



Using i-Ready to Meet the Nebraska Reading Improvement Act for Grades K–3

Curriculum Associates Guidance Brief | December 2024

Guidance Overview

The Nebraska Reading Improvement Act requires that all students in kindergarten through grade three are administered an approved reading assessment three times during the school year. The *i-Ready Assessment* suite has been approved by the Nebraska Department of Education and can be used to assess students consistent with Nebraska requirements, recommendations, and guidance. The goal of assessment administration is to identify students with a reading deficiency in order to provide early supplemental intervention in accordance with the Nebraska Reading Improvement Act. For the most current guidance and information on how to use *i-Ready* to meet Nebraska Reading Improvement Act requirements, see our [Nebraska State Uses Page](#).

Useful Document Shortcuts

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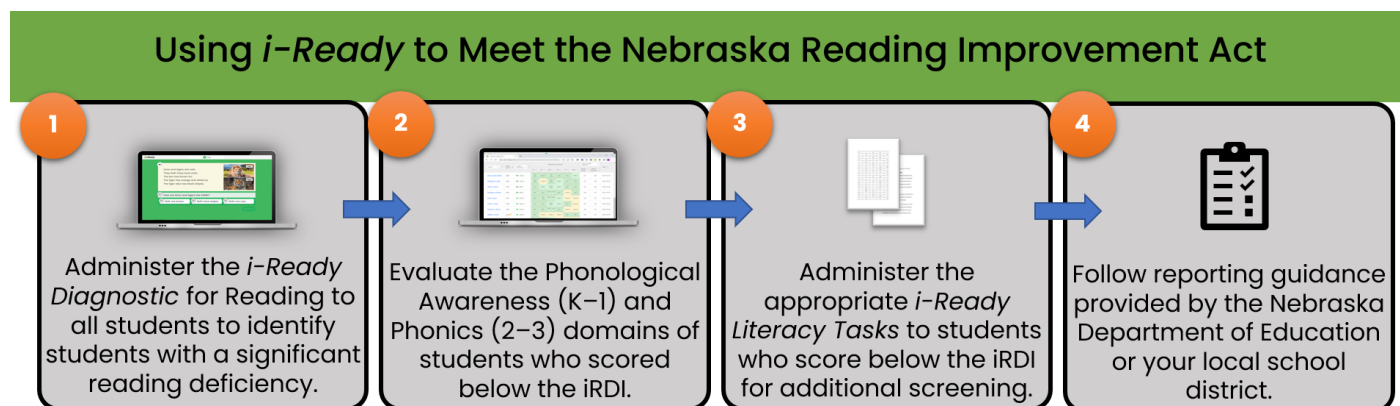
Guidance Summary

Authority	Nebraska Department of Education
Law/Code/Guidance	Nebraska Reading Improvement Act (Nebraska Revised Statute 79-2601 to 79-2607)
Goal of Screening	The goal of reading assessment administration three times per year is to identify students with a reading deficiency in order to provide early intervention and support.
Grades and Assessments	<p>Step 1: For all students in Grades K–3, administer the <i>i-Ready Diagnostic</i> for Reading. Students performing below the cut scores outlined in Step 2 are identified as having a reading deficiency under the Nebraska Reading Improvement Act. According to Nebraska Revised Statute 79-2601 to 79-2607, exemptions for this requirement apply to students with limited English proficiency (less than two years), conflicting IEPs, or conflicting 504/ADA Title II plans.</p> <p>Step 2: Evaluate student scores in the Phonological Awareness domain (K–1) and Phonics domain (2–3) of the <i>i-Ready Diagnostic</i> for students who score below the IRDI.</p> <p>Step 3: Administer the following tasks to collect data to inform instruction and intervention:</p> <p>Grade K</p> <ul style="list-style-type: none"><i>i-Ready Literacy Task</i> for Letter Naming Fluency of Mixed-Case Letters (F/W/S)<i>i-Ready Literacy Task</i> for Rapid Automatized Naming–Objects (F/W/S)<i>i-Ready Literacy Task</i> for Pseudoword Decoding–Fluency (F/W/S)

