Using *i-Ready* to Meet Foundational Reading Assessment and Dyslexia Risk Screening Requirements in Missouri

Curriculum Associates Guidance Brief | July 2025

Guidance Overview

Missouri statute Section 167.645, RSMo (SB 681) requires districts to conduct a foundational reading assessment in Grades K-3 at the beginning and end of each school year. The *i-Ready Assessment* suite has been approved by the Missouri Department of Elementary and Secondary Education (DESE) as a Missouri K–3 Foundational Reading Assessment and can also be used to address Missouri's dyslexia risk screening tool guidelines. These requirements collectively allow *i-Ready* to be used to identify students who require a Missouri Reading Success Plan (RSP). This document describes how educators in Missouri can use *i-Ready* to help meet Missouri's K–3 Foundational Reading Assessment requirements and also provides guidance on how to additionally screen for dyslexia risk factors consistent with Missouri's handbook.

For the most current guidance on using *i-Ready* to address Missouri's K–3 Foundational Reading Assessment requirements, see the Missouri State Uses page.

Useful Document Shortcuts

Introduction to Using *i-Ready* to Identify Students for a Reading Success Plan
Foundational Reading Assessment Guidance Summary
Dyslexia Risk Screening Guidance Summary
Screening Process
RSP Identification Part #1: Using Lexile® Measures Guidance
RSP Identification Part #2: Missouri's K–3 Foundational Reading Assessment Guidance
RSP Identification Part #3: Missouri's K-3 Dyslexia Risk Screening Requirements
Appendix A: How *i-Ready* Meets State Requirements
Appendix B: Frequently Asked Questions
Revised DESE Guidance for Grades 2 and 3 Phonological Awareness
Appendix C: Subscore Reporting
Screening Beyond Grade 5

Introduction to Using *i-Ready* to Identify Students for a Reading Success Plan

As illustrated in the following figure, there are three parts to using *i-Ready* to identify students for an RSP in Missouri. This guidance should not supersede any state or local provisions and is provided as the approach that Missouri educators should use to address state assessment requirements. **Note that the methods listed below are not "options," but all are required to help identify students who are at risk for a reading difficulty.** For more information on how *i-Ready* meets state requirements in Missouri, see Appendix A: How *i-Ready* Meets State Requirements in Missouri.

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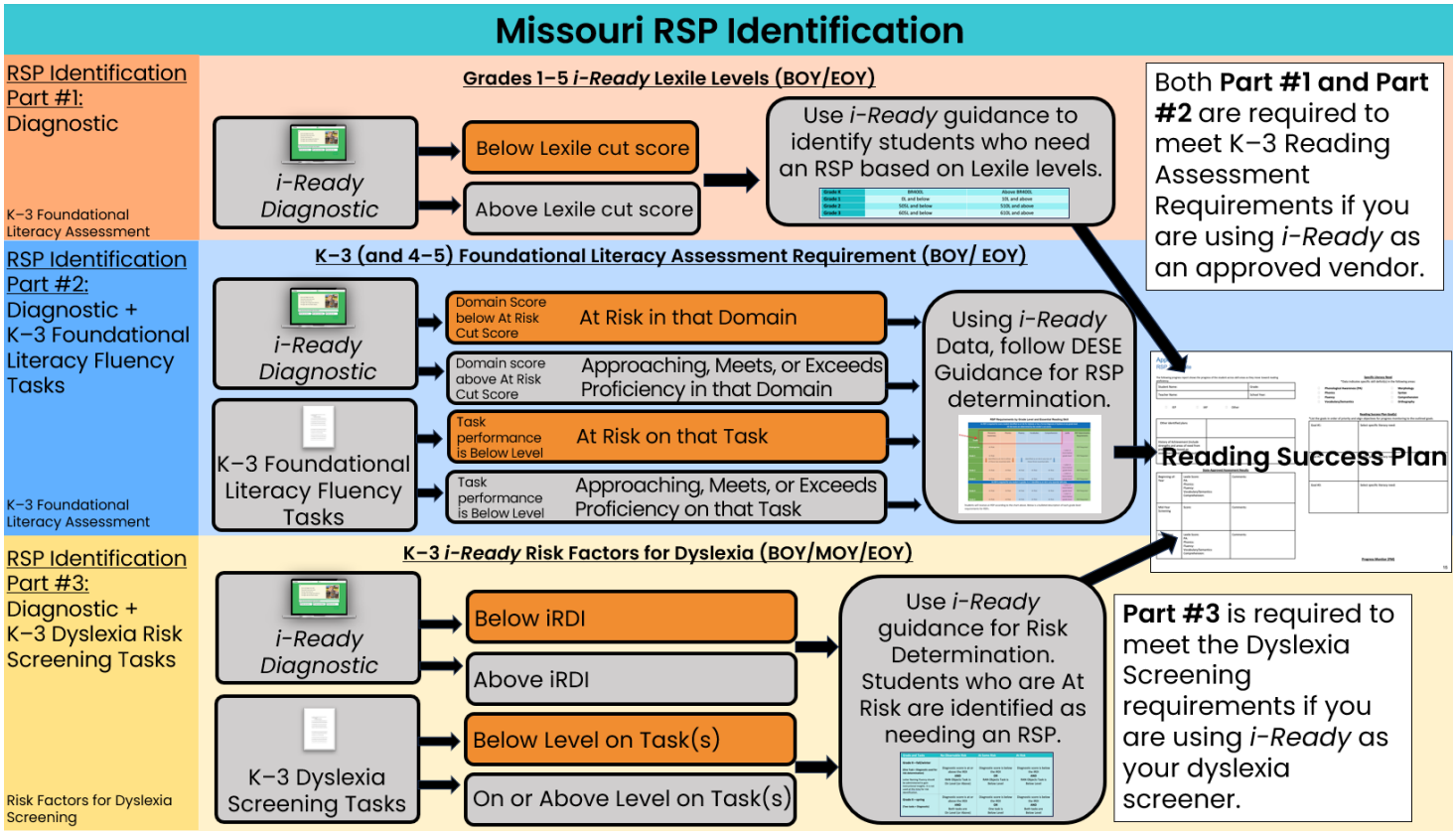
1. **RSP Identification Part #1—Lexile cut scores for students in Grades 1–5:** This approach uses the Lexile measures reported on the *i-Ready Diagnostic* to identify students who are one or more grade levels below and require an RSP. All students who fall below the Lexile cut score are identified as having met the criteria for an RSP. If you are using *i-Ready* as the provided vendor to meet state requirements, Part #1 and Part #2 must both be completed to meet state requirements.**
2. **RSP Identification Part #2—Missouri's K–5 Literacy Assessment requirements:** This approach uses a combination of the *i-Ready Diagnostic* for Reading and *i-Ready Literacy Tasks*. Students are screened at the beginning of the year (BOY) and end of year (EOY). *i-Ready* provides scores that can be used to identify students who are At Risk, Approaching Proficiency, Meeting Proficiency, and Exceeding Proficiency in the domains of Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension. However, LEAs will need to look at the results in Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension to identify which students need an RSP. To determine if a student needs an RSP, use the guidance set forth by DESE in the Reading Success Plan Guidance for Schools.
3. **RSP Identification Part #3 (Required for those using *i-Ready* for Dyslexia Risk Screening)—Missouri's Risk Factors for Dyslexia screening requirements for students in Grades K–3:** This method uses a combination of the *i-Ready Diagnostic* for Reading and *i-Ready Literacy Tasks* to identify students who may be displaying characteristics of dyslexia. To identify students who may be at risk for characteristics of dyslexia, look at the *i-Ready Diagnostic* Overall Score. Students who score below the *i-Ready* Reading Difficulty Indicator (iRDI) will need additional screening using an *i-Ready Literacy Task*. For details on Dyslexia Risk Screening timelines and the appropriate tasks to use for each grade level at different screening windows, see the Dyslexia Risk Screening Guidance Summary section.



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Foundational Reading Assessment Guidance Summary

Authority	The Missouri Department of Elementary and Secondary Education (DESE)
Law/Code/Guidance	Section 167.645, RSMo (SB 681)
Goal of Assessment	Missouri's K–3 Foundational Reading Assessment helps identify students who may be displaying characteristics related to reading difficulties. The results of the assessment will help identify students who are in need of an RSP.
Grades and Assessments	Assessments and the times of year are listed below. The assessment should take place in both the beginning of the year (BOY) and end of year (EOY). Both the *i-Ready Diagnostic* **and** listed *i-Ready Literacy Tasks* are required. Grade K: BOY/MOY*/EOY: *i-Ready Diagnostic* for Reading BOY/MOY*/EOY: *i-Ready Literacy Task* for Letter Naming Fluency—Mixed Case Letters Grade 1: BOY/MOY*/EOY: *i-Ready Diagnostic* for Reading BOY: *i-Ready Literacy Task* for Letter Naming Fluency—Mixed Case Letters MOY*/ EOY: *i-Ready Literacy Task* for Grade 1 Passage Reading Fluency Grade 2–3: BOY/MOY*/EOY: *i-Ready Diagnostic* for Reading BOY/MOY*/EOY: *i-Ready Literacy Task* for Grades 2–3 Passage Reading Fluency Grade 4–5: BOY/MOY*/EOY: *i-Ready Diagnostic* for Reading BOY/MOY*/EOY: *i-Ready Literacy Task* for Grades 4–5 Passage Reading Fluency For Grades 4–5 students who score **At Risk** in the Phonics domain: BOY/MOY*/EOY: *i-Ready Literacy Task* for Phonological Awareness—Phoneme Manipulation to meet state requirements and for additional instructional information. *Screening for Grades 4/5 students is only required for students who are newly enrolled and students who already have an RSP from previous years.* *Although assessments listed in this guidance document are generally used for RSP purposes at the beginning and end of the year, guidance for the middle of the year is provided for those students who newly enter the district and must be tested within the first 30 days of their first day in the district.
Times of Year	Students are required to be screened at least twice a year, at the beginning of the year (BOY) and again at the end of the year (EOY). Specifically: **DESE BOY Screening Window: August 18–November 14** • All Grades 1–3 students must test within the first 30 school days. • Grades 4–5 students who are newly enrolled or have an RSP from previous years must test within the first 30 days of the start of school. • All Grade K students must test by November 14, 2025. • Students new to the district between October 19–November 14 should be screened using the BOY cut scores. **DESE MOY Screening Window: November 17–March 1** • Although assessments listed in this guidance document are generally used for RSP purposes at the beginning and end of the year, middle of the year guidance is provided for students who newly enter the district and need to be screened in the first 30 days after enrollment. • Students new to the district between November 17–March 1 should be screened using the MOY cut scores.

