



i-Ready Literacy Tasks: How They Work

June 2026





i-Ready Literacy Tasks: How They Work

This document provides an overview of *i-Ready Literacy Tasks*, including what they are, how they work, and how educators can use them to inform instruction, monitor student progress, and support intervention planning across foundational reading skills.

Overview	3
Types of Literacy Tasks	4
Use Cases for <i>i-Ready Literacy Tasks</i>	5
Benchmarking	5
Progress Monitoring	5
Screening	7
Response to Intervention/MTSS.....	7
Informing Instruction	7
Literacy Tasks Scoring and Data Interpretation.....	10
Viewing Literacy Tasks Results	11
Using Literacy Tasks Results.....	13
Conclusion	15
References	15

Overview

Within *i-Ready*, all educators with an *i-Ready Inform*™* for Reading license have access to a suite of Literacy Tasks that measure student performance in phonological awareness, encoding, and fluency-related skills. This document outlines the ways in which teachers can use Literacy Tasks to inform next steps for their students. As part of the *i-Ready Assessment* suite, *i-Ready Literacy Tasks* provide information on how a student is performing in phonological awareness, encoding, and fluency-related reading skills. Used as a complement to *i-Ready Inform* for Reading, these assessments help provide a comprehensive snapshot of a student's overall reading performance. Literacy Tasks are available for Grades K–6, although not all tasks are available in all grades and times of year.

i-Ready Literacy Tasks measure student performance in key foundational literacy skills with tools to support one-on-one assessment of literacy skills. They offer several key benefits to educators:

- **Flexible and modularized:** Educators can use the tasks they believe will best help identify their students' literacy needs.
- **One-on-one administration:** Administered in a one-on-one setting with a teacher and a student, educators see firsthand how to best help the student grow in key foundational literacy skills.
- **Measure important prereading and reading skills consistent with the Science of Reading:** Tasks are available for the assessment of Rapid Automatized Naming, Phonological Awareness, Letter Naming Fluency, Letter Sound Fluency, Word Recognition Fluency, Pseudoword Decoding—Fluency, Passage Reading Fluency, and Spelling and Encoding skills.

Districts can choose to have teachers use the Literacy Tasks as part of their benchmark or progress monitoring assessment processes.

**i-Ready Inform*™ is the new name for the adaptive assessment previously named "*i-Ready Diagnostic*."

Types of Literacy Tasks

Benchmark Tasks* and Progress Monitoring Tasks serve different purposes. Benchmark Tasks help educators understand how each student is performing relative to grade-level expectations for their chronological grade, or the level of content administered in specific early literacy and fluency-related skills. Information from these tasks combined with other information about the student can be used to determine whether the student is likely to continue to progress with core Tier 1 instruction or whether they will require Tier 2 and/or Tier 3 interventions with progress monitoring to develop their reading skills.

Progress Monitoring Tasks can then be used to measure a student's progress on one or more specific foundational reading skills to evaluate how they are responding to reading intervention. When the tasks are used for progress monitoring, they can help to determine the effectiveness of Tier 2 or 3 interventions.

The information below lists all the Benchmark and Progress Monitoring Tasks available to educators within *i-Ready* that can provide additional instructional information about their students. For more information, please see our Literacy Tasks Fact Sheets ([English](#) | [Spanish](#)).

Benchmark Literacy Tasks

Letter Naming Fluency (LNF)
Letter Sound Fluency (LSF)
Passage Reading Fluency (PRF)
Phonological Awareness (PA)
Pseudoword Decoding
(Fluency and Multisyllabic)
(PWD–F and PWD–M)
Rapid Automatized Naming (RAN)
Spelling and Encoding (S&E)
Word Recognition Fluency (WRF)

Progress Monitoring Literacy Tasks

Letter Sound Fluency (LSF)
Passage Reading Fluency (PRF)
Phonological Awareness (PA)
Pseudoword Decoding (PWD)
Word Recognition Fluency (WRF)

*Some Benchmark Tasks are administered to provide an indication of risk but are not considered foundational literacy skills in which difficulties can be addressed through interventions. Thus, there is not a one-to-one parity between Benchmark and Progress Monitoring Tasks; there are more tasks available for Benchmark than there are for Progress Monitoring.

