



WISCONSIN DEPARTMENT OF Public Instruction

Diagnostic Assessment for Early Literacy

Diagnostic Assessments Approved by DPI

According to information submitted by each vendor and reviewed by DPI, the following diagnostic assessments for early literacy meet the requirements set forth in Wis. Stat. §§ 118.016.

- [aimswebPlus by Pearson](#)
- [FastBridge and Star by Renaissance Learning](#)
- [iReady by Curriculum Associates](#)
- [MAP Fluency by NWEA, a division of Houghton Mifflin Harcourt](#)
- [MAP Fluency within Amira Learning by NWEA, a division of Houghton Mifflin Harcourt](#)

Vendors can submit diagnostic assessments for consideration at any time. The list will be updated accordingly. Visit www.dpi.wi.gov/wi-reads to submit.

For each diagnostic assessment, vendors provided additional information to support your decision making. The links above go to that information, exactly as it was provided to DPI.

Statutory requirements

For DPI

Wis. Stat. §§ 118.016 requires DPI to maintain a list of diagnostic assessments approved by DPI as meeting the requirements set forth in Act 20. Diagnostic assessments on the list provided by DPI must:

- include all the specific literacy subskills enumerated in Wis. Stat. §§ 118.016 (phonemic awareness, decoding skills, alphabet knowledge, letter sound knowledge, oral vocabulary, rapid naming, phonological awareness, word recognition, spelling, vocabulary, listening comprehension, oral reading fluency, and reading comprehension);
- meet the technical specifications in Act 20 (a sensitivity rate of 70%, a specificity rate of at least 80%; and
- include a growth measure.

School boards and independent charter schools that purchase and implement a diagnostic assessment from the list provided by DPI will be eligible for funds through a reimbursement process. DPI cannot guarantee any amount of funding that will be available for this purpose.

For School Boards and Independent Charter Schools (LEAs)

A diagnostic assessment must be administered in the following cases:

- When a child scores below the 25th percentile of the reading readiness screener, diagnostic assessment must be administered no more than 10 days after the reading readiness screener and no later than the 2nd Friday of November.
- When a caregiver or teacher suspects the child has characteristics of dyslexia, diagnostic reading assessment must be administered no more than 20 days after the request.

Diagnostic assessment because of performance on the reading readiness screener must result in a personal reading plan; diagnostic assessment because of a caregiver or teacher request will result in a personal reading plan if the child scores below the 25th percentile on the diagnostic assessment.

LEAs must use a diagnostic assessment or assessments that meet the content and technical specifications of Wis. Stat. §§ 118.016 listed above. LEAs are not required to use an assessment from the list provided by DPI nor are they required to use a single diagnostic assessment to address all areas required by Wis. Stat. §§ 118.016. For diagnostic assessments not on the list published by DPI, LEAs are responsible for all costs.

LEAs must procure diagnostic assessments on their own; there is not a state contract.

LEAs must establish an early literacy remediation plan for 5K through grade 3 that includes, among other requirements, a list of diagnostic assessments used by the LEA. Further, in required annual reporting, the school district or independent charter school must report the names of the diagnostic assessments used to assess pupils in the previous school year.

Creation of the list

In June 2024, DPI provided vendors an opportunity to submit diagnostic assessments for review. Vendors certified that they were providing accurate information; completed an online form with questions about the content and technical specifications of the diagnostic assessment; and were asked to provide supporting documentation.

DPI reviewed vendor responses, which resulted in the creation of the list of diagnostic assessments. For each diagnostic assessment on the list, DPI is providing information from the vendor to support local decision making about diagnostic assessment. Information provided in additional questions was not verified by DPI.

Vendors can submit diagnostic assessments to DPI at any time for consideration. Visit www.dpi.wi.gov/wi-reads for more information. Diagnostic assessments which meet the requirements of Wis. Stat. §§ 118.016 will be added to the list accordingly.

aimswEBPlus

In addition to submitting required information, vendors were asked to submit additional information that could be helpful to districts when selecting a diagnostic reading assessment. Vendor responses are summarized in the table below. The accuracy of the information provided has not been verified by DPI.

