Indiana
Universal Math
Screening

Universal Mathematics Screening with *i-Ready*

Curriculum Associates Guidance Brief | July 2026

Guidance Overview

i-Ready Inform™* has been approved by the Indiana State Board of Education (SBOE) as a universal mathematics screener for students in Grades K–2. Aligned to the Indiana Academic Standards for Mathematics, *i-Ready Inform* is an online, group-administered assessment that provides year-round insight into each student's performance, helping identify those who may be performing below grade level expectations. For students identified through the universal screener as at risk of not meeting grade level proficiency, the optional *i-Ready Mathematics Interview Tools* offer a one-on-one, paper-based assessment that allows educators to explore early math skills in greater depth.

This guidance explains how educators can use *i-Ready Inform* to meet the state's mathematics screening requirements and, when needed, follow up with the *i-Ready Mathematics Interview Tools* to gather deeper instructional insights. Educators should visit our Indiana Universal Mathematics Screener page for the most up-to-date information.

Useful Document Shortcuts

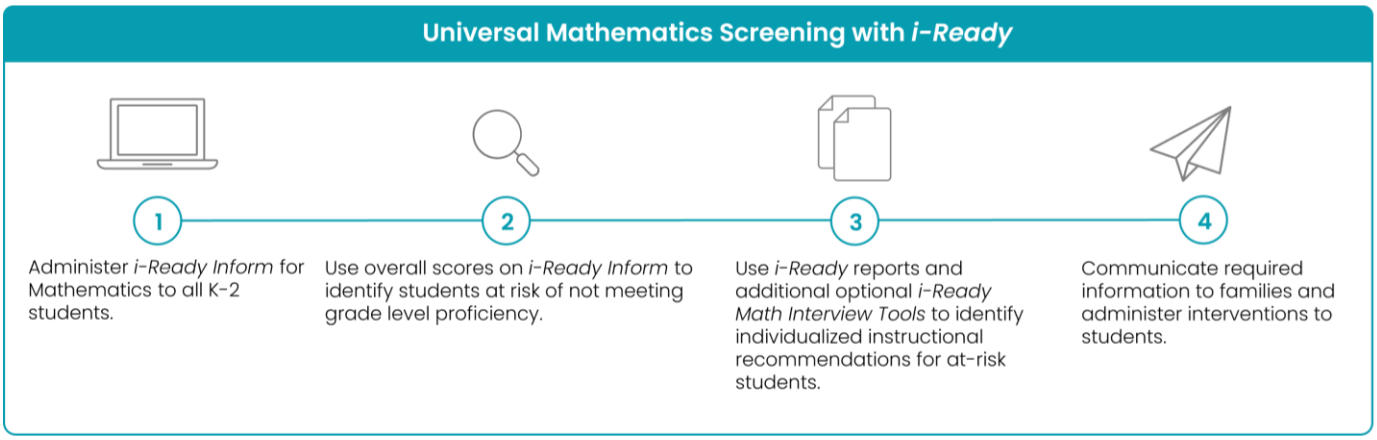
***NOTE**: *i-Ready Inform*™ was formerly named "*i-Ready Diagnostic*". The platform remains the same reliable source of data, actionable insights, and powerful instructional tools that educators value, and is always improving to further support student success.

Guidance Summary

Authority	Indiana Department of Education (IDOE)
Law/Code/Guidance	Indiana Code 20-32-6.5-2
Goal of Screening	Per Indiana Code 20-32-6.5-2, schools shall administer mathematics screeners approved by the department to identify students at risk of not meeting grade level proficiency.
Grades and Assessments	For districts using *i-Ready Inform* for screening purposes, all students in Grades K–2 should be administered *i-Ready Inform* for Mathematics. For students in Grades K–2 identified as at risk of not meeting grade level proficiency, *i-Ready Mathematics Interview Tools* are available as optional, follow-up tools to better understand individual student needs and provide additional instructional information.
Timelines	Students should be administered *i-Ready Inform* three times per year, once in the fall, winter, and spring.
How to Identify Students Who Are At Risk of Not Meeting Grade Level Proficiency	Step 1: Administer *i-Ready Inform* for Mathematics to all K–2 students. Step 2: Use overall scores on *i-Ready Inform* to identify students at risk of not meeting grade level proficiency. Step 3: Use *i-Ready* reports and optional *i-Ready Math Interview Tools* to identify individualized instructional recommendations for at-risk students. Step 4: Communicate required information to families and administer interventions to students.