Grades and Assessments (Cont'd.)	Grade 1: <i>i-Ready Literacy Task</i> for Grade 1 Word Recognition Fluency (F) <i>i-Ready Literacy Task</i> for Grade 1 Passage Reading Fluency (W/S) <i>i-Ready Literacy Task</i> for Rapid Automatized Naming–Objects (F) <i>i-Ready Literacy Task</i> for Rapid Automatized Naming–Letters (W/S) <i>i-Ready Literacy Task</i> for Pseudoword Decoding–Fluency (F/W/S) Grades 2 and 3: <i>i-Ready Literacy Task</i> for Grades 2 and 3 Passage Reading Fluency (F/W/S) <i>i-Ready Literacy Task</i> for Rapid Automatized Naming–Letters (F/W/S) <i>i-Ready Literacy Task</i> for Pseudoword Decoding–Fluency (F/W/S)
Times of Year	Students are required to be assessed three times per year in the fall, winter, spring. In alignment with Nebraska Revised Statute 79-2601 to 79-2607 , the first Kindergarten assessment must be administered within the first 45 calendar days of the school year. For Grades 1–3, the first assessment must be administered within the first 30 calendar days of the school year.
How to Identify Students Who May Benefit from Additional Instruction and Progress Monitoring	Students who score below the <i>i-Ready</i> Reading Difficulty Indicator (iRDI), outlined in Step 2, are identified as having a reading deficiency for purposes of the Nebraska Reading Improvement Act. Each student with a reading deficiency must be provided with supplemental reading intervention for the purpose of ensuring that all students can read at or above grade level at the end of third grade. To help drive instructional decisions and provide additional information, students can take the <i>i-Ready Literacy Tasks</i> outlined in this document.

Screening Process

To meet state requirements for reading assessment using *i-Ready*, it is recommended that educators use the steps summarized below. These recommendations do not intend to supersede any state or local provisions and are provided as a suggested approach educators can use to complement existing state screening requirements.



Step 1: Administer the *i-Ready Diagnostic* for Reading to all students in Grades K–3 to evaluate student overall reading performance and identify students who are reading significantly below grade level.

Students in Grades K–3 are required to be assessed three times a year during the fall, winter, and spring testing windows. The *i-Ready* norming windows are shown in the following table.

Fall	Winter	Spring
Beginning of the school year until November 15	November 16–March 1	March 2 until the end of the school year

After administering the *i-Ready Diagnostic*, examine whether a student’s overall score is below the *i-Ready* Reading Difficulty Indicator (iRDI). The iRDI is a research-based cut score shown in the following table. Students who score below the iRDI are identified as having a significant reading difficulty and are on track for being one or more grade levels below where they should be by the end of the school year in order to be considered proficient. To learn more about the iRDI, see [Using *i-Ready* Reading Difficulty Indicator \(iRDI\) Cut Scores](#).

The accompanying table shows cut scores and windows used for state screening requirements.

iRDI Cut Scores

Grade	Fall	Winter	Spring
K	295	320	344
1	347	374	401
2	419	441	463
3	474	491	507

After each administration of the *i-Ready Diagnostic* for Reading, the *i-Ready Diagnostic* Results export is available for download by an administrator. The export uses students’ Diagnostic scores to determine if a student is At Risk. The data found in exports is updated every evening, so Diagnostic data will become available the day after a student has completed the *i-Ready Diagnostic* for Reading. Access to the export is limited to educators with district or school administrator roles in the *i-Ready* system and can be found under **Reports > District/School > All Exports > Diagnostic Results Export > Reading**. The [video: How to Export Data](#) provides information for how to access the Diagnostic Results export.

Depending upon a student’s score on the Diagnostic:

If a student’s score is above the iRDI, they have demonstrated on-grade level performance and their screening process can end here.

If a student’s score is below the iRDI, they are identified as having a significant reading difficulty and are on track for being one or more grade levels below where they should be by the end of the school year in order to be considered proficient. It is recommended that their screening process continues to Step 2.

**Based on state guidance, it is also possible to have all students move to Step 3 regardless of their score on the Diagnostic. While the state prefers further screening for dyslexia risk—such as assessing indicators like Rapid Automatized Naming or Decoding—this is not a requirement (see [K–3 Reading Assessment Evaluative Rubric](#) for more information).

Step 2: Evaluate student scores in the Phonological Awareness domain (K–1) and Phonics domain (2–3) of the *i-Ready Diagnostic*.

For any students whose overall score is below the iRDI cut score, examine their domain scores in Phonological Awareness (for K–1) or Phonics (for grades 2–3) to determine if they exhibit significant difficulties in phonological processing.

