



# *i-Ready Assessment* Suite for Previous Star CBM™ Users: A Crosswalk

A Transition Guide for Educators Who Are Moving from Using  
Star CBM to the Full *i-Ready Assessment* Suite, Including *i-Ready Diagnostic*  
and the *i-Ready Literacy Tasks*

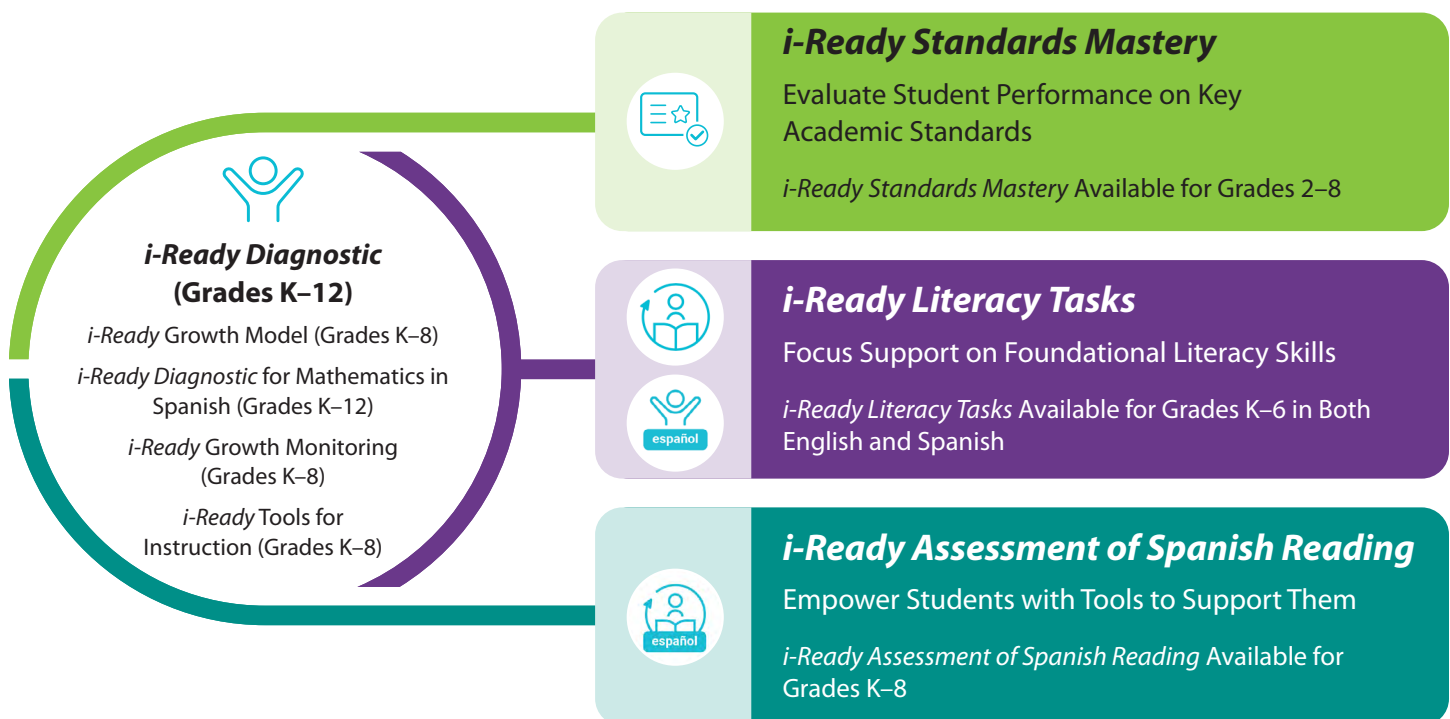


# An Introduction to *i-Ready*

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

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

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



This guide will provide information to help you transition from using Star CBM Reading to using *i-Ready Diagnostic* and the *i-Ready Literacy Tasks* so you can better understand your students, cater to their unique strengths and weaknesses, and support their growth and development.