Title of Assessment	aimswEBPlus
Author	NCS Pearson, Inc.
Publication Year	2016
Publisher	NCS Pearson, Inc.
Please list any additional areas of literacy assessed, including grade levels and ages	Print Concepts grades PK-1, ages 4-6 Nonsense Word Fluency grades PK-1, ages 4-6
Is the assessment designed for and offered in multiple languages?	Yes, English and Spanish
Overall validity score	0.74
Overall reliability score	0.95
Has the assessment been reviewed for bias?	Yes
What languages and student subgroups has the assessment been normed for?	English and Spanish
Materials and technology needed to administer the assessment	web browser on standard operating systems See details: https://www.pearsonassessments.com/content/dam/school/global/clinical/us/assets/aimswEBplus-systemrequirements.pdf
Are form letters provided for parent communication? If so, are they available in multiple languages?	Yes - in Multiple Languages (please list): English, Spanish
What types of technical support are provided within the assessment system to ensure valid and reliable scores (e.g., considerations for multilingual learners, students with IEPs)?	Extensive HELP library in the aimswEBPlus system. In addition, we provide at no extra cost both Technical Support Team and Customer Service Team. Your Assessment Consultant, Sarah Kruse, is also available for questions at sarah.kruse@pearson.com .

<p>Accessibility features are built into the design of the diagnostic assessment? (list accessibility options for each population)</p> <ul style="list-style-type: none"> ○ Deaf or hard of hearing ○ Blind and visually impaired ○ Deafblind ○ Other disabilities ○ Multilingual learners ○ Other accessibility considerations 	<p>Deaf or hard of hearing : Yes Blind and visually impaired : Yes Deafblind : Yes Other disabilities : other physical disabilities Multilingual learners : Yes Other accessibility considerations : Please see complete list of accessibility features: Accessibility Tools and PNP Profile (pearson.com)</p>
<p>What accommodations are listed in the technical guidance for the following populations?</p> <ul style="list-style-type: none"> ○ Deaf or hard of hearing ○ Blind and visually impaired ○ Deafblind ○ Other disabilities ○ Multilingual learners 	<p>Deaf or hard of hearing : ASL Blind and visually impaired : large print, braille Deafblind : see url below Other disabilities : see url below Multilingual learners : Spanish Other accessibility considerations : Accessibility Tools and PNP Profile (pearson.com)</p>
<p>Administration setting</p>	<p>Individual. 1:1 Small group Whole class</p>
<p>What training and credentials are required for those who administer the assessment?</p>	<p>Credentials for typical classroom teacher. Training is provided in the aimswebPlus system at no extra charge, and "for fee" training is also available.</p>
<p>Time required for administration of assessment</p>	<p>20-30 minutes</p>
<p>Time required for scoring of assessment</p>	<p>immediate, from aimswebPlus system</p>
<p>Format</p>	<p>Both</p>
<p>What types of professional development and/or support are provided within the assessment system to ensure valid and reliable scores?</p>	<p>Both in-system (no extra charge) and external delivered virtually or in-person. See "for fee" choices here: https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Academic-</p>

	Learning/aimswebPlus/p/100000519.html?tab=resources
Is there an additional cost for professional learning and technical assistance?	Extensive professional learning and tech assistance included in aimswebPlus system with annual per student fee for assessment. There is for fee training available, too.
Does the assessment provide resources to support instruction?	<p>Reports of student performance on measures provide guidance on intervention.</p> <p>Pearson also provides extensive resources for literacy intervention. See details here: https://www.pearsonassessments.com/professional-assessments/featured-topics/achievement-toolkitseducation/literacy-toolkit.html</p> <p>For details on measures and reports, please go to this url: https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Academic-Learning/aimswebPlus/p/100000519.html?tab=resources Please scroll down to see "Resources". Under "Flyers/Brochures", please see "Sample Reports" as well as "Assessment Matrix".</p>

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FastBridge and Star by Renaissance Learning

The information below was provided by Renaissance, the author of Star and FastBridge. In addition to submitting required information, vendors were asked to submit additional information that could be helpful to districts when selecting a diagnostic reading assessment. The responses below come directly from the vendor. The accuracy of the information provided has not been verified by DPI.

