



# *i-Ready Standards Mastery* for Previous Star Custom Users: A Crosswalk

A Transition Guide for Educators Who Are Moving from Using  
Star Custom to the *i-Ready Standards Mastery*

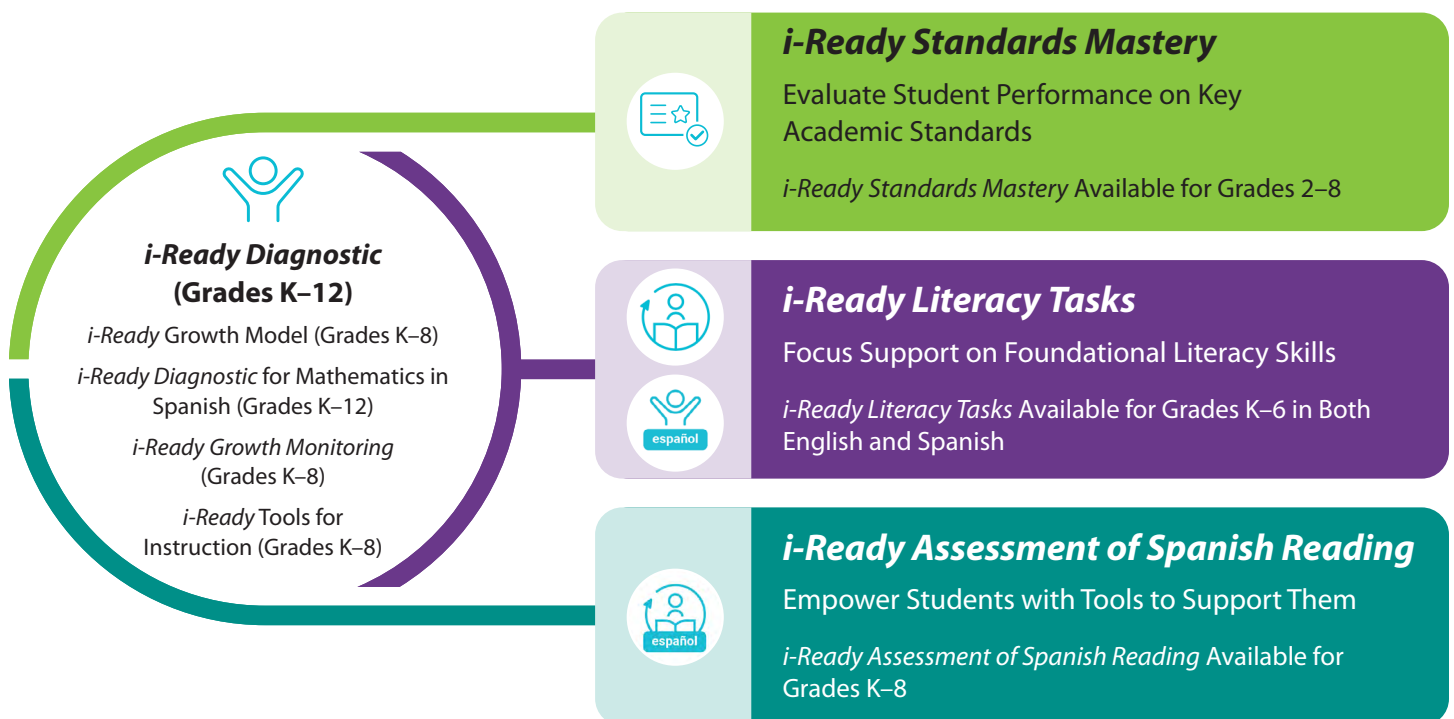


# An Introduction to *i-Ready*

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 Custom to *i-Ready Standards Mastery*, you likely have many questions. How is administering Standards Mastery different from administering Star Custom? Do they measure the same things? What scores on Standards Mastery are like the scores you know and trust from Star Custom? What Standards Mastery reports are like those from Star Custom that you've been using to help your students?