Use Cases for *i-Ready Literacy Tasks*

i-Ready Literacy Tasks can be used for benchmarking, screening, progress monitoring, as response to intervention, or to inform instruction. The different task types lend themselves to the different use cases by providing appropriate and timely information about the student.



Benchmarking

Determine whether students are meeting grade-level expectations.



Progress Monitoring

Regularly assess students who are receiving reading intervention during the school year.



Universal Literacy Screening

Identify students who may require additional support in reading.



Dyslexia Risk Factor Screening

Address state and district dyslexia risk factor screening requirements.



Response to Intervention/MTSS

Use as part of a student's intervention plan to target skills needed.



Inform Instruction

Plan for targeted upcoming classroom instruction.

Benchmarking

i-Ready Literacy Tasks can be used to complement data gathered from *i-Ready Inform* for Reading (for English tasks) or *i-Ready Inform de lectura* (for Spanish tasks), and for interim assessment during the school year. Benchmark Tasks use grade-level content and placement levels to help educators determine whether students are meeting grade-level expectations. However, there are some instances in which off-grade level administration is appropriate. Forms for some task types are specific to the grade of the student, while others can be used across a range of grade levels. Some task types use content that is closely tied to the expected skill level of students enrolled in a specific grade. Educators should select forms that correspond to the grade level the student is enrolled in. Other task types measure the progression of skills across grade levels. Educators should select the form(s) in the order prescribed by *i-Ready*. Tasks may vary in the number of forms available, scoring, length, and recommended administration windows. Refer to the [i-Ready Literacy Tasks Fact Sheet](#) for more information about each task type and specific tasks available.

Progress Monitoring

i-Ready Literacy Tasks are generally used for formal progress monitoring but may also be used for informal progress monitoring. Formal progress monitoring is meant to monitor change over time and inform the educator whether students are benefiting from intervention measures. This involves a more standardized process to collect data at regular intervals to inform decisions about student responsiveness to intervention. Informal progress monitoring is meant to help educators determine whether students are positively responding to instruction or intervention at frequent intervals as part of everyday instruction. This includes ongoing informal data collection that teachers are able to use throughout classroom instruction for all students.

Using *i-Ready Literacy Tasks* for progress monitoring gives educators the ability to chart detailed progress to inform day-to-day instruction and intervention decisions. Educators can consider our recommendations for [Using Literacy Tasks Results](#) to assist in making those decisions.

The ideal cadence for progress monitoring depends on many factors, including the skill or subskill being measured, the rate at which the skill or subskill is learned, the student's grade and developmental level, and the frequency and intensity of instruction or intervention that the student is receiving. Refer to [Quickstart Guide: Progress Monitoring Using i-Ready](#) for further guidance on using *i-Ready* for progress monitoring.

Using *i-Ready Inform* to Determine Which Progress Monitoring Tasks to Use

After determining which students will benefit from progress monitoring and how often, educators can then determine which *i-Ready Literacy Tasks* will be best suited for each student. First, use the *i-Ready Inform* Results report to determine the lowest foundational skills domain (the foundational skills domains are Phonological Awareness (PA), Phonics (PH), and High-Frequency Words (HFW)). Next, depending on the student's lowest domain, choose the appropriate Literacy Task. The table below shows one suggested approach to use, but educators are encouraged to use their professional judgment and experience with the student to choose the most appropriate task.

Lowest Domain	Grade K	Grade 1	Grade 2	Grade 3
PA	Phoneme Segmentation Fluency	Phoneme Segmentation Fluency	Phoneme Segmentation Fluency	N/A
PH	LSF	PWD–F	PWD–F	PWD–F
HFW	WRF	WRF	WRF	WRF

Progress monitoring with on-grade level tasks exposes students to content appropriate for their grade level while still allowing educators to monitor student growth. If a student cannot engage with a task, rather than administering an off-grade level task, the educator would administer a task that measures a preceding skill. For instance, if a student cannot engage with WRF or PWD–F, an educator would consider using an on-grade level LSF Task or a Phoneme Segmentation Fluency Task to determine if they need support in letter-sound correspondence or phonemic awareness.

