.
- Introduce the long vowel sounds for a, e, i, o, and u.
- Teach encoding regularly spelled one-syllable words with short vowels.

Instructional Resources

After selecting a specific domain within a student's Diagnostic Results report, educators will have access to a developmental analysis as well as Can Dos and Next Steps. Contained in this section are Tools for Instruction. These short, targeted lesson plans are available for reading and math to help guide teacher-led instruction that is tied directly to students' skills needs and areas for improvement.

Reporting for Families

For districts looking to communicate assessment results with families, the For Families report is available. This report summarizes each student's *i-Ready Diagnostic* results in a family-friendly way and offers suggestions to support their learning at home. This report is available for you to print and, if enabled, can be viewed by family members digitally on the student dashboard.

For information on what the For Families report contains, please see [Understanding Your Student's *i-Ready Diagnostic* Results—Reference Sheet \(English\)](#). This resource is also available in a variety of other languages. For more details on reporting *i-Ready* information to families, please visit [Success Central](#).

For Families i-Ready

School: **Cyrus K8** Student: **Manteela, D**
 Subject: **Reading** Student ID: **13764816702_0176**
 Student Grade: **1**

What is i-Ready? i-Ready is an online learning program focused on reading and math. Students have recently taken an i-Ready assessment at school. This report gives you a snapshot of your child's performance. For more information about i-Ready, visit i-Ready.com/FamilyCenter.

Manteela's Overall Reading Performance

423 0 = Maximum (250-500)

Test	Score	Placement
2021/02/11	423	Approaching Grade 1
2021/02/11	422	Approaching Grade 1
2021/02/11	422	Approaching Grade 1

Scale Scores provide a single, consistent way to measure a growth across grade levels and domains. You can use a scale score to compare a student's growth on different assessments of the i-Ready Diagnostic.

Additional Suggestions

- Discuss these results with your child. Celebrate their strengths and progress, and collaborate with them on practicing how they will reach their goals.
- Reach out to the teacher. Ask your student's teacher for additional insight into Manteela's progress and for ideas and resources to support your student's learning at home.

Understanding Key Terms

Placement Levels are used to give a teacher in the classroom. Placement levels are based on a student's score on the overall and on each domain, and they describe the student's readiness level.

The four possible placement levels are:

- Below Grade Level
- At Grade Level
- Approaching Grade Level
- Needs Improvement

National Norms are a percent bar that compares each student's performance with that of a national representative group of all students in the same grade level who took the test at the same time of year. For example, a student who has a norm of 60% on that test scored better than 60% of a nationally representative group of students who took the test.

Scale Scores provide a single, consistent way to measure a growth across grade levels and domains. You can use a scale score to compare a student's growth on different assessments of the i-Ready Diagnostic.

Foundational Domains are specific learning areas that are not always taken by a student. As a result, there are an additional four possible placement levels:

- Not Assessed (N/A) did not need to take a particular subtest due to their grade level.
- Superscore (S) did not need to take a particular subtest due to their placement in a previous domain.
- Initial Score (I) did not take the subtest and did not achieve a high score.
- Below Max Score (B) did not take the subtest and did not achieve the high score needed to reach a placement of Max Score.
- Domain Exempted (E) educators determined that test content was unavailable for this student.

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Appendix A: Frequently Asked Questions

How do I assign the *i-Ready Diagnostic*?

For guidance on how to assign the *i-Ready Diagnostic*, please see [How do I assign or cancel a Diagnostic?](#) on Success Central. If additional assistance is needed in this process, please reach out to your Partner Success Manager.

How do I view *i-Ready Diagnostic* results?

Diagnostic results are available at the student, class/report group, grade, school, and district levels. To find these reports, select Reports in the top navigation menu, then select Diagnostic on the left side of the dropdown box, and select Reading underneath Diagnostic Results. For more information on accessing Diagnostic results, please see [How do I view class and student Diagnostic results?](#) on Success Central.

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

Grade-level placements provide an indication of a student's performance based on grade level. It is determined based on specific scale score ranges for each chronological grade, and students receive a placement that indicates if they are above grade level, on grade level, one grade level below, or two or more grade levels below. Early, mid, and late on-grade level sub-placements are also available for students who are placing at their current grade level. For more information on grade-level placements in *i-Ready*, see [i-Ready Diagnostic Grades K-12 Scale Score Placement Tables](#).

What instructional next steps can I take now that the *i-Ready Diagnostic* is complete?

As part of a district's systematic approach to intervention, data from the *i-Ready Diagnostic* can be used to support the intervention efforts of educators. Our guide, [10 Steps: Using i-Ready Diagnostic for Intervention](#) helps walk educators through interpreting and acting upon their students' Diagnostic data.

What accommodations and accessibility features are available within *i-Ready*?

i-Ready Assessment offers a variety of accessibility features, including universal supports, designated supports, and accommodations. For more information on these features, please see our [i-Ready Assessment Accessibility home page](#).