Standards Mastery assessments 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 of and provide support to Spanish-speaking students.



This guide will provide information to help you transition from using Star Custom to using *i-Ready Standards Mastery* 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 Custom to using Standards Mastery, you're probably wondering, "Will Standards Mastery do what I was able to do with Star Custom?"

While Star Custom is often used as a formative 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

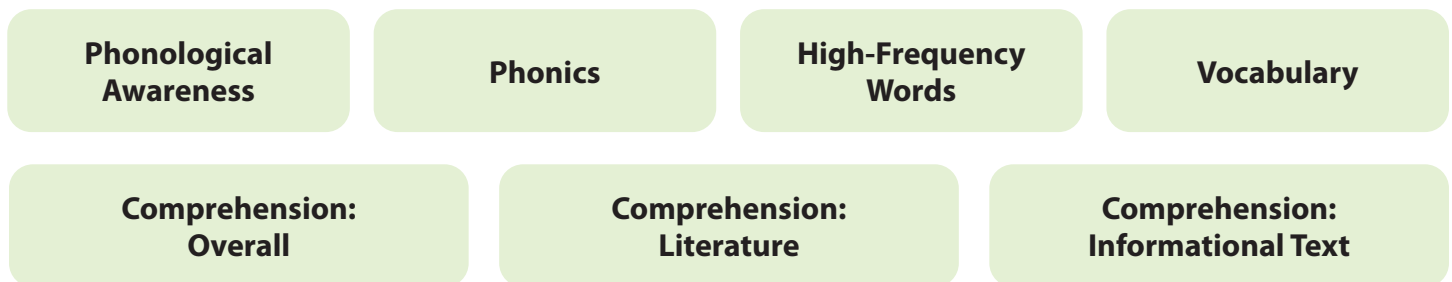
- ✓ Accountability
- ✓ High Correlations with State Tests
- ✓ Triannual Benchmark Assessment

# Content: Measuring What Matters

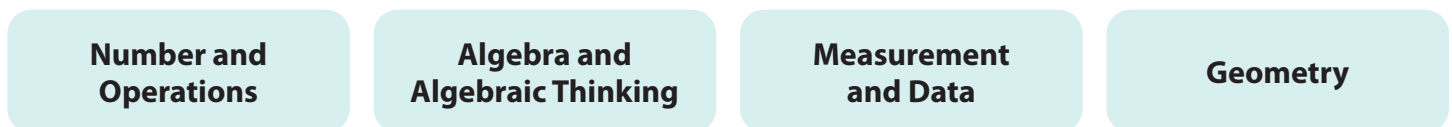
Star Custom provides assessments that were designed to inform instruction using skill checks aligned to state standards, similar to *i-Ready Standards Mastery*. Standards Mastery is further used to determine misconceptions and common errors through detailed, item-level response analyses, thus giving educators insight into why a student hasn't grasped a standard or set of standards in reading and mathematics.

In addition to Standards Mastery, *i-Ready Diagnostic* is an adaptive assessment and provides criterion placement-level performance at, above, and below grade level. *i-Ready Diagnostic* assesses students' skills to the sub-domain level, prescribing differentiated instruction so learners at all proficiency levels can achieve success.

## Reading domains:



## Mathematics domains:



Used as a complement to the *i-Ready Diagnostic*, *i-Ready Standards Mastery* helps provide a comprehensive snapshot of a student's understanding of grade-level reading and mathematics performance. *i-Ready Standards Mastery* is available for formative or interim assessment purposes. Standards Mastery provides educators a choice in selecting which standards to assess to inform reteaching and further instruction.

For more information, see [i-Ready Diagnostic: What It Measures](#) or [Standards Mastery: Powerful Insights into Standards; Powerfully Informed Teaching](#).

# Implementation

The approaches to implementing Star Custom and *i-Ready Standards Mastery* are somewhat similar. Both Star Custom and Standards Mastery are fixed-form, computer-based assessments highlighting specific standards. The *i-Ready Diagnostic*, on the other hand, is a computer-adaptive assessment measuring reading and mathematics concepts down to the domain level.



