![i-Ready logo]

i-Ready Inform:
Introducing a Shortened Assessment Experience

i-Ready Assessment Brief | September 2025

Overview

Beginning with the 2026–2027 school year, Curriculum Associates will be releasing a shortened version of the existing adaptive assessment in both Math and Reading, which will be known as *i-Ready Inform.* The assessment will maintain the technical properties and continue to provide the features educators depend on (e.g., placement levels, domain scores, can dos and next steps, and robust reporting). This document outlines the details around how the assessment will be shortened and considerations for education leaders and educators.

i-Ready Inform: A Shorter Assessment Experience for Students

For the 2026–2027 school year, Curriculum Associates will be releasing a shortened assessment experience in both Math and Reading for *i-Ready Inform*. This assessment will maintain robust technical qualities and cover the same essential content as the current experience but will have fewer test items. The goal of the shorter assessment is to get students back to instruction as efficiently as possible without compromising the strong precision and accuracy that underpins the assessment. Importantly, Curriculum Associates has strategically and thoughtfully shortened the assessment using industry standard methodologies while maintaining the critical features educators rely on most!

- Placement levels
- Scores (overall and domain)
- Growth model
- Test flows

- Norms
- Linking studies
- Projected Proficiency
- Measurement of essential content

Factors Contributing to Test Duration

There are many factors that contribute to how much time students spend on an assessment. Some of those factors include the number of items, motivation, student proficiency level, test content, test proctoring, and still others. In the 2026–2027 school year, *i-Ready Inform* will assess students with fewer test items than the original adaptive assessment. Some students may still take the full testing time provided by educators, while other students may be more motivated to give their best effort on a shorter assessment. We will collect data during the initial year of the shortened assessment to further understand the impact of fewer items on testing duration.

Understanding the Changes by Domain and Grade

The changes made to the number of items varies by both grade and subject. Importantly, no changes to the test flows (the domains or the order in which they are presented to students) were implemented. Nearly all students will receive fewer items than they do today, with a smaller impact in lower grades and a larger impact in higher grades. The largest reduction in items is in Grades 3–12. This is by design, as these students currently experience the longest test duration. Students in Grades K–2 will experience a smaller reduction in total items, as foundational domains in reading are not affected by shortening and items at these grades tend to take the least amount of time for students.

In addition to reducing the number of items per domain, we have also introduced a new feature that allows the assessment to use a student's responses to prior items in the domain to determine when the student can move on. This means that not all students will see the same number of items *within* a domain. The ranges are small but will also help increase efficiency. For instance, in the Vocabulary domain at Grade 2, students will see 10–12 items. Some students will see 10, others 11, and still others 12. The total number of items will depend on how the student performs on prior items within the Vocabulary domain. In reading comprehension, the number of items a student sees will depend on the number of items in each passage.

Reading

In reading, the impact of shortening the assessment will be lessened for students in Grades K–2, as no changes were made to the number of items in foundational domains in those grades. As such, the impact of shortening the assessment will be lessened for students in Grades K–2 (although it is important to note that testing duration in these grades is already substantially shorter than in later grades).

The tables that follow outline the changes in the number of items.

Grades K–1

Domain	Number of Items Current	Number of Items Shortened
Phonics	12	12
Phonological Awareness	12	12
High-Frequency Words	12	12
Vocabulary	12	10–12
Comprehension: Literature	12	10–12
Comprehension: Informational Text	12	10–12
Total:	**72**	**66–72**

Grade 2

Domain	Number of Items Current	Number of Items Shortened
Phonics	12	12
Phonological Awareness	12	12
Vocabulary	12	10–12
Comprehension: Literature	12	10–12
Comprehension: Informational Text	12	10–12
High-Frequency Words	12	12
Total:	**72**	**66–72**

Grades 3–8

Domain	Number of Items Current	Number of Items Shortened
Vocabulary	18	10–12
Comprehension: Literature	18	10–12
Comprehension: Informational Text	18	10–12
Phonics	12	10–12
High-Frequency Words	12	10–12
Total:	**78**	**50–60**

Grades 9–12

Domain	Number of Items Current	Number of Items Shortened
Vocabulary	18	10–12
Comprehension: Literature	18	10–12
Comprehension: Informational Text	18	10–12
Phonics	12	10–12
Total:	**66**	**40-48**

Math

All students who take the shortened math assessment will receive fewer test items than today.

The tables that follow outline the changes in the number of items.

Grades K–2

Domain	Number of Items Current	Number of Items Shortened
Algebra	18	14–16
Number and Operations	20	14–16
Geometry	14	9–11
Measurement and Data	14	9–11
Total:	**66**	**46–54**

Grades 3–5

Domain	Number of Items Current	Number of Items Shortened
Algebra	18	12–14
Number and Operations	20	14–16
Geometry	14	8–10
Measurement and Data	14	8–10
Total:	**66**	**42–50**

Grades 6–8

Domain	Number of Items Current	Number of Items Shortened
Algebra	18	12–14
Number and Operations	20	12–14
Geometry	14	6–8
Measurement and Data	14	6–8
Total:	66	**36–44**

Grades 9-12

In high school, students will receive one of two test flows, as they do today. One test flow is for students who demonstrate they are ready for traditional high school content. After taking Algebra and Number and Operations, students will receive Geometry and Measurement and Data. Another test flow is designed for students who, after taking the first domain in Algebra and Number and Operations, do not score high enough to receive the high school test flow.

Domain	Number of Items Current	Number of Items Shortened
Algebra and Number and Operations	36	20–24
Geometry and Measurement and Data	36	20–24
Total:	**72**	**40–48**

Domain	Number of Items Current	Number of Items Shortened
Algebra and Number and Operations	18	14
Number and Operations	20	12–14
Geometry	14	7–9
Measurement and Data	14	7–9
Total:	**66**	**40–46**

Technical Properties

In the case of the shortened assessment, careful consideration has been given to shortening the assessment in a way that does not compromise the robust technical qualities of the scores. Scores remain valid and reliable estimates of student proficiency. During the 2026–2027 academic year, data will be evaluated and updated reliability coefficients for *i-Ready Inform* will be available for the 2027–2028 academic year.

Implementation Considerations

Curriculum Associates strongly recommends that districts implement the shortened version unless there is a state requirement that precludes it for a specific use case. While the longer assessment will continue to be available, the intention is that all *i-Ready Inform* users will ultimately transition to the shorter version. The new, shortened assessment will be an exciting enhancement for both educators and their students.

Importantly, each district must use either the shortened or the longer version for all schools; it cannot be implemented for only certain schools, grades, or students. Once a district moves to the shorter version, they are not able to return to the original version.

Conclusion

Curriculum Associates has thoughtfully and systematically implemented procedures to shorten *i-Ready Inform* and concluded that this shortening will not compromise the score interpretations made about student proficiency or the technical properties of the assessment. Our aim is to get both educators and students back to instruction as efficiently as possible. States, districts, and schools who administer the shorter assessment can continue to confidently use the data to make important decisions about student learning and instruction.