



i-Ready Diagnostic for Previous Acadience® Reading K-6 Early Literacy Assessment Users: A Crosswalk

A Transition Guide for Educators Who Are Moving from
Using Acadience Reading K-6 Early Literacy Assessment
to the *i-Ready Diagnostic*

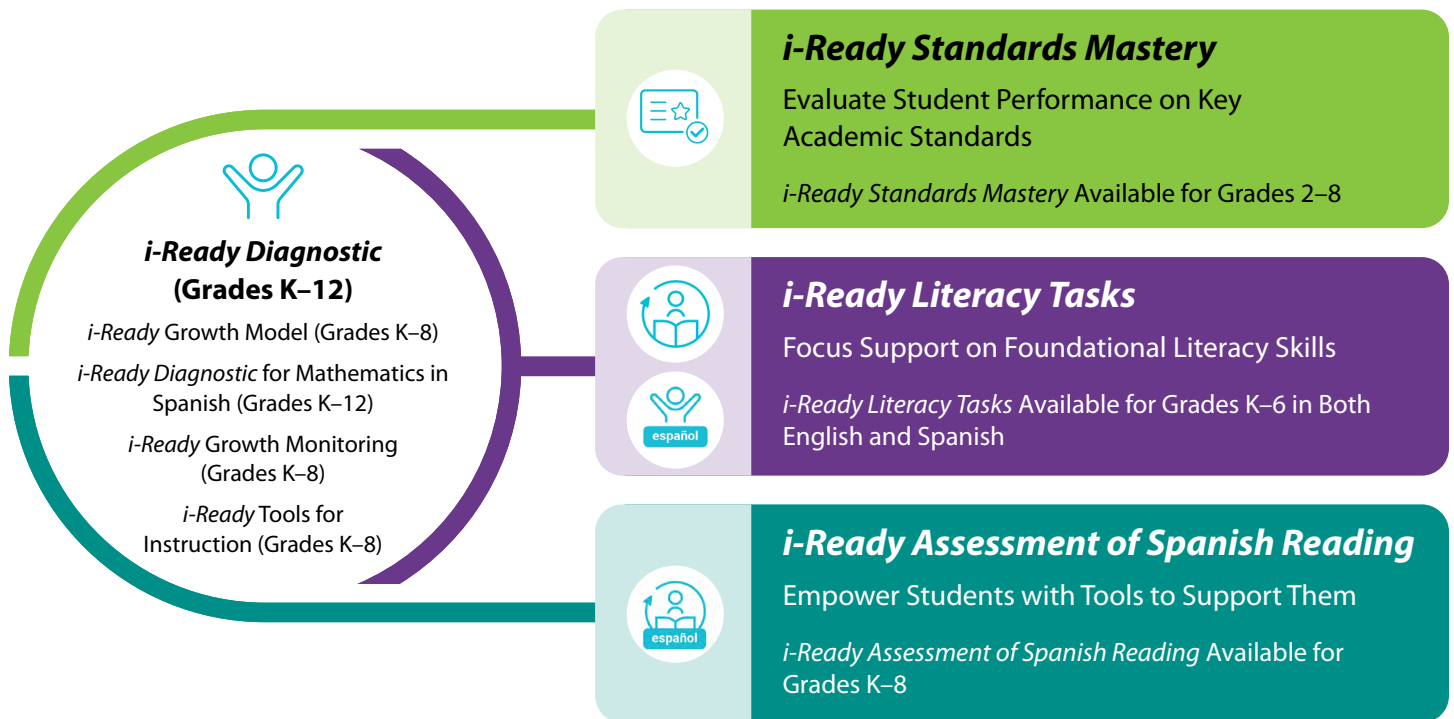


An Introduction to *i-Ready*

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

If your district has recently made the transition from using Acadience Reading K–6 to the *i-Ready Assessment* suite, you likely have many questions. How is administering *i-Ready* different from administering Acadience Reading K–6? Do they measure the same things? What scores on *i-Ready* are like the scores you know and trust from Acadience Reading K–6? What *i-Ready* reports are like those from Acadience Reading K–6 that you’ve been using to help your students?