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	DESE EOY Screening Window: April 6–May 29 • All Grades K–3 students must test within **the last 30 days of school**. • Grades 4–5 students who are newly enrolled or have an RSP from previous years must test within **the last 30 days of school**. • Students new to the district between March 2–April 3 should be screened using the EOY cut scores. • Students *can be* assigned an RSP after EOY testing, although it is *not mandatory,* as RSP placements primarily rely on BOY data. However, students who are eligible for an RSP at EOY are required to be marked in MOSIS as qualifying for an RSP. While marking these students *is required,* completion of the full RSP document is *not necessary.* Note that the *i-Ready Diagnostic* and Literacy Tasks must be completed during the time frames listed above.
How to Identify Students Who Are at Risk	**Step 1:** Administer the required *i-Ready Diagnostic* for Reading. **Step 2:** Administer the required Literacy Tasks. Both the Diagnostic and required Literacy Tasks are needed to comply with K–3 Reading Assessment; however, only the Diagnostic contributes to the Lexile determination. **Step 3:** Use the *i-Ready* Lexile, *i-Ready Diagnostic* for Reading, and *i-Ready Literacy Task* cut scores listed in Appendix C to identify students who are demonstrating evidence of reading difficulties and in need of an RSP.
Reporting	Missouri's K–3 (and 4/5) Foundational Reading Assessment placement categories are: At Risk Approaching Proficiency Meets Proficiency Exceeds Proficiency These four levels are to be reported for Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Additionally, Lexile Measures are reported as well Deadlines for Entering Literacy Task Data: • Grades 1–3 (and 4/5) BOY: Literacy Task scores must be entered into *i-Ready* by **October 17, 2025**. • Grade K BOY: Literacy Task scores must be entered into *i-Ready* by November 14, 2025. • Grades K–3 MOY (only required for newly enrolled students that must be screened in their first 30 days in the district): Literacy Task scores must be entered into *i-Ready* by **April 3, 2026**. • Grades K–3 (and 4/5) EOY: Literacy Task scores must be entered into *i-Ready* by **May 29, 2026**.

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Risk Factors of Dyslexia Screening Requirements Guidance Summary

Authority	The Missouri Department of Elementary and Secondary Education (DESE)
Law/Code/Guidance	Serving Students at Risk for Dyslexia: Guidance to LEAs
Goal of Screening	Dyslexia risk screening is a universal screening approach that helps identify students at risk for characteristics of dyslexia. The directions in this document help to fulfill DESE's recommendations. This screening process will help identify students who are in need of an RSP.
Grades and Assessments	Assessments and the times of year are listed below for the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY). Both *i-Ready Diagnostic* and listed *i-Ready Literacy Tasks* are required. Grade K: Only required twice per year, once before January 31 and once at EOY BOY/MOY/EOY: *i-Ready Diagnostic* for Reading BOY*/MOY*/EOY: *i-Ready Literacy Task* for Letter Naming Fluency—Mixed Case Letters BOY/MOY/EOY: *i-Ready Literacy Task* for Rapid Automatized Naming—Objects Grade 1: Required three times per year at BOY, MOY, EOY BOY/MOY/EOY: *i-Ready Diagnostic* for Reading BOY: *i-Ready Literacy Task* for Letter Naming Fluency—Mixed Case Letters MOY/EOY: *i-Ready Literacy Task* for Pseudoword Decoding—Fluency Grade 2: Required three times per year at BOY, MOY, EOY BOY/MOY/EOY: *i-Ready Diagnostic* for Reading BOY/MOY/EOY: *i-Ready Literacy Task* for Grade 2 Passage Reading Fluency BOY*/MOY*/EOY*: *i-Ready Literacy Task* for Pseudoword Decoding—Fluency Grade 3: Required three times per year at BOY, MOY, EOY BOY/MOY/EOY: *i-Ready Diagnostic* for Reading BOY/MOY/EOY: *i-Ready Literacy Task* for Grade 3 Passage Reading Fluency *Tasks are administered but are to be used for instructional purposes only. Student performance on these tasks is not used to identify students for Risk Factors of Dyslexia screening.
Times of Year	**Students in Grade K** are required to be administered initial dyslexia risk factor screening once before January 31 and once at the EOY screening period. **Students in Grades 1–3** are required to be administered dyslexia risk factor screening three times a year at BOY, MOY, and EOY.
How to Identify Students Who Are at Risk	**Step 4A:** Examine students' Overall score of the Diagnostic for Reading. **Step 4B:** Administer the required *i-Ready Literacy Tasks* to students who score below the iRDI in Step 1. **Step 4C:** Use results from Step 1 and Step 2 to identify students who may be at risk or at some risk using the process outlined in the Dyslexia Risk Identification section. *(Steps 1–3 are outlined in the Foundational Reading Assessment Guidance Summary)*
Reporting	Local Education Agencies will report the number of students in the following categories: Screened, At Risk Screened, Not at Risk Not Screened Exempt

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Screening Process

To meet state K–3 Foundational Reading Assessment needs using *i-Ready Assessment* for Grades K–5, educators will use a combination of the *i-Ready Diagnostic* digital adaptive assessment and a selection of one-on-one administered *i-Ready Literacy Tasks*. This guidance should not supersede any state or local provisions and is provided as the approach that Missouri educators should use to address state assessment requirements.

Step 1: Administer the *i-Ready Diagnostic* for Reading to all students.

Administer the *i-Ready Diagnostic* for Reading to all students in Grades K–3, and to students in Grades 4-5 who are newly enrolled or have an RSP from a previous year.

Step 2: Administer the required *i-Ready Literacy Tasks* to all students.

By administering the *i-Ready Literacy Tasks*, students will meet the state requirements listed in Appendix A: How *i-Ready* Meets State Requirements in Missouri. The following Literacy Tasks should be administered at the stated grade and time of year (BOY for the beginning of the school year, MOY for middle of the school year, and EOY for the end of the school year). These Tasks can be administered and scored either **digitally** or **manually** with pencil and paper. For information on how to score Literacy Tasks digitally, please see **page 3** of FAQ: Administering Literacy Tasks Digitally. For those who prefer manual scoring and data entry, please see FAQ: How do I enter data for Benchmark Literacy Tasks? for a step-by-step guide.

Grade K: Assess students before November 14, 2025
- BOY/MOY/*EOY: *i-Ready Literacy Task* for Letter Naming Fluency—Mixed Case Letters

Grade 1:
- BOY: *i-Ready Literacy Task* for Letter Naming Fluency—Mixed Case Letters
- MOY*/EOY: *i-Ready Literacy Task* for Grade 1 Passage Reading Fluency

Grade 2:
- BOY/MOY*/EOY: *i-Ready Literacy Task* for Grade 2 Passage Reading Fluency

Grade 3:
- BOY/MOY*/EOY: *i-Ready Literacy Task* for Grade 3 Passage Reading Fluency

Grades 4–5:
- BOY/MOY*/EOY: *i-Ready Literacy Task* for Grades 4–5 Passage Reading Fluency
  - For Grades 4–5 students who score At Risk in the Phonics domain:
    - BOY/MOY*/EOY: *i-Ready Literacy Task* for Phonological Awareness—Phoneme Manipulation to meet state requirements and for additional instructional information.

(*See* guidance from the Missouri Department of Education *on which students in Grades 4–5 must be assessed.*)

*Although assessments listed in this guidance document are generally used for RSP purposes at the beginning and end of the year, guidance for the middle of the year is provided for those students who newly enter the district and must be tested within the first 30 days of their first day in the district.

All Passage Reading Fluency tasks contain two passages and a third passage as a backup as needed. Though it is recommended that you administer both Passage Reading Fluency passages, when using digital administration, results will still display in the Literacy Task Export when only one passage is used, **if the second passage is cancelled. If administering the task manually, two passages will still need to be administered in order to get a result in the Literacy Task Export.**

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Step 3: Use Lexile Measures and results from the *i-Ready Diagnostic* and *i-Ready Literacy Tasks* for RSP identification.

RSP Identification Part 1: Using Lexile Measures:

Students can be identified as needing an RSP if they are one year or more below grade level using Lexile Measures. The following Lexile Measures have been identified as appropriate for Missouri's "one or more grade levels below" requirement using the *i-Ready Diagnostic*. Determine if a student's *i-Ready* Lexile Measure falls below the applicable Lexile cut score in this document to identify students in need of an RSP.

Beginning of Year (until November 14):

	One or More Grade Levels Below	Approaching, Within, or Above Grade Level
Grade 1	BR390L and below	BR385L and above
Grade 2	190L and below	195L and above
Grade 3	385L and below	390L and above
Grade 4	530L and below	535L and above
Grade 5	650L and below	655L and above

Middle of Year (November 17 to March 1)*:

	One or More Grade Levels Below	Approaching, Within, or Above Grade Level
Grade 1	BR210L and below	BR205L and above
Grade 2	320L and below	325L and above
Grade 3	485L and below	490L and above
Grade 4	Below 620L	620L and above
Grade 5	710L and below	715L and above

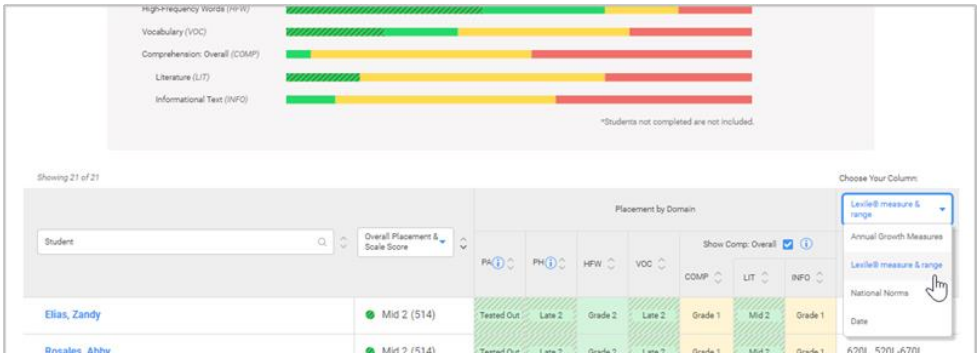
*Although Lexile Measures are generally used for RSP purposes at the beginning and end of the year, cut scores for the middle of the year are provided for those students who newly enter the district and must be tested within the first 30 days of their first day in the district.

End of Year (Beginning March 2):

	One or More Grade Levels Below	Approaching, Within, or Above Grade Level
Grade 1	BR110L and below	BR100L and above
Grade 2	415L and below	420L and above
Grade 3	535L and below	540L and above
Grade 4	650L and below	655L and above
Grade 5	750L and below	755L and above

For the Lexile ranges associated with all four of Missouri's categories—One or More Grade Levels Below, Approaching Grade Level, Within Grade Level, and Above Grade Level, see Appendix C.

