

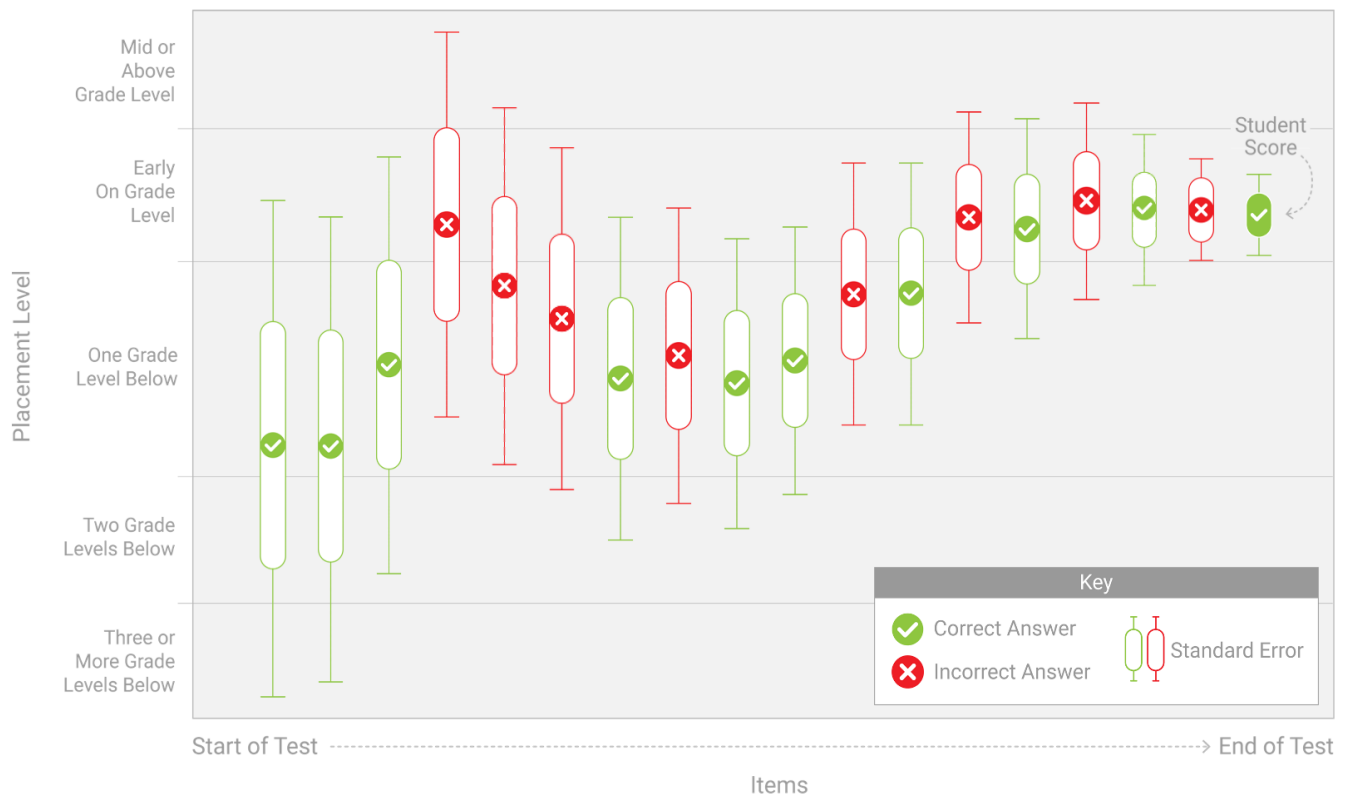


*i-Ready Evaluación Diagnóstica
de lectura en español:*
How It Works



i-Ready Evaluación Diagnóstica de lectura en español: Computer-Adaptive Assessment