Progress monitoring with off-grade level tasks exposes students to content from a lower grade. To determine the appropriate grade level, educators could use Inform Domain-Level Placement and the Literacy Task Progressions, or the drill-down method for PRF to identify a passage that aligns with the student's instructional level. Both of these approaches are outlined with more detail in the [Selecting *i-Ready Literacy Tasks* Guide](#).

Screening

The Early Literacy Screener by *i-Ready* combines results of *i-Ready Inform* and a fluency measure to help determine whether students are meeting grade-level literacy expectations. To make this determination, educators follow specific guidance based on the most current screening research from organizations, including the International Dyslexia Association and the National Center on Intensive Intervention. Some states have state-specific guidance, which can be found on the [Program Uses and Approvals by State](#) site, but for states that do not have state-specific guidance for early literacy and dyslexia risk screening for students in Grades K–3, educators should follow the guidance outlined in [Using *i-Ready* for Early Literacy and Dyslexia Screening in Grades K–3](#) or [Using *i-Ready* for Universal Literacy Screening in Grades 4–8: Identifying Students Who May Have Reading Difficulties, Which May Include Dyslexia](#).

The goal of the Early Literacy Screener is to determine whether students are meeting grade-level literacy expectations. The Early Literacy Screener results inform which students may require additional support and/or intervention and monitoring in specific skills. Once all Early Literacy Screening assessments have been administered for that norming window, students will receive placements of Below Benchmark, Approaching Benchmark, or On Benchmark.

Students who score Below Benchmark on the Early Literacy Screener may then be administered the *i-Ready Literacy Tasks* for Dyslexia Risk Screening. The goal of the Dyslexia Risk Screener is to determine whether students exhibit risk factors associated with dyslexia or other reading difficulties, and the results of the Dyslexia Risk Screener inform which students may require additional supports.

With both the Early Literacy and Dyslexia Risk Screeners, educators use the results to help make determinations about next steps for students, including further assessment or progress monitoring.

Response to Intervention/MTSS

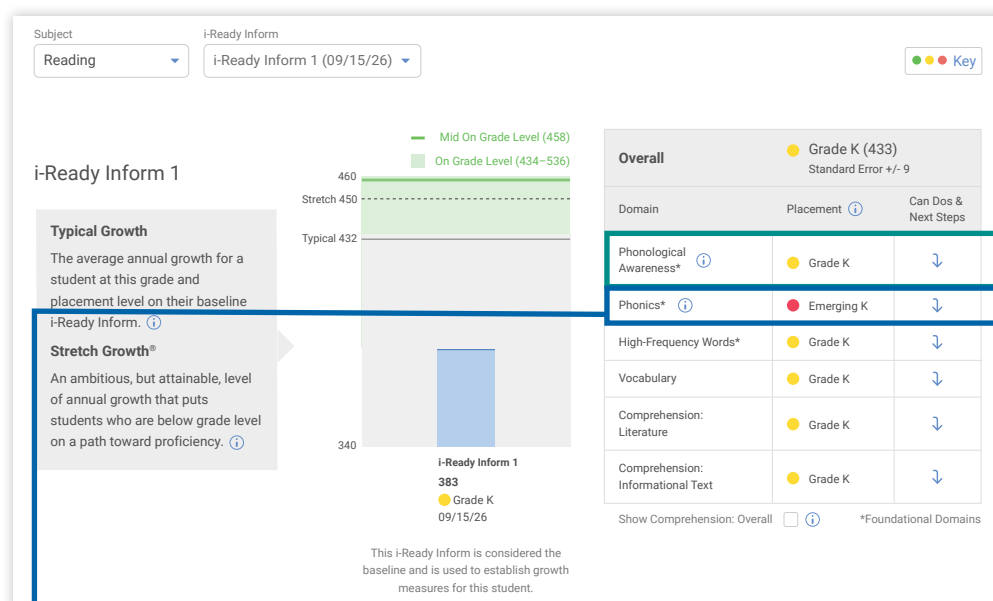
Every school and district has distinct intervention needs. As part of a systematic approach to intervention, *i-Ready* can provide screening, instructional resources, and progress monitoring data for responsive interventions. After administering the screening approach (using *i-Ready Inform* in combination with *i-Ready Literacy Tasks*) that aligns to state requirements or district guidance, educators would review the results provided by *i-Ready* to identify the students who need a plan for intervention. Literacy Tasks results can be used to determine instructional priorities for intervention. The next section of this resource provides further guidance for determining those instructional priorities. To view a more detailed plan for using *i-Ready Literacy Tasks* for intervention, refer to [10 Steps: Using *i-Ready Inform* and *Literacy Tasks* for Intervention](#).

