

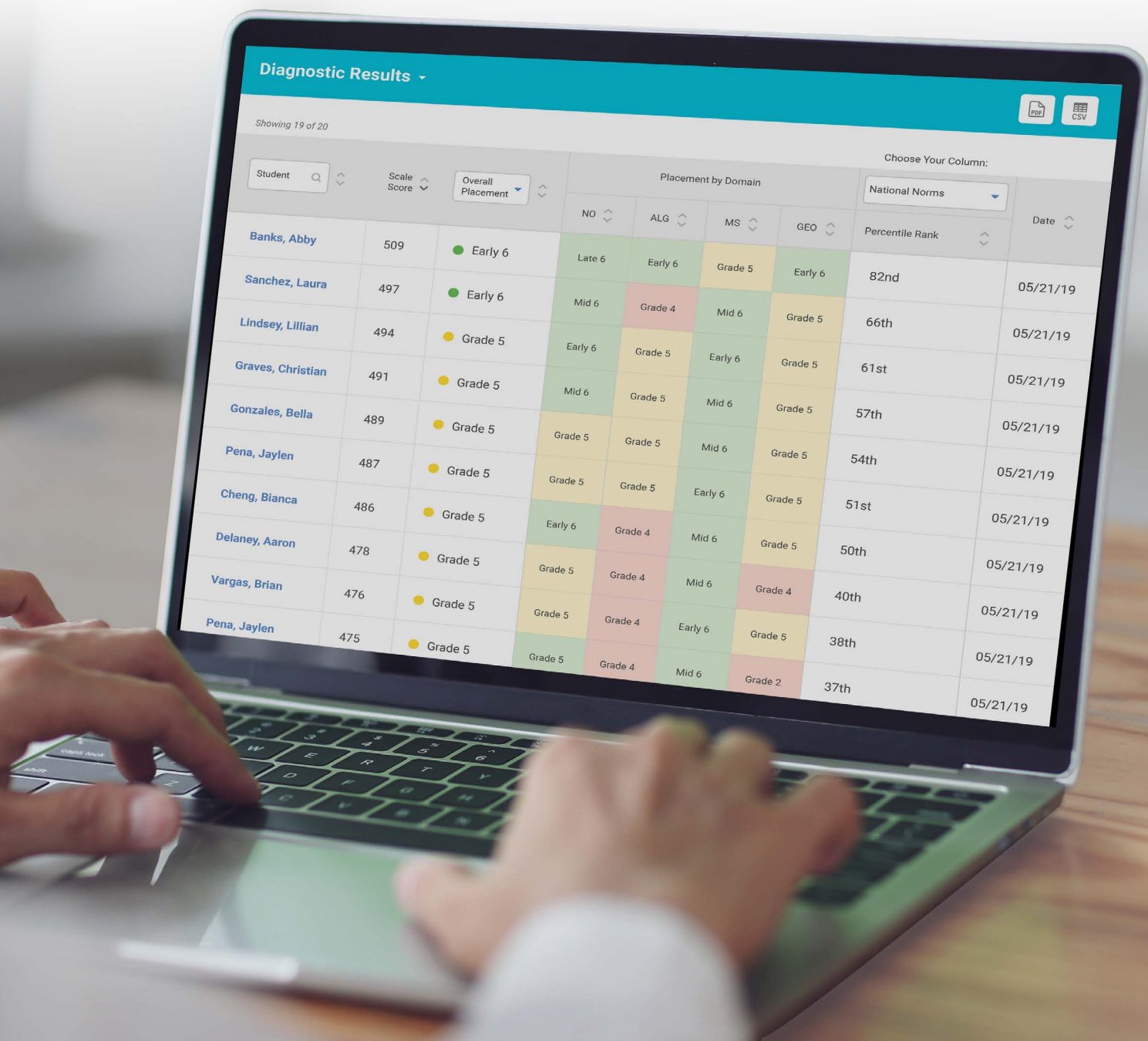


# *i-Ready Diagnostic:* New Post-Pandemic Norms Available in 2024

Curriculum Associates Feature Overview  
December 2023

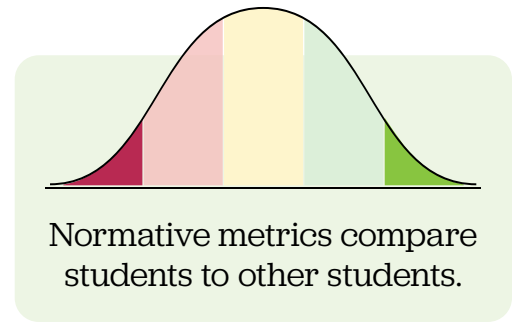
# Overview

Curriculum Associates is releasing new, post-pandemic norms for the 2024–2025 school year. This feature overview will describe the new norms, how to interpret them, and discuss effects related to the interpretation of assessment results.



# What Are Norms?

National norms provide a way for educators to understand student scores relative to the performance of students across the country. *i-Ready* norms describe how a student's score compares to the performance of nationally representative samples of scores of students in the same grade level, taking the *i-Ready Diagnostic* at the same time of year. Data on norms is reviewed regularly so updates can be made when warranted.