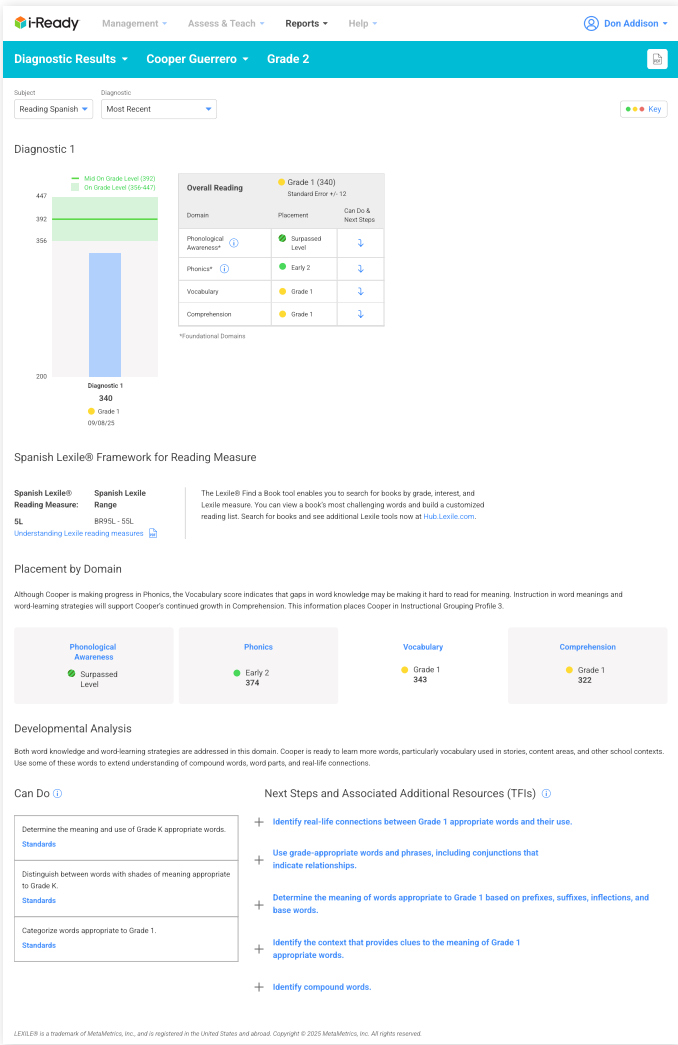
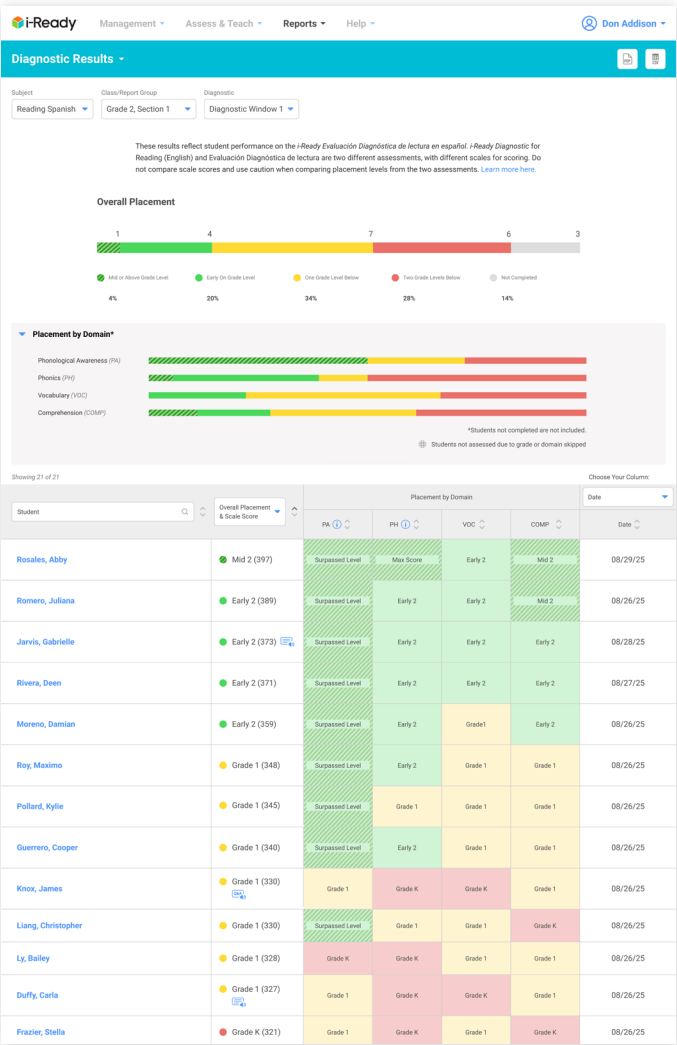
The Evaluación Diagnóstica de lectura is an assessment that provides deeper insights into the reading needs of Spanish speakers and learners in Grades K–6 and is aligned to state content standards in Spanish reading across the nation. This adaptive assessment offers a unique testing experience, as students receive different sets of questions, or items, based on their individual performance. It leverages advanced computer-adaptive technology to provide a deep, customized evaluation of every student and delivers a more complete picture of their Spanish reading performance.



This image shows how our computer-adaptive technology adjusts item difficulty based on student performance to pinpoint their skill level.

As students answer items correctly or incorrectly, the Evaluación Diagnóstica de lectura adapts in real time, adjusting the difficulty of future items to match the student's current placement level. This means students see an assessment that is most appropriate for their individual performance. While fixed-form tests with static sets of items are useful tools for assessing material with a defined performance level (e.g., grade-level assessments), adaptive tests can effectively cover a broad range of student performance levels. This ensures every student receives an assessment experience tailored to their performance level.

The Evaluación Diagnóstica de lectura uses patterns in student responses to provide more precise information. In a computer-adaptive test, each item is selected based on the student’s estimated performance and is designed to reveal their current skill level on academic content while also considering the appropriateness of the item’s grade level and content. As students continue through the test, the algorithm collects more information about student proficiency, allowing for a greater level of precision as students answer more items on the test. What does this mean for educators? The design of the Evaluación Diagnóstica de lectura allows for a greater level of confidence in students’ scores and corresponding interpretations. Well-designed adaptive assessments have high precision and efficiency, allowing them to pinpoint student needs more accurately and in less time than with traditional fixed-form assessments. This real-time visibility enables immediate, effective course corrections. This means educators can spend more time providing instruction.