Step 3: Administer the appropriate *i-Ready Literacy Tasks* to students who score below the iRDI to collect data to inform instruction and intervention.

Administer the tasks listed in the following tables to students in Grades K–3 who score below the iRDI to collect data to inform instruction and intervention.

Grade	Fall Tasks	Winter Tasks	Spring Tasks
K	Letter Naming Fluency of Mixed-Case Letters	Letter Naming Fluency of Mixed-Case Letters	Letter Naming Fluency of Mixed-Case Letters
	Rapid Automatized Naming—Objects	Rapid Automatized Naming—Objects	Rapid Automatized Naming—Objects
		Pseudoword Decoding—Fluency	Pseudoword Decoding—Fluency

Grade	Fall Tasks	Winter Tasks	Spring Tasks
1	Grade 1 Word Recognition Fluency	Grade 1 Passage Reading Fluency	Grade 1 Passage Reading Fluency
	Rapid Automatized Naming—Objects	Rapid Automatized Naming—Letters	Rapid Automatized Naming—Letters
	Pseudoword Decoding—Fluency	Pseudoword Decoding—Fluency	Pseudoword Decoding—Fluency

Grade	Fall Tasks	Winter Tasks	Spring Tasks
2	Grade 2 Passage Reading Fluency	Grade 2 Passage Reading Fluency	Grade 2 Passage Reading Fluency
	Rapid Automatized Naming—Letters	Rapid Automatized Naming—Letters	Rapid Automatized Naming—Letters
	Pseudoword Decoding—Fluency	Pseudoword Decoding—Fluency	Pseudoword Decoding—Fluency

Grade	Fall Tasks	Winter Tasks	Spring Tasks
3	Grade 3 Passage Reading Fluency	Grade 3 Passage Reading Fluency	Grade 3 Passage Reading Fluency
	Rapid Automatized Naming—Letters	Rapid Automatized Naming—Letters	Rapid Automatized Naming—Letters
	Pseudoword Decoding—Fluency	Pseudoword Decoding—Fluency	Pseudoword Decoding—Fluency

Step 4: Document and report results according to state guidelines.

After administering the tasks above, enter student scores in the *i-Ready* system in order to receive student placement levels in the screener export. For additional guidance, see Enter Data in *i-Ready Connect™* on *i-Ready Central®*.

In accordance with Nebraska Reading Improvement Act requirements, any student identified as having a reading deficiency must be provided with an individualized reading improvement plan, including a supplemental reading intervention program, within 30 days of the deficiency being identified.

Additionally, if a student is found to have a reading deficiency, the school must inform the student's parents or guardians within 15 working days. This notification, which can be delivered in writing or electronically, should communicate that the student has been identified as having a reading deficiency and that an individualized reading improvement plan will be developed and shared with them.

Appendix A: Overview of i-Ready Assessment Components Used for Screening

The tables below illustrate each component of the *i-Ready Assessment* suite can be used to meet state screening priorities in Nebraska. Each priority is listed in the leftmost column, alongside the corresponding *i-Ready* screening component used to fulfill that requirement. The times of year are noted as fall (F), winter (W), and spring (S).

Grade K

State Priority	How it is assessed by <i>i-Ready</i>	F	W	S
Phonological Awareness (Including Phoneme Segmentation and Blending)	<i>i-Ready Diagnostic</i> for Reading Phonological Awareness Domain	D	D	D
Phonics	<i>i-Ready Diagnostic</i> for Reading Phonics Domain	D	D	D
Vocabulary	<i>i-Ready Diagnostic</i> for Reading Vocabulary Domain	D	D	D
Comprehension	<i>i-Ready Diagnostic</i> for Reading Comprehension of Literature and Informational Text domains	D	D	D
Letter Sound Association	<i>i-Ready Diagnostic</i> for Reading Phonics Domain	D	D	D
Letter Naming Fluency	<i>i-Ready Literacy Task</i> for Letter Naming Fluency of Mixed-Case Letters*	T	T	T
Rapid Automatized Naming (State preferred but not required)	<i>i-Ready Literacy Task</i> for Rapid Automatized Naming—Objects	T	T	T
Decoding (State preferred but not required)	<i>i-Ready Literacy Task</i> for Pseudoword Decoding—Fluency^		T	T

D = *i-Ready Diagnostic* assessment; T = 1:1 administered *i-Ready Literacy Task*

^It is recommended that Grade K screening begin in the winter to allow for high-quality instruction during the fall. As such, pseudoword screening for Grade K begins in the winter.