Screening Process

To meet universal mathematics screening requirements using *i-Ready*, it is recommended that educators follow the steps below. This preview guidance is not intended to supersede any state or local provisions and is provided as a suggested approach to addressing the state's screening requirements.



Step 1: Administer *i-Ready Inform* for Mathematics to all K–2 students.

Students in Grades K–2 should be screened three times a year during the fall, winter, and spring testing windows. The dates for each of these windows are provided in the following table. For information on how to assign *i-Ready Inform*, see FAQ: How do I assign or cancel *i-Ready Inform* on Success Central.

i-Ready Norming Windows

Fall	Winter	Spring*
Beginning of the school year until November 15	November 16–March 1	March 2 until the end of the school year

*Per IDOE's Universal Mathematics Screener School Guidance, students in Grade K or 2 who score at or above the 80th percentile on the first two administrations of the universal mathematics screener may be exempted from completing the final screener administration. Instead, these students should be assessed using a high ability approved achievement assessment.

When to Assign *i-Ready Inform*

At the beginning of the school year, it is recommended that *i-Ready Inform* is assigned and started within the following windows for each grade-level, though districts are encouraged to develop a schedule that best meets their needs:

- **Grade K:** Assigned four to six weeks into the school year and completed within a two-week window.
- **Grades 1-2:** Ideally, assigned as soon as possible and complete within the first two weeks of school

For more information, please see *i-Ready Inform*: Guidance on Assessment Duration.

i-Ready offers accessibility features—universal supports, designated supports, and accommodations—to support students with disabilities during screening. Considerations for screening multilingual learners as well as Spanish-language assessments for Spanish-speaking students are also available. For more information on these supports from *i-Ready*, see Appendix B. For questions regarding screening requirements for specific student groups, please reach out to IDOE.

Step 2: Use overall scores on *i-Ready Inform* to identify students at risk of not meeting grade level proficiency.

IDOE has established the **40th percentile** as an initial guidepost for identifying K–2 students who may need intervention. Rather than functioning as a rigid threshold, this guidepost serves as a starting reference point that educators should use alongside other data to make informed decisions about individual student needs.

Educators should review students' overall *i-Ready Inform* scores to determine whether a score falls at or below the cut scores listed in the following table, which correspond to the 40th percentile. This information should be examined in conjunction with other supplementary and non-academic indicators and data points that have been collected. For more information from IDOE on incorporating multiple data points into the determination of risk, see the Universal Mathematics Screener Guidance. For information on using *i-Ready* data points when examining students for supports, see Data Guideposts: A Beacon for Consistent Determination of Student Need within a Tiered Instructional Framework.

i-Ready Inform 40th Percentile Cut Scores

Grade	Fall	Winter	Spring
K	332	351	368
1	366	383	398
2	393	407	421

Locating Cut Score Information—Two Options

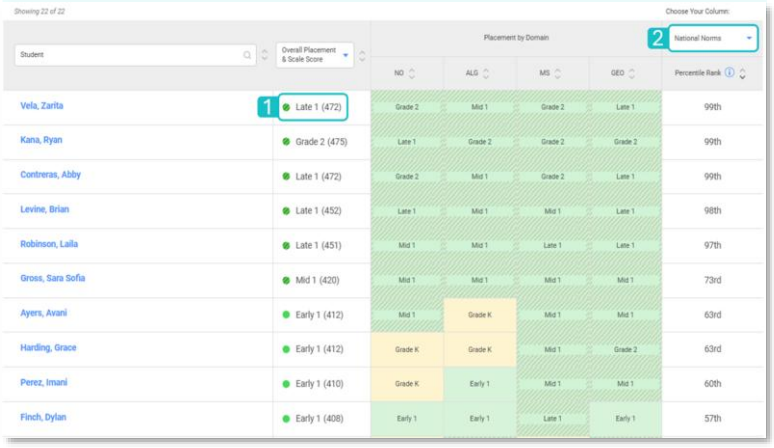
Box 1: *i-Ready Inform* Overall Score

- **Where to look:** Overall Placement & Scale Score column of the Results table.
- **What to do:** Flag students whose score is at or below the cut score for their grade and window.