Lexile Measures are available within the Diagnostic Results report as well as *i-Ready*'s Diagnostic Results export. The reports and exports in *i-Ready* provide both a specific Lexile Measure and a Lexile Range; the specific Lexile Measure should be used for Missouri's purposes. The school/class Diagnostic Results report features Lexile Measures toward the bottom of the report in the student detail section (choose Lexile Measure from the dropdown menu):



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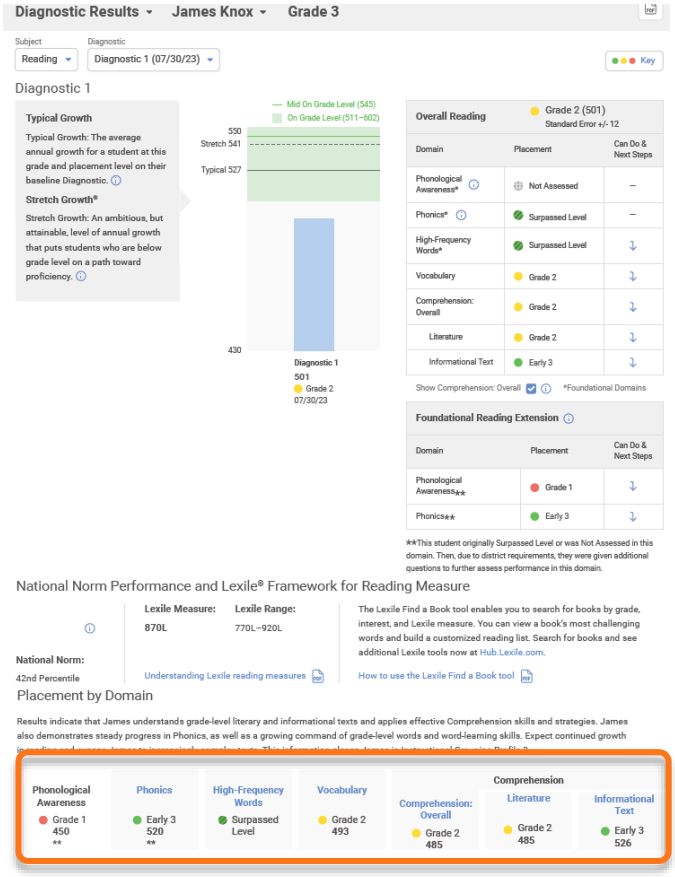
RSP Identification Part 2: Using *i-Ready Diagnostic* (from Step 1) and *i-Ready Literacy Tasks* (from Step 2) results:

The results of the *i-Ready Diagnostic* and the *i-Ready Literacy Tasks* can be used to determine student placement levels in Phonological Awareness, Phonics, Vocabulary, Comprehension, and Fluency:

i-Ready Diagnostic: See Appendix C for cut scores for each required domain, or subscore, measured by the Diagnostic. These subscores are: Phonological Awareness, Phonics, Vocabulary, and Comprehension (note that Fluency is measured by the *i-Ready Literacy Tasks* and is addressed below). Use these *i-Ready Diagnostic* domain-level scores to determine if a student is At Risk, Approaching, Meets, or Exceeds Proficiency. Districts must document each subscore on the RSP for each student who requires an RSP. Additionally, subscore information is valuable in informing instruction and should be considered when making progress monitoring decisions.

The student's domain-level score can be found on the Diagnostic Results report for a student toward the bottom of the report in the Placement by Domain section shown in the following figure.



Although the colors in *i-Ready* (i.e., red, yellow, and green) and *i-Ready* Grade-Level Placements (e.g., Grade 1, Early 2, Max Score) convey helpful instructional information about students, **they should not be used for the purpose of determining which students receive a Missouri RSP.** For directions on how to determine RSP need, see the cut scores in Appendix C.

i-Ready Literacy Tasks: Students who score Below Level on *i-Ready Literacy Tasks* as shown in the Literacy Task report for each task are considered to be below on that task.

NOTE: One exception is the *i-Ready Literacy Task* for Passage Reading Fluency, which will show a Below Level result for any student who scores below the 50th percentile for Words Correct Per Minute (WCPM); however, for the purpose of screening identification, students who score below the 25th percentile for

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WCPM are considered significantly below grade level expectations and are considered as Below Level, whereas students who score at or above the 25th percentile are considered On Level. For Passage Reading Fluency, refer to the Percentile column of the Literacy Task report to see who has scored below the 25th percentile. See the Literacy Tasks FAQs Section in Appendix B for further information on the Passage Reading Fluency cut scores. Both passages must be administered and entered to receive a composite score in the *i-Ready* platform.

Finally, using performance on each domain/Literacy Task, follow additional guidance provided in the document Reading Success Plan Guidance for Missouri School Districts to determine which students require an RSP:

RSP Requirements by Grade Level and Essential Reading Skill

An RSP is required for every student identified as at risk for dyslexia or has a formal diagnosis of dyslexia at any grade level. All risk levels are determined by the vendor's cut scores.							
Grade	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Lexile	RSP Determination Requirements
Kindergarten	At Risk						RSP Required
Grade 1	At Risk					1 year or more below grade level	RSP Required
	↓ Identified as at risk in either of these two essential skills ↓		↓ identified as at risk in any two of these three essential skills ↓				
Grade 2	At Risk	At Risk	At Risk	At Risk	At Risk	1 year or more below grade level	RSP Required
Grade 3	At Risk	At Risk	At Risk	At Risk	At Risk	1 year or more below grade level	RSP Required
An RSP is required for any student in grades 4 or 5 identified as at risk in any essential skill area.							
Grade 4	At Risk	At Risk	At Risk	At Risk	At Risk	1 year or more below grade level	RSP Required
Grade 5	At Risk	At Risk	At Risk	At Risk	At Risk	1 year or more below grade level	RSP Required

Step 4: Dyslexia Risk Screening

***If not using* i-Ready *for Dyslexia Risk Screening, stop.*

To meet state dyslexia risk screening guidance using *i-Ready Assessment* for Grades K–3, educators use a combination of the *i-Ready Diagnostic* digital adaptive assessment and a selection of one-on-one administered *i-Ready Literacy Tasks*. Students in Grades 1–3 are required to be administered dyslexia risk factor screening three times a year at BOY, MOY, and EOY. Students in Grade K are required to be administered initial dyslexia risk factor screening once before January 31 and once at the EOY screening period. This guidance is required for all schools using *i-Ready* to meet dyslexia risk screening requirements.

Step 4A: Examine the Overall score of the Diagnostic for Reading.

After administering the *i-Ready Diagnostic,* examine whether a student's overall score falls below the *i-Ready* Reading Difficulty Indicator (iRDI). The iRDI is a research-based cut score shown in the following table. Students who fall below the iRDI are identified as having a significant reading difficulty and are on track for being one or more grade levels below where they should be by the end of the school year in order to be considered proficient. See the iRDI FAQs section in Appendix B for additional information on the iRDI.

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i-Ready Diagnostic i-Ready Reading Difficulty Indicator (iRDI) Overall Cut Scores

iRDI Cut Scores			
Grade	BOY	MOY	EOY
K	295	320	344
1	347	374	401
2	419	441	463
3	474	491	507

Step 4B: Administer the required *i-Ready Literacy Tasks* to students who score below the iRDI in Step 1.

Administer the Literacy Tasks listed below at the appropriate time of year. These Tasks can be administered and scored either digitally or manually with pencil and paper. For information on how to score Literacy Tasks digitally, please see page 3 of FAQ: Administering Literacy Tasks Digitally. For those who prefer manual scoring and data entry, please see FAQ: How do I enter data for Benchmark Literacy Tasks? for a step-by-step guide. The following tasks are required for dyslexia risk factor screening, but only for those students who score below the iRDI:

Grade K:

BOY/MOY/EOY: *i-Ready Literacy Task* for Rapid Automatized Naming—Objects

BOY*/MOY*/EOY: *i-Ready Literacy Task* for Letter Naming Fluency—Mixed Case Letters

Note: If administering the K–3 Foundational Reading Assessment, this task would have already been administered

Reminder: Initial dyslexia risk screening for Grade K must be completed at least once by January 31. If the initial screening is conducted during the BOY window, it does not need to be repeated during the MOY window and will only need to be administered again during the EOY window. However, if the initial screening is conducted during the MOY window, it must be completed by January 31.

Grade 1:

BOY: *i-Ready Literacy Task* for Letter Naming Fluency—Mixed Case Letters

Note: If administering the K–3 Foundational Reading Assessment, this task would have already been administered.

MOY/EOY: *i-Ready Literacy Task* for Pseudoword Decoding—Fluency

Grade 2:

BOY/MOY/EOY: *i-Ready Literacy Task* for Grade 2 Passage Reading Fluency

Note: If administering the K–3 Foundational Reading Assessment, this task would have already been administered at BOY and EOY.

BOY*/MOY*/EOY*: *i-Ready Literacy Task* for Pseudoword Decoding—Fluency

Grade 3:

BOY/MOY/EOY: *i-Ready Literacy Task* for Grade 3 Passage Reading Fluency

Note: If administering the K-3 Foundational Reading Assessment, this task would have already been administered at BOY and EOY.

*Tasks are administered but are to be used for instructional purposes only. Student performance on these tasks is not used to identify students for Risk Factors of Dyslexia screening. See Step 4C for details on identifying students who are At Risk.

All Passage Reading Fluency tasks contain two passages and a third passage as a backup as needed. Though it is recommended that you administer both Passage Reading Fluency passages, when using digital administration, results will still display in the Literacy Task Export when only one passage is used, **if the second passage is cancelled. If administering the task manually, two passages will still need to be administered in order to get a result in the Literacy Task Export.**

i-Ready Literacy Task Cut Scores:

Students who score Below Level on *i-Ready Literacy Tasks* as shown in the Literacy Task report for each task are considered to be below on that task.

NOTE: One exception is the *i-Ready Literacy Task* for Passage Reading Fluency, which will show a Below Level result for any student who scores below the 50th percentile for Words Correct per Minute (WCPM); however,

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for the purposes of screening identification, students who score below the 25th percentile for WCPM are considered significantly below grade-level expectations and are considered as Below Level, whereas students who score at or above the 25th percentile are considered On Level. For Passage Reading Fluency, refer to the Percentile column of the Literacy Task report to see who has scored below the 25th percentile. See our Literacy Tasks section in our FAQs Document in Appendix B for further information on the Passage Reading Fluency cut scores. Both passages must be administered and entered to receive a composite score in *i-Ready*.

Step 4C: RSP Identification Part #3 Dyslexia Risk Identification

Look at the results of Step 4A and Step 4B to identify the student's risk level for characteristics related to dyslexia.

After administering the *i-Ready Diagnostic* and the required *i-Ready Literacy Tasks*, determine a student's likely level of risk for characteristics related to dyslexia.

Use the results of the Diagnostic and Literacy Tasks to identify a student's risk level. The following table summarizes how risk levels are determined. For instance, a fall Grade 1 student who scores below the iRDI and below on the Grade 1 Letter Naming Fluency task is identified as At Risk for risk factors related to dyslexia.

Some tasks are used to identify risk and some tasks are only used for additional information for instructional purposes. Specifically, Letter Naming Fluency in Grade K fall and winter and Pseudoword Decoding–Fluency in Grade 2 are used for instructional purposes and do not influence the student's overall risk determination. See Appendix C for Literacy Task cut scores used for dyslexia risk identification.

Reminder: Students in Grades 1–3 are required to be administered dyslexia risk factor screening three times a year at BOY, MOY, and EOY. Students in Grade K are only required to be administered dyslexia risk factor screening twice per year—once before January 31 and once at the EOY screening period.

