i-Ready®

i-Ready Diagnostic for Previous Amira Users: A Crosswalk

A Transition Guide for Educators Who Are Moving from Using Amira to the *i-Ready Diagnostic* and *i-Ready Literacy Tasks*
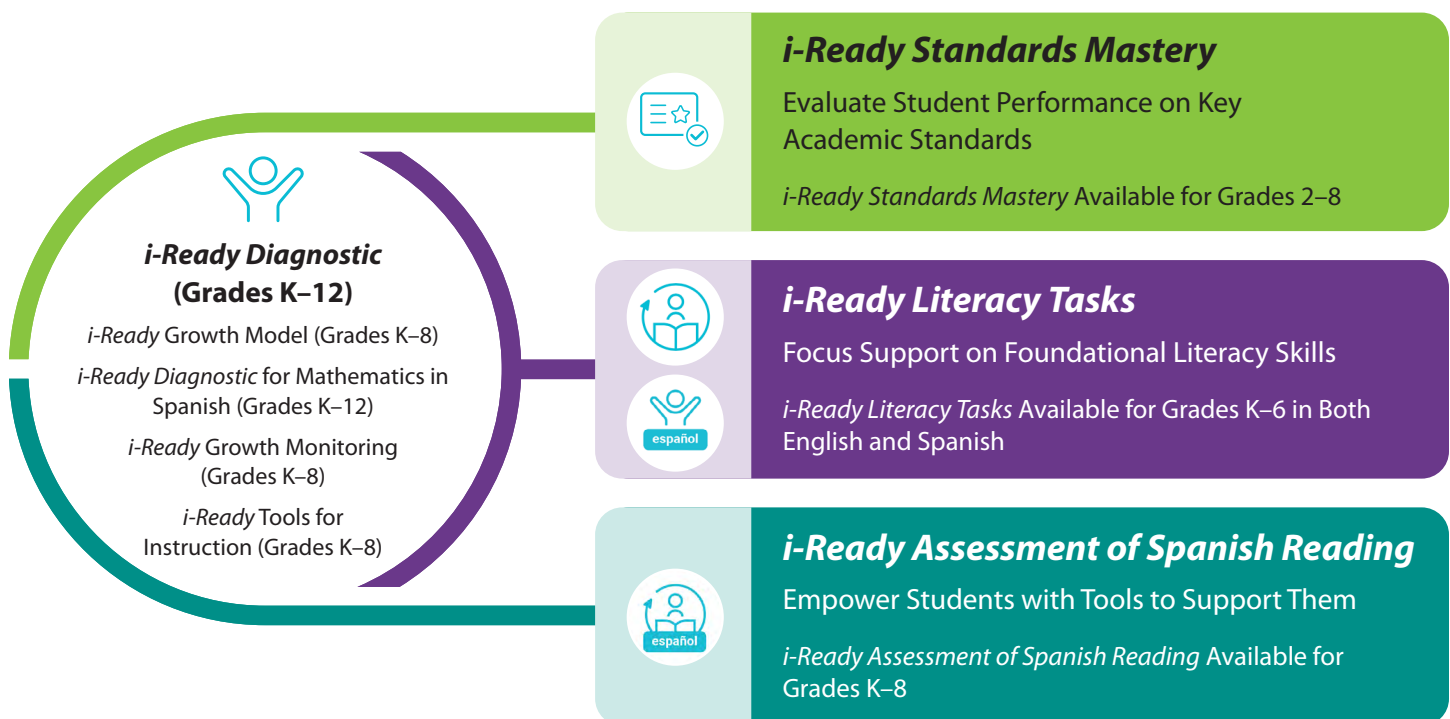
An Introduction to *i-Ready*

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

Literacy Tasks 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.

i-Ready Diagnostic (Grades K–12)

i-Ready Growth Model (Grades K–8)

i-Ready Diagnostic for Mathematics in Spanish (Grades K–12)

i-Ready Growth Monitoring (Grades K–8)

i-Ready Tools for Instruction (Grades K–8)

i-Ready Standards Mastery

Evaluate Student Performance on Key Academic Standards

i-Ready Standards Mastery Available for Grades 2–8

i-Ready Literacy Tasks

Focus Support on Foundational Literacy Skills

i-Ready Literacy Tasks Available for Grades K–6 in Both English and Spanish

i-Ready Assessment of Spanish Reading

Empower Students with Tools to Support Them

i-Ready Assessment of Spanish Reading Available for Grades K–8

This guide will provide information to help you transition from using Amira to using *i-Ready Diagnostic* and the *i-Ready Literacy Tasks* 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 Amira to using *i-Ready*, you're probably wondering, "Will *i-Ready* do what I was able to do with Amira?"