Box 2: Percentile Rank

- **Where to look:** Drop-down menu on the right side of the *i-Ready Inform* Results report
- **What to do:** Flag students scoring at or below the 40th percentile.

***i-Ready Inform* Results Report (Class)**



Step 3: Use *i-Ready* reports and optional *i-Ready Math Interview Tools* to identify individualized instructional recommendations for at-risk students.

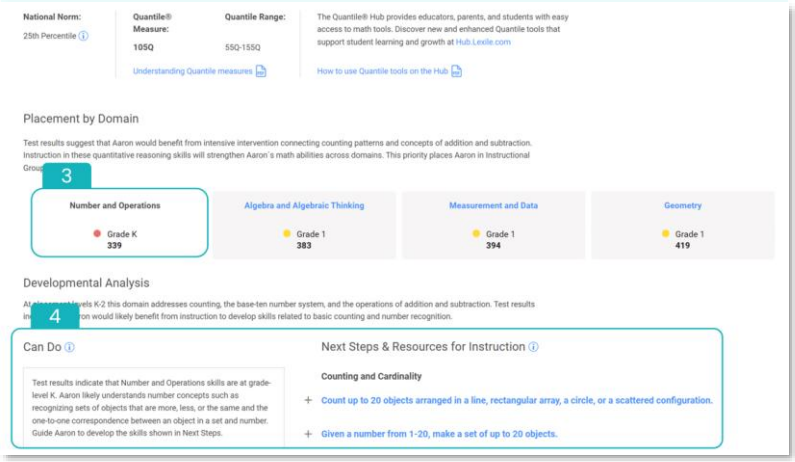
After students are identified using the 40th percentile along with other data points and observations, educators can begin the development of an Individual Mathematics Plan for students identified as at risk of not meeting grade level proficiency. Domain-level data from *i-Ready Inform's* Results report identifies which mathematics domains need attention, and the optional Math Interview Tools focus supports on specific foundational skills.

Focusing Supports with Domain-Level Data

Within the student-level Inform Results report, Grade Level Placements are available for each *i-Ready Inform* domain. This criterion referenced data enables educators to focus on the specific areas that students are scoring below grade-level standards when planning interventions.

For a student performing two grade levels below in Number and Operations, educators can select this domain in the Inform Results report (Box 3) to see what the student can do and pull short, targeted Tools for Instruction mini-lessons as next steps (Box 4).

***i-Ready Inform* Results Report (Student)**



Ready to Dive Deeper into *i-Ready* Reports?

i-Ready has a plethora of reports to support interventions such as the Indiana 2023 Standards Report, Instructional Groupings Report, and Grade-Level Planning (Prerequisites) report. For more information on how you can leverage these in your classroom see 10 Steps: Using *i-Ready Inform* for Intervention or our Indiana webinar for using *i-Ready* to support MTSS.

Additional Information with *i-Ready* Math Interview Tools

The *i-Ready Math Interview Tools* (iMITs) are available as optional, educator-administered, printable assessments. In tandem with other sources of information, iMITs can be used as a data point to identify students in need of support in specific math skills and guide instructional planning. **These tools are not required as part of the universal mathematics screener** and should only be used when educators want deeper information on a student's early math skills.

i-Ready Math Interview Tool Library

BOY Interview Tools	MOY Interview Tools
Grade K	Grade K
Grade 1	Grade 1
Grade 2	Grade 2

Administration Guide

Data Capture Tool (Excel | Sheets)

Identifying Students for Math Interview Tools

Educators can administer these interview tools to any students whose early mathematics skills need further examination.

The following cut scores offer a suggested approach for identifying students for iMITs. Applied to students' Number and Operations domain scores, they flag students who are on track to finish the year more than one grade level below proficiency in this domain. This can assist educators in deciding if further investigation into a student's early math skills is necessary.