*LNF for Dyslexia Risk: Keep in mind that when screening within the first 30 days of kindergarten, student performance may be impacted by opportunity to learn. Conclusions about potential dyslexia risk should be drawn with caution, while also considering other factors, such as whether the student attended a high-quality preschool program and whether the student speaks a different language at home.

Grade 1

State Priority	How it is assessed by <i>i-Ready</i>	F	W	S
Phonological Awareness (Including Phoneme Segmentation and Blending)	<i>i-Ready Diagnostic</i> for Reading Phonological Awareness Domain	D	D	D
Phonics	<i>i-Ready Diagnostic</i> for Reading Phonics Domain	D	D	D
Vocabulary	<i>i-Ready Diagnostic</i> for Reading Vocabulary Domain	D	D	D
Comprehension	<i>i-Ready Diagnostic</i> for Reading Comprehension of Literature and Informational Text domains	D	D	D
Letter Naming Fluency	<i>i-Ready Diagnostic</i> for Reading Phonics Domain	D	D	D
Letter Sound Association	<i>i-Ready Diagnostic</i> for Reading Phonics Domain	D	D	D
Phoneme Manipulation	<i>i-Ready Diagnostic</i> for Reading Phonological Awareness Domain	D	D	D
Word Recognition Fluency	<i>i-Ready Literacy Task</i> for Grade 1 Word Recognition Fluency	T		
	<i>i-Ready Literacy Task</i> for Grade 1 Passage Reading Fluency	T	T	T
Rapid Automatized Naming (State preferred but not required)	<i>i-Ready Literacy Task</i> for Rapid Automatized Naming—Objects	T		
	<i>i-Ready Literacy Task</i> for Rapid Automatized Naming—Letters		T	T
Decoding (State preferred but not required)	<i>i-Ready Literacy Task</i> for Pseudoword Decoding—Fluency		T	T

D = online *i-Ready Diagnostic* for Reading assessment

Grade 2

State Priority	How it is assessed by <i>i-Ready</i>	F	W	S
Phonological Awareness* (Including Phoneme Segmentation and Blending)	<i>i-Ready Diagnostic</i> for Reading Phonological Awareness Domain	D	D	D
Phonics	<i>i-Ready Diagnostic</i> for Reading Phonics Domain	D	D	D
Vocabulary	<i>i-Ready Diagnostic</i> for Reading Vocabulary Domain	D	D	D
Reading Comprehension	<i>i-Ready Diagnostic</i> for Reading Comprehension of Literature and Informational Text domains	D	D	D
Fluency	<i>i-Ready Literacy Task</i> for Grade 2 Passage Reading Fluency	T	T	T
Word Identification (Including real and nonsense Words)	<i>i-Ready Literacy Task</i> for Pseudoword Decoding—Fluency	T	T	T
Rapid Automatized Naming (State preferred but not required)	<i>i-Ready Literacy Task</i> for Rapid Automatized Naming—Letters	T	T	T

D = online *i-Ready Diagnostic* for Reading assessment

*The *i-Ready Diagnostic* is a computer-adaptive assessment. Grade 2 students who demonstrate meeting sufficient expectations in Phonics will not be assessed in the Phonological Awareness domain. Educators needing to assess students in this area can administer the *i-Ready Literacy Task* for Phonological Awareness—Phoneme Manipulation.

Grade 3

State Priority	How it is assessed by <i>i-Ready</i>	F	W	S
Phonological Awareness* (Including Phoneme Segmentation and Blending)	<i>i-Ready Diagnostic</i> for Reading Phonological Awareness Domain	D	D	D
Phonics	<i>i-Ready Diagnostic</i> for Reading Phonics Domain	D	D	D
Vocabulary	<i>i-Ready Diagnostic</i> for Reading Vocabulary Domain	D	D	D
Reading Comprehension	<i>i-Ready Diagnostic</i> for Reading Comprehension of Literature and Informational Text domains	D	D	D
Fluency	<i>i-Ready Literacy Task</i> for Grade 3 Passage Reading Fluency	T	T	T
Word Identification (Including real and nonsense Words)	<i>i-Ready Literacy Task</i> for Pseudoword Decoding—Fluency	T	T	T
Rapid Automatized Naming (State preferred but not required)	<i>i-Ready Literacy Task</i> for Rapid Automatized Naming—Letters	T	T	T

D = online *i-Ready Diagnostic* for Reading assessment

*The *i-Ready Diagnostic* is a computer-adaptive assessment. Grade 2 students who demonstrate meeting sufficient expectations in Phonics will not be assessed in the Phonological Awareness domain. Educators needing to assess students in this area can administer the *i-Ready Literacy Task* for Phonological Awareness—Phoneme Manipulation.