Grade and Tasks	No Observable Risk	At Some Risk	At Risk
Grade K—BOY/MOY (RAN–Objects + Diagnostic) Letter Naming Fluency should be administered to gain instructional insights. It is not used at this time for risk identification.	Diagnostic score is at or above the iRDI	Diagnostic score is below the iRDI -OR- RAN—Objects is Below Level	Diagnostic score is below the iRDI -AND- RAN—Objects is Below Level
Grade K—EOY (RAN–Objects + Letter Naming Fluency + Diagnostic)	Diagnostic score is at or above the iRDI	Diagnostic score is below the iRDI -OR- One task is Below Level	Diagnostic score is below the iRDI -AND- RAN—Objects *and* Letter Naming Fluency are Below Level
Grade 1—BOY (Letter Naming Fluency + Diagnostic)	Diagnostic score is at or above the iRDI	Diagnostic score is below the iRDI -OR- Letter Naming Fluency is Below Level	Diagnostic score is below the iRDI -AND- Letter Naming Fluency is Below Level
Grade 1—MOY/EOY (Pseudoword Decoding–Fluency + Diagnostic)	Diagnostic score is at or above the iRDI	Diagnostic score is below the iRDI -OR- Pseudoword Decoding—Fluency is Below Level	Diagnostic score is below the iRDI -AND- Pseudoword Decoding—Fluency is Below Level

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Grade and Tasks	No Observable Risk	At Some Risk	At Risk
Grade 2 (Passage Reading Fluency + Diagnostic) Pseudoword Decoding–Fluency should be administered to gain instructional insights.	Diagnostic score is at or above the iRDI	Diagnostic score is below the iRDI -OR- Passage Reading Fluency is Below Level*	Diagnostic score is below the iRDI -AND- Passage Reading Fluency is Below Level*
Grade 3 (Passage Reading Fluency + Diagnostic)	Diagnostic score is at or above the iRDI	Diagnostic score is below the iRDI -OR- Passage Reading Fluency is Below Level*	Diagnostic score is below the iRDI -AND- Passage Reading Fluency is Below Level*

*below the 25th percentile on Passage Reading Fluency

Once a student takes the Diagnostic and any required task(s), educators should evaluate the areas in which a student scored below the cut scores noted above and then determine if the student needs further evaluation or support consistent with local policy and guidance. See Reading Success Plan Guidance for Missouri School Districts and LEA Guidance for Serving Students At-Risk for Dyslexia from DESE for additional information on Reading Success Plan eligibility requirements and dyslexia risk screening guidance. Finally, follow additional guidance provided by DESE or your local school district to support students identified below benchmark cut scores.

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Summary

If I want to use *i-Ready* for both K–3 Foundational Reading Assessment and dyslexia risk screening, which *i-Ready Literacy Tasks* do I administer?

The following table summarizes which tasks help meet both Missouri's K–3 Foundational Reading Assessment and dyslexia risk screening needs in the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY). For the most current information on using *i-Ready* to screen students in Missouri, see Missouri State Uses page.

	Required *i-Ready Literacy Task*	K–3 Foundational Reading Assessment Tasks#	Tasks Required to Meet Both K–3 Foundational Reading Assessment and Dyslexia Screening#	Dyslexia Screening Tasks (Non-underlined tasks are already given as part of the K–3 Foundational Reading Assessment. Underlined tasks are a next step beyond those required for K–3 Foundational Reading Assessment.)#
Grade K	Letter Naming Fluency	BOY/ MOY^/EOY	BOY*/MOY*/EOY	BOY*/MOY*/EOY
	RAN Objects		BOY/MOY^/EOY	BOY/MOY/EOY
Grade 1	Grade 1 Passage Reading Fluency	MOY^/EOY	MOY^/EOY	
	Letter Naming Fluency	BOY	BOY	BOY
	Pseudoword Decoding—Fluency		MOY^/EOY	MOY^/EOY
Grade 2	Grade 2 Passage Reading Fluency	BOY/MOY^/EOY	BOY/MOY^/EOY	BOY/MOY/EOY
	Pseudoword Decoding—Fluency		BOY*/MOY*/EOY*	BOY*/MOY*/EOY*
Grade 3	Grade 3 Passage Reading Fluency	BOY/MOY^/EOY	BOY/MOY^/EOY	BOY/MOY/EOY
As needed, Grades 4–5	Grades 4–5 Passage Reading Fluency	BOY/MOY^/EOY	NA	NA
	For students At Risk in the Phonics domain, administer: Phonological Awareness—Phoneme Manipulation to meet state requirements and for additional instructional information.	BOY/ MOY^ /EOY	NA	NA

* Tasks are administered but are to be used for instructional purposes only. Student performance on these tasks is not used to identify students for risk factors of dyslexia screening.

^Although assessments listed in this guidance document are generally used for RSP purposes at the beginning and end of the year, guidance for the middle of the year is provided for those students who newly enter the district and must be tested within the first 30 days of their first day in the district.

For K–3 Foundational Reading Assessment Tasks:

BOY Literacy Task scores must be entered by November 14, 2025.

BOY/MOY Literacy Task scores for newly enrolled students must be entered by March 1, 2026.

EOY Literacy Task scores must be entered by May 29, 2026.

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Appendix A: How *i-Ready* Meets State Requirements in Missouri

Educators can use the *i-Ready Diagnostic* for Reading and *i-Ready Literacy Tasks* provided by Curriculum Associates to meet state requirements for the Missouri K–3 Foundational Reading Assessment and Risk Factors for Dyslexia Screening. The blue tables below describe how *i-Ready Assessment* can address state K–3 (and 4/5) Foundational Reading Assessment requirements in Missouri. The yellow tables below describe how *i-Ready Assessment* can address state Risk Factors for Dyslexia Screening for Grades K–3 guidelines in Missouri.

Grade K: Foundational Reading Assessment

State Requirement	State Reporting Category	How It's Measured by *i-Ready Assessment*	BOY	MOY	EOY
Oral language/ phonemic and phonological awareness	Phonemic Awareness	*i-Ready Diagnostic* for Reading Phonological Awareness domain	D	D	D
	Phonics	*i-Ready Diagnostic* for Reading Phonics domain	D	D	D
Letter Sound Identification	Phonics	*i-Ready Diagnostic* for Reading Phonics domain	D	D	D
	Fluency	*i-Ready Literacy Task* for Letter Naming Fluency—Mixed Case Letters	T	T	T
Phonics	Phonics	*i-Ready Diagnostic* for Reading Phonics domain	D	D	D
Vocabulary, including high-frequency words	Vocabulary	*i-Ready Diagnostic* for Reading Vocabulary domain	D	D	D

D = *i-Ready Diagnostic* Assessment; T = 1:1 administered *i-Ready Literacy Task*
BOY = Beginning of Year, MOY = Middle of Year, EOY = End of Year

Grade K: Risk Factors for Dyslexia Screening

State Requirement	How It's Measured by *i-Ready Assessment*	BOY	MOY	EOY
Phonological Awareness (e.g., words, syllables, rhyming, onset-rime, blending, and syllable and word segmentation)	*i-Ready Diagnostic* for Reading Phonological Awareness domain	D	D	D
Sound/symbol Recognition	*i-Ready Diagnostic* for Reading Phonics domain	D	D	D
Alphabet Knowledge (e.g., letter naming fluency)	*i-Ready Literacy Task* for Letter Naming Fluency—Mixed Case Letters	T	T	T
Rapid Automatized Naming	*i-Ready Literacy Task* for Rapid Automatized Naming—Objects	T	T	T
Print Awareness	*i-Ready Diagnostic* for Reading Phonics domain	D	D	D

D = *i-Ready Diagnostic* Assessment; T = 1:1 administered *i-Ready Literacy Task*
BOY = Beginning of Year, MOY = Middle of Year, EOY = End of Year

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Grade 1: Foundational Reading Assessment

State Requirement	State Reporting Category	How It's Measured by *i-Ready Assessment*	BOY	MOY	EOY
Print Awareness	Phonics	*i-Ready Diagnostic* for Reading Phonics domain	D	D	D
Oral language/ phonemic and phonological awareness	Phonemic Awareness Phonics	*i-Ready Diagnostic* for Reading Phonological Awareness domain	D	D	D
		i-Ready Diagnostic for Reading Phonics domain	D	D	D
Letter Sound Identification	Phonics	*i-Ready Diagnostic* for Reading Phonics domain	D	D	D
Phonics	Phonics	*i-Ready Diagnostic* for Reading Phonics domain	D	D	D
Oral Reading Fluency	Fluency	*i-Ready Literacy Task* for Letter Naming Fluency (Mixed Case Letters)	T		
		i-Ready Literacy Task for Grade 1 Passage Reading Fluency		T	T
Vocabulary, including root words and inflectional endings	Vocabulary	*i-Ready Diagnostic* for Reading Vocabulary domain	D	D	D

D = *i-Ready Diagnostic* Assessment; T = 1:1 administered *i-Ready Literacy Task*
BOY = Beginning of Year, MOY = Middle of Year, EOY = End of Year

Grade 1: Risk Factors for Dyslexia Screening

State Requirement	How It's Measured by *i-Ready Assessment*	BOY	MOY	EOY
Phonological Awareness (e.g., segmentation, blending, isolation, manipulation)	*i-Ready Diagnostic* for Reading Phonological Awareness domain	D	D	D
Sound/symbol Recognition	*i-Ready Diagnostic* for Reading Phonics domain	D	D	D
Alphabet Knowledge (e.g., letter naming fluency)	*i-Ready Diagnostic* for Reading Phonics domain	D	D	D
	i-Ready Literacy Task for Letter Naming Fluency (Mixed Case Letters)	T		
Word Recognition/nonsense words	*i-Ready Diagnostic* for Reading High-Frequency Words and Phonics domains	D	D	D
	i-Ready Literacy Task for Grade 1 Pseudoword Decoding—Fluency		T	T
Orthography	*i-Ready Diagnostic* for Reading Phonics domain	D	D	D
Reading Comprehension	*i-Ready Diagnostic* for Reading Comprehension: Literature and Comprehension: Informational Text domains	D	D	D

D = *i-Ready Diagnostic* Assessment; T = 1:1 administered *i-Ready Literacy Task*
BOY = Beginning of Year, MOY = Middle of Year, EOY = End of Year

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Grade 2: Foundational Reading Assessment

State Requirement	State Reporting Category	How It's Measured by *i-Ready Assessment*	BOY	MOY	EOY
N/A	Phonemic Awareness#	*i-Ready Diagnostic* for Reading Phonological Awareness domain#	D	D	D
Print Awareness	Phonics	*i-Ready Diagnostic* for Reading Phonics domain	D	D	D
Phonics	Phonics	*i-Ready Diagnostic* for Reading Phonics domain	D	D	D
Oral Reading Fluency	Fluency	*i-Ready Literacy Task* for Grade 2 Passage Reading Fluency	T	T	T
Vocabulary, including root words, prefixes, and suffixes	Vocabulary	*i-Ready Diagnostic* for Reading Vocabulary domain	D	D	D
Reading Comprehension	Comprehension	*i-Ready Diagnostic* for Reading Overall Comprehension domain	D	D	D

D = *i-Ready Diagnostic* Assessment; T = 1:1 administered *i-Ready Literacy Task*
BOY = Beginning of Year, MOY = Middle of Year, EOY = End of Year
# Beginning March 2, 2024, *i-Ready* will deliver a version of the *i-Ready Diagnostic* for Reading that ensures all Grades 2–3 students are evaluated in Phonological Awareness each time they take the computer adaptive assessment. This approach will help educators to best meet the needs of Missouri's K–3 Foundational Reading Assessment requirements. Prior to spring 2024, Grade 2 students could earn a result of Tested Out of Phonological Awareness assessment questions, earn a score in the range of Grade K to Grade 1, or earn a Max Score (above Late Grade 1). Prior to spring 2024, once a Grade 2 student earned Tested Out or Max Score, educators would be required to use the *i-Ready Literacy Tasks* for continued evaluation of Phonological Awareness and Phonemic Awareness, if needed.