National norms on the *i-Ready Diagnostic* are presented as percentile ranks. For example, a student whose fall Diagnostic percentile rank is 66 scored better than 66 percent of a nationally representative group of students who took the Diagnostic in the fall.

Student	Scale Score	Overall Placement	Placement by Domain				National Norms
			NO	ALG	MS	GEO	Percentile Rank
Banks, Abby	509	● Early 6	Late 6	Early 6	Grade 5	Early 6	82nd
<b>Sanchez, Laura</b>	497	● Early 6	Mid 6	Grade 4	Mid 6	Grade 5	<b>66th</b>
Lindsey, Lillian	494	● Grade 5	Early 6	Grade 5	Early 6	Grade 5	61st
<p>Laura is performing better on the <i>i-Ready Diagnostic</i> for Mathematics than 66 percent of her peers.</p>							
Gonzales, Bella	489	● Grade 5	Grade 5	Grade 5	Mid 6	Grade 5	54th
Pena, Jaylen	487	● Grade 5	Grade 5	Grade 5	Early 6	Grade 5	51st

Norms are often used to:

- Evaluate progress
- Determine eligibility
- Screen for intervention, gifted and talented courses, algebra readiness, reading difficulties, and mathematics difficulties

Recent research indicates that norms have changed, thus the way educators evaluate students may need to be adjusted.

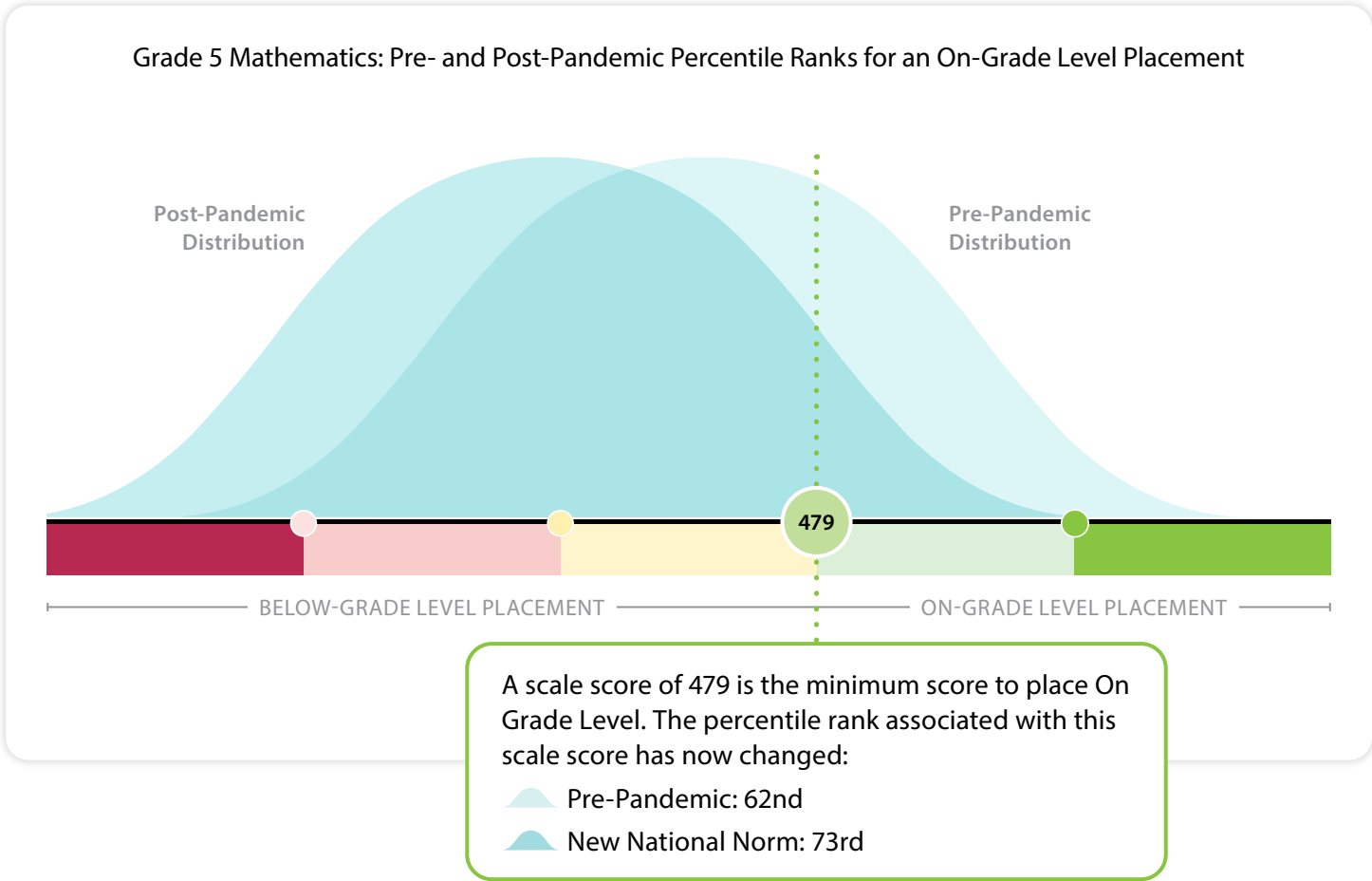
# Trends in New Norms

Curriculum Associates used data from the 2022–2023 school year to develop new norms. These new norms reflect student performance post-pandemic, and consistent with other research, the norms study concluded that student performance has shifted since the last study in 2019. These changes have important implications for how normative data from assessments is interpreted.

*i-Ready's* new national norms will be based on a sample of more than 11 million students who took the *i-Ready Diagnostic* during the 2022–2023 school year.

## Findings

Updated *i-Ready* national norms will reflect the pattern seen in [recent research](#)—that large numbers of students are still recovering from interruptions to their learning, and fewer students are performing on grade level. This trend is seen across Grades K–8, and persists in both Reading and Mathematics. In general, future norms tend to be lower than current norms for both Reading and Mathematics. This means that students can earn the same percentile rank in 2024 yet receive a lower scale score on the *i-Ready Diagnostic*. This is true in both Reading and Mathematics, though the discrepancy in Mathematics is much more pronounced.



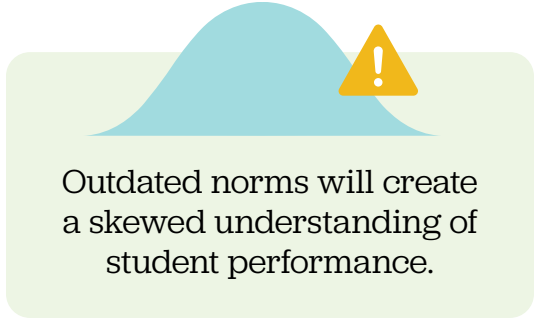
Learn more about new norms at [CurriculumAssociates.com/Norms](https://CurriculumAssociates.com/Norms).



Learn more about trends in unfinished learning by reading the [State of Student Learning in 2023 report](#).

# Interpreting New Norms

New norms may affect instructional decisions made for students. Often, percentile ranks are used to determine next steps in screening, placement in courses, and progress. Percentile ranks in 2024 may not have the same meaning as percentile ranks in 2019. This is because student performance has changed. For example, students at the 50th percentile in 2024 may not have the same set of knowledge and skills as students in the 50th percentile in previous years.



### Grade 5 Student in 2019

Student	Scale Score	Overall Placement	Placement by Domain				National Norms
			NO	ALG	MS	GEO	
Sanchez, Brianna	479	Grade 4	Grade 4	Grade 4	Grade 4	Grade 3	62nd

In 2019, Brianna, a Grade 5 student, receives an overall Mathematics score of a 479 on her fall Diagnostic.

Brianna receives an overall placement of Grade 4—one grade level below. Her domain scores show that she likely needs the most support in Geometry. **She is in the 62nd percentile.**

### Grade 5 Student in 2024

Student	Scale Score	Overall Placement	Placement by Domain				National Norms
			NO	ALG	MS	GEO	
Vargas, Eva	479	Grade 4	Grade 4	Grade 4	Grade 4	Grade 3	73rd

Now, in 2024, Eva is also in Grade 5. She receives an overall Mathematics score of 479 on her fall Diagnostic.

Eva's performance is identical to Brianna's. She is placing one grade level below and also needs the most support in the domain of Geometry—**but Eva is in the 73rd percentile.**

It is important to understand that Brianna and Eva have identical performances. They are both placing one grade level below and below grade level in all Mathematics domains. Eva's higher percentile rank is a reflection of the student sample. More students are performing below Eva in 2024.

# Criterion Data Is More Essential Than Ever!

Criterion-referenced data is key to ensuring students continue to get the resources and instructional support they need. *i-Ready* provides criterion-referenced data in the form of grade-level placements, both at the overall and domain levels. These criteria have not changed. By using criterion-referenced data, educators have a concrete understanding of the skills and knowledge students have now and those that students need next.

Student	Scale Score	Overall Placement	Placement by Domain				National Norms
			NO	ALG	MS	GEO	
Banks, Abby	509	● Early 6	Late 6	Early 6	Grade 5	Early 6	82nd
Sanchez, Laura	497	● Early 6	Mid 6	Grade 4	Mid 6	Grade 5	66th
Lindsey, Lillian	494	● Grade 5	Early 6	Grade 5	Early 6	Grade 5	61st
Graves, Christian	491	● Grade 5	Mid 6	Grade 5	Mid 6	Grade 5	57th
Gonzales, Bella	489	● Grade 5	Grade 5	Grade 5	Mid 6	Grade 5	54th
Pena, Jaylen	487	● Grade 5	Grade 5	Grade 5	Early 6	Grade 5	51st
Cheng, Bianca	486	● Grade 5	Early 6	Grade 4	Mid 6	Grade 5	50th

# Conclusion

Comprehensive assessment data should provide answers to these three fundamental questions:

- What do my students know, and how are they performing in relation to grade-level expectations?
- How much growth does each student need to either reach or maintain grade-level proficiency?
- What can I do to support the delivery of both differentiated and grade-level instruction?

For the actionable, instructionally relevant insights that lead to student success, criterion-referenced data is essential. When criterion-referenced data is combined with new, updated norms that accurately reflect student performance, educators will have a more powerful way to meet student needs.



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