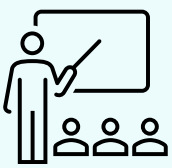
Number and Operations Domain-Level Cut Scores

Grade	Beginning of Year	Middle of Year
K	318	334
1	347	365
2	387	402

Administration and Scoring Support

iMITs can be administered in full or across multiple short sessions, and each student receives one of four performance indicators: Proficient, Basic Proficiency, Not Proficient, or Well Below Proficiency. The Administration Guidance covers the concepts in each packet, administration steps, and FAQs.

A separate data capture tool allows educators to store students' responses in a spreadsheet that automatically calculates each student's risk status, as iMIT scores cannot be entered directly into the *i-Ready* system.



Turning Data into Action: Student Example

A Grade 2 student, Maya, scores below the 40th percentile on her overall *i-Ready Inform* assessment. Her Number and Operations domain score also falls below the 387 cut score, while her other domains are on or near grade level. To pinpoint where her understanding breaks down, her teacher administers the Grade 2 beginning-of-year interview tool. Maya scores Not Proficient, with errors concentrated in Counting and Cardinality. With both data points in hand, her teacher pulls the aligned Tools for Instruction mini-lessons, groups Maya with two peers showing the same pattern, and plans targeted instruction before the next *i-Ready Inform* window.

Step 4: Communicate required information to families and administer interventions to students.

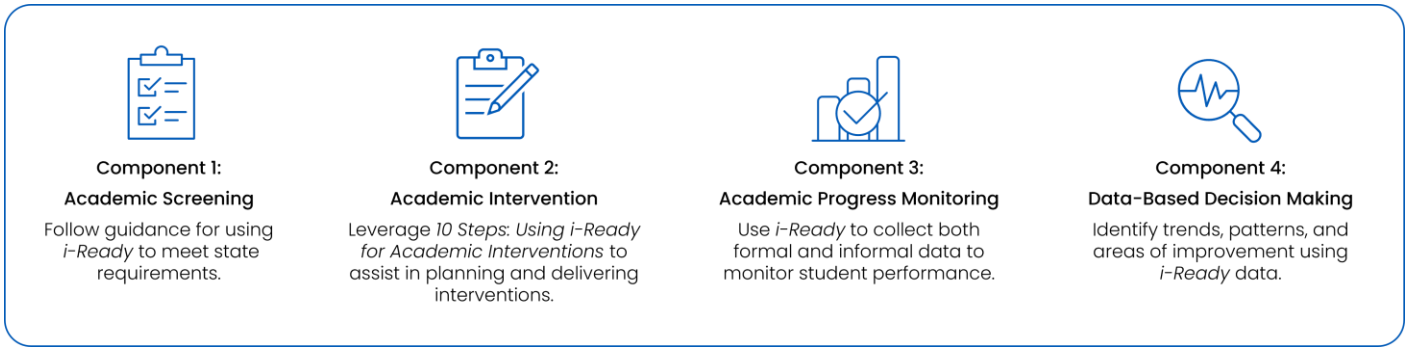
Family Communications

Per Indiana Code 20-32-6.5-2, no later than 15 days after a school identifies a student as at risk for not meeting grade level proficiency, the school shall provide notice to a parent of the student regarding the determination:

- Specific information about how a student is performing.
- Information on the intervention a student will receive from the school.
- A list or description of any recommended resources available for use at home to support the student's academic growth in mathematics.

Family Communication templates are provided by Curriculum Associates to help communicate that screening will be occurring, and notify families of their students' results. Educators may also attach the For Families Report to summarize each student's *i-Ready Inform* results and offer suggestions to support their learning at home. Educators can batch-print this report and, if enabled, it can also be viewed by family members on the digital student dashboard. Educators can provide this report alongside other necessary pieces of family communication to families within the required timeframe.

i-Ready and Tiered Systems of Support in Indiana



Per IC 20-32-6.5-3, if a student is determined to be at risk of not achieving grade level proficiency, the school must provide a multitiered system of support that progresses from less to more intensive based on a student's needs. Curriculum Associates identifies the primary components of intervention as academic screening, academic intervention, and academic progress monitoring. The following section provides one suggested approach for how *i-Ready* can support the screening, intervening, and monitoring of students. This guidance is not intended to supersede any state or local provisions. For more information on MTSS in Indiana, see the Indiana Department of Education's Mathematics page.