Grade 2: Risk Factors for Dyslexia Screening

State Requirement	How It's Measured by *i-Ready Assessment*	BOY	MOY	EOY
Phonological Awareness#	*i-Ready Diagnostic* for Reading Phonological Awareness domain#	D	D	D
Oral Reading Fluency	*i-Ready Literacy Task* for Grade 2 Passage Reading Fluency	T	T	T
Word Recognition/nonsense words	*i-Ready Diagnostic* for Reading High-Frequency Words and Phonics domains	D	D	D
	i-Ready Literacy Task for Grade 2 Pseudoword Decoding—Fluency	T	T	T
Reading Comprehension	*i-Ready Diagnostic* for Reading Comprehension: Literature and Comprehension: Informational Text domains	D	D	D
Orthography	*i-Ready Diagnostic* for Reading Phonics domain	D	D	D

D = *i-Ready Diagnostic* Assessment; T = 1:1 administered *i-Ready Literacy Task*
BOY = Beginning of Year, MOY = Middle of Year, EOY = End of Year
# Beginning on March 2, 2024, *i-Ready* will deliver a version of the *i-Ready Diagnostic* for Reading that ensures all Grades 2–3 students are evaluated in Phonological Awareness each time they take the computer adaptive assessment to best help educators meet the needs of Missouri's K–3 Foundational Reading Assessment requirements. Prior to spring 2024, Grade 2 students could "Test Out" of Phonological Awareness assessment questions, earn a score in the range of Grade K to Grade 1, or earn a Max Score (above Late Grade 1). Prior to spring 2024, once a Grade 2 student earned Tested Out or Max Score, educators would be required to use the *i-Ready Literacy Tasks* for continued evaluation of Phonological Awareness and Phonemic Awareness, if needed.

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Grade 3: Foundational Reading Assessment

State Requirement	State Reporting Category	How It's Measured by *i-Ready Assessment*	BOY	MOY	EOY
Ability to decode multisyllabic words in context and independent of context by applying common spelling patterns	Phonological Awareness#	*i-Ready Diagnostic* for Reading Phonological Awareness domain#	D	D	D
	Phonics#	*i-Ready Diagnostic* for Reading Phonics domain#	D	D	D
	Fluency	*i-Ready Literacy Task* for Grade 3 Passage Reading Fluency	T	T	T
Ability to read irregularly spelled high-frequency words	N/A	*i-Ready Diagnostic* for Reading High-Frequency Words domain*	D	D	D
Oral Reading Fluency	Fluency	*i-Ready Literacy Task* for Grade 3 Passage Reading Fluency Assessment	T	T	T
Vocabulary	Vocabulary	*i-Ready Diagnostic* for Reading Vocabulary domain	D	D	D
Syntax and Semantics	Comprehension	*i-Ready Diagnostic* for Reading Overall Comprehension domain	D	D	D
		i-Ready Diagnostic for Reading Vocabulary domain	D	D	D
	Fluency	*i-Ready Literacy Task* for Grade 3 Passage Reading Fluency	T	T	T
Reading Comprehension	Comprehension	*i-Ready Diagnostic* for Reading Overall Comprehension domain	D	D	D

D = *i-Ready Diagnostic* Assessment; T = 1:1 administered *i-Ready Literacy Task*
BOY = Beginning of Year, MOY = Middle of Year, EOY = End of Year

Grade 3: Risk Factors for Dyslexia Screening

State Requirement	How It's Measured by *i-Ready Assessment*	BOY	MOY	EOY
Phonological Awareness#	*i-Ready Diagnostic* for Reading Phonological Awareness domain#	T	T	T
Oral Reading Fluency	*i-Ready Literacy Task* for Grade 3 Passage Reading Fluency	T	T	T
Word Recognition	*i-Ready Diagnostic* for Reading High-Frequency Words and Phonics domains Note: Only those Grade 3 students who score low in Phonics will see High-Frequency Words questions. Educators interested in administering a word recognition offline task can use a form for the *i-Ready Literacy Task* for Word Recognition Fluency.	D	D	D
Reading Comprehension	*i-Ready Diagnostic* for Reading Comprehension: Literature and Comprehension: Informational Text domains	D	D	D

D = *i-Ready Diagnostic* Assessment; T = 1:1 administered *i-Ready Literacy Task*
BOY = Beginning of Year, MOY = Middle of Year, EOY = End of Year
# Beginning on March 2, 2024, *i-Ready* will deliver a version of the *i-Ready Diagnostic* for Reading that ensures all Grades 2–3 students are evaluated in Phonological Awareness and all Grades 3–5 students are evaluated in Phonics each time they take the computer adaptive assessment. This approach helps educators to best meet the needs of Missouri's K–3 Foundational Reading Assessment requirements. Prior to spring 2024, Grade 3 students could earn a result of Tested Out of Phonological Awareness assessment questions, earn a score in the range of Grade K to Grade 1, or earned a Max Score (above Late Grade 1). Similarly, prior to spring 2024, Grade 3 students could earn a result of Tested Out of Phonics assessment questions, earned a score in the range of Grade K–Grade 2 in Phonics, or earned a Max Score (above Late Grade 2) in Phonics. Prior to spring 2024, once a Grade 3 student earned Tested Out or Max Score, educators would be required to use the *i-Ready Literacy Tasks* for continued evaluation of Phonological Awareness and Phonemic Awareness, if needed.
*Because of the computer adaptive nature of the Diagnostic, students scoring above a certain threshold in Phonics will not see High-Frequency Words. Educators who wish to assess students in High-Frequency Words can use the *i-Ready Literacy Task* for Word Recognition Fluency.

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Grades 4–5: Foundational Reading Assessment

State Requirement	State Reporting Category	How It's Measured by *i-Ready Assessment*	BOY	MOY	EOY
Ability to decode multisyllabic words in context and independent of context by applying common spelling patterns	Phonological Awareness Phonics	*i-Ready Diagnostic* for Reading Phonics domain#	D	D	D
		i-Ready Literacy Task for Phonological Awareness—Phoneme Manipulation	T	T	T
	Fluency	*i-Ready Literacy Task* for Grades 4–5 Passage Reading Fluency	T	T	T
Ability to read irregularly spelled high-frequency words	N/A	*i-Ready Diagnostic* for Reading High-Frequency Words domain	D	D	D
Oral Reading Fluency	Fluency	*i-Ready Literacy Task* for Grades 4–5 Passage Reading Fluency	T	T	T
Vocabulary	Vocabulary	*i-Ready Diagnostic* for Reading Vocabulary domain	D	D	D
Syntax and Semantics	Comprehension	*i-Ready Diagnostic* for Reading Overall Comprehension domain	D	D	D
		i-Ready Diagnostic for Reading Vocabulary domain	D	D	D
		i-Ready Literacy Task for Grades 4–5 Passage Reading Fluency	T	T	T
Reading Comprehension	Comprehension	*i-Ready Diagnostic* for Reading Comprehension domains	D	D	D

D = *i-Ready Diagnostic* Assessment; T = 1:1 administered *i-Ready Literacy Task*
BOY = Beginning of Year, MOY = Middle of Year, EOY = End of Year
# Beginning on March 2, 2024, *i-Ready* will deliver a version of the *i-Ready Diagnostic* for Reading that ensures all Grades 4–5 students are evaluated in Phonics each time they take the computer adaptive assessment. This approach helps educators to best meet the needs of Missouri's K–3 Foundational Reading Assessment requirements. Prior to spring 2024, Grade 4–5 students could have earned Tested Out of Phonics assessment questions, earned a score in the range of Grade K–Grade 3 in Phonics, or earned a Max Score (above Late Grade 3) in Phonics. Prior to spring 2024, once a Grade 4–5 student earned Tested Out or Max Score, educators would be required to use the *i-Ready Literacy Tasks* for continued evaluation of Phonological Awareness and Phonemic Awareness, if needed.

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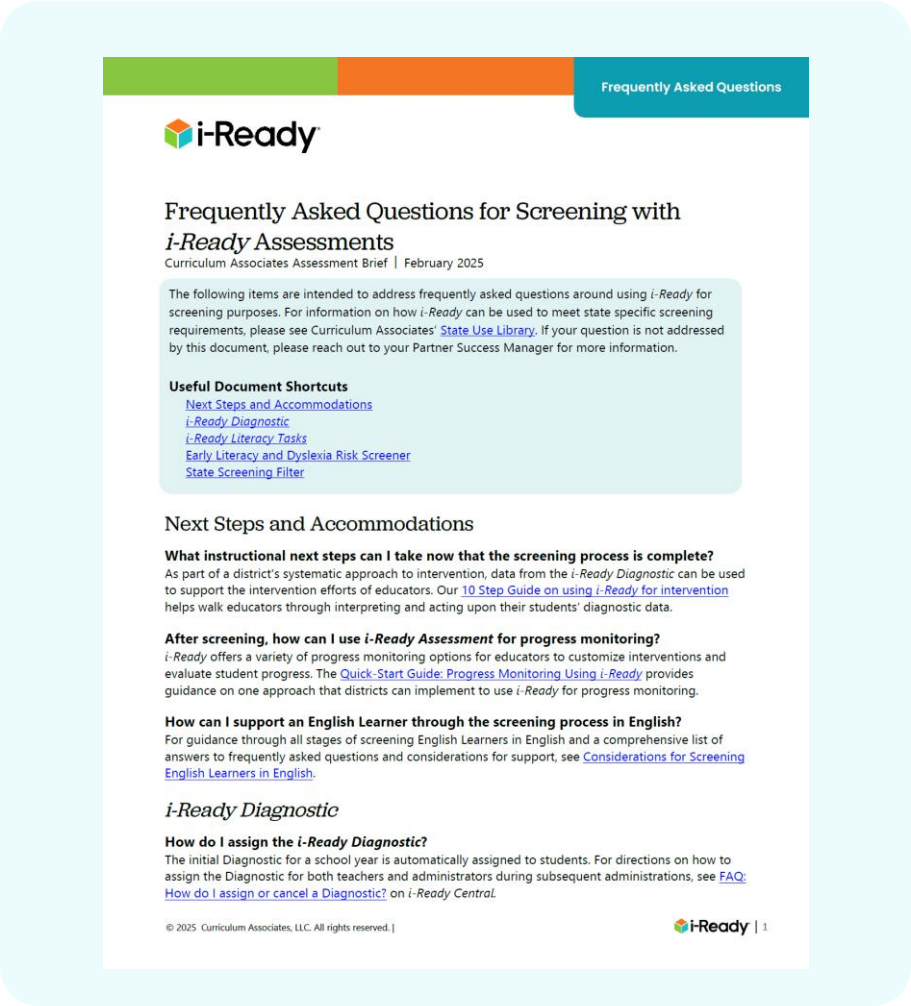
Appendix B: Frequently Asked Questions

Where are the frequently asked questions around screening with *i-Ready* located?

For more information on administering the *i-Ready Diagnostic* and Literacy Tasks, accessing screening results, and next steps and accommodations, please see Frequently Asked Questions for Screening with *i-Ready* Assessments. If your question is not answered in this document, please reach out to your Partner Success Manager for further support.

For frequently asked questions **specific to your Missouri**, please see the remaining items in this section.



Frequently Asked Questions

i-Ready

Frequently Asked Questions for Screening with *i-Ready* Assessments

Curriculum Associates Assessment Brief | February 2025

The following items are intended to address frequently asked questions around using *i-Ready* for screening purposes. For information on how *i-Ready* can be used to meet state specific screening requirements, please see Curriculum Associates' State Use Library. If your question is not addressed by this document, please reach out to your Partner Success Manager for more information.