Informing Instruction

Examine Foundational Literacy Skills after *i-Ready Inform*

i-Ready Literacy Tasks may be used to examine specific foundational literacy skills for students whose Inform performance in certain domains raises concern or warrants a closer look. The tasks are short assessments that would serve as the next step after a larger adaptive assessment. The educator would use them to then drill down into specific foundational skills and inform next steps for instruction. The [i-Ready Literacy Tasks: Progressions](#) document outlines these instructional next steps based on Inform Results and the Literacy Tasks results.

Take, for instance, a Grade 1 student who has just completed their fall Inform. The student may have completed a Grade 1 PRF Task as described in the section above; the educator would follow the same guidance and use the resources for Improving or Developing Reading Fluency, if necessary. Then the educator would also examine the student's foundational reading domain scores on Inform. If any of these domain placements (e.g., PA, PH, HFW) is below Grade 1, the educator would administer appropriate *i-Ready Literacy Tasks* to more closely examine the student's skills in that domain starting with the lowest score.



If **PH** domain placement is Below G1

For more information,
administer an **LSF Task**

If **PA** domain placement is Below G1

Use **PA Tasks** for more information
and/or to check progress periodically

If LSF is **Below**:

Focus instruction on any letter sounds that need support, while bridging to word decoding.

If LSF is **On/Above**:

Focus instruction on word decoding, adding more complex sound-spelling patterns with an emphasis on phoneme-grapheme blending and segmenting.

For more information, and/or to check progress, administer a PWD–F Task.

Following guidance from the flow chart above, because this student's placement in the PH domain is below Grade 1, the educator would administer an LSF Task. Depending on the student's score on the task, the educator would then either focus instruction on specific letter sounds that need support, or if the student scores On/Above, instruction would be focused on word decoding and phoneme-grapheme blending/segmenting. This may be followed by a PWD–F Task to gather more information or check progress. Students like this one, whose overall placement on the *i-Ready Inform* for Reading is below grade level and who demonstrate ongoing difficulty with a subset of LNF, LSF, and/or PA Tasks, should be considered for additional screening for reading support. The educator may also choose to then administer a Grade K WRF Task to address the Grade K placement in High-Frequency Words.

The chart below shows what below-level scores in specific *i-Ready Inform* domains or *i-Ready Literacy Tasks* may indicate in terms of the Science of Reading. This can help pinpoint next steps and which skills to work on or monitor with the student.

If a student needs support in the domain or skill area below	Use the Literacy Task(s) listed to provide additional instructional information	Then, if the student demonstrates challenges, they may need additional instruction in the following areas:		
		Fluency/ Automaticity	PH/PA	Language Comprehension
PA domain	PA		x	
PH domain	LNF LSF PWD–F PWD–M	x	x	
HFW domain	WRF	x	x	
Vocabulary domain		x	x	x
Vocabulary domain		x	x	x
Fluency/Automaticity	PRF	x	x	x
	RAN	x	x	

The [i-Ready Literacy Tasks: Which Tools for Instruction to Use Based on Literacy Tasks Results](#) document will help you link performance on the Literacy Tasks listed above to *i-Ready Tools for Instruction* that will target these instructional needs.

Literacy Tasks Scoring and Data Interpretation

Cut scores or score ranges are provided for each task based on the grades and times of year when that particular literacy skill is typically assessed. The chart below outlines grade levels and scores for each task type. For the full scoring tables for every task, refer to the [Literacy Tasks Scoring Tables](#).