## Frequency of Administration

Star Custom and *i-Ready Standards Mastery* can be administered based on the need and use of the data.

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



## Test Duration

*i-Ready Standards Mastery* and Star Custom take about 15 minutes per test. It is important to note that as more standards are selected, the length and duration of the test also increases.

The *i-Ready Diagnostic* is a much broader measure and 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 the [FAQ: \*i-Ready Diagnostic\*: Guidance on Assessment Duration](#).



## Testing Method

*i-Ready Standards Mastery* and Star Custom are fixed form and administered digitally.

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

# Scores

Scores among Star Custom, *i-Ready Standards Mastery*, and *i-Ready Diagnostic* are generally not directly comparable, although there are some similarities between the scores on each assessment that can help you transition from one assessment to the other. For example, Star Custom and Standards Mastery assessments report percentage correct, and this information provides educators an understanding of student performance among their peers.

Score Type	Star Custom	<i>i-Ready Standards Mastery</i>	<i>i-Ready Diagnostic</i>
Overall Score(s)	Percentage correct	Percentage correct	<i>i-Ready Diagnostic</i> Overall Score
Placement Levels	Mastery levels (i.e., Secure, Developing, and Beginning)	Placement categories (i.e., Proficient, Progressing, and Beginning)	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)

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

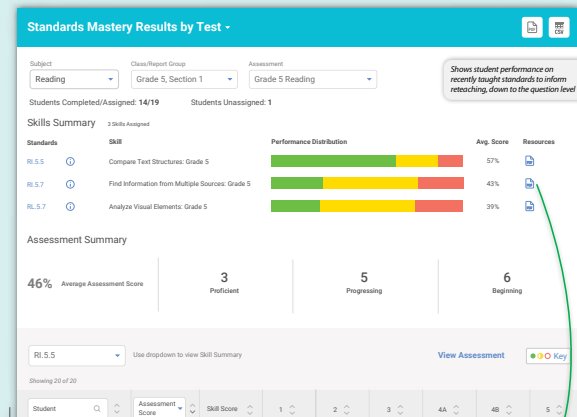
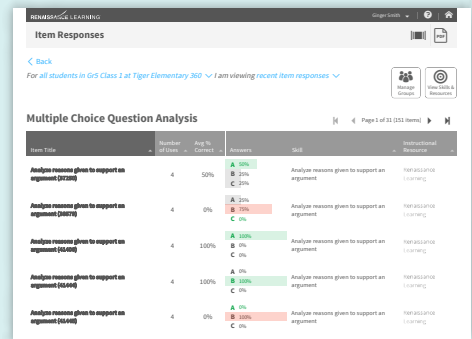
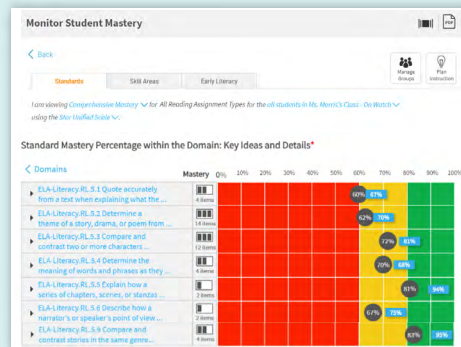


# Reports

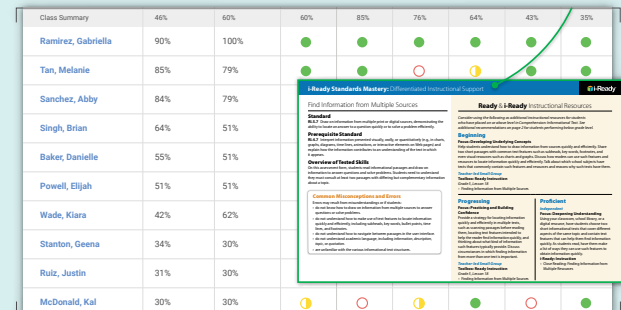
The reports available from Star Custom, *i-Ready Diagnostic*, and *i-Ready Standards Mastery* are often seen by educators as being quite different. Although the assessments' reports convey information about what a student knows, the look and feel of the reports provide information in different ways.