Useful Document Shortcuts

- Next Steps and Accommodations
- *i-Ready Diagnostic*
- *i-Ready Literacy Tasks*
- Early Literacy and Dyslexia Risk Screener
- State Screening Filter

Next Steps and Accommodations

What instructional next steps can I take now that the screening process 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 10 Step Guide on using *i-Ready* for intervention helps walk educators through interpreting and acting upon their students' diagnostic data.

After screening, how can I use *i-Ready Assessment* for progress monitoring?
i-Ready offers a variety of progress monitoring options for educators to customize interventions and evaluate student progress. The Quick-Start Guide: Progress Monitoring Using *i-Ready* provides guidance on one approach that districts can implement to use *i-Ready* for progress monitoring.

How can I support an English Learner through the screening process in English?
For guidance through all stages of screening English Learners in English and a comprehensive list of answers to frequently asked questions and considerations for support, see Considerations for Screening English Learners in English.

i-Ready Diagnostic

How do I assign the *i-Ready Diagnostic*?
The initial Diagnostic for a school year is automatically assigned to students. For directions on how to assign the Diagnostic for both teachers and administrators during subsequent administrations, see FAQ: How do I assign or cancel a Diagnostic? on *i-Ready Central*.

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What are the iRDI cut scores? Where can I learn more about the iRDI cut scores?

The iRDI is a research-based cut score that indicates whether a student may be at risk for a significant reading difficulty. Students who score below the iRDI cut score are on track to being more than one grade level below where they should be by the end of the school year in order to be considered proficient. You can learn more about the iRDI in Using *i-Ready* Reading Difficulty Indicator (iRDI) Cut Scores.

What is the *i-Ready Diagnostic* Results export and how do I access it?

After each administration of the *i-Ready Diagnostic* for Reading, the *i-Ready Diagnostic* Results export is available for download by an administrator. The export uses students' Diagnostic scores to determine if a student is "at risk." It is available immediately after a student has completed the *i-Ready Diagnostic* for Reading.

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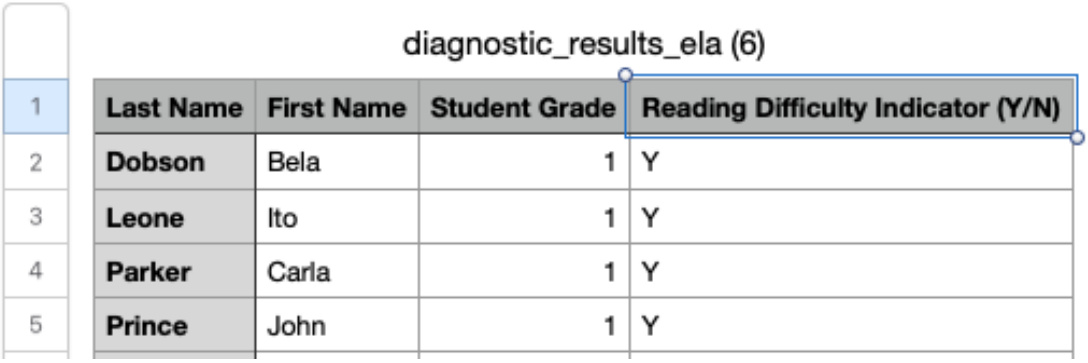
Access to the export is limited to educators with district or school administrator roles in the *i-Ready* system and can be found under **Reports > District/School > All Exports > Diagnostic Results Export > Reading**. The video: How to Export Data provides information on how to access the Diagnostic Results export.

How does the export help identify students who are at risk?

The export features Grades K–3 students who have an iRDI, which represents performance on the Diagnostic that is sufficiently low to indicate that a student may be at risk for reading difficulties and could benefit from additional support. The iRDI is in the far-righthand column in the export and is titled **Reading Difficulty Indicator (Y/N).** Students in the export who have a "Y" in the Reading Difficulty Indicator (Y/N) column are considered at risk for a significant reading difficulty. Students in the export who have an "N" in the Reading Difficulty Indicator (Y/N) column are considered not at risk.



diagnostic_results_ela (6)

	Last Name	First Name	Student Grade	Reading Difficulty Indicator (Y/N)
2	Dobson	Bela	1	Y
3	Leone	Ito	1	Y
4	Parker	Carla	1	Y
5	Prince	John	1	Y

Will the *i-Ready* team be creating a report to pull that indicates a "yes" or "no" in terms of if a student qualifies for an RSP?

Once all Diagnostic and Literacy Task data has been completed/entered, districts can request a Screening Summary report from their Partner Success Manager. For planning purposes, please note that the Screening Summary Report is only made available for Partner Success Managers to share on a biweekly basis.

If a student gets flagged for rushing and retakes the Diagnostic during the first 30 days, will DESE pull the most recent Diagnostic or the first Diagnostic?

The baseline Diagnostic is what is reported to DESE by *i-Ready*.

When administering the Diagnostic and Literacy Tasks, should they be completed within 30 calendar days or 30 in-session school days?

According to DESE, the Diagnostic and required Literacy Tasks must be administered within 30 in-session school days.

If a second- or third-grade student meets grade-level standards in all domains except Phonemic Awareness, is an RSP still required for that student?

See the following message from DESE for further information.

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Revised DESE Guidance for Grades 2 and 3 Phonological Awareness:

Based on feedback from local education agencies (LEAs), the Office of Literacy has worked with Curriculum Associates to develop next steps for LEAs to analyze the phonological awareness data for students in Grades 2 and 3.

Guidance for Grades 2 and 3:

For second and third graders who are identified as "at risk" in phonological awareness (Grade 2 Phonological Awareness domain score at or below: (419 at BOY, 447 at MOY, 455 at EOY); Grade 3 Phonological Awareness domain score at or below: 455 at BOY, 455 at MOY, 455 at EOY), please follow the steps outlined below:

1. **Review the student's phonics score.**
2. **If the student is not at risk in phonics,** no further steps are required concerning phonological/phonemic awareness.
3. **If the student is at risk in phonics,** the student will need a Reading Success Plan (RSP). Review the student's phonological awareness performance within their diagnostic results (including the "Can Dos" and "Next Steps") to establish goals for the RSP.

This guidance specifically applies to students in Grades 2 and 3. For Grade K and Grade 1 students, LEAs should follow Curriculum Associates' guidance documents and use the phonological awareness cut scores to determine if a student has a significant reading deficiency and requires an RSP. *i-Ready's* Missouri Literacy Guidance can be found on the Missouri State Uses page.

If you have any questions regarding this updated guidance, please feel free to contact the DESE Office of Literacy at (573) 522-5048 or email literacy@dese.mo.gov.

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Appendix C: Subscore Reporting

Districts must document each subscore on the Reading Success Plan for each student who requires an RSP. Those subscores are: Lexile Measures, Phonological Awareness, Phonics, Vocabulary, Fluency, and Comprehension (note that Fluency is measured by the *i-Ready Literacy Tasks*). Additionally, subscore information is valuable in informing instruction and should be considered when making progress monitoring decisions.

The following tables show the Lexile Measures, *i-Ready Diagnostic* domain-level placements and *i-Ready Literacy Task* scores that are associated with each of Missouri's four reporting categories (At Risk, Approaching Proficiency, Meets Proficiency, and Exceeds Proficiency) and for risk factors for dyslexia screening.

Lexile cut scores

Note that these are Missouri-specific cut scores and may differ from scores associated with grade-level proficiency found in other *i-Ready* resources.

Lexile Measure Score Ranges: Fall (Beginning of the School Year until November 14)

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
At Risk (One or More Grade Levels Below)	≤ BR390L	≤ 190L	≤ 385L	≤ 530L	≤ 650L
Approaching Proficiency	BR385L–BR270L	195L–295L	390L–500L	535L–645L	655L–760L
Meets Proficiency	BR265L–0L	300L–505L	505L–605L	650L–815L	765L–920L
Exceeds Proficiency	10L and above	510L and above	610L and above	820L and above	925L and above

Lexile Measure Score Ranges: Winter (November 17 until March 1)

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
At Risk (One or More Grade Levels Below)	≤ BR210L	≤ 320L	≤485L	<620L	≤710L
Approaching Proficiency	BR205L–BR120L	325L–440L	490L–610L	620L–715L	715L–815L
Meets Proficiency	BR115L–155L	445L–615L	615L–760L	720L–915L	820L–1050L
Exceeds Proficiency	165L and above	620L and above	765L and above	920L and above	1055L and above

Lexile Measure Score Ranges: Spring (March 2 until the End of the School Year)

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
At Risk (One or More Grade Levels Below)	≤ BR110L	≤ 415L	≤ 535L	≤ 650L	≤ 750L
Approaching Proficiency	BR100L–30L	420L–520L	540L–655L	655L–760L	755L–855L
Meets Proficiency	35L–300L	525L–720L	660L–830L	765L–1020L	860L–1145L
Exceeds Proficiency	305L and above	725L and above	835L and above	1025L and above	1150L and above

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i-Ready Diagnostic Domain-Level Placements

Note: Because the Foundational Reading Extension is enabled for Missouri schools using *i-Ready* for screening purposes, educators need to use the Foundational Reading Extension in the students Diagnostic Results report.

Phonological Awareness: BOY / Fall (Beginning of the School Year until November 14)

	Grade K	Grade 1	Grade 2	Grade 3
At Risk	100–325 (1st–25th pctl)	100–372 (1st–27th pctl)	100–419 (1st–29th pctl)	100–455 (1st–27th pctl)
Approaching Proficiency	326–335 (26th–40th pctl)	373–391 (28th–43rd pctl)	420–426 (29th–34th pctl)	N/A
Meets Proficiency	336–361 (41st–76th pctl)	392–426 (44th–78th pctl)	427–455 i.e., Grade 1 (35th–51st pctl)	N/A
Exceeds Proficiency	362–800 i.e., Early/Mid K or Above (or Max Score) (77th–99th pctl)	427–800 i.e., Early 1 or Above (or Max Score) (79th–99th pctl)	456–800 i.e., Max Score * (51st–99th pctl)	456-800 i.e., Max Score (27th–99th pctl)

*As of spring 2024, all Grade 2 and Grade 3 students in Missouri taking the i-*Ready Diagnostic* will be assessed in Phonological Awareness using the Foundational Reading Extension feature, as this domain is not always part of the standard test flow. In Grade 2, students who are not assessed in Phonological Awareness during the standard test will still receive a "Surpassed Level" designation in the non-Foundational Reading Extension report. However, educators must refer to the Foundational Reading Extension report to see the students' actual performance. In Grade 3, students will receive a "Not Assessed" designation in the non-Foundational Reading Extension report, and educators will need to consult the Foundational Reading Extension report to view their performance in Phonological Awareness.