# Uses: One Powerful Program to Know More

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

While Star CBM Reading is a benchmark and progress monitoring assessment designed to inform instruction and improve student performance, the *i-Ready Assessment* suite is often used for many purposes. In fact, educators often find they can address the majority of their assessment needs using the *i-Ready Assessment* suite as opposed to administering assessments from many different providers. In this way, *i-Ready* is one powerful program to help you know more about your students.

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

## Screening and Placement

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

## Informing Classroom Instruction

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

## Intervention and Acceleration

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

## District Strategic Needs

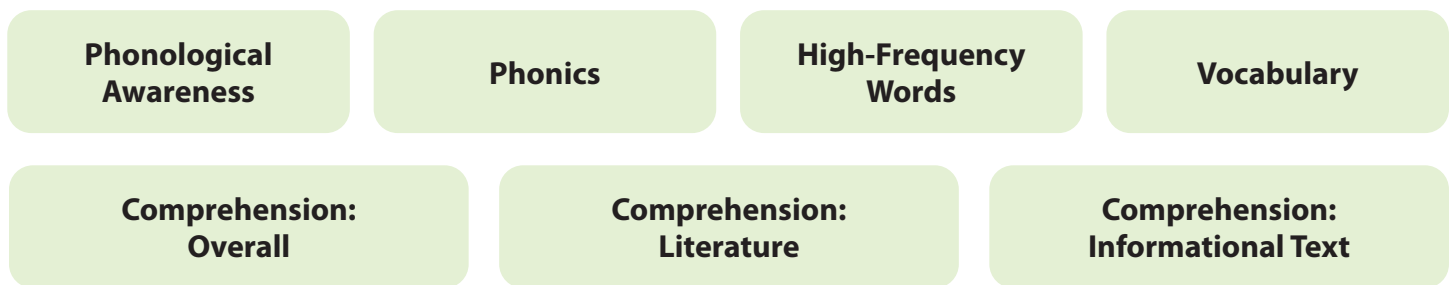
- ✓ Accountability
- ✓ High Correlations with State Tests
- ✓ Triannual Benchmark Assessment

# Content: Measuring What Matters

Star CBM Reading provides assessments that were designed to identify and monitor students' foundational skills in reading, similar to Literacy Tasks.

In addition to the Literacy Tasks, *i-Ready Diagnostic* is an adaptive assessment and provides criterion-referenced placement-level performance on, below, and above grade level. *i-Ready* assesses students' reading skills to the sub-domain level, prescribing differentiated instruction so learners at all proficiency levels can achieve success. If needed, *i-Ready Literacy Tasks* may be used alongside *i-Ready Diagnostic*. Literacy Tasks are quick, one-on-one snapshots, like Star CBM Reading assessments.

## Reading domains:



Used as a complement to the *i-Ready Diagnostic* for Reading, *i-Ready Literacy Tasks* help provide a comprehensive snapshot of a student's overall reading performance. *i-Ready Literacy Tasks* are available as Benchmark Tasks or Progress Monitoring Tasks. *i-Ready* offers educators a choice in selecting tasks that best fit their literacy assessment needs.

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

# Content: Measuring What Matters

Star CBM Reading and the *i-Ready Literacy Tasks* measure many of the same foundational literacy concepts. When both *i-Ready Diagnostic* and *i-Ready Literacy Tasks* are administered, educators have a complete picture of reading ability and are able to make more informed instructional decisions.