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



The most commonly used assessments from the *i-Ready Assessment* suite that are comparable to Acadience Reading K–6 are the *i-Ready Diagnostic* and the *i-Ready Literacy Tasks*, and this guide will provide information to help you transition from using Acadience Reading K–6 to using the Diagnostic and Literacy Tasks so you can better understand your students, cater to their unique strengths and weaknesses, and support their growth and development.

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Uses: One Powerful Program to Know More

As you transition from using Acadience Reading K–6 to using *i-Ready*, you're probably wondering, "Will *i-Ready* do what I was able to do with Acadience Reading K–6?"

While Acadience Reading K–6 is frequently used for tailored purposes, including screening and monitoring interventions, *i-Ready Diagnostic* is often used for many purposes. In fact, educators often find they can address the majority of their assessment needs using the *i-Ready Assessment* suite as opposed to administering assessments from many different providers. In this way, *i-Ready* is one powerful program to help you know more about your students.

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

Screening and Placement

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

Informing Classroom Instruction

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

Intervention and Acceleration

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

District Strategic Needs

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

Content: Measuring What Matters

Although Acadience Reading K–6 and *i-Ready Diagnostic* both assess literacy skills, the scope and approach to measuring those skills differs across the two assessments. Acadience Reading K–6 measures a collection of highly targeted skills, mostly related to fluency. The *i-Ready Literacy Tasks* measure key fluency skills in a similar way to Acadience Reading K–6’s approach to fluency. *i-Ready Diagnostic*, on the other hand, measures a broad set of skills across literacy domains.

Because *i-Ready Diagnostic* is an adaptive assessment, it can evaluate a much broader set of skills than can be measured through a one-on-one administered assessment alone. The Diagnostic holistically assesses much more content and therefore provides much more information in reports beyond a focus on fluency. When the Diagnostic is paired with the Literacy Tasks, students experience an assessment with both breadth and depth unlike what is currently offered by Acadience Reading K–6.

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

Phonological Awareness

Phonics

Vocabulary

Comprehension: Overall

High-Frequency Words

Comprehension: Informational Text

Additionally, when the Diagnostic is coupled with *i-Ready Literacy Tasks*, many of the same fluency-, phonological awareness-, and spelling/encoding-related concepts measured in Acadience Reading K–6 and similar assessments can be assessed and provide educators with an even more robust understanding of their students’ academic placements and needs.

Letter Naming Fluency

Letter Sound Fluency

Word Recognition Fluency

Pseudoword Decoding (Fluency and Multisyllabic)

Passage Reading Fluency

Rapid Automatized Naming

Phonological Awareness

Spelling and Encoding

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

Content: Measuring What Matters

While Acadience Reading K–6 and the *i-Ready Literacy Tasks* measure many of the same concepts, educators need more literacy information beyond fluency. The *i-Ready Diagnostic* measures additional critical literacy concepts, providing educators with a holistic view of a student's literacy proficiency. When both the *i-Ready Diagnostic* and *i-Ready Literacy Tasks* are administered, educators have a complete picture of reading ability and are able to make more informed instructional decisions.