Phonological Awareness: MOY / Winter (November 17 until March 1)

	Grade K	Grade 1	Grade 2	Grade 3
At Risk	100–347 (1st–24th pctl)	100–401 (1st–28th pctl)	100–447 (1st–29th pctl)	100–455 (1st–18th pctl)
Approaching Proficiency	348–361 (24th–39th pctl)	402–426 (29th–53rd pctl)	448–455 (29th–31st pctl)	N/A
Meets Proficiency	362–416 i.e., Early/Mid K (40th–90th pctl)	427–438 i.e., Early 1 (54th–61st pctl)	N/A	N/A
Exceeds Proficiency	417–800 i.e., Late K or Above (or Max Score) (90st–99th pctl)	439–800 i.e., Mid 1 or Above (or Max Score) (62nd–99th pctl)	456–800 i.e., Max Score (32nd–99th pctl)	456–800 i.e., Max Score (18th–99th pctl)

*As of spring 2024, all Grade 2 and Grade 3 students in Missouri taking the *i-Ready Diagnostic* will be assessed in Phonological Awareness using the Foundational Reading Extension feature, as this domain is not always part of the standard test flow. In Grade 2, students who are not assessed in Phonological Awareness during the standard test will still receive a "Surpassed Level" designation in the non-Foundational Reading Extension report. However, educators must refer to the Foundational Reading Extension report to see the students' actual performance. In Grade 3, students will receive a "Not Assessed" designation in the non-Foundational Reading Extension report, and educators will need to consult the Foundational Reading Extension report to view their performance in Phonological Awareness.

Phonological Awareness: EOY / Spring (March 2 until the End of the School Year)

	Grade K	Grade 1	Grade 2	Grade 3
At Risk	100–370 (1st–25th pctl)	100–416 (1st–25th pctl)	100–455 (1st–21st pctl)	100–455 (1st–14th pctl)
Approaching Proficiency	371–389 (25th–40th pctl)	417–438 (26th–39th pctl)	N/A	N/A
Meets Proficiency	390–416 (41st–70th pctl)	439–455 i.e., Mid 1 (40th–51st pctl)	N/A	N/A
Exceeds Proficiency	417–800 i.e., Late K or Above (or Max Score) (71st–99th pctl)	456–800 i.e., Late 1 (or Max Score) (52nd–99th pctl)	456–800 i.e., Max Score (21st–99th pctl)	456–800 i.e., Max Score (14tht–99th pctl)

*As of spring 2024, all Grade 2 and Grade 3 students in Missouri taking the *i-Ready Diagnostic* will be assessed in Phonological Awareness using the Foundational Reading Extension feature, as this domain is not always part of the standard test flow. In Grade 2, students who are not assessed in Phonological Awareness during the standard test will still receive a "Surpassed Level" designation in the non-Foundational Reading Extension report. However, educators must refer to the Foundational Reading Extension report to see the students' actual performance. In Grade 3, students will receive a "Not Assessed" designation in the non-Foundational Reading Extension report, and educators will need to consult the Foundational Reading Extension report to view their performance in Phonological Awareness.

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Phonics: BOY / Fall (Beginning of the School Year until November 14)

	Grade 2	Grade 3*	Grade 4*	Grade 5*
At Risk	100–419 (1st–29th pctl)	100–462 (1st–30th pctl)	100–494 (1st–27th pctl)	100–520 (1st–27th pctl)
Approaching Proficiency	420–442 (29th–45th pctl)	463–490 (31st–47th pctl)	495–519 (27th–41st pctl)	521–534 (28th–35th pctl)
Meets Proficiency	443–490 (46th–74th pctl)	491–513 (47th–60th pctl)	520–533 (42nd–52nd pctl)	535–800 i.e., Max Score (36th–99th pctl)
Exceeds Proficiency	491–800 i.e., Early 2 or Above (75th–99th pctl)	514–800 i.e., Early 3 or Above (or Max Score) (61st–99th pctl)	534–800 i.e., Max Score (52nd–99th pctl)	Max Score

*As of spring 2024, all Grade 3 through Grade 5 students in Missouri who take the *i-Ready Diagnostic* will be assessed in Phonics using the Foundational Reading Extension feature, as Phonics is not always included in the standard test flow. Students in these grades who are not assessed in Phonics during the standard test will still receive a "Surpassed Level" designation in the non-Foundational Reading Extension portions of the report. However, educators must refer to the Foundational Reading Extension report to see the students' actual performance in Phonics.

Phonics: MOY / Winter (November 17 until March 1)

	Grade 2	Grade 3*	Grade 4*	Grade 5*
At Risk	100–447 (1st–29th pctl)	100–484 (1st–30th pctl)	100–513 (1st–27th pctl)	100–533 (1st–27th pctl)
Approaching Proficiency	448–474 (29th–42nd pctl)	485–513 (30th–45th pctl)	514–533 (28th–41st pctl)	N/A
Meets Proficiency	475–510 (43rd–70th pctl)	514–524 (46th–55th pctl)	534–800 i.e., Max Score (41st–99th pctl)	534–800 i.e., Max Score (27th–99th pctl)
Exceeds Proficiency	511–800 i.e., Mid 2 or Above (or Max Score) (71st–99th pctl)	525–800 i.e., Mid 3 or Above (or Max Score) (56th–99th pctl)	Max Score	Max Score

*As of spring 2024, all Grade 3 through Grade 5 students in Missouri who take the *i-Ready Diagnostic* will be assessed in Phonics using the Foundational Reading Extension feature, as Phonics is not always included in the standard test flow. Students in these grades who are not assessed in Phonics during the standard test will still receive a "Surpassed Level" designation in the non-Foundational Reading Extension portions of the report. However, educators must refer to the Foundational Reading Extension report to see the students' actual performance in Phonics.

Phonics: EOY / Spring (March 2 until the End of the School Year)

	Grade 2	Grade 3*	Grade 4*	Grade 5*
At Risk	100–468 (1st–27th pctl)	100–495 (1st–28th pctl)	100–520 (1st–28th pctl)	100–533 (1st–24th pctl)
Approaching Proficiency	469–491 (27th–41st pctl)	496–521 (28th–44th pctl)	521–533 (28th–35th pctl)	N/A
Meets Proficiency	492–524 (42nd–68th pctl)	522–533 (45th–53rd pctl)	534–800 i.e., Max Score (36th–99th pctl)	534–800 i.e., Max Score (24th–99th pctl)
Exceeds Proficiency	525–800 i.e., Late 2 (or Max Score) (69th–99th pctl)	534–800 i.e., Max Score (53rd–99th pctl)	Max Score	Max Score

*As of spring 2024, all Grade 3 through Grade 5 students in Missouri who take the *i-Ready Diagnostic* will be assessed in Phonics using the Foundational Reading Extension feature, as Phonics is not always included in the standard test flow. Students in these grades who are not assessed in Phonics during the standard test will still receive a "Surpassed Level" designation in the non-Foundational Reading Extension portions of the report. However, educators must refer to the Foundational Reading Extension report to see the students' actual performance in Phonics.

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Vocabulary: BOY / Fall (Beginning of the School Year until November 14)

	Grade 2	Grade 3	Grade 4	Grade 5
At Risk	100–419 (1st–29th pctl)	100–462 (1st–30th pctl)	100–494 (1st–27th pctl)	100–520 (1st–27th pctl)
Approaching Proficiency	420–442 (29th–45th pctl)	463–487 (31st–45th pctl)	495–519 (27th–41st pctl)	521–544 (28th–42nd pctl)
Meets Proficiency	443–490 (46th–74th pctl)	488–513 (45th–60th pctl)	520–556 (42nd–68th pctl)	545–580 (42nd–67th pctl)
Exceeds Proficiency	491–800 i.e., Early 2 or Above (75th–99th pctl)	514–800 i.e., Early 3 or Above (61st–99th pctl)	557–800 i.e., Early 4 or Above (68th–99th pctl)	581–800 i.e., Early 5 or Above (68th–99th pctl)

Vocabulary: MOY / Winter (November 17 until March 1)

	Grade 2	Grade 3	Grade 4	Grade 5
At Risk	100–447 (1st–29th pctl)	100–484 (1st–30th pctl)	100–513 (1st–27th pctl)	100–533 (1st–27th pctl)
Approaching Proficiency	448–474 (29th–42nd pctl)	485–511 (30th–43rd pctl)	514–535 (28th–42nd pctl)	534–557 (27th–40th pctl)
Meets Proficiency	475–515 (43rd–74th pctl)	512–547 (44th–73rd pctl)	536–578 (43rd–73rd pctl)	558–608 (41st–78th pctl)
Exceeds Proficiency	516–800 i.e., Mid 2 or Above (74th–99th pctl)	548–800 i.e., Mid 3 or Above (73rd–99th pctl)	579–800 i.e., Mid 4 or Above (74th–99th pctl)	609–800 i.e., Mid 5 or Above (79th–99th pctl)

Vocabulary: EOY / Spring (March 2 until the End of the School Year)

	Grade 2	Grade 3	Grade 4	Grade 5
At Risk	100–468 (1st–27th pctl)	100–495 (1st–28th pctl)	100–520 (1st–28th pctl)	100–542 (1st–28th pctl)
Approaching Proficiency	469–491 (27th–41st pctl)	496–521 (28th–44th pctl)	521–544 (28th–42nd pctl)	543–565 (28th–41st pctl)
Meets Proficiency	492–536 (42nd–76th pctl)	522–560 (45th–72nd pctl)	545–602 (43rd–83rd pctl)	566–629 (42nd–87th pctl)
Exceeds Proficiency	537–800 i.e., Late 2 or Above (77th–99th pctl)	561–800 i.e., Late 3 or Above (73rd–99th pctl)	603–800 i.e., Late 4 or Above (84th–99th pctl)	630–800 i.e., Late 5 or Above (87th–99th pctl)

Comprehension (use Overall Comprehension score): BOY / Fall (Beginning of the School Year until November 14)

	Grade 2	Grade 3	Grade 4	Grade 5
At Risk	100–419 (1st–29th pctl)	100–462 (1st–30th pctl)	100–494 (1st–27th pctl)	100–520 (1st–27th pctl)
Approaching Proficiency	420–442 (29th–45th pctl)	463–487 (31st–45th pctl)	495–519 (27th–41st pctl)	521–544 (28th–42nd pctl)
Meets Proficiency	443–490 (46th–74th pctl)	488–513 (45th–60th pctl)	520–554 (42nd–66th pctl)	545–578 (42nd–65th pctl)
Exceeds Proficiency	491–800 i.e., Early 2 or Above (75th–99th pctl)	514–800 i.e., Early 3 or Above (61st–99th pctl)	555–800 i.e., Early 4 or Above (67th–99th pctl)	579–800 i.e., Early 5 or Above (66th–99th pctl)

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Comprehension (use Overall Comprehension score): MOY / Winter (November 17 until March 1)

	Grade 2	Grade 3	Grade 4	Grade 5
At Risk	100–447 (1st–29th pctl)	100–484 (1st–30th pctl)	100–513 (1st–27th pctl)	100–533 (1st–27th pctl)
Approaching Proficiency	448–474 (29th–42nd pctl)	485–511 (30th–43rd pctl)	514–535 (28th–42nd pctl)	534–557 (27th–40th pctl)
Meets Proficiency	475–515 (43rd–74th pctl)	512–544 (44th–70th pctl)	536–575 (43rd–71st pctl)	558–605 (41st–76th pctl)
Exceeds Proficiency	516–800 i.e., Mid 2 or Above (74th–99th pctl)	545–800 i.e., Mid 3 or Above (71st–99th pctl)	576–800 i.e., Mid 4 or Above (72nd–99th pctl)	606–800 i.e., Mid 5 or Above (77th–99th pctl)

Comprehension (use Overall Comprehension score): EOY / Spring (March 2 until the End of the School Year)