Component 1: Identifying Students for Intervention

Per IDOE's Theory of Action: System of Learning and Assessment, students' progress towards proficiency when receiving Tier 1 instruction can be monitored by math screener data in Grades K-2. *i-Ready* provides educators with immediately available, easy-to-read reports to help educators identify students who may warrant support for academic risk within a tiered framework. Through the steps detailed in the Screening Process, educators can use *i-Ready* assessments to identify students in line with Indiana's screening requirements. This process identified which student are at risk of not achieving grade level proficiency while also displaying their strengths and next steps for instruction.

Component 2: Interpreting Data and Delivering Tiered Interventions

Per IC 20-32-6.5-3, schools must provide a multitiered system of support for students identified as at risk of not achieving grade-level proficiency. This comes in the form of an Individual Math Improvement Plan that documents a student's assessment results, instructional next steps, and family communications in one place. An Individual Mathematics Plan template is provided by IDOE to assist districts in planning interventions for their students.

i-Ready Inform also provides a variety of data points that can be leveraged when supporting intervention planning. Educators can reference 10 Steps: Using *i-Ready Inform* for Intervention to learn more about how *i-Ready Inform* reports and instructional resources could be used when planning and delivering interventions. Using *i-Ready* Resources to Support the Creation of an Intervention Calendar also offers an example of how these resources can be embedded into a weekly intervention calendar.

Component 3: Monitoring Student Progress

As students receive interventions, IDOE's Theory of Action states that students' progress toward proficiency should be monitored. Within *i-Ready*, educators have the flexibility to use a variety of tools to collect both formal and informal data points on student progress. These approaches are outlined in Options for Monitoring Student Progress with *i-Ready Assessment* with the goal of supporting partners in integrating *i-Ready Assessment* into a systematic approach to monitoring student progress in a tiered intervention framework.

Component 4: Data-Based Decision Making

The promise of *i-Ready* is its ability to provide educators with actionable assessment data that informs instruction. By analyzing *i-Ready* data, educators can accurately identify trends, patterns, and areas for improvement. For additional information on incorporating data into decision-making to strengthen instruction and intervention, see the IDOE's Tiered System of Supports Toolkit for Mathematics Courses (K-2).

Appendix A: Meeting Mathematics Universal Screening Requirements with *i-Ready*

Alignment to Legislation

The following section provides information on how *i-Ready Inform* meets each requirement outlined in I.C. 20-32-6.5-2:

The screeners must:

(1) Align to Indiana academic standards for mathematics;

Curriculum Associates has demonstrated evidence of *i-Ready Inform's* alignment to the 2023 Indiana Academic Standards for Mathematics for Grade K, Grade 1, and Grade 2.

(2) Measure foundational numeracy and computational skills;

All students in Grades K–2 are assessed in the key mathematics domains of Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry. For in-depth information on the concepts assessed by *i-Ready Inform*, see *i-Ready Inform*: What It Measures.

(3) Receive a convincing or partially convincing rating for accuracy, reliability, and validity by:

a. The National Center on Intensive Intervention; or

b. Another third party approved by the department

i-Ready was reviewed under three of the National Center on Intensive Intervention (NCII) Tools Charts: Academic Screening, Academic Progress Monitoring, and Academic Intervention. The high ratings in Academic Screening signify that *i-Ready Inform* meets NCII's rigorous technical standards and can be used to identify students at risk of poor academic outcomes, including those who may need intensive instruction as part of a response to intervention (RTI) or multitiered system of supports (MTSS) model. Read more on the NCII website at https://charts.intensiveintervention.org/ascreening.

(4) Provide parents and schools with data analysis guides for interpreting results and comprehensive support for schools to guide classroom instruction and the implementation of mathematics interventions; and

i-Ready's intuitive reports help teachers, students, and families see progress relative to grade level expectations and understand what instruction is needed next. For a list of many of the reports available within *i-Ready*, see the *i-Ready* Reports Book. Additionally, every *i-Ready* district is supported by their *i-Ready* Partners who offer educational consulting, professional learning, and technical assistance. Backed by a team with deep K–12 expertise, *i-Ready* ensures educators have the help they need—from implementation through ongoing use—without unexpected disruptions.