Reading Concepts	Star CBM Reading	<i>i-Ready Assessment</i>
<b>Overall Phonics Proficiency</b>	Not explicitly provided; however, inferred by analyzing a combination of measures like letter naming, letter sounds, phoneme segmentation, and nonsense word tasks	<b>Yes</b> —through the <i>i-Ready Diagnostic</i> Phonics domain. Literacy Tasks for Pseudoword Decoding—Fluency and Pseudoword Decoding—Multisyllabic also measure key phonics concepts.
<b>Overall Phonological Awareness Proficiency</b>	<b>Yes</b>	<b>Yes</b> —through the <i>i-Ready Diagnostic</i> Phonological Awareness domain. Additional Literacy Tasks measure targeted phonological awareness skills.
<b>Vocabulary</b>	<b>Yes</b>	<b>Yes</b> —through the <i>i-Ready Diagnostic</i> Vocabulary domain
<b>Sight Words</b>	<b>Yes</b>	<b>Yes</b> —through the <i>i-Ready Diagnostic</i> High-Frequency Words domain
<b>Comprehension</b>	<b>Yes</b>	<b>Yes</b> —through the <i>i-Ready Diagnostic</i> Comprehension domains
<b>Oral Reading Fluency</b>	<b>Yes</b>	<b>Yes</b> —through the <i>i-Ready Literacy Task</i> for Passage Reading Fluency
<b>Word Reading Fluency</b>	<b>Yes</b>	<b>Yes</b> —through the <i>i-Ready Literacy Task</i> for Word Recognition Fluency
<b>Nonsense Word Fluency</b>	<b>Yes</b>	<b>Yes</b> —through the <i>i-Ready Literacy Task</i> for Pseudoword Decoding—Fluency
<b>Phonemic Segmentation Fluency</b>	<b>Yes</b>	<b>Yes</b> —through the <i>i-Ready Literacy Task</i> for Phoneme Segmentation Fluency
<b>Letter Naming Fluency</b>	<b>Yes</b>	<b>Yes</b> —through the <i>i-Ready Literacy Task</i> for Letter Naming Fluency
<b>Rapid Automatized Naming</b>	<b>Yes</b>	<b>Yes</b> —through the <i>i-Ready Literacy Task</i> for Rapid Automatized Naming

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

# Implementation

The approaches to implementing Star CBM Reading and the *i-Ready Literacy Tasks* are somewhat similar. The *i-Ready Diagnostic* is a computer-adaptive assessment, similar to Star CBM Reading.



## Frequency of Administration

The *i-Ready Literacy Tasks* and Star CBM Reading can be administered weekly to triannually, based on the need and use of the data.

*i-Ready Diagnostic* is administered three times a year.



## Test Duration

*i-Ready Literacy Tasks* and Star CBM Reading measures take about one to two minutes per test.

The *i-Ready Diagnostic* takes on average 45 minutes to administer, although students in lower grades tend to finish the assessment in about 20 minutes.

For more on *i-Ready Diagnostic*'s test length and scheduling suggestions, see [i-Ready Diagnostic: Guidance on Assessment Duration](#).

For task lengths for each *i-Ready Literacy Task*, see the [i-Ready Literacy Tasks Fact Sheet](#).



## Testing Method

*i-Ready Literacy Tasks* and Star CBM Reading can be administered digitally or on paper.

*i-Ready Diagnostic* is a computer-adaptive assessment.

# Scores

While Star CBM Reading and the *i-Ready Diagnostic* measure many of the same concepts, in earlier grades the amount of time spent per student to administer one-on-one multiple short tests offered by Star CBM Reading differ from the group-administered *i-Ready Diagnostic*. By first administering the *i-Ready Diagnostic*, educators receive grade-level performance, giving a complete picture of reading and mathematics proficiency to make informed instructional decisions. If needed, for a smaller subset of students, additional Literacy Tasks can be administered beyond the Diagnostic for Reading to measure foundational skills at a more granular level.

Scores among Star CBM Reading, Literacy Tasks, and *i-Ready Diagnostic* are generally not directly comparable, although there are some similarities between some scores on each assessment that can help you transition from one assessment to the other. For example, the assessments all offer numeric scores.

The table below shows some of the scores available from each assessment that are most similar for each score type.

While the score types listed in the table are not the same—for example, any norms available from Star CBM Reading are not mathematically the same as the *i-Ready Diagnostic* norms—the scores provide some insight into how students are normatively performing.

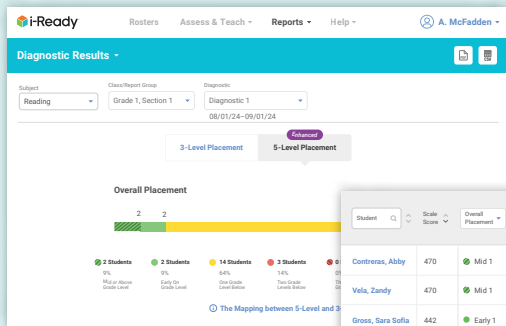
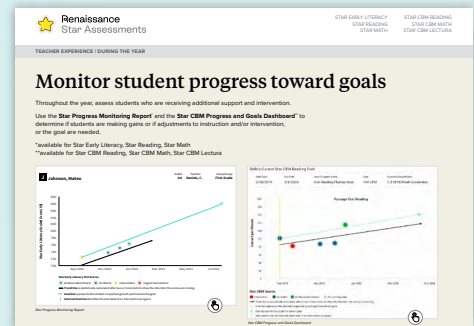
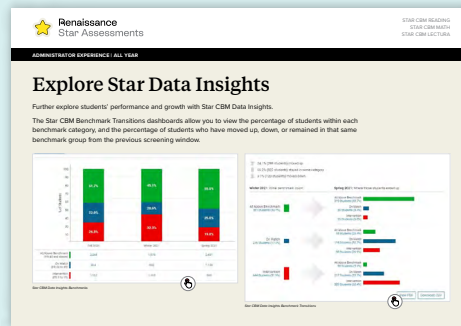
Score Type	Star CBM Reading	Literacy Tasks	<i>i-Ready Diagnostic</i>
Overall Score(s)	Overall Risk score	There are 10 content-specific Literacy Task scores available, outlined in the <a href="#">i-Ready Literacy Tasks Fact Sheet</a> .	<i>i-Ready Diagnostic</i> Overall Score (i.e., performance against grade-level criteria and peer comparison)
Placement Levels	Benchmark categories (e.g., On Watch, Intervention, At Benchmark, or Above Benchmark and determined based on national percentiles)	Benchmark categories (i.e., Below Grade Level, On Grade Level, or Above Grade Level)	Grade-level placements (e.g., Mid On Grade Level, Early On Grade Level, One Grade Level Below, Two or More Grade Levels Below and determined based on specific scale score ranges for each chronological grade)
Norms	National norms	National percentile ranks for Passage Reading Fluency	National norms (developed to be representative of the national student population)
Growth	Rate of improvement	Rate of improvement for Passage Reading Fluency	Typical Growth and Stretch Growth® (i.e., two empirically derived measures for understanding student growth with realistic and ambitious targets to help more students reach proficiency)

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

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

## Purpose: Get an Overall Sense of Student Status and Growth

With Star CBM Reading, you may have used the **Star CBM Data Insights Benchmarks** or **Progress and Goals Dashboards**.



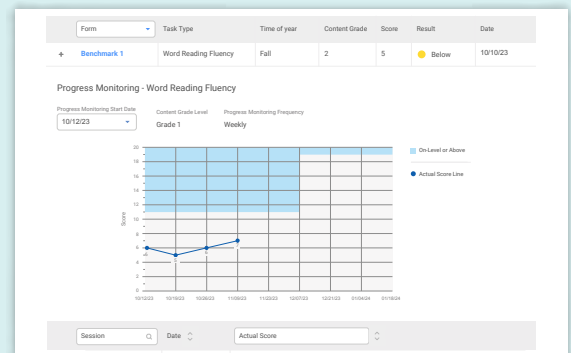
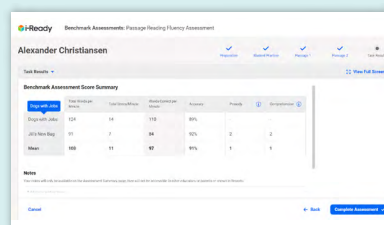
With *i-Ready Diagnostic*, you can similarly use the **Diagnostic Results report**, which provides information at the district, school, class, and student levels.