	Grade 2	Grade 3	Grade 4	Grade 5
At Risk	100–468 (1st–27th pctl)	100–495 (1st–28th pctl)	100–520 (1st–28th pctl)	100–542 (1st–28th pctl)
Approaching Proficiency	469–491 (27th–41st pctl)	496–521 (28th–44th pctl)	521–544 (28th–42nd pctl)	543–565 (28th–41st pctl)
Meets Proficiency	492–536 (42nd–76th pctl)	522–560 (45th–72nd pctl)	545–602 (43rd–83rd pctl)	566–629 (42nd–87th pctl)
Exceeds Proficiency	537–800 i.e., Late 2 or Above (77th–99th pctl)	561–800 i.e., Late 3 or Above (73rd–99th pctl)	603–800 i.e., Late 4 or Above (84th–99th pctl)	630–800 i.e., Late 5 or Above (87th–99th pctl)

i-Ready Literacy Task for Letter Naming Fluency (Mixed Case Letters): Fall (Beginning of the School Year until November 14)

	Grade K	Grade 1
At Risk / Approaching Proficiency	12 or fewer letters (i.e., Below Level)	37 or fewer letters (i.e., Below Level)
Meets Proficiency	13–27 letters (i.e., On Level)	38–50 letters (i.e., On Level)
Exceeds Proficiency	28 or more letters (i.e., Above Level)	51 or more letters (i.e., Above Level)

i-Ready Literacy Task for Letter Naming Fluency (Mixed Case Letters): Winter (November 17 until March 1)

	Grade K
At Risk / Approaching Proficiency	26 or fewer letters (i.e., Below Level)
Meets Proficiency	27–40 letters (i.e., On Level)
Exceeds Proficiency	41 or more letters (i.e., Above Level)

i-Ready Literacy Task for Letter Naming Fluency (Mixed Case Letters): Spring (March 2 until the End of the School Year)

	Grade K
At Risk / Approaching Proficiency	36 or fewer letters (i.e., Below Level)
Meets Proficiency	37–50 letters (i.e., On Level)
Exceeds Proficiency	51 or more letters (i.e., Above Level)

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i-Ready Literacy Task for Passage Reading Fluency: BOY/Fall (refer to Words Correct per Minute [WCPM] scores) (Beginning of the School Year until November 14)

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
At Risk	N/A	0–35 (1st–24th pctl)	0–58 (1st–24th pctl)	0–74 (1st–24th pctl)	0–86 (1st–24th pctl)
Approaching Proficiency	N/A	36–49 (25th–49th pctl)	59–82 (25th–49th pctl)	75–93 (25th–49th pctl)	87–120 (25th–49th pctl)
Meets Proficiency	N/A	50–84 (50th–75th pctl)	83–104 (50th–75th pctl)	94–125 (50th–75th pctl)	121–153 (50th–75th pctl)
Exceeds Proficiency	N/A	85–111+ (76th–90th+ pctl)	105–134+ (76th–90th+ pctl)	126–153+ (76th–90th+ pctl)	154–179+ (76th–90th+ pctl)

i-Ready Literacy Task for Passage Reading Fluency: MOY/ Winter (refer to Words Correct per Minute [WCPM] scores) (November 17 until March 1)

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
At Risk	0–15 (1st–15th pctl)	0–58 (1st–24th pctl)	0–78 (1st–24th pctl)	0–94 (1st–24th pctl)	0–108 (1st–24th pctl)
Approaching Proficiency	16–28 (25th–49th pctl)	59–83 (25th–49th pctl)	79–96 (25th–49th pctl)	95–119 (25th–49th pctl)	109–132 (25th–49th pctl)
Meets Proficiency	29–59 (50th–75th pctl)	84–109 (50th–75th pctl)	97–137 (50th–75th pctl)	120–143 (50th–75th pctl)	133–160 (50th–75th pctl)
Exceeds Proficiency	60–97+ (76th–90th+ pctl)	110–131+ (76th–90th+ pctl)	138–161+ (76th–90th+ pctl)	144–168+ (76th–90th+ pctl)	161–183+ (76th–90th+ pctl)

i-Ready Literacy Task for Passage Reading Fluency: EOY/Spring (refer to Words Correct per Minute [WCPM] scores) (March 2 until the End of the School Year)

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
At Risk	0–33 (1st–24th pctl)	0–71 (1st–24th pctl)	0–90 (1st–24th pctl)	0–104 (1st–24th pctl)	0–118 (1st–24th pctl)
Approaching Proficiency	34–59 (25th–49th pctl)	72–99 (25th–49th pctl)	91–111 (25th–49th pctl)	105–132 (25th–49th pctl)	119–145 (25th–49th pctl)
Meets Proficiency	60–91 (50th–75th pctl)	100–124 (50th–75th pctl)	112–139 (50th–75th pctl)	133–160 (50th–75th pctl)	146–169 (50th–75th pctl)
Exceeds Proficiency	92–116+ (76th–90th+ pctl)	125–148+ (76th–90th+ pctl)	140–166+ (76th–90th+ pctl)	161–184+ (76th–90th+ pctl)	170–195+ (76th–90th+ pctl)

i-Ready Literacy Task for Phonological Awareness–Phoneme Manipulation for Grades 4 and 5 (BOY, MOY, and EOY)

Below Level	On Level
86 or fewer	88 or more

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i-Ready Diagnostic Literacy Task Cut Scores for Risk Factors of Dyslexia Screening

i-Ready Literacy Task for Letter Naming Fluency (Mixed Case Letters): Fall (Beginning of the School Year until November 14)

	Grade K	Grade 1
At Risk / Approaching Proficiency	12 or fewer letters (i.e., Below Level)	37 or fewer letters (i.e., Below Level)
Meets Proficiency	13–27 letters (i.e., On Level)	38–50 letters (i.e., On Level)
Exceeds Proficiency	28 or more letters (i.e., Above Level)	51 or more letters (i.e., Above Level)

i-Ready Literacy Task for Letter Naming Fluency (Mixed Case Letters): Winter (November 17 until March 1)

	Grade K
At Risk / Approaching Proficiency	26 or fewer letters (i.e., Below Level)
Meets Proficiency	27–40 letters (i.e., On Level)
Exceeds Proficiency	41 or more letters (i.e., Above Level)

i-Ready Literacy Task for Letter Naming Fluency (Mixed Case Letters): Spring (March 2 until the End of the School Year)

	Grade K
At Risk / Approaching Proficiency	36 or fewer letters (i.e., Below Level)
Meets Proficiency	37–50 letters (i.e., On Level)
Exceeds Proficiency	51 or more letters (i.e., Above Level)

i-Ready Literacy Task for Rapid Automatized Naming–Objects

	BOY*	MOY*	EOY*
Grade K	33 or fewer objects (i.e., Below Level)	37 or fewer objects (i.e., Below Level)	40 or fewer objects (i.e., Below Level)

* BOY: Beginning of the school year until November 14; MOY: November 17 until March 1; EOY: March 2 until the end of the school year.

i-Ready Literacy Task for Pseudoword Decoding–Fluency

	Below Level	On Level	Above Level
Grade 1 MOY*	7 or fewer pseudowords	8–19 pseudowords	20 or more pseudowords
Grade 1 EOY*	10 or fewer pseudowords	11–25 pseudowords	26 or more pseudowords
Grade 2 BOY*	10 or fewer pseudowords	11–25 pseudowords	26 or more pseudowords
Grade 2 MOY*	12 or fewer pseudowords	13–31 pseudowords	32 or more pseudowords
Grade 2 EOY*	15 or fewer pseudowords	16–34 pseudowords	35 or more pseudowords

* BOY: Beginning of the school year until November 14; MOY: November 17 until March 1; EOY: March 2 until the end of the school year.

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i-Ready Literacy Task for Passage Reading Fluency: Fall (refer to Words Correct per Minute [WCPM] scores) (Beginning of the School Year until November 14)

	Grade 2	Grade 3
At Risk	0–35 (1st–24th pctl)	0–58 (1st–24th pctl)
Approaching Proficiency	36–49 (25th–49th pctl)	59–82 (25th–49th pctl)
Meets Proficiency	50–84 (50th–75th pctl)	83–104 (50th–75th pctl)
Exceeds Proficiency	85–111+ (76th–90th+ pctl)	105–134+ (76th–90th+ pctl)

i-Ready Literacy Task for Passage Reading Fluency: Winter (refer to Words Correct per Minute [WCPM] scores) (March 2 until the End of the School Year)

	Grade 2	Grade 3
At Risk	0–58 (1st–24th pctl)	0–78 (1st–24th pctl)
Approaching Proficiency	59–83 (25th–49th pctl)	79–96 (25th–49th pctl)
Meets Proficiency	84–109 (50th–75th pctl)	97–137 (50th–75th pctl)
Exceeds Proficiency	110–131+ (76th–90th+ pctl)	138–161+ (76th–90th+ pctl)

i-Ready Literacy Task for Passage Reading Fluency: Spring (refer to Words Correct per Minute [WCPM] scores) (March 2 until the End of the School Year)

	Grade 2	Grade 3
At Risk	0–71 (1st–24th pctl)	0–90 (1st–24th pctl)
Approaching Proficiency	72–99 (25th–49th pctl)	91–111 (25th–49th pctl)
Meets Proficiency	100–124 (50th–75th pctl)	112–139 (50th–75th pctl)
Exceeds Proficiency	125–148+ (76th–90th+ pctl)	140–166+ (76th–90th+ pctl)

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Screening Beyond Grade 5

If a student enters 6th grade with an RSP, how can *i-Ready* be used to continue assessing that student to exit the RSP?

Students beyond third grade may exit an RSP after demonstrating proficiency in foundational reading skills on two consecutive assessments and maintaining grade-level proficiency with Tier 1 instruction alone. According to DESE guidelines, LEAs must select appropriate assessments for students on RSPs beyond fifth grade, as the state-approved list only covers Grades K-5. For students in Grade 6, districts have the option to use the *i-Ready Diagnostic* for Reading and the *i-Ready Literacy Task* for Grade 6 Passage Reading Fluency for continued assessment. To determine grade-level proficiency from the Diagnostic for Grade 6 and beyond, districts can refer to the *i-Ready Diagnostic* Scale Score Placement Tables and the placement levels shown below. To assess whether a student meets grade-level expectations in Passage Reading Fluency, districts can use cut scores from the *i-Ready Literacy Task* for Grade 6 Passage Reading Fluency, shown below. Students who score below the 25th percentile for WCPM are considered significantly below grade-level expectations and are identified as Below Level on this task.

Time of Year	Placement Color or Score	Grade Level Placement
Fall/BOY	Red or Dark Red	Two Grade Levels Below or Three or More Grade Levels Below
Winter/MOY	Yellow, Red, or Dark Red	One Grade Level Below, Two Grade Levels Below or Three or More Grade Levels Below
Spring/EOY	Light Green, Yellow, Red, or Dark Red	Early On Grade Level, One Grade Level Below, Two Grade Levels Below or Three or More Grade Levels Below

☐ **WCPM Ranges That Meet or Exceed Grade-Level Expectations**

Grade	Fall WPM	Winter WPM	Spring WPM	Percentile Range
6	160–185+	167–195+	174–204+	**76th – 99th**
	132–159	145–166	146–173	**50th – 75th**
	112–131	116–144	121–145	**25th – 49th**
	90–111	92–115	92–120	**11th – 24th**
	0–89	0–91	0–91	**1st – 10th**

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