Title Diagnostic Assessment	FastBridge and Star by Renaissance Learning
Author	Renaissance
Publication Year	2024
Publisher	Renaissance
Please list any additional areas of literacy assessed, including grade levels and ages	NA
Is the assessment designed for and offered in multiple languages?	Yes, Star and FastBridge are designed for and offered in multiple languages.
Overall validity score	.98
Overall reliability score	.97
Has the assessment been reviewed for bias?	Yes
What languages and student subgroups has the assessment been normed for?	Star CBM Lectura, Star Early Literacy for Spanish, and Star Reading for Spanish have been normed for Spanish speakers. In Renaissance's uploaded evidence documentation, Wisconsin reviewers will find hyperlinks to the technical manuals with the norming chapters flagged. FastBridge's earlyReading and CBMreading are available in Spanish but do not include Spanish norms.
Materials and technology needed to administer the assessment	Computer, or tablet 7 inches or larger, or Chromebook, or paper for student
Are form letters provided for parent communication? If so, are they available in multiple languages?	No
What types of technical support are provided within the assessment system to ensure valid and reliable scores (e.g., considerations for multilingual learners, students with IEPs)?	Renaissance Star and FastBridge assessments offer several types of technical support within the assessment system to ensure valid and reliable scores, all of which are complimentary. Wisconsin reviewers will find hyperlinks to the technical support resources in Renaissance's uploaded evidence document.

<p>Accessibility features are built into the design of the diagnostic assessment? (list accessibility options for each population)</p> <ul style="list-style-type: none"> ○ Deaf or hard of hearing ○ Blind and visually impaired ○ Deafblind ○ Other disabilities ○ Multilingual learners ○ Other accessibility considerations 	<p>Deaf or hard of hearing:</p> <ul style="list-style-type: none"> • Star and FastBridge have many accessibility features built into the design of the diagnostic assessment. In Renaissance’s uploaded evidence documentation, Wisconsin reviewers will find specifics. <p>Blind and visually impaired:</p> <ul style="list-style-type: none"> • Star and FastBridge have many accessibility features built into the design of the diagnostic assessment. In Renaissance’s uploaded evidence documentation, Wisconsin reviewers will find specifics. <p>Deafblind: n/a</p> <p>Other disabilities: n/a</p> <p>Multilingual learners :</p> <ul style="list-style-type: none"> • Renaissance recognizes the strengths of multilingual learners as they become bilingual and biliterate. We offer many resources to support multilingual learners and their teachers. In Renaissance’s uploaded evidence documentation, Wisconsin reviewers will find specifics. <p>Other accessibility considerations:</p> <ul style="list-style-type: none"> • Star and FastBridge have many accessibility features built into the design of the diagnostic assessment. In Renaissance’s uploaded evidence documentation, Wisconsin reviewers will find specifics.
<p>What accommodations are listed in the technical guidance for the following populations?</p> <ul style="list-style-type: none"> ○ Deaf or hard of hearing ○ Blind and visually impaired ○ Deafblind ○ Other disabilities ○ Multilingual learners 	<p>Deaf or hard of hearing:</p> <ul style="list-style-type: none"> • Star and FastBridge have many accommodations listed in the Test Administration Manuals and other documentation. In Renaissance’s uploaded evidence documentation, Wisconsin reviewers will find specifics. <p>Blind and visually impaired:</p> <ul style="list-style-type: none"> • Star and FastBridge have many accommodations listed in the Test Administration Manuals and other documentation. In Renaissance’s uploaded evidence documentation, Wisconsin reviewers will find specifics. <p>Deafblind: n/a</p> <p>Other disabilities: n/a</p> <p>Multilingual learners:</p> <ul style="list-style-type: none"> • Renaissance recognizes the strengths of multilingual learners as they become bilingual and biliterate. We offer many resources to support multilingual learners and their teachers. In Renaissance’s uploaded evidence documentation, Wisconsin reviewers will find specifics. <p>Other accessibility considerations:</p>

	<ul style="list-style-type: none"> Star and FastBridge have many accommodations listed in the Test Administration Manuals and other documentation. In Renaissance’s uploaded evidence documentation, Wisconsin reviewers will find specifics.
Administration setting	<input checked="" type="checkbox"/> Individual. 1:1 <input checked="" type="checkbox"/> Small group <input checked="" type="checkbox"/> Whole class
What training and credentials are required for those who administer the assessment?	Professional learning is recommended but not required. Schools and districts have the option to purchase professional learning to support their implementation of Star and FastBridge for diagnostic assessment in 5K-5 in Wisconsin. Recommended topics include: <ul style="list-style-type: none"> Introduction to Star & FastBridge for Wisconsin diagnostic assessment in 5K-5 Assessments to administer, per grade Administering assessments with fidelity Relevant scores and reports for instructional next steps See the Professional Learning Services Packages Brochure and the Professional Learning Catalogue for more information.
Time required for administration of assessment	15-30 minutes
Time required for scoring of assessment	0-10 minutes
Format	Both
What types of professional development and/or support are provided within the assessment system to ensure valid and reliable scores?	Renaissance Star and FastBