

Using *i-Ready Diagnostic* Scores for English Learner (EL) Reclassification

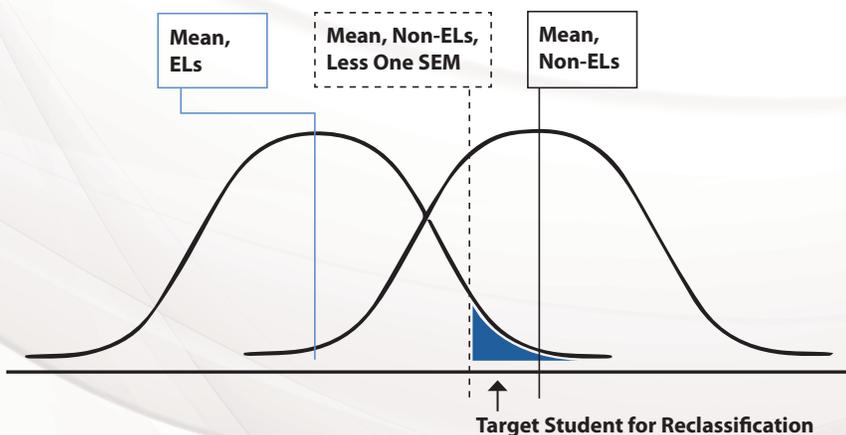
The *i-Ready Diagnostic* is designed to assess the majority of college and career readiness knowledge and skills in Mathematics and Reading required by most states, providing insight into both on- and off-grade level needs. The Diagnostic can also be a very powerful tool for evaluating the English reading skills of EL populations. *i-Ready* data can be useful as one of the multiple measures to inform EL reclassification.

Curriculum Associates recommends following state- or district-specific guidance for EL reclassification; however, some states and districts may choose to vary this guidance to meet local requirements. In some cases, states may offer flexibility in the methodology for determining EL reclassification. In those cases, we recommend using multiple sources of evidence for making decisions about EL reclassification. *i-Ready Diagnostic* data can be used as one source of evidence to determine if students are sufficiently proficient in reading the English language to participate effectively in a curriculum designed for pupils of the same age whose native language is English. Two determinations based on *i-Ready Diagnostic* performance for their district as a whole, as well as individual students, must be made:

1. What is the English reading proficiency of average native English speakers in our district?
2. Which ELs have demonstrated proficiency in reading English comparable to our average native English speakers?

To answer these questions, we recommend that spring *i-Ready Diagnostic* for Reading scores be used as one of several evidence components in making decisions about reclassifying ELs. Specifically, ELs whose spring *i-Ready Diagnostic* for Reading scores that meet or exceed the district's mean spring *i-Ready Diagnostic* for Reading scores are within one standard error of measurement (SEM) of the district's mean spring *i-Ready Diagnostic* for Reading score for non-ELs could be considered for EL reclassification. (See graphic below.)

Identifying Students for EL Reclassification



Note that the *i-Ready Diagnostic* for Reading is only one measure of student proficiency, and this approach is best used in combination with multiple sources of evidence. Other test scores, teacher and parent input, and administrator judgment are all critical inputs to making useful reclassification determinations.



Illustrative Example

The table below provides a simplified walkthrough of our recommended approach. In this table, we'll look at data for a district with 15 students in Grade 4:

Student	English Learner	Spring Diagnostic
1A876966	No	461
1A732566	No	475
1A466314	No	460
1A465549	No	440
1A311683	No	452
1A575193	No	447
1A366622	No	495
1A961000	No	508
1A182693	No	484
1A407236	No	466
1A660694	Yes	465
1A771135	Yes	439
1A910151	Yes	448
1A964090	Yes	460
1A513093	Yes	454

In the table above:

- All calculations are done for one grade only. Under this approach grades cannot be combined.
- The average spring scale score for the 10 non-ELs is **468.8**.
- The mean SEM for the Grade 4 *i-Ready Diagnostic* for Reading is 10.1. (See table below for Grades K–8 mean SEM.)
- Given these two numbers, the cut score for EL reclassification would be **458.7**.

Based on this cut score, two of the five ELs in the table above would be candidates for reclassification (i.e., the students with scores of 465 and 460, highlighted above in blue). Each of their spring scale scores falls above the cut score for reclassification.

Importantly, any calculation that includes a small number of students should be used cautiously. Where possible, consider using results from *i-Ready* with other pieces of evidence to make final reclassification decisions.

Identifying Reclassification Candidates in Your District

All the data in the table above is available through the export function in *i-Ready*. For assistance with the export function, please contact your Account team. This approach is, as stated above, only recommended in combination with other measures of student proficiency such as other test scores, teacher input, and administrator judgment. For reference, the mean SEMs for all grades on the *i-Ready Diagnostic* for Reading follow below:

Grade	K	1	2	3	4	5	6	7	8
Mean	9.3	9.3	10.4	10.0	10.1	10.3	10.5	10.6	10.7