While Amira is often used as a benchmark assessment or screener 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
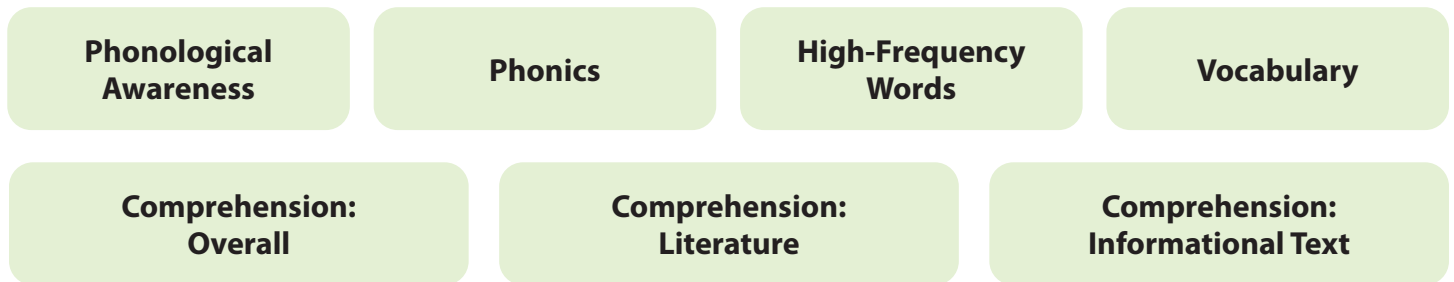
District Strategic Needs

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

Content: Measuring What Matters

Amira provides assessments that were designed to identify and monitor students' foundational skills in reading, similar to Literacy Tasks.

In addition to the Literacy Tasks, *i-Ready Diagnostic* is an adaptive assessment and provides criterion placement-level performance at, above, and below grade level. *i-Ready* assesses students' reading skills to the sub-domain level, prescribing differentiated instruction so learners at all proficiency levels can achieve success. If needed, *i-Ready Literacy Tasks* may be used alongside *i-Ready Diagnostic*. Literacy Tasks are quick, one-on-one snapshots, like Amira assessments.

Reading domains:

Phonological Awareness	**Phonics**	**High-Frequency Words**	**Vocabulary**
Comprehension: Overall	**Comprehension: Literature**		**Comprehension: Informational Text**

Used as a complement to the *i-Ready Diagnostic* for Reading, *i-Ready Literacy Tasks* help provide a comprehensive snapshot of a student's overall reading performance. *i-Ready Literacy Tasks* are available as Benchmark Tasks or Progress Monitoring Tasks. *i-Ready* offers educators a choice in selecting tasks that best fit their literacy assessment needs.

For more information, see *i-Ready Diagnostic*: What It Measures or the *i-Ready Literacy Tasks* Feature Overview.

Content: Measuring What Matters

Amira 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 can make more informed instructional decisions.

Reading Concepts	Amira	i-Ready Assessment
Overall Phonics Proficiency	Not explicitly provided; however, it is a component of the overall Amira Reading Mastery (ARM) score.	**Yes**—through the *i-Ready Diagnostic* Phonics domain. Literacy Tasks for Pseudoword Decoding—Fluency and Pseudoword Decoding—Multisyllabic also measure key phonics concepts.
Overall Phonological Awareness Proficiency	Not explicitly provided; however, Amira breaks down reading into individual phonemes to assess phonological awareness.	**Yes**—through the *i-Ready Diagnostic* Phonological Awareness domain. Additional Literacy Tasks measure targeted phonological awareness skills.
Vocabulary	Yes	**Yes**—through the *i-Ready Diagnostic* Vocabulary domain
Sight Words	Yes	**Yes**—through the *i-Ready Diagnostic* High-Frequency Words domain
Comprehension	Yes	**Yes**—through the *i-Ready Diagnostic* Comprehension domains
Oral Reading Fluency	Yes	**Yes**—through the *i-Ready Literacy Task* for Passage Reading Fluency
Word Reading Fluency	Yes	**Yes**—through the *i-Ready Literacy Task* for Word Recognition Fluency
Nonsense Word Fluency	Yes	**Yes**—through the *i-Ready Literacy Task* for Pseudoword Decoding—Fluency
Phonemic Segmentation Fluency	Yes	**Yes**—through the *i-Ready Literacy Task* for Phoneme Segmentation Fluency
Letter Naming Fluency	Yes	**Yes**—through the *i-Ready Literacy Task* for Letter Naming Fluency
Rapid Automatized Naming	Yes	**Yes**—through the *i-Ready Literacy Tasks* 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.