Task Type	Typical Grade Range	Scoring
PA	- Syllables: K - Onset-Rime: K and 1 - Phoneme Blending: K and 1 - Phoneme Segmentation: K and 1 - Phoneme Segmentation Fluency: K and 1 - Phoneme Manipulation: K–2	Below Level, On Level, Above Level While detailed guidance is provided for administration by other educators in the Teacher Forms, we recommend that districts using Phonological Awareness Tasks to screen students for reading difficulties train classroom teachers and other educators or engage those with previous experience and training to administer these tasks to students.
RAN	- Objects: K and 1 - Colors: K and 1 - Letters: K–3 - Numerals: K–3	Below Level, On Level A single cut score is provided for each RAN Task by grade and time of year. A student who scores at or above the cut score for that administration period can be considered on level, while a student whose score is below the cut score can be considered below level for that task.
LNF and LSF	Grades K–2 Fall	Below Level, On Level, Above Level
WRF	Grades K–3 Spring	Below Level, On Level, Above Level
PWD–F and PWD–M	Grades K–3 Spring	Below Level, On Level, Above Level
S&E	Consistent across all grade levels	Below Level, On Level If either the Spelling or Encoding score is “Below Level,” we consider the student’s performance to be below level on the entire task.
PRF	Grades K–6	Below Level, On Level, Above Level <i>Passage Reading Fluency scores also include percentile ranges based on the 2017 Hasbrouck and Tindal norms.</i>

For every task type, the Teacher Form of the task includes standardized scoring rules and support with common administration scenarios for that task.

Though these cut scores are not appropriate at higher grade levels, we may use some forms for older students who are performing below grade level. In this case, the max score would reflect mastery of the skill. Off-level scoring guidance is also provided in the Literacy Tasks Scoring Tables resource linked above.

Viewing Literacy Tasks Results

For Benchmark Tasks, view an entire class or Report Group scores in one report. These can be sorted by form or score (PRF Task results also contain percentiles based on Hasbrouck and Tindal norms). For this class, the educator could sort by result (on, above, or below grade level) and use those results to create student groups or make instructional decisions.

Literacy Tasks

Subject

Class/Report Group

Task Type

Language

Reading

Reading Class A

Passage Reading Fluency

English

Key

Benchmark Assessments

View Progress Monitoring Status

Showing 21 of 21

Student

Form

Content Grade Level

Result

Mean WCPM

Percentile

Date

Ayers, Avani	Benchmark 3	Grade 1	On	87	50–75th	05/27/26
Buckley, London	Benchmark 3	Grade 1	Above	93	76–99th	05/27/26
Colon, Esteban	Benchmark 3	Grade 1	Below	15	0–10th	05/27/26
Contreras, Abby	Benchmark 3	Grade 1	Above	95	76–99th	05/27/26
Harding, Grace	Benchmark 3	Grade 1	On	90	50–75th	05/27/26
Leone, Ito	Benchmark 3	Grade 1	Below	3	0–10th	05/27/26
Morales, Cristobal	Benchmark 3	Grade 1	Below	42	25–49th	05/27/26
Perez, Imani	Benchmark 3	Grade 1	Below	13	0–10th	05/27/26

Click the View Progress Monitoring Status button to see which students in the class or Report Group are in active progress monitoring periods for the task type (in this case, PRF). The teacher might then decide to open a new progress monitoring period for students based on their below-grade level placements on the Benchmark Task.

Progress Monitoring Status			
Passage Reading Fluency			
Showing 21 of 21			
Student Name	Progress Monitoring Period Start Date	Content Grade Level	Current Status
Ayers, Avani	01/21/26	Grade 1	Open
Buckley, London	-	-	-
Colon, Esteban	01/21/26	Grade 1	Closed
Contreras, Abby	-	-	-
Harding, Grace	01/21/26	Grade 1	Closed
Leone, Ito	01/21/26	Grade 1	Closed
Morales, Cristobal	-	-	-
Perez, Imani	-	-	-
Prince, John	-	-	-

Literacy Tasks
Avani Ayers
Grade 1

Task Type
Language

Passage Reading Flue...
English

Key

Benchmark Assessments

Passage Reading Fluency

Showing 2 of 2

Recommended Task Progressions

	Form	Time of Year	Content Grade	Mean Words Correct per Minute (WCPM)	Result	Percentile	Date
+	Benchmark 1	Winter	Grade 1	20	Below	25–49th	01/20/26
+	Benchmark 2	Spring	Grade 1	65	On	50–75th	04/06/26

At the student level, Benchmark and Progress Monitoring Task results are displayed on the same page. This Grade 1 student has completed two Benchmark Tasks in PRF. She has improved from below grade level to on grade level and is scoring in the 50th–75th percentile.