Appendix B: Frequently Asked Questions

What instructional next steps can I take now that the screening process is complete?

As part of a district's systematic approach to intervention, data from the *i-Ready Diagnostic* can be used to support the intervention efforts of educators. Our [10 Step Guide on using i-Ready for intervention](#) helps walk educators through interpreting and acting upon their students' diagnostic data.

After screening, how can I use *i-Ready Assessment* for progress monitoring?

i-Ready offers a variety of progress monitoring options for educators to customize interventions and evaluate student progress. The [Quick-Start Guide: Progress Monitoring Using i-Ready](#) provides guidance on one approach that districts can implement to use *i-Ready* for progress monitoring.

How can I support an English Learner through the screening process in English?

For guidance through all stages of screening English Learners in English and a comprehensive list of answers to frequently asked questions and considerations for support, see [Considerations for Screening English Learners in English](#).

What accommodations and accessibility features are available within *i-Ready*?

i-Ready Assessment offers a variety of accessibility features, including universal supports, designated supports, and accommodations. For more information on these features, please see our [i-Ready Assessment Accessibility Homepage](#).

How do I assign the *i-Ready Diagnostic* for Reading?

For guidance on how to assign the *i-Ready Diagnostic* for Reading, please see [FAQ: How do I assign or cancel a Diagnostic?](#) on *i-Ready Central*. If additional assistance is needed in this process, please reach out to your Partner Success Manager.

What are the iRDI cut scores? Where can I learn more about the iRDI export?

You can learn more about the iRDI in [Using i-Ready Reading Difficulty Indicator \(iRDI\) Cut Scores](#). After each administration of the *i-Ready Diagnostic* for Reading, the *i-Ready Diagnostic* Results export is available for download by an administrator. The export uses students' Diagnostic scores to determine if a student is At Risk. It is available immediately after a student has completed the *i-Ready Diagnostic* for Reading.

Access to the export is limited to educators with district or school administrator roles in the *i-Ready* system and can be found under **Reports > District/School > All Exports > Diagnostic Results Export > Reading**. The [video: How to Export Data](#) provides information for how to access the Diagnostic Results export.

What are the *i-Ready* norming windows?

These windows are relevant to screening guidelines since cut scores for offline Literacy Tasks differ across each of these three windows according to the dates listed above.

Fall: Beginning of School Year–November 15

Winter: November 16–March 1

Spring: March 2–End of School Year

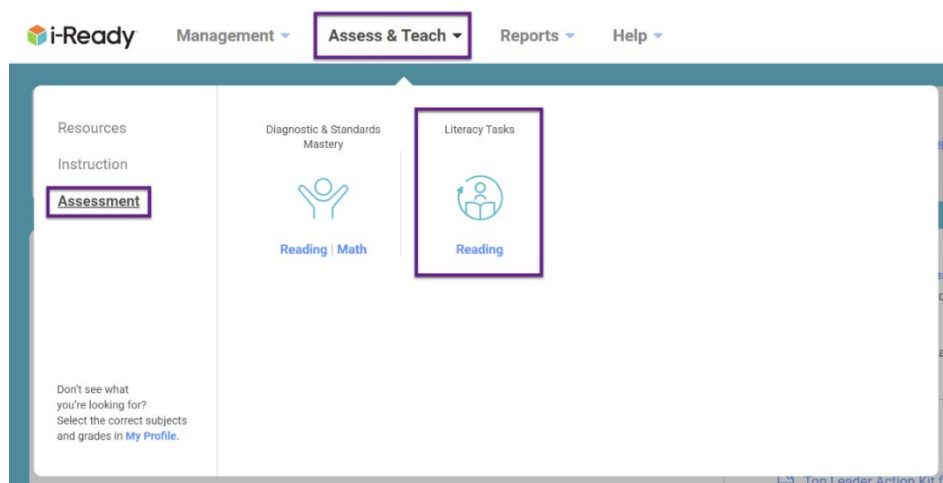
How does the Diagnostic Results export help identify students who are at risk?

