i-Ready Evaluación Diagnóstica de lectura en español Scale Score Placement Tables (2025-2026 School Year)

Curriculum Associates Assessment Brief | May 2025

Overview

i-Ready Evaluación Diagnóstica is an adaptive assessment designed for Grades K–6 to provide insights into the reading needs of Spanish speakers and learners. Placement levels help educators understand student performance based on scale score ranges aligned with grade-level expectations.

Understanding the Placement Tables

Once a student completes an assessment, their overall and domain-level scores are calculated based on the difficulty levels of the items the student received. The overall score considers all the items the student saw, whereas the domain-level scores consider only the items within a given domain. This information is then compared to the placement tables to obtain a placement.

Diagnostic placement levels provide an indication of a student's performance based on grade level. These levels are based on specific scale score ranges for each chronological grade (i.e., the grade in which the student is currently enrolled). Placement levels in *i-Ready Evaluación Diagnóstica de lectura* are criterion referenced, reflecting what students are expected to know at each grade level and in each domain. These placement levels provide a standardized way of describing student performance.

Understanding More about *i-Ready Evaluación Diagnóstica de lectura* Placements and Placement Tables

i-Ready Absolute and Relative Placements

There are two ways the placements appear in Diagnostic reports: **absolute placements** and **relative placements.** These relative and absolute placements are used throughout the *i-Ready Evaluación Diagnóstica de lectura* reports.

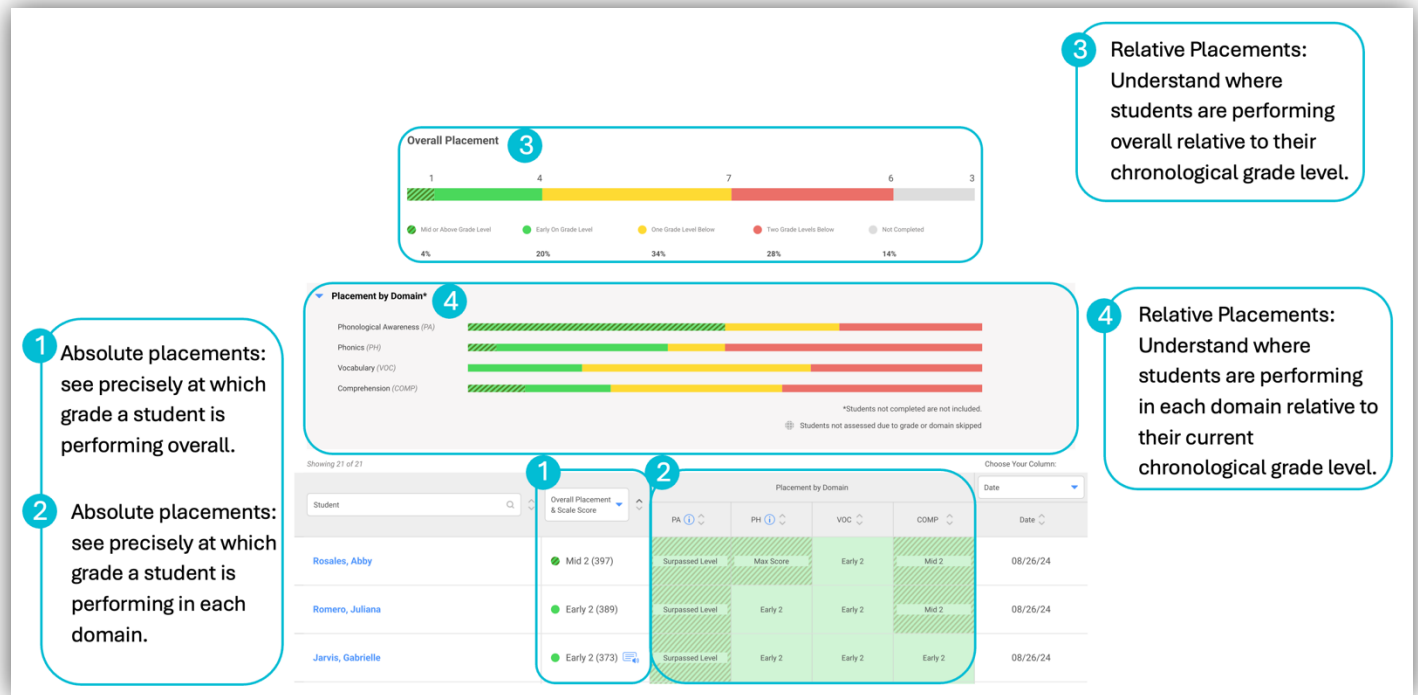|	Absolute Placements	Relative Placements
Definition	The grade level associated with the student's performance A third grade student who scores at a level consistent with that of a first grade student would receive an absolute placement of Grade 1.	The student's performance relative to their grade level A third grade student who scores at a level consistent with a first grade student would receive a relative placement of Two Grade Levels Below.
Purpose	To understand at which grade level a student is performing within the context Spanish readiness standards.	To understand at which grade level a student is performing in comparison to their chronological grade level. These placements are often used to satisfy specific use cases, such as to assist in intervention. These placements allow for a view of student performance that is grade-level agnostic.
Placements	Early On Grade Level (e.g., an Early On Grade Level third grade student would receive a placement of Early 3): Students in this level will benefit from on-grade level instruction to help them meet requirements for proficiency for their grade level. Students in Early On Grade Level have only partially met these grade- level expectations. Mid Grade Level (e.g., a Mid Grade Level third grade student would receive a placement of Mid 3): Students in this level will benefit from instruction in late on-grade level topics.	Mid, Late, or Above Grade Level • Definition: Students at this level have met or surpassed the minimum requirements proficiency. Students will benefit from instruction in late on-grade level topics or above-grade level instruction. • Implications for Instruction: Students placing Mid, Late, or Above Grade Level will likely benefit from grade-level instruction and exposure to topics typically covered at the next chronological grade level. • Implications for Intervention: While students placing Mid, Late, or Above Grade Level may need support with specific missing