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

With Star Custom assessments, you may have used the **Monitor Student Mastery** or **Multiple Choice Question Analysis** dashboards.



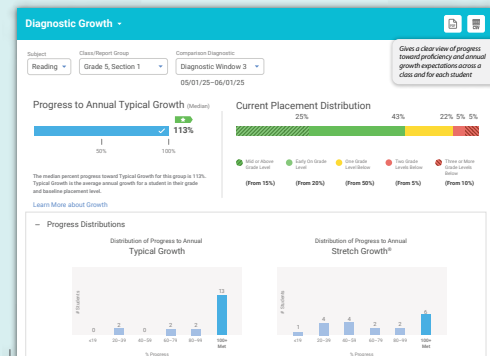
With *i-Ready Diagnostic*, you can similarly use the **Standards Mastery Results by Test**.



Also, when coupled with *i-Ready Diagnostic*, you can use the **Diagnostic Growth report**, which provides growth information at the class or group level.

Additional reports include:

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



For more information, see the [i-Ready Reports Book](#).

# Informing Instruction

Star Custom, *i-Ready Standards Mastery*, and *i-Ready Diagnostic* all provide instructional information, but the type of information and the resources associated with that information differ across the assessments.

With *i-Ready Standards Mastery*, for every standard that is assessed, there is a Differentiated Instructional Support resource. This resource provides information about a standard, potential and possible misunderstandings, prerequisite skills, and information to help teachers understand where students might be in their learning of the specific standard. This support can help teachers determine the content and skills that need more targeted focus and how to do this strategically.

Additionally, when used with *i-Ready Diagnostic*, there are several other 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.

Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Comprehension: Literature	Comprehension: Informational Text
Not Assessed	Grade 3 514	Surpassed Level	Grade 4 561	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 effect relationships.
- Say, "When I read, I think about things that happen."
- Model asking and answering questions such as "What caused this?" and "What happened next?"
- Then have Danielle read an informational text and look for details in the text to answer the questions.

### Tools for Instruction

#### Identify Cause and Effect

### Additional Resources

#### Magnetic Comprehension

**Tools for Instruction**

### Identify Cause and Effect

Readers identify cause and effect relationships to understand why something happens. In many texts, students follow the story by thinking about what the characters do and why. With informational texts, thinking about cause and effect helps students understand how things work. Cause and effect relationships are everywhere. Cause and effect are often used in many different ways. Cause and effect can be used to explain something, to predict something, or to show how something works. Cause and effect can be used to explain something, to predict something, or to show how something works. Cause and effect can be used to explain something, to predict something, or to show how something works.