Implementation

The approaches to implementing Amira and the *i-Ready Literacy Tasks* are somewhat similar, although Amira uses artificial intelligence to listen to what a student says, whereas the Literacy Tasks focus on a teacher getting first-hand knowledge of their students' literacy needs. The *i-Ready Diagnostic*, on the other hand, is a computer-adaptive assessment that measures concepts other than fluency.

Frequency of Administration

The *i-Ready Literacy Tasks* can be administered up to weekly to measure progress or three times per year for benchmarking purposes, based on the need and use of the data. Practicing with Amira's shorter reading passages is recommended more often for progress monitoring.

i-Ready Diagnostic's and Amira's benchmark assessments are administered three times a year.

Test Duration

i-Ready Literacy Tasks take about one to two minutes per task.

The *i-Ready Diagnostic* is a much broader measure of literacy and takes on average 45 minutes to administer, although students in lower grades tend to finish the assessment in about 20 minutes.

The Amira benchmark test takes about 15 minutes to administer.

For more on *i-Ready Diagnostic*'s test length and scheduling suggestions, see *i-Ready Diagnostic*: Guidance on Assessment Duration.

For task lengths for each *i-Ready Literacy Task*, see the *i-Ready Literacy Tasks* Fact Sheet.

Testing Method

i-Ready Literacy Tasks are administered one on one between a teacher and a student. Scores can be recorded on paper and entered into *i-Ready* at a later time or can be scored in real time using *i-Ready*'s digital administration feature. Amira must be administered digitally with the student speaking into the computer.

i-Ready Diagnostic is a computer-adaptive assessment.

Scores

Scores among Amira, *i-Ready Literacy Tasks*, and *i-Ready Diagnostic* are generally not directly comparable, although there are some similarities between some scores on each assessment that can help you transition from one assessment to the other. For example, the assessments all offer numeric scores.

The table below shows some of the scores available from each assessment that are most similar for each score type.

While the score types listed in the table are not the same—for example, any norms available from Amira are not mathematically the same as the *i-Ready Diagnostic* norms—the scores provide some insight into how students are normatively performing.

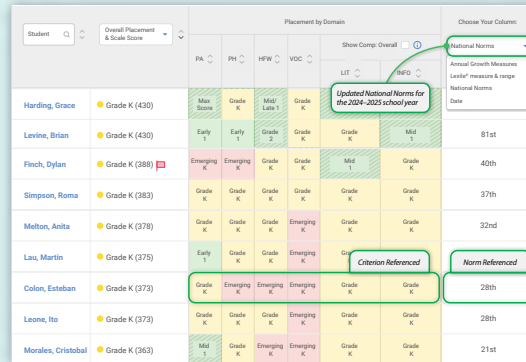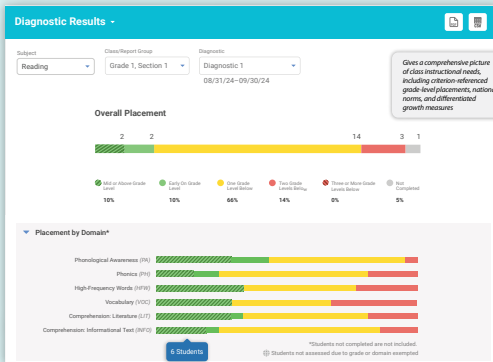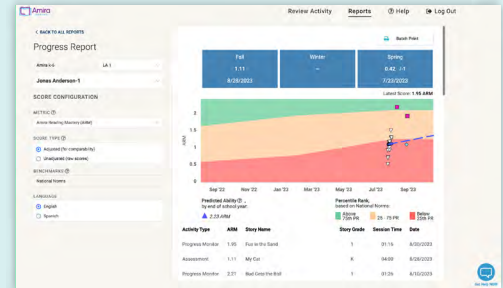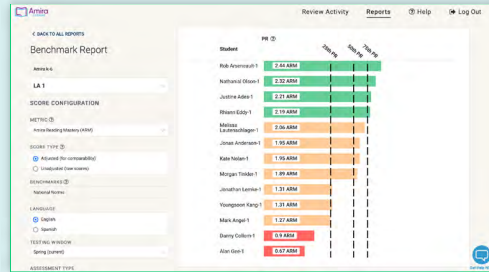| Score Type	Amira	Literacy Tasks	*i-Ready Diagnostic*
Overall Score(s)	ARM score	Each of the Literacy Tasks outlined in the *i-Ready Literacy Tasks* Fact Sheet results in a numeric score.	*i-Ready Diagnostic* Overall Score
Placement Levels	Reading proficiency level (e.g., Below Proficiency, Approaching Proficiency, Meeting Proficiency, or Demonstrating Mastery and determined based on national percentiles)	Benchmark categories (i.e., Below Grade Level, On Grade Level, or Above Grade Level)	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)
Norms	National norms	National percentile ranks for Passage Reading Fluency	National norms (developed to be representative of the national student population)
Growth	Expected ARM growth	Rate of improvement for Passage Reading Fluency	Typical Growth and Stretch Growth® (two empirically derived measures for understanding student growth with realistic and ambitious targets to help more students reach proficiency)

