



**OKLAHOMA STATE DEPARTMENT OF EDUCATION**

# **I-READY DIAGNOSTIC**

Technical Support

Universal Screening for Risk of Reading Difficulties,  
including Characteristics of Dyslexia

This guidance is based off information provided by the vendor and is provided to assist districts in quickly finding essential information for using this screening instrument to meet the requirements of the Strong Readers Act and screening for characteristics of dyslexia. Specific questions about the assessment should be directed to the vendor.

August 2025



## General Information

### Contact Information

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### Administration Information

Setting	i-Ready Diagnostic is administered online. Literacy Tasks are administered one-on-one with the teacher
Average Time	i-Ready Diagnostic - 45 minutes Literacy Tasks – 1 minutes each
Characteristics of Dyslexia	All students take the i-Ready Diagnostic assessment as the universal screening and the first step of dyslexia risk screening. Students who should be screened for characteristics of dyslexia must also take the designated Literacy Tasks and the Rapid Automatized Naming (RAN) assessment.

### Grade Level Assessment Pathway

	Beginning of Year	Middle of Year	End of Year
K-3 <sup>rd</sup> Grade	Administer Universal screening to all students. *Results are reported on the Strong Readers Survey: Beginning of Year report. Write SLIP and administer dyslexia screening to students below the grade-level target.	Administer Universal screening to all students. Adjust SLIP for students as needed. Write SLIP for students who have dropped below the grade-level target.	Administer Universal screening to all students.

### Guidance Brief for i-Ready Diagnostic from Curriculum Associates

An overview of the assessment from the publisher and how to use the assessment to determine risk can be found here:

[https://cdn.bfldr.com/LS6J0F7/at/34w7r4xt6c94frvx3jf3h9n/i-ready-universal-literacy-and-dyslexia\\_screening-OK.pdf](https://cdn.bfldr.com/LS6J0F7/at/34w7r4xt6c94frvx3jf3h9n/i-ready-universal-literacy-and-dyslexia_screening-OK.pdf)

### Guidance for Testing Remotely

Guidance for conducting i-Ready Diagnostic assessments remotely can be found here: <https://cdn.bfldr.com/LS6J0F7/at/nf4h6xmr7xrsgqb9967r3rxc/i-ready-assessing-remotely-kit-for-leaders.pdf>



## Assessment Administration

### Assessment Components

Intuitive reports from [i-Ready Diagnostic](#) and [i-Ready Standards Mastery](#) offer the most accurate data possible by identifying each student's strengths and learning priorities. Teachers use this data to make informed decisions about whole class, small group, or individual instruction, while administrators can use it to set intervention strategies and inform resource allocation decisions.

i-Ready Diagnostic follows a continuum of learning that, research indicates, is predictive of later reading success. Skills build upon skills, and the sequence of subtests builds upon prior subtests. As skills of lower-level difficulty are eliminated from the test battery, more difficult skills that rely on achievement of the prior skills are added.

Because i-Ready Diagnostic incorporates computer-adaptive algorithms, students are administered items of increasing difficulty until either an appropriate level of ability is established, or it is determined through other higher-level subtests that skill mastery has been achieved. Thus, defaults are only a starting point. Once i-Ready Diagnostic calibrates to the performance ability of a particular student, each subsequent test relies on the previous calibrations to determine with which items to begin subsequent administrations.

### Administration Guidance

For the most current early literacy screening requirements, see <http://www.curriculumassociates.com/OK-uses>.



## Assessment Administration

The i-Ready Diagnostic assessment uses a computer adaptive method to assess students on skills listed below.