**Step by Step**

1. Introduce and explain cause and effect.
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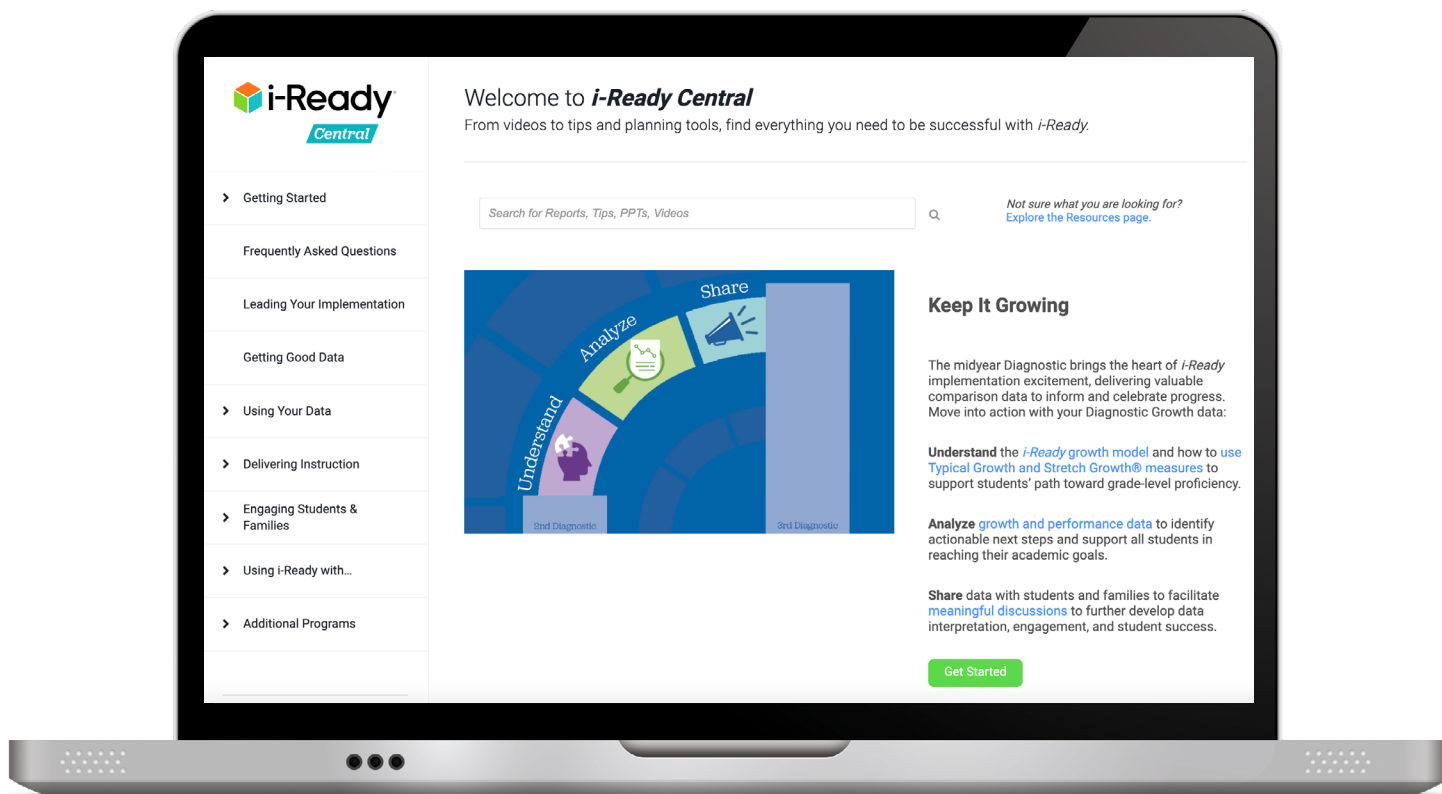
# Additional Features

Many other features are available with the *i-Ready Assessment* suite. The table below describes some of them.

Features	Star Custom	<i>i-Ready Assessment Suite</i>
<b>Spanish</b>	Available in Spanish	<p><i>i-Ready Standards Mastery</i> assessments are not nationally available in Spanish.</p> <p>Separate <i>i-Ready Assessment of Spanish Reading</i> is also available.</p> <p><a href="#">See how i-Ready supports English Learners.</a></p>
<b>Accessibility</b>	Many accessibility options available	<p>Many accessibility options available</p> <p><a href="#">See Accessibility and Accommodations with i-Ready Assessment and Personalized Instruction.</a></p>
<b>Progress Monitoring</b>	Can be used for progress monitoring	<p>Numerous approaches to progress monitoring available in the <i>i-Ready Assessment</i> suite</p> <p><a href="#">See Progress Monitoring with i-Ready Assessment.</a></p>
<b>Links to State Tests</b>	Not linked to state assessments	<p>Like Star Custom, Standards Mastery is not linked to state assessments. However, the Diagnostic is linked to most state tests including SBAC, with the Projected Proficiency feature available.</p> <p><a href="#">See states with linking studies.</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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# 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](#).