Scrolling down to Progress Monitoring Task results, for PRF Tasks, the educator can see a graph of the student’s progress with aim lines to demonstrate typical rate of improvement (ROI) and the Grade 1 performance goal. In this case, the student has surpassed the typical ROI aim line and is scoring above the 50th percentile for Grade 1, meeting the grade-level performance goal. Based on these improved Benchmark Task scores and progress monitoring results, this teacher may choose to close the progress monitoring period and focus on a different area of need for the student.

Progress Monitoring

Passage Reading Fluency

Progress Monitoring Period Start Date
Content Grade Level
Progress Monitoring Frequency

01/21/2026
Grade 1
Weekly

Grade 1 50th Percentile and Above
Grade 1 Performance Goal Aim Line

Grade 1 Goal WCPM
60

Grade 1 Goal Average ROI
2.22

Typical Rate of Improvement (ROI) Aim Line

Typical ROI WCPM
56

Typical ROI
2.00

Actual WCPM Line

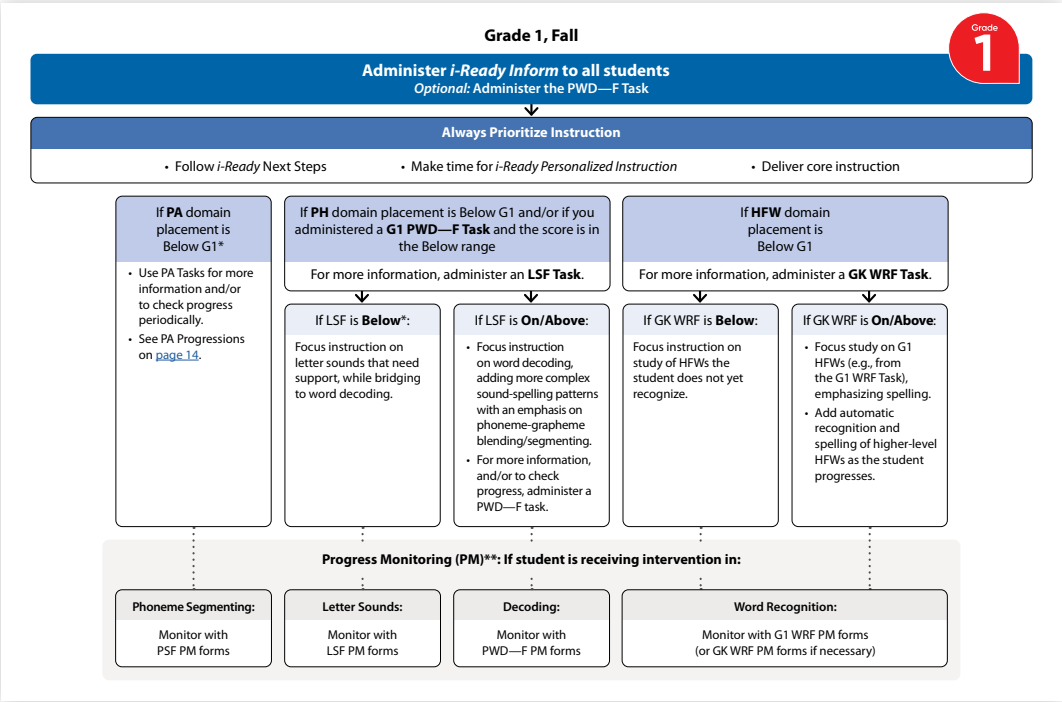
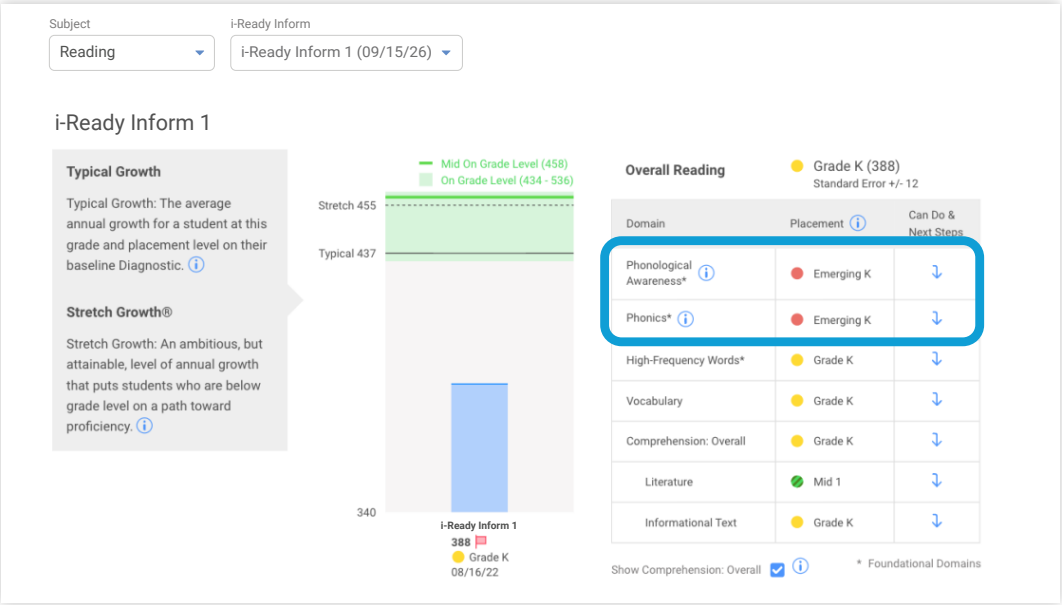
Most Recent WCPM
60

Average ROI to Date
3.33

Form	Date	Words Correct per Minute (WCPM)
Class Trip	01/21/2026	20
The Last Hat	01/30/2026	21
Watch Out, Baby Ox!	02/14/2026	21
Rex	02/27/2026	30
Which Cat Is It?	03/07/2026	37
Alex and Baby Ana	03/20/2026	39
A New Home for Rob	04/03/2026	50
A Long Sea Animal	04/14/2026	60

Using Literacy Tasks Results

Below is an example of how an educator might use *i-Ready Literacy Tasks* with a Grade 1 student. First, the educator administers *i-Ready Inform* for Reading and analyzes the student's Inform Results. They may also administer a fluency task if they'd like to add a fluency component to the assessment (if they are using the Science of Reading approach described earlier in this resource).



This student's lowest foundational domains were PA and PH. Using the Literacy Task Progressions as a guide, the educator can address PA using a Phoneme Blending Task and can address the PH domain with an LSF Task.

This educator has chosen LSF—Mixed-Case Letters and will administer the task digitally.

Task Type	Content Guide	Form	Task Resources	Add to Cart
+	Letter Naming Fluency - Mixed case	11 Forms		
+	Letter Naming Fluency - Uppercase	4 Forms		
+	Letter Sound Fluency - Lowercase	4 Forms		
—	Letter Sound Fluency - Mixed case	8 Forms		
		Benchmark Form 1	Form Resources ▾ Add	
		Benchmark Form 2	Form Resources ▾ Add	
		Benchmark Form 3	Form Resources ▾ Add	
		Benchmark Form 4	Form Resources ▾ Add	
		Benchmark Form 5	Form Resources ▾ Add	
		Benchmark Form 6	Form Resources ▾ Add	
		Benchmark Form 7	Form Resources ▾ Add	
		Benchmark Form 8	Form Resources ▾ Add	
+	Letter Sound Fluency - Uppercase	4 Forms	Task Resources ▾	

They then review and analyze the task results. This student scored on grade level.