These students have met the minimum requirements for proficiency in their grade level.

Late Grade Level (e.g., a Late Grade Level third grade student would receive a placement of Late 3): Students in this level will benefit from late on-grade level enrichment and will be ready for instruction focused on topics typically covered in the beginning of the subsequent grade level.
Students in Late Grade Level have successfully met or surpassed the requirements for proficiency in Spanish reading.

Below Grade Level (e.g., a third grade student scoring Below Grade Level could receive a placement of Grade 2, Grade 1, or Grade K): Remediation focused on below-grade level material is recommended to help fill in gaps in students' foundational knowledge. Students in this level are not close to meeting the expectations proficiency for their grade level.

Above Grade Level (e.g., an Above Grade level third grade student could receive a placement of Grade 4): Students in this category will benefit from above-grade level instruction. Students in Above Grade Level have successfully met or surpassed proficiency standards for their grade level as well as some expectations from subsequent grade levels.

skills, they likely do not need specialized intervention.

Early On Grade Level
- Definition: Students at this level have partially met grade-level expectations. They will benefit from continued on-grade level instruction.
- Implications for Instruction: These students will benefit from on-grade level instruction to help them meet the expectations grade level proficiency.
- Implications for Intervention: While students placing Early On Grade Level are still building skills at their chronological grade level, they likely do not need specialized intervention.

One Grade Level Below
- Definition: Students at this level are approaching grade-level expectations and will benefit from grade-level instruction with targeted support.
- Implications for Instruction: These students will likely benefit from both grade-level instruction and targeted support to fill in specific skill gaps to help them succeed with grade-level content.
- Implications for Intervention: While students placing One Grade Level Below are likely to benefit from grade-level instruction, they may also benefit from review or remediation of material that is one grade level below their chronological grade.

Two Grade Levels Below
- Definition: Students at this level will likely need additional support with key skills below their

		chronological grade level to be ready for grade-level instruction. • Implications for Instruction: These students likely need instruction focused on prerequisite skills to be successful in grade-level instruction. • Implications for Intervention: These students likely need formal intervention and remediation support to fill skill gaps and prepare them for grade-level instruction. Three or More Grade Levels Below • Definition: Students working three or more grade levels below their chronological grade will likely need significant support with key skills below their chronological grade to be ready for grade-level instruction. • Implications for Instruction: These students likely need instruction focused on foundational skills and concepts to be successful in grade-level instruction. • Implications for Intervention: These students likely need formal intervention and remediation in foundational skills and concepts to prepare them for grade-level instruction.

The **5-Level Placements** consist of Mid or Above Grade Level, Early on Grade Level, One Grade Level Below, Two Grade Levels Below, and Three or More Grade Levels Below and are consistent from the fall to the winter and into the spring.