For more information, see Understanding Score Types on the *i-Ready Diagnostic*.

Reports

The reports available from Amira and *i-Ready Diagnostic* are often seen by educators as being quite different. Although both 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

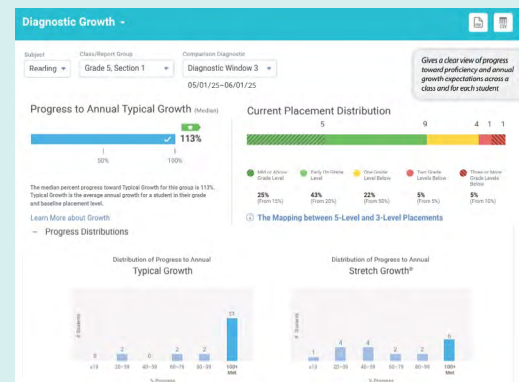With Amira, you may have used the **Benchmark or Progress Report**.

With *i-Ready Diagnostic*, you can similarly use the **Diagnostic Results report**, which provides information at the district, school, class, and student levels.

Additionally, 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)**
- **Grade-Level Planning (Scaffolding)**
- **Standards Performance**

Informing Instruction

Amira, *i-Ready Diagnostic*, and *i-Ready Literacy Tasks* all provide instructional information, but the type of information and the resources associated with that information differ across the assessments.

With *i-Ready Diagnostic*, there are several 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 ... 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.**
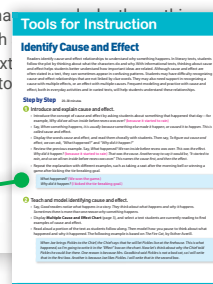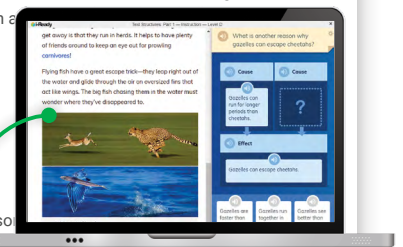
Extend understanding of cause and effect.

- Define effect as something that happens. Define cause as so...
- Read aloud a Grade 3 informational book and model th... effect relationships.
- Say, "When I read, I think about things that ha... happened."
- Model asking and answering questions such ... hy did it happen?"
- Then have Danielle read an informational text ... student to ask these same questions and to look for details in the text to ...

Tools for Instruction
Identify Cause and Effect 📄 PDF

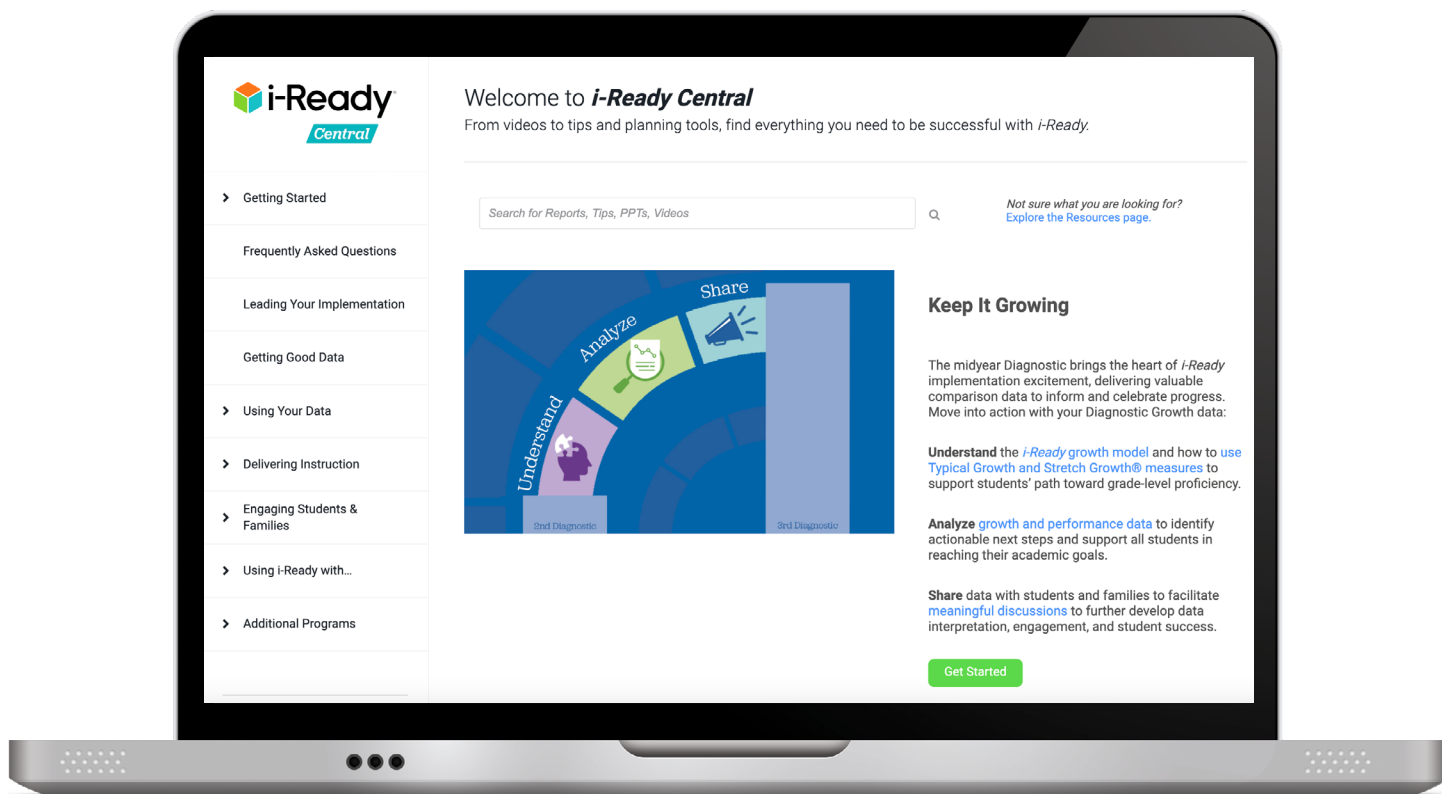**Additional Resources**
Magnetic Reading

Additional Features

Many other features are available for *i-Ready Diagnostic*. The table below describes some of them.

Features	Amira	i-Ready Assessments
Spanish	Available in Spanish	*i-Ready Literacy Tasks* are available in Spanish. Separate Assessment of Spanish Reading is also available. See how *i-Ready* supports English Learners.
Accessibility	Many accessibility options available	Many accessibility options available See Accessibility and Accommodations with *i-Ready Assessment* and Personalized Instruction.
Progress Monitoring	Practice with shorter passages is administered weekly or monthly to provide data points for progress monitoring across the school year.	Numerous approaches to progress monitoring available in the *i-Ready Assessment* suite See Progress Monitoring with *i-Ready Assessment*.
Links to State Tests	Amira is not linked to state assessments.	The Diagnostic is linked to most state tests including SBAC, with the Projected Proficiency feature available. Literacy Tasks are not linked to state assessments. See States with Linking Studies.

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.

Follow us to see how other educators are using *i-Ready* to personalize learning and accelerate growth.

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