Reading Skills Assessed in i-Ready (K-3)	
Grade K-2	Grade 3
Foundational Skills	
<b>Phonological Awareness (Gr. K-1)</b> <ul style="list-style-type: none"> <li>• Rhyme Recognition</li> <li>• Syllable Blending and Segmenting</li> <li>• Onset and Rime Blending and Segmenting</li> <li>• Phoneme Identification, Isolation, &amp; Pronunciation</li> <li>• Phoneme Blending and Segmentation</li> <li>• Phoneme Addition and Substitution</li> </ul> <b>Phonics</b> <ul style="list-style-type: none"> <li>• Alphabetic Knowledge <ul style="list-style-type: none"> <li>• Letter Recognition</li> <li>• Letter-Sound Correspondence</li> </ul> </li> <li>• Sound-Spellings <ul style="list-style-type: none"> <li>• Short and Long Vowels</li> <li>• R-Controlled Vowels</li> <li>• Digraphs and Diphthongs</li> <li>• Vowel Patterns</li> <li>• Silent Letters</li> </ul> </li> <li>• Decoding One-Syllable Words <ul style="list-style-type: none"> <li>• Sound-by-Sound Blending</li> <li>• Beginning and Ending Blends</li> </ul> </li> <li>• Decoding Multi-Syllable Words <ul style="list-style-type: none"> <li>• Multi-Syllable Decoding Strategies</li> <li>• Inflectional Endings</li> <li>• Words with Prefixes</li> <li>• Words with Suffixes</li> </ul> </li> </ul> <b>High-Frequency Words</b> <ul style="list-style-type: none"> <li>• Words from Zeno, Dolch, and Fry lists</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li>• Decoding/Building/Sorting Multi-Syllable Words <ul style="list-style-type: none"> <li>• Multi-Syllable Decoding Strategies</li> <li>• Types of Syllables</li> <li>• Words with Prefixes</li> <li>• Words with Suffixes</li> <li>• Irregularly Spelled Words</li> </ul> </li> </ul>
Vocabulary	
<ul style="list-style-type: none"> <li>• Understand General Academic and Domain-Specific Vocabulary</li> <li>• Specific Vocabulary</li> <li>• Identify Word Relationships (Synonyms/ Antonyms)</li> <li>• Sort Images That Represent Words into Conceptual Categories</li> </ul>	<ul style="list-style-type: none"> <li>• Understand General Academic and Domain-Specific Vocabulary</li> <li>• Determine Word Meaning Using Base Words and Affixes</li> <li>• Use a Glossary to Determine/ Clarify Word Meaning</li> <li>• Understand Word Families</li> <li>• Analyze Word Relationships</li> </ul>



## Assessment Administration

Reading Skills Assessed in i-Ready (K-3)	
Grade K-2	Grade 3
Comprehension: Informational Text	
<ul style="list-style-type: none"> <li>• Ask/Answer Questions about Key Details</li> <li>• Identify the Main Topic or Main Idea</li> <li>• Identify Reasons That Support Specific Points</li> <li>• Recount or Retell Text</li> <li>• Determine Word Meanings</li> <li>• Connect Words and Pictures/Explain How Images Support Text</li> <li>• Use Text Features</li> <li>• Describe Connections between Ideas, Events, and Procedures</li> <li>• Identify Author's Purpose</li> <li>• Compare and Contrast Key Details within and between Two Texts</li> </ul>	<ul style="list-style-type: none"> <li>• Ask Questions about Key Ideas</li> <li>• Identify Main Idea/Key Details</li> <li>• Cite Textual Evidence</li> <li>• Make Inferences</li> <li>• Retell or Summarize Text</li> <li>• Demonstrate Understanding of Unfamiliar Words</li> <li>• Describe or Analyze Relationships between Ideas and Events in Scientific, Historical, and Technical Texts</li> <li>• Demonstrate Understanding of Unfamiliar Words</li> <li>• Identify or Analyze Author's Point of View or Purpose</li> <li>• Evaluate Arguments</li> <li>• Connect Text and Visuals</li> <li>• Use or Interpret Text Features</li> <li>• Compare Author's Point of View in Two Texts</li> <li>• Analyze and Compare Text Structures within One Text or between Two Texts</li> <li>• Find and Integrate Information from Multiple Sources</li> </ul>
Comprehension: Literature	
<ul style="list-style-type: none"> <li>• Ask/Answer Questions about Stories</li> <li>• Identify/Describe Characters, Setting, Events</li> <li>• Describe Parts of a Story</li> <li>• Recount Stories</li> <li>• Determine Word Meanings</li> <li>• Identify Sensory Words/ Phrases</li> <li>• Describe How Authors Use Words/Sounds in Special Ways (e.g., alliteration)</li> <li>• Connect Words and Pictures</li> <li>• Determine Central Message</li> <li>• Identify Point of View</li> <li>• Compare and Contrast Story Elements within One Story or between Two Stories</li> </ul>	<ul style="list-style-type: none"> <li>• Ask Questions about Stories</li> <li>• Make Inferences</li> <li>• Cite Textual Evidence</li> <li>• Determine Theme/Central Message of a Story/Poem</li> <li>• Recount or Summarize Story Events</li> <li>• Understand/Describe Characters, Settings, Events</li> <li>• Interpret Figurative Language</li> <li>• Determine Point of View in a Story</li> <li>• Connect Words and Pictures</li> <li>• Analyze Structure and Elements of Stories/Plays/Poems</li> <li>• Compare and Contrast Stories (e.g., by Same Author, in Same Genre, Similar Topics/Themes)</li> <li>• Interpret Allusions</li> <li>• Summarize Text</li> </ul>



## **Special Considerations**

### Accommodations

Approved accommodations are those accommodations that are unlikely to change how the assessment functions. There are traditionally embedded designated supports available universally to students in i-Ready, requiring no further configuration by educators.