Lastly, for some grades and domains, there is a placement-level category called Max Score. This category is intended to recognize performance that is very high and exceeds the expectations for the domain area at all grade levels measured by *i-Ready Evaluación Diagnóstica de lectura*.

Sample Report with Absolute and Relative Placements

3 Relative Placements: Understand where students are performing overall relative to their chronological grade level.

Overall Placement **3**

1	4	7	6	3

● Mid or Above Grade Level ● Early On Grade Level ● One Grade Level Below ● Two Grade Levels Below ● Not Completed

| 4% | 20% | 34% | 28% | 14% |

4 Relative Placements: Understand where students are performing in each domain relative to their current chronological grade level.

▼ **Placement by Domain*** **4**

Phonological Awareness *(PA)*
Phonics *(PH)*
Vocabulary *(VOC)*
Comprehension *(COMP)*

*Students not completed are not included.

⊕ Students not assessed due to grade or domain skipped

1 Absolute placements: see precisely at which grade a student is performing overall.

2 Absolute placements: see precisely at which grade a student is performing in each domain.

Showing 21 of 21

Student	**1** Overall Placement & Scale Score	**2** Placement by Domain				Choose Your Column: Date ▼
		PA ⓘ ⇕	PH ⓘ ⇕	VOC ⇕	COMP ⇕	Date ⇕
Rosales, Abby	● Mid 2 (397)	Surpassed Level	Max Score	Early 2	Mid 2	08/26/24
Romero, Juliana	● Early 2 (389)	Surpassed Level	Early 2	Early 2	Mid 2	08/26/24
Jarvis, Gabrielle	● Early 2 (373) 📧	Surpassed Level	Early 2	Early 2	Early 2	08/26/24

How to Read the Placement Tables

1. Turn to the correct placement table (overall or domain specific).
2. Find the student's chronological grade in the first column. Use that row to determine relative placement levels.
3. Find the range that contains the student's score and use the column label for that range to determine the student's absolute grade-level placement.
   The colors in each cell correspond to the colors in the score reports for the relative placements.

If the student placed on grade, the cell will be divided into sub cells. The first cell is Early on Grade Level, shaded light green. The middle cell is Mid-Grade Level, and the last cell is Late Grade Level, both shaded darker green. Boxes that are shaded gray indicate that a score at this grade level is not possible.

NOTE: In Grade 6 the highest placement level is Mid-Grade Level.

Reading Overall Placement Table

Student Rostered Grade

	Emerging K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Grade K	200-277	278-321 322-369 370-411	412-425	426-458				
Grade 1	200-277	278-321	322-365 366-411 412-425	426-447	448-473			
Grade 2	NA	200-321	322-355	356-391 392-425 426-447	448-463	464-473		
Grade 3	NA	200-321	322-355	356-381	382-413 414-447 448-463	464-479	480-500	
Grade 4	NA	200-321	322-355	356-381	382-403	404-436 437-463 464-479	480-490	491-500
Grade 5	NA	200-321	322-355	356-381	382-403	404-426	427-448 449-479 480-490	491-500
Grade 6	NA	200-321	322-355	356-381	382-403	404-426	427-437	438-460 461-500

Color Legend
Mid, Late, Above Grade Level
Early on Grade Level
One Grade Level Below
Two Grade Levels Below
Three or More Grade Levels Below
Score at this grade level not possible (N/A)

For example:
- *Student A is in Grade 3 and earned a score of 360 in Reading Overall. In the Grade 3 row, we can see that 360 is in the range from 356-381, which corresponds to a Grade 2 placement. Student A earned an overall placement of Grade 2 in Reading. The cell is a light-yellow color, which corresponds to the color for one grade level below.*

i-Ready Evaluación Diagnóstica de lectura Placement Tables

Reading Placements - Overall

Student Rostered Grade

	Emerging K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Grade K	200-277	278-321 322-369 370-411	412-425	426-458				
Grade 1	200-277	278-321	322-365 366-411 412-425	426-447	448-473			
Grade 2	NA	200-321	322-355	356-391 392-425 426-447	448-463	464-473		
Grade 3	NA	200-321	322-355	356-381	382-413 414-447 448-463	464-479	480-500	
Grade 4	NA	200-321	322-355	356-381	382-403	404-436 437-463 464-479	480-490	491-500
Grade 5	NA	200-321	322-355	356-381	382-403	404-426	427-448 449-479 480-490	491-500
Grade 6	NA	200-321	322-355	356-381	382-403	404-426	427-437	438-460 461-500