(5) Provide the department with an annual analysis of statewide data trends to support identification of deficiencies in mathematics and guide targeted intervention efforts.

Curriculum Associates will provide the department with annual analyses of statewide data trends.

Alignment to the 2023 Indiana Academic Standards Domains

The following crosswalk provides information on how *i-Ready Inform* for Mathematics' domains align to the five domains present in the Indiana Academic Standards for Grades K-2.

State Domains	How it is Measured with *i-Ready*
Number Sense	*i-Ready Inform* Numbers and Operations domain
Computation & Algebraic Thinking	*i-Ready Inform* Algebra and Algebraic thinking domain
Geometry	*i-Ready Inform* Geometry domain
Measurement	*i-Ready Inform* Measurement and Data domain
Data Analysis	*i-Ready Inform* Measurement and Data domain

Appendix B: Frequently Asked Questions

What accessibility and accommodations are available within *i-Ready*?

i-Ready includes a range of accessibility supports and accommodations. District teams should review each student's IEP, 504 plan, and/or English Learner plan and determine what supports are appropriate for administration. Curriculum Associates provides guidance on available supports, but educators and IEP teams determine which accommodations are needed for individual students. For more information on accessibility within *i-Ready* please see our *i-Ready*: Accessibility and Accommodations resource hub.

What supports are available for multilingual learners taking *i-Ready Inform* for Mathematics?

For educators screening multilingual learners in Mathematics, Considerations for Screening English Learners in Mathematics Using *i-Ready* provides educators with guidance through all stages of mathematics screening in English of English Learners. This guidance aims to address common concerns and affirm the unique linguistic and cultural strengths of English Learners are recognized and supported in achieving academic success.

For those looking to assess Spanish-speaking students in mathematics, *i-Ready Inform*™ de matemáticas could be a useful tool to administer. *i-Ready Inform*™ de matemáticas matches the content and rigor of *i-Ready Inform* for Mathematics in English. It allows educators to better understand the mathematics content knowledge and skills of their Spanish-speaking students and students receiving mathematics instruction in Spanish independent of their English language comprehension. For more information, see the Educator Guide: *i-Ready Inform* de matemáticas.

How do universal math screening requirements and high ability identification requirements overlap?

IDOE has published guidance on the overlap of universal math screening and high ability identification. IDOE's Guidance for the Intersection of Universal Screening and High Ability Achievement Testing in Kindergarten through Grade Two, provides guidance on how results from the universal math screener can be used to identify students for a high ability measure of achievement.

Additionally, Universal Mathematics Screener School Guidance states students in Grade K and Grade 2 who score at or above the 80th percentile on the first two administrations of the universal screener may be exempted from completing the final screener administration. Instead, these students should be assessed using a high ability approved achievement assessment.

For more information on how *i-Ready* can assist in the identification of a student as high ability, see the State Use Library .

How do I assign *i-Ready Inform* for Mathematics?

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

Where can I find my students' scores on *i-Ready Inform* for Mathematics?

For more information on how to view student results on Inform, see How do I review *i-Ready Inform* reports? On Success Central.

How can *i-Ready* be used to support academic interventions?

For districts using *i-Ready* data to help inform intervention efforts, Using *i-Ready* for Academic Intervention provides a variety of resources to help districts customize their intervention approach to best fit their needs. Educators can access a variety of resources including:

- 10 Steps: Using *i-Ready* for Intervention: These 10 steps can help educators leverage *i-Ready* resources in a way that best suits their specific district or building priorities.
- 1 / 4-week Intervention Planner Templates: These editable planners may help districts build a day-by-day plan to address targeted skills in a whole class, small group, or individualized setting.
- Supporting Intervention with *i-Ready* Action Plan: This tool can be used to plan intervention (Tier 2 and/or Tier 3) using *i-Ready* data and resources.

What *i-Ready Mathematics Interview Tools* should be administered at the end of the year?

For educators looking to administer iMITs after the end of the year administration of *i-Ready Inform*, it is recommended that the middle of year form is used to provide this additional, optional information to guide instruction.