Reading Concept	Acadience Reading K–6	<i>i-Ready Assessment</i>
Overall Phonics Proficiency	Not explicit Phonics score but provides “principle and basic” phonics using Nonsense Word Fluency (NWF), Whole Words Read, and Oral Reading Fluency (ORF)	Yes —through the <i>i-Ready Diagnostic</i> Phonics domain. Literacy Tasks for Pseudoword Decoding—Fluency and Pseudoword Decoding—Multisyllabic also measure key phonics concepts.
Overall Phonological Awareness Proficiency	Not explicit Phonological Awareness score but combines Initial Sounds Fluency and Phonemic Segmentation Fluency (PSF) for overall phonological awareness	Yes —through the <i>i-Ready Diagnostic</i> Phonological Awareness domain. Additional Literacy Tasks measure targeted phonological awareness skills.
Vocabulary		Yes —through the <i>i-Ready Diagnostic</i> Vocabulary domain
Sight Words		Yes —through the <i>i-Ready Diagnostic</i> High-Frequency Words domain
Comprehension	Yes —through the MAZE subtest	Yes —through the <i>i-Ready Diagnostic</i> Comprehension domains
Oral Reading Fluency	Yes —through the ORF subtest	Yes —through the <i>i-Ready Literacy Task</i> for Passage Reading Fluency
Word Reading Fluency (WRF)	Yes —through the WRF subtest	Yes —through the <i>i-Ready Literacy Task</i> for Word Recognition Fluency
Nonsense Word Fluency	Yes —through the NWF subtest	Yes —through the <i>i-Ready Literacy Task</i> for Pseudoword Decoding—Fluency
Phonemic Segmentation Fluency	Yes —through the PSF subtest	Yes —through the <i>i-Ready Literacy Task</i> for PSF
Letter Naming Fluency (LNF)	Yes —through the LNF subtest	Yes —through the <i>i-Ready Literacy Task</i> for LNF
Rapid Automated Naming (RAN)	Optional measure to use alongside Acadience K–6	Yes —through the <i>i-Ready Literacy Tasks</i> for RAN

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

Implementation

The approaches to implementing Acadience Reading K–6 and the *i-Ready Literacy Tasks* are somewhat similar as they are both one-on-one administered assessments, however *i-Ready Diagnostic* is a fully computer-based assessment that can be group administered.



Frequency of Administration

The *i-Ready Literacy Tasks* can be administered at a similar frequency to what you might be familiar with regarding Acadience Reading K–6. There are two types of Literacy Tasks: The Benchmark Tasks can be administered up to three times per year, and the Progress Monitoring Tasks can be administered throughout the year (often weekly or biweekly). The *i-Ready Diagnostic*, on the other hand, is generally administered three times per year as a benchmark assessment.



Test Duration

The test length for each Acadience Reading K–6 subtest is, in many cases, analogous to the length of administering each *i-Ready Literacy Task*. Specifically, most Literacy Tasks are one minute in length. For specific task administration lengths, see the [i-Ready Literacy Tasks Fact Sheet](#).

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



Approach to Administering

Like Acadience Reading K–6, the *i-Ready Literacy Tasks* are administered one on one with a student. *i-Ready Diagnostic* can be administered in a group setting or individually. All questions are presented on the screen and automatically scored by the computer.



Testing Method

The *i-Ready Literacy Tasks* are available as paper-based or digital assessments. Additionally, there are extensive data entry and reporting options available. The *i-Ready Diagnostic* is an adaptive computer-based assessment.

Scores

While there are some differences between the scores available from Acadience Reading K–6, *i-Ready Literacy Tasks*, and the *i-Ready Diagnostic* and scores among the assessments are generally not directly comparable, there are some similarities between some scores on each assessment that can help you transition from one assessment to the other. For example, the assessments all offer numeric scores and benchmarks or placement levels associated with these scores.

The table below shows the scores available from each assessment that are most similar for each score type. For example, if you are used to using Acadience Reading K–6’s benchmark placements, with *i-Ready Literacy Tasks* you can use Literacy Task placements, and for *i-Ready Diagnostic* you can use the Grade-Level Placements.

While these scores are not the same—for example, any norms available from Acadience Reading K–6 are not mathematically the same as the *i-Ready Diagnostic* norms—the scores provide some insight into how students are normatively performing.