Grade 1, Fall

Administer *i-Ready Inform* to all students
Optional: Administer the PWD—F Task

Always Prioritize Instruction

• Follow *i-Ready* Next Steps • Make time for *i-Ready Personalized Instruction* • Deliver core instruction

If PA domain placement is Below G1* • Use PA Tasks for more information and/or to check progress periodically. • See PA Progressions on page 14.	If PH domain placement is Below G1 and/or if you administered a G1 PWD—F Task and the score is in the Below range For more information, administer an LSF Task. ↓ If LSF is Below*: Focus instruction on letter sounds that need support, while bridging to word decoding.	If HFW domain placement is Below G1 For more information, administer a GK WRF Task. ↓ If GK WRF is Below: Focus instruction on study of HFWs the student does not yet recognize.
If LSF is On/Above: • Focus instruction on word decoding, adding more complex sound-spelling patterns with an emphasis on phoneme-grapheme blending/segmenting. • For more information, and/or to check progress, administer a PWD—F task.	If GK WRF is On/Above: • Focus study on G1 HFWs (e.g., from the G1 WRF Task), emphasizing spelling. • Add automatic recognition and spelling of higher-level HFWs as the student progresses.	

Progress Monitoring (PM): If student is receiving intervention in:**

Phoneme Segmenting: Monitor with PSF PM forms	Letter Sounds: Monitor with LSF PM forms	Decoding: Monitor with PWD—F PM forms	Word Recognition: Monitor with G1 WRF PM forms (or GK WRF PM forms if necessary)
--	---	--	---

If the educator refers back to the Task Progressions for guidance on next steps, they will then focus instruction on word decoding, adding more complex sound-spelling patterns with an emphasis on phoneme-grapheme blending and segmenting. They may also administer a PWD–F Task (if they did not already administer this task with Inform) to gather more information through informal or formal progress monitoring.

To help find instructional resources that address word decoding, the educator can refer to [i-Ready Literacy Tasks: Which Tools for Instruction to Use Based on Literacy Tasks Results](#) to find the appropriate *i-Ready* Tools for Instruction (TFIs). The table below is excerpted from this resource and can be used to guide instruction based on a student's performance on the Pseudoword Decoding—Fluency (PWD—F) Literacy Task. Items in each range correspond to a cluster of related decoding skills. To identify the best related TFIs to support instruction, the educator would use this chart to select the TFI based on the skill associated with upcoming instruction or where students showed partial success.

Items	Group Overview	Skills Covered	Related TFIs
1–15	CVC and VC Patterns	✓ Decoding VC and CVC single-syllable words ✓ Strong emphasis on phoneme-grapheme correspondence and short vowel sounds	Decode Words with Short Vowel <i>a</i> Decode Words with Short Vowels
16–25	Consonant Blends and Digraphs	✓ Introduction to initial consonant blends (CCVC) and final blends ✓ Decoding digraphs with unique sounds (e.g., <i>sh</i>, <i>th</i>, <i>ch</i>)	Words with Initial <i>l</i> -, <i>r</i> -Blends Words with Final Digraph <i>ck</i> or Double Consonants Words with Final Consonant Blends Words with Initial Consonant Digraphs Words with Final Consonant Digraphs Words with Initial <i>s</i> -Blends

Conclusion

i-Ready Literacy Tasks provide educators with meaningful, actionable insight into students' foundational reading skills. When used alongside *i-Ready Inform*, these tasks help create a comprehensive picture of each student's reading development—supporting more targeted instruction, informed intervention planning, and effective progress monitoring. Literacy Tasks ensure that educators can identify skill gaps, monitor growth over time, and respond proactively using evidence-based practices aligned with the Science of Reading.

Whether used for screening, intervention planning, progress monitoring, or informing instruction, Literacy Tasks help teachers make informed, timely decisions that promote meaningful reading development. Ultimately, these assessments empower educators to provide the right support at the right time so all students can continue to grow into confident and proficient readers.

References

Hasbrouck, J., & Tindal, G. (2017). *An update to compiled ORF norms* (Technical Report No. 1702). Behavioral Research and Teaching, University of Oregon. <https://files.eric.ed.gov/fulltext/ED594994.pdf>