Student	Scale Score	Overall Placement	Placement by Domain						Annual Growth Measures		Date
			PA	PH	HFV	VOC	LIT	INFO	Typical Growth	Stretch Growth?	
Contreras, Abby	470	Mid 1	Max Score	Like	Mid-Lite 1	Like	Mid	Mid	37	44	08/16/24
Vela, Zaira	470	Mid 1	Max Score	Like	Mid-Lite 1	Like	Mid	Mid	37	44	08/16/24
Green, Sara Sofia	442	Early 1	Grade K	Like	Grade K	Like	Mid	Grade K	47	56	08/16/24
Robinson, Laila	434	Early 1	Like	Grade K	Mid-Lite 1	Grade K	Early	Early	47	56	08/16/24
Ayari, Amani	432	Grade K	Like	Grade K	Mid Score	Like	Grade K	Emerging K	49	67	08/16/24

Additional reports include:

- **Instructional Groupings**
- **Grade-Level Planning (Scaffolding)**
- **Standards Performance**

Additionally, you can use the **Literacy Tasks report**, which provides growth information at the class or group level. The Passage Reading Fluency report even includes aimlines and rate of improvement.



For more information, see the *i-Ready Reports Book*.

# Informing Instruction

Star CBM Reading, *i-Ready Diagnostic*, and *i-Ready Literacy Tasks* all provide instructional information, but the type of information and the resources associated with that information differ across the assessments.

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

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

## Placement by Domain

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

Comprehension						
<b>Phonological Awareness</b>	<b>Phonics</b>	<b>High-Frequency Words</b>	<b>Vocabulary</b>	<b>Comprehension: Overall</b>	<b>Literature</b>	<b>Informational Text</b>
Not Assessed	Grade 3 514	Surpassed Level	Grade 4 561	Grade 3 532	Grade 4 547	Grade 3 519

## Developmental Analysis

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

### Can Dos

- Danielle is developing proficiency with below-grade level informational texts in skills such as:
- Demonstrating understanding of key ideas and details
  - Using text features to locate information
  - Identifying reasons that support an author's point
  - Retelling the most important ideas
  - Comparing and contrasting information between two texts

Standards

### Next Steps & Resources for Instruction

- **Extend understanding of cause and effect.**  
**Extend understanding of cause and effect.**
  - Define effect as something that happens. Define cause as something that makes something else happen.
  - Read aloud a Grade 3 informational book and model the thought process behind discovering cause-and-effect relationships.
  - Say, "When I read, I think about things that happen and why those things happened."
  - Model asking and answering questions such as, "What happened?" and "Why did it happen?"
  - Then have Danielle read an informational text in a small group. Remind the student to ask these same questions and to look for details in the text to find answers.