Score Type	Acadience Reading K–6	<i>i-Ready Diagnostic</i>	<i>i-Ready Literacy Tasks</i>
Overall Score(s)	Composite and subtest-specific scores	<i>i-Ready Diagnostic</i> overall score and domain-specific scores	Literacy Task score (and Words Correct per Minute for Passage Reading Fluency)
Placement Levels	Benchmark scores (e.g., Above Benchmark, At Benchmark, Below Benchmark, Well Below Benchmark)	Grade-Level Placements (e.g., Mid On Grade Level, Early On Grade Level, One Grade Level Below, Two or More Grade Levels Below)	Literacy Task placements (e.g., Below, On, Above)
Norms	National norms (developed to be representative of the national student population)	National norms (developed to be representative of the national student population)	Norm ranges for Passage Reading Fluency

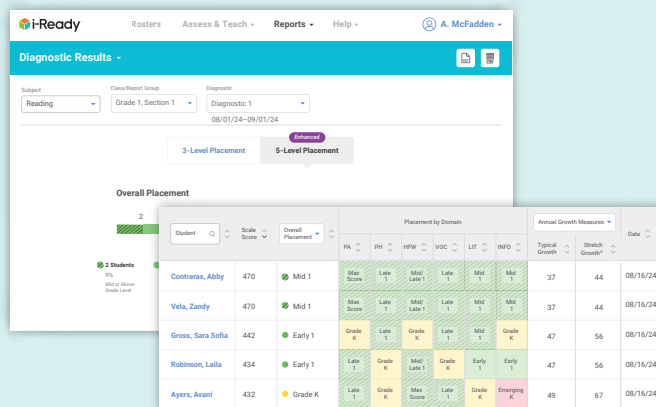
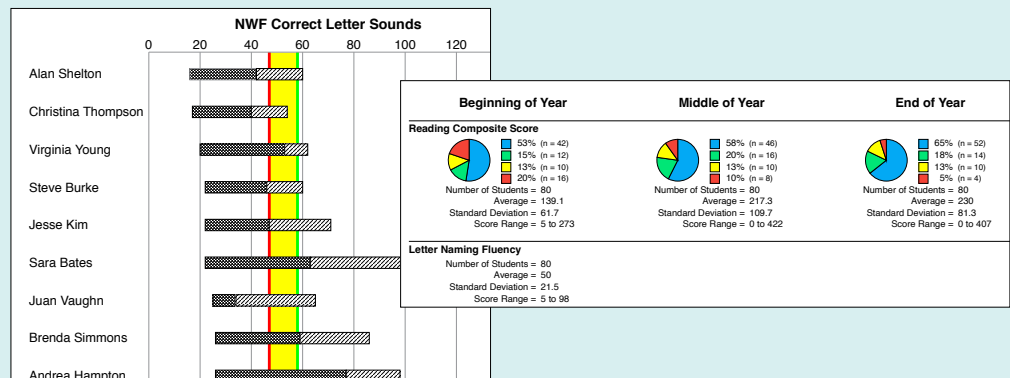
For more information, see [Understanding Score Types on the i-Ready Diagnostic](#).

Reports

The reports available from Acadience Reading K–6 and the *i-Ready Diagnostic* are often seen by educators as being quite different. Although both assessments' reports convey information about what a student knows and can do, the look and feel of the reports provide information in different ways.

Purpose: Get an Overall Sense of Student Proficiency

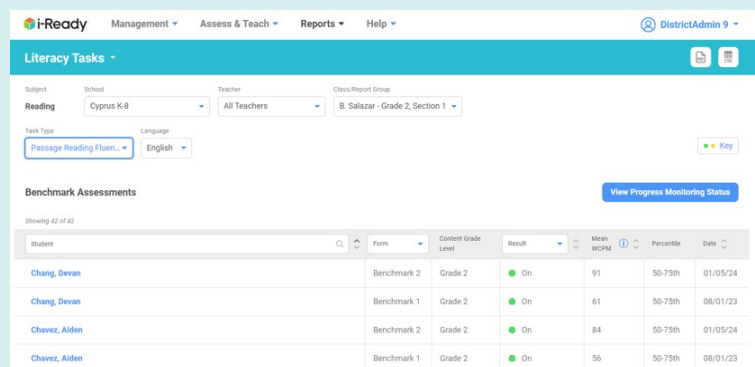
With Acadience Reading K–6, you may have used the **Class Progress report** and **District Overview report**.