The export features Grades K–3 students who have an iRDI, which represents performance on the Diagnostic that is sufficiently low to indicate that a student may be at risk for reading difficulties and could benefit from additional support. The iRDI is in the far-righthand column in the export and is titled **Reading Difficulty Indicator (Y/N)**. Students in the export who have a Y in the Reading Difficulty Indicator (Y/N) column are considered at risk for a significant reading difficulty. Students in the export who have an N in the Reading Difficulty Indicator (Y/N) column are considered not at risk.

diagnostic_results_ela (6)				
1	Last Name	First Name	Student Grade	Reading Difficulty Indicator (Y/N)
2	Dobson	Bela	1	Y
3	Leone	Ito	1	Y
4	Parker	Carla	1	Y
5	Prince	John	1	Y

Where can educators locate the recommended *i-Ready Literacy Tasks*?

These tasks are available to any educator with an *i-Ready Diagnostic* for Reading license. To locate the tasks within *i-Ready*, click Assess & Teach, then Assessment, then Literacy Tasks. The [FAQ: How do I access and download Benchmark Forms?](#) and [video: How to Access and Download Literacy Task Benchmark Forms](#) provide additional directions.



How do I create a record of Benchmark Task Results in *i-Ready Connect*?

The [FAQ: How do I create a record of Benchmark Task results in *i-Ready Connect*?](#) and [video: How to Create Benchmark Task Records](#) provide information on how to create a record of benchmark task results.

Do we have to administer both the Literacy Tasks and the Diagnostic in the same week?

As long as it meets your state's specific requirements, you do not have to administer both the Literacy Tasks and the Diagnostic in the same week. It is recommended that you spread the assessments over a short period of time, ideally within two weeks. Our guidance for identifying risk factors consistent with state requirements assumes that results from the same testing window are used when determining risk (BOY, MOY, EOY or fall, winter, spring). Also note that students who are assessed at the beginning of the norming window may perform differently than at the end of the norming window as a result of instruction and subsequent academic growth.

How do I enter and view Benchmark Task data in *i-Ready Connect*?

Literacy Tasks for screening use Benchmark Literacy Task forms (not Progress Monitoring forms). The [FAQ: How do I enter data for Benchmark Tasks?](#) and [video: How to Enter Data for Benchmark Literacy Tasks](#) explain how to enter Benchmark Task data. The [FAQ: How do I view student results for Benchmark Tasks?](#) and [video: How to View Benchmark Task Results](#) explain how to view Benchmark Task data.

There are two passages within a Passage Reading Fluency form. Must I administer both passages?

Yes, administer both passages to obtain an overall score for Passage Reading Fluency. A third, backup passage is included if needed in the event of a misadministration.

What are the Words Correct per Minute (WCPM) grade-level percentile ranges?

The following table shows the WCPM ranges for the *i-Ready Literacy Task* for Passage Reading Fluency. These percentile ranges are adapted from the Hasbrouck and Tindal norms (2017).

☐ WCPM Ranges That Meet or Exceed Grade-Level Expectations

Grade	Fall WPM	Winter WPM	Spring WPM	Percentile Range
1	N/A	60–97+	92–116+	76 th – 99 th
	N/A	29–59	60–91	50 th – 75 th
	N/A	16–28	34–59	25 th – 49 th
	N/A	10–15	19–33	11 th – 24 th
	N/A	0–9	0–18	1 st – 10 th
2	85–111+	110–131+	125–148+	76 th – 99 th
	50–84	84–109	100–124	50 th – 75 th
	36–49	59–83	72–99	25 th – 49 th
	24–35	36–58	44–71	11 th – 24 th
	0–23	0–35	0–43	1 st – 10 th
3	105–134+	138–161+	140–166+	76 th – 99 th
	83–104	97–137	112–139	50 th – 75 th
	59–82	79–96	91–111	25 th – 49 th
	41–58	63–78	64–90	11 th – 24 th
	0–40	0–62	0–63	1 st – 10 th

Table based on "Figure 4. Compiled ORF Norms 2017" from Hasbrouck, J & Tindal, G. (2017). An update to compiled ORF norms (Technical Report No. 1702). Eugene, OR, Behavioral Research and Teaching, University of Oregon. Reproduced with permission.