### English Learners

Screening with i-Ready Diagnostic can only be administered in English to meet Oklahoma state requirements.



## Using the Data to Determine Risk

### Grade Level Targets

The following descriptors are provided by Curriculum Associates to assist in interpreting student scores. For more in-depth explanation, please refer to the i-Ready Diagnostic Technical Manual provided by the publisher.

Benchmarks are the minimum performance levels students are expected to reach by certain points of the year in order to meet end-of-year performance goals. The end-of-year benchmark typically represents the minimum level of performance required by state or local standards. Benchmarks are always grade specific, e.g., the 3<sup>rd</sup> grade benchmark.

A cut score is used to determine which students may need additional assistance to move toward the end-of-year benchmark.

- Below 10 – urgent intervention
- Below 25 – intervention
- At/above 40 – benchmark

The scores listed on the following chart are the Reading Composite Scores determined by the required assessments listed above. The composite scores listed in the table reflect the grade-level target scores. **Students scoring below the At Benchmark Score are considered at-risk for not meeting grade level reading expectations and should be placed on a Student Literacy Intervention Plan (SLIP).**

### Determining Risk for Characteristics of Dyslexia

For information on using i-Ready to determine risk of characteristics of dyslexia, please visit <http://www.curriculumassociates.com/OK-uses>.



## Data Benchmarks

		Percentiles	Beginning of Year	Middle of Year	End of Year
Kinder	Well Below Benchmark	1 <sup>st</sup> -10 <sup>th</sup>	100-306	100-330	100-347
	Below Benchmark	11 <sup>th</sup> -25 <sup>th</sup>	307-325	331-349	348-371
	Tier 1 with Differentiation	26 <sup>th</sup> -39 <sup>th</sup>	326-334	350-361	372-388
	<b>At Benchmark</b>	<b>40<sup>th</sup></b>	<b>335</b>	<b>362</b>	<b>389</b>
1 <sup>st</sup> grade	Well Below Benchmark	1 <sup>st</sup> -10 <sup>th</sup>	100-345	100-368	100-385
	Below Benchmark	11 <sup>th</sup> -25 <sup>th</sup>	346-370	369-397	386-416
	Tier 1 with Differentiation	26 <sup>th</sup> -39 <sup>th</sup>	371-386	398-413	417-438
	<b>At Benchmark</b>	<b>40<sup>th</sup></b>	<b>387</b>	<b>414</b>	<b>439</b>
2 <sup>nd</sup> grade	Well Below Benchmark	1 <sup>st</sup> -10 <sup>th</sup>	100-381	100-402	100-418
	Below Benchmark	11 <sup>th</sup> -25 <sup>th</sup>	382-412	403-437	419-465
	Tier 1 with Differentiation	26 <sup>th</sup> -39 <sup>th</sup>	413-433	438-469	466-488
	<b>At Benchmark</b>	<b>40<sup>th</sup></b>	<b>434</b>	<b>470</b>	<b>489</b>
3 <sup>rd</sup> grade	Well Below Benchmark	1 <sup>st</sup> -10 <sup>th</sup>	100-408	100-424	100-439
	Below Benchmark	11 <sup>th</sup> -25 <sup>th</sup>	409-452	425-475	440-489
	Tier 1 with Differentiation	26 <sup>th</sup> -39 <sup>th</sup>	453-478	476-502	490-516
	<b>At Benchmark</b>	<b>40<sup>th</sup></b>	<b>479</b>	<b>503</b>	<b>517</b>
4 <sup>th</sup> grade	Well Below Benchmark	1 <sup>st</sup> -10 <sup>th</sup>	100-442	100-461	100-470
	Below Benchmark	11 <sup>th</sup> -25 <sup>th</sup>	443-490	462-511	471-516
	Tier 1 with Differentiation	26 <sup>th</sup> -39 <sup>th</sup>	491-516	512-531	517-540
	<b>At Benchmark</b>	<b>40<sup>th</sup></b>	<b>517</b>	<b>532</b>	<b>541</b>
5 <sup>th</sup> grade	Well Below Benchmark	1 <sup>st</sup> -10 <sup>th</sup>	100-472	100-487	100-494
	Below Benchmark	11 <sup>th</sup> -25 <sup>th</sup>	473-517	488-530	495-537
	Tier 1 with Differentiation	26 <sup>th</sup> -39 <sup>th</sup>	518-540	531-555	538-562
	<b>At Benchmark</b>	<b>40<sup>th</sup></b>	<b>541</b>	<b>556</b>	<b>563</b>