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

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

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



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

Informing Instruction

Acadience Reading K–6 and the *i-Ready Diagnostic* both provide instructional information, but the type of information and the resources associated with that information differ across the assessments.

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

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

Placement by Domain

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

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

Developmental Analysis

This domain addresses Danielle's understanding of informational text. Results indicate that Danielle needs instruction in Grade-Level 3 informational skills and strategies, such as identifying and evaluating an author's point of view or purpose, as well as analyzing cause-and-effect relationships. Teach a variety of informational genres, including biographies, autobiographies, and newspaper or magazine articles.

Can Do ⓘ

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

- Sequencing events
- Identifying cause-and-effect relationships
- Demonstrating understanding of key ideas and details
- Comparing and contrasting
- Identifying main idea
- Retelling the most important ideas

Standards

Next Steps & Resources for Instruction ⓘ

- + Teach about author's point of view and purpose.
- + Provide additional strategies for determining word meaning.
- + Build understanding of how to connect text and visuals.
- Extend understanding of cause and effect.
 - Define *effect* as something that happens. Define *cause* as what makes something happen.
 - Read aloud a Grade-Level 3 informational book and model identifying cause-and-effect relationships.
 - Say, "When I read, I think about things that happen and what makes them happen."
 - Model asking and answering questions such as, "What happened first?" and "What caused that?"
 - Then have Danielle read an informational text in a small group and ask her to look for details in the text to find answers to the questions.

Tools for Instruction

Identify Cause and Effect ⓘ

Additional Resources



Ready Reading instruction or digital access to Ready through the Ready Reading Toolbox
[Learn More](#)

Tools for Instruction
Identify Cause and Effect
This tool provides a lesson plan for teaching students how to identify cause and effect relationships in informational texts. It includes a teacher script, student questions, and a graphic organizer.
Learning Objectives
Students will be able to:
1. Identify cause and effect relationships in informational texts.
2. Explain the relationship between cause and effect.
3. Use a graphic organizer to record cause and effect relationships.
Materials
- Informational text (e.g., a newspaper article about a natural disaster)
- Cause and Effect Graphic Organizer
Procedure
1. Read the informational text aloud to the class.
2. Discuss the text and identify cause and effect relationships.
3. Have students complete the Cause and Effect Graphic Organizer.
4. Share student work and discuss the relationships identified.
Assessment
- Monitor student participation in the discussion.
- Review student work on the Cause and Effect Graphic Organizer.
Extension
- Have students write a short paragraph describing a cause and effect relationship from their own life.