Tools for Instruction  
**Identify Cause and Effect**

Additional Resources  
**Magnetic Reading**



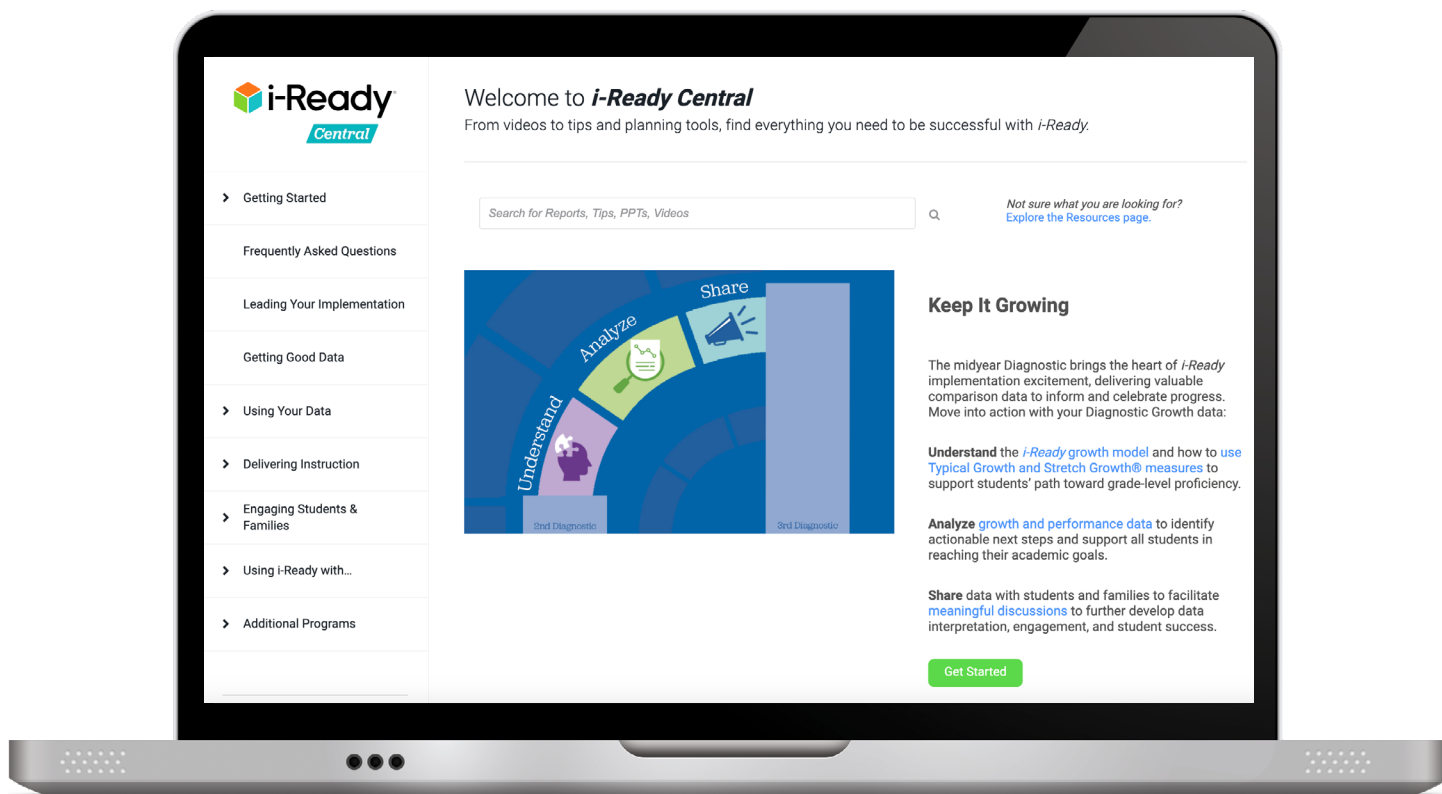
# Additional Features

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

Features	Star CBM Reading	<i>i-Ready Diagnostic</i>
<b>Spanish</b>	Available in Spanish via Star CBM Lectura	<p><i>i-Ready Literacy Tasks</i> are available in Spanish.</p> <p>Separate Assessment of Spanish Reading is also available.</p> <p><a href="#">See how <i>i-Ready</i> supports English Learners.</a></p>
<b>Accessibility</b>	Many accessibility options available	<p>Many accessibility options available</p> <p><a href="#">See <i>Accessibility and Accommodations with i-Ready Assessment</i> and <i>Personalized Instruction</i>.</a></p>
<b>Progress Monitoring</b>	Star CBM Reading measures administered weekly to monthly provide data points for progress monitoring across the school year.	<p>Numerous approaches to progress monitoring available in the <i>i-Ready Assessment</i> suite</p> <p><a href="#">See <i>Progress Monitoring with i-Ready Assessment</i>.</a></p>
<b>Links to State Tests</b>	Star CBM Reading is not linked to state assessments, unlike Star Reading.	<p>The Diagnostic is linked to most state tests including SBAC, with the Projected Proficiency feature available. Literacy Tasks are not linked to state assessments.</p> <p><a href="#">See <i>states with linking studies</i>.</a></p>

# We Look Forward to Partnering with You!

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



To learn more about using *i-Ready*, visit [i-ReadyCentral.com](https://i-ReadyCentral.com).

Follow us to see how other educators are using *i-Ready* to personalize learning and accelerate growth.



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