Administrators using Evaluación Diagnóstica de lectura receive real-time, comprehensive insights into:

- Overall percentage of students performing on, below, and above grade level on Spanish reading
- Placement by domain level (i.e., Phonics, Phonological Awareness, Vocabulary, and Comprehension)
- Access to information about instructional strengths, areas of need, and Lexile® levels for students

Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad. Copyright © 2025 MetaMetrics, Inc. All rights reserved.

Information on Item Selection

Understandably, not all students will answer the same test items correctly. Even students in the same grade will vary in their proficiency to answer the same set of items. For example, while some Grade 5 students may begin with similar items, their responses may vary as some students will quickly answer items correctly while others are not answering the items correctly. In order for the item selection algorithm to present content that is appropriate for the student, there are two item selection conditions that are applied in the Evaluación Diagnóstica de lectura: grade-level caps and grade-level preferencing. These concepts ensure students do not see content that is too far beyond their current grade level.

Grade-Level Caps

Grade-level caps help provide a more accurate measure of students' performance. These caps do exactly what they imply—they cap the grade level of the items to ensure students can see only a limited scope of content that is above their current grade level. These caps prevent students from seeing items that are more than three grade levels above their current grade level for Reading, and all items fall within the range of content assessed by the test, which goes up to Grade 6.

For example, a Grade 2 student who continues to answer items correctly will only see certain items up to Grade 5 level if they are performing at a sufficiently high level at this point during the test. This ensures students who have estimates above their current proficiency level are given very challenging items to better target their proficiency level, and high-performing students who need higher-level content are presented with relevant and appropriate content.

There is, however, no cap on how far below grade level the Evaluación Diagnóstica de lectura can adapt. All students who take the Evaluación Diagnóstica de lectura for Reading in Grades K–6 can have their assessments adapt downward to Grade K.

Grade-Level Preferencing

Grade-level preferencing rules increase the probability that students are administered on-grade level items and considerably limit administering above-grade level items except when students have more advanced placements. These rules aim to administer more aligned items to a student's chronological grade level.

For example, of two hypothetical high-quality items for a Grade 4 student, of which one is a Grade 4 item while the other is a Grade 5 item, grade-level preferencing logic increases the probability that the Grade 4 item is selected over the Grade 5 item. This ensures that when possible, students are being assessed on content they are learning in the classroom.

Test-Level Starting Place

When a student begins the assessment, the algorithm will first check to see if the student has previously taken the Evaluación Diagnóstica de lectura. If the student has previously taken it, the assessment will begin at the student's proficiency level based on the previous assessment. If a student has not yet completed the Evaluación Diagnóstica de lectura, the assessment will begin with items considered one grade level below the student's chronological grade. The assessment will then adjust as the student responds to additional items.

Item Difficulty

The Evaluación Diagnóstica de lectura is designed such that students should answer roughly 50 percent of the questions correctly and 50 percent incorrectly to determine a student's performance level accurately. Given this design, high-performing students who are accustomed to scoring well on tests will be particularly challenged. In order to understand specifically where these students are performing, they must get some items wrong to better pinpoint their proficiency.

When a student continues to answer items correctly during the test, especially when the student is at the top range of the grade level, it is possible for students to be presented with content that is beyond what they have been taught in the classroom. These items may feel too hard for the student, but as an adaptive assessment, these items are necessary for giving a precise score.

A student may also be presented with above-grade level items if the student's initial performance on the assessment indicated they already mastered prerequisite skills for that grade level. For example, if a student can successfully decode *sílabas trabadas* like *tria*, *blo*, or *gre*, then there isn't a need for the student to be assessed in simpler syllable patterns. Instead, the student may receive an item focused on reading connected text or understanding vocabulary in context.

It is important to reiterate that students are not expected to get every item correct. Adaptive assessments adjust item difficulty across the test to better pinpoint student proficiency. When a student answers items correctly, they will be presented with increasingly challenging items. As students answer items incorrectly, they will be presented with less challenging items until the assessment well matches item difficulty to the student's performance level.

Educators should inform students that they may not answer every item correctly and that the test will continue to get more challenging as they answer correctly.

- Encourage students not to persist too long on any one particular item.
- Remind them to make their best guess and move on.
- Encourage students to take as much time as they need to complete the test, even if others are finishing.
- Because the test is designed to measure students' strengths and weaknesses, it is best to allow them to try their best without help (outside of the accommodations normally provided based on individual need).

How Domains Are Measured Using a Selection of Items

As with most other assessments, the Evaluación Diagnóstica de lectura cannot reasonably test students on every piece of content within a domain. That would make for a very long test! Instead, students are presented with specifically curated items, from a pool of eligible items, based on the student's grade level and the domain being assessed. The items are chosen based on the student's estimated proficiency level. The eligible pool of items from which these items are drawn is representative of the domain in both content and difficulty.

Students are asked items that will give the most information about their proficiency level. The sample of items allows inferences to be made about student performance in the domain without having to present the student hundreds of items. The adaptivity of the test, in conjunction with domain sampling, allows educators to receive a precise understanding of student performance within a domain without having to present students with a very long, redundant assessment.