Additional Features

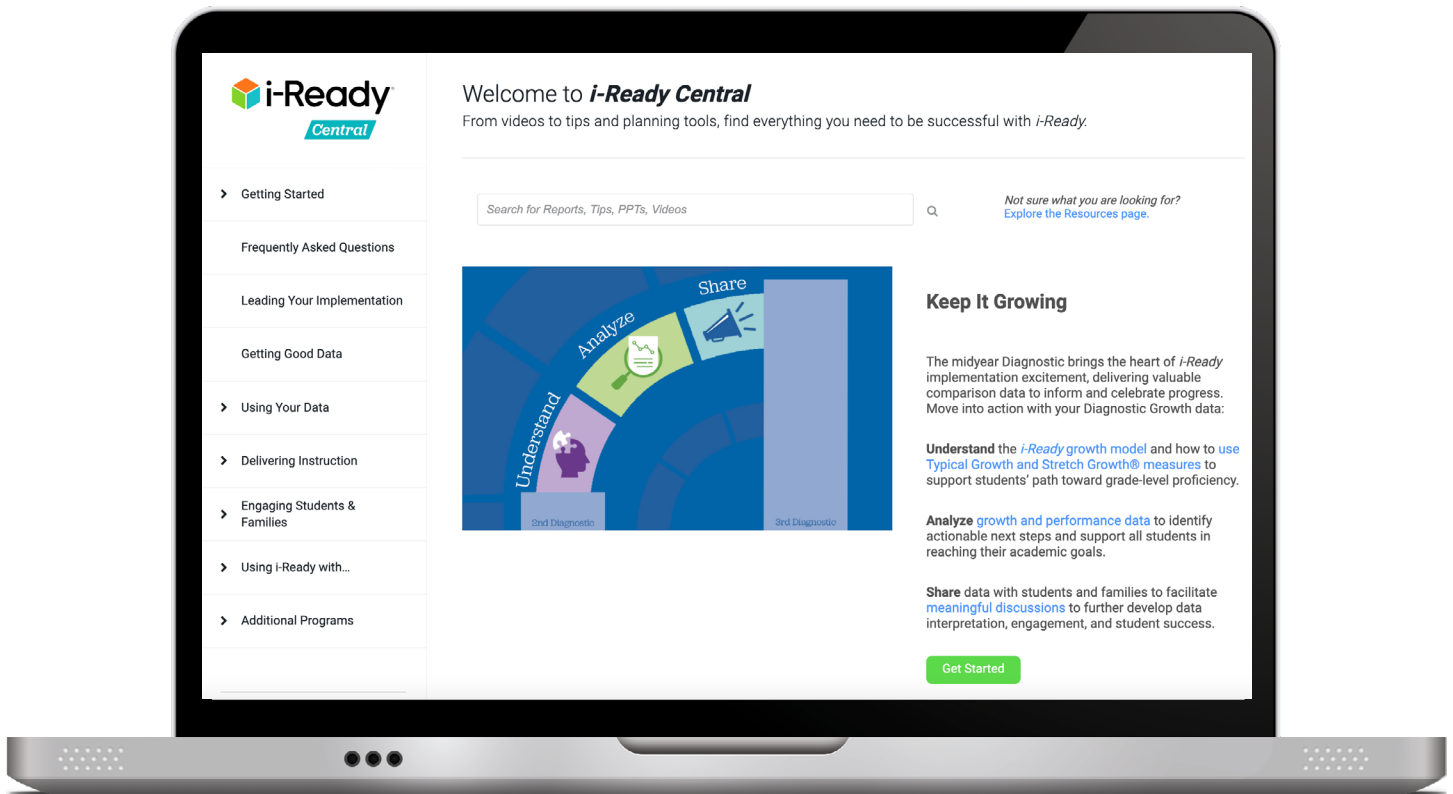
Many other features are available for *i-Ready* assessments. The table below describes some of them.

	Acadience Reading K–6	<i>i-Ready</i> Assessments
Spanish	Acadience Reading Español is available as an add-on to Acadience Reading K–6.	Mathematics available as an adaptive assessment that is part of <i>i-Ready Diagnostic</i> ; separate Assessment of Spanish Reading also available See how <i>i-Ready</i> helps support English Learners.
Accessibility	Many accessibility options available	Many accessibility options available See Accessibility and Accommodations with <i>i-Ready Assessment</i> and Personalized Instruction.
Progress Monitoring	Available as part of the Acadience Reading K–6 product	Numerous approaches to progress monitoring available in the <i>i-Ready Assessment</i> suite See Progress Monitoring with <i>i-Ready Assessment</i>.
Links to State Tests	Links to state tests not a core feature for the assessment	The Diagnostic is linked to most state tests, including Smarter Balanced Assessments, with the Projected Proficiency feature available. See states with linking studies.

We Look Forward to Partnering with You!

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





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

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