If a student is Below Level on Passage Reading Fluency, what does that mean?

The Words Correct per Minute (WCPM) score ranges and associated percentile ranges for *i-Ready Literacy Task* for Passage Reading Fluency Benchmark Assessments are listed in the *i-Ready* Passage Reading Fluency Administration Manual in the Words Correct Per Minute (WCPM) Grade-Level Percentile Ranges table and are reprinted below. Students scoring below the 25th percentile are considered to perform below grade-level expectations and are considered as below for the purposes of the state's screening identification needs. The cut scores for the *i-Ready Literacy Task* for Passage Reading Fluency are adapted from the Hasbrouck and Tindal (2017) norms shown in the accompanying table. To identify students who are at risk, look at the student's percentile range. Students below the 25th percentile are considered below in this assessment area.

What should I enter if my student was unable to read a passage and the task was discontinued?

In cases in which a student cannot engage with some or all of a task, educators are encouraged to enter data into the system that reflects the student’s actual performance. For example, if a student taking Passage Reading Fluency attempted to read 10 words but got all ten incorrect, an educator should input “10” for “Total Words Read” and “10” for “Errors”. Similarly, if a student is fully unable to engage with the task, an educator should enter “0” for “Total Words Read” and “0” for “Errors”.

Do I need to enter scores for comprehension and prosody when inputting data for the Passage Reading Fluency task?

Comprehension and prosody scores are not required in order to receive Early Literacy and Dyslexia Risk screening results. However, comprehension of connected text and reading expression are important components of reading fluency. Documenting these on a regular basis can be useful in tracking students’ progress in these areas over time.

Will educators be able to digitally administer and score the *i-Ready Literacy Tasks*?

Beginning in the 2024–2025 school year, *i-Ready Literacy Tasks* can be digitally administered. This will allow educators to digitally mark errors and make notes inside *i-Ready Connect*, efficiently allowing the capture of student responses in real time on the following tasks:

English	Spanish
Benchmark Tasks	
<ul style="list-style-type: none">• Rapid Automatized Naming• Letter Naming Fluency• Pseudoword Decoding—Fluency• Pseudoword Decoding—Multisyllabic• Phonological Awareness—Phoneme Segmentation Fluency• Word Recognition Fluency• Passage Reading Fluency	<ul style="list-style-type: none">• Letter Naming Fluency• Letter Sound Fluency• Word Recognition Fluency• Passage Reading Fluency
Progress Monitoring Tasks	
<ul style="list-style-type: none">• Letter Sound Fluency• Pseudoword Decoding—Fluency• Phonological Awareness—Phoneme Segmentation Fluency• Word Recognition Fluency• Passage Reading Fluency	<ul style="list-style-type: none">• Passage Reading Fluency

This new feature will be available for all districts on **October 27, 2024** and will come at no additional cost. For more information on our Literacy Tasks and Digital Administration, please see our [English fact sheet](#) and [Spanish fact sheet](#).

Will I still have access to PDF versions of Literacy Tasks after the Digital Administration feature is released?

Yes, paper-based administration of Literacy Tasks will continue to be available at no additional cost to all *i-Ready* users.

Can tasks administered digitally be used to meet my state's screening requirements?

Unless otherwise stated by the Department of Education or your local school district, digitally administered Literacy Tasks can be used to meet your state's screening requirements.

Will students also take the Literacy Tasks digitally after Digital Administration is released?

Although paper is recommended, a student can read a PDF from a computer screen while the educator scores the student's response in real time.

How can it be determined when a student previously identified with a reading deficiency is no longer considered to have one?

A student identified with a reading deficiency under the Nebraska Reading Improvement Act will retain that designation until they achieve a score at or above the threshold level on an approved reading assessment, such as the *i-Ready Diagnostic*.

What are norms? Where can I find more information on the new norms?

New national norms will be released and be available on the *i-Ready Diagnostic* reports for the 2024–2025 school year. New norms may affect instructional decisions made for students when 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. Generally, the same scale score now results in a higher percentile rank, with moderate shifts in reading and larger shifts in mathematics. This indicates that more students are performing lower than students in prior years.

For more information on national norms within *i-Ready*, please visit

<https://www.curriculumassociates.com/norms>.