Reading Placements – Comprehension

Student Rostered Grade	Emerging K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Max Score
Grade K	200-277	278-321 322-369 370-411	412-425	426-458					
Grade 1	200-277	278-321	322-365 366-411 412-425	426-447	448-473				
Grade 2	NA	200-321	322-355	356-391 392-425 426-447	448-463	464-473			
Grade 3	NA	200-321	322-355	356-381	382-413 414-447 448-463	464-479	480-500		
Grade 4	NA	200-321	322-355	356-381	382-403	404-436 437-463 464-479	480-490	491-500	
Grade 5	NA	200-321	322-355	356-381	382-403	404-426	427-448 449-479 480-490	491-500	
Grade 6	NA	200-321	322-355	356-381	382-403	404-426	427-437	438-460 461-490	491-500

Reading Placements – Vocabulary

	Emerging K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Grade K	200-277	278-321 322-369 370-411	412-425	426-458				
Grade 1	200-277	278-321	322-365 366-411 412-425	426-447	448-473			
Grade 2	NA	200-321	322-355	356-391 392-425 426-447	448-463	464-473		
Grade 3	NA	200-321	322-355	356-381	382-413 414-447 448-463	464-479	480-500	
Grade 4	NA	200-321	322-355	356-381	382-403	404-436 437-463 464-479	480-490	491-500
Grade 5	NA	200-321	322-355	356-381	382-403	404-426	427-448 449-479 480-490	491-500
Grade 6	NA	200-321	322-355	356-381	382-403	404-426	427-437	438-460 461-500

Student Rostered Grade

Reading Placements – Phonics

Student Rostered Grade	Emerging K	Grade K	Grade 1	Grade 2	Grade 3	Max Score
Grade K	200-277	278-321 / 322-369 / 370-411	412-425	426-457		458
Grade 1	200-277	278-321	322-365 / 366-411 / 412-425	426-447	448-463	464-473
Grade 2		200-321	322-355	356-391 / 392-425 / 426-447	448-463	464-473
Grade 3		200-321	322-355	356-381	382-413 / 414-447 / 448-463	464-500
Grade 4		200-321	322-355	356-381	382-463	464-500
Grade 5		200-321	322-355	356-381	382-463	464-500
Grade 6		200-321	322-355	356-381	382-463	464-500

Reading Placements – Phonological Awareness

Student Rostered Grade	Emerging K	Grade K	Grade 1	Max Score
Grade K	200-277	278-369 / 370-411	412-425	426-458
Grade 1	200-277	278-321	322-365 / 366-411 / 412-425	426-473
Grade 2		200-321	322-425	426-473

Appendix

Frequently Asked Questions

Question: What do the *i-Ready Evaluación Diagnóstica de lectura* placement levels mean?

Answer: The performance level descriptions shown on the previous page are the best starting place for understanding the i-Ready Evaluación Diagnóstica de lectura placements. A student's grade-level placement is, broadly speaking, an indication of the content they most likely need to learn and continue practicing. This is particularly helpful at the domain level. For example, if a student is enrolled in Grade 5 and earns a placement of Grade 2 in the Phonics domain, this indicates that the student most likely needs to continue receiving instruction on Grade 2 content in this domain.

Question: What placement is considered "proficient"?

Answer: The decision as to whether or not a student is considered "proficient" should be up to individual school districts. However, students who achieve the Mid Grade Level placement are generally considered to have achieved grade-level proficiency. Note that proficiency on the i-Ready Evaluación Diagnóstica de lectura does not necessarily have the same meaning as proficiency on a state end-of-year test.

Question: Why are the placements divided into Early, Mid, and Late for on- grade placements only? Why aren't off-grade placements also subdivided?

Answer: Since grade-level standards are the greatest area of focus for educators of a given chronological grade, it is important that our placement tables and instructional recommendations also focus on the differences among students who are performing on-grade level. Additionally, for students who perform below or above their grade level, the range of scale scores is smaller. Since the placement ranges for levels below and above a student's chronological grade are smaller, it would be less reliable to provide multiple categories within those ranges.

Question: Why is mid-grade the highest possible placement at Grade 6?

Answer: Evaluación Diagnóstica de lectura is designed to assess up to grade 6 proficiency in Spanish reading. A placement of beyond grade 6 would require more advanced content on the assessment. We did not field test beyond mid-on grade 6 content. Grades 7-8 content is assessed on the Assessment of Spanish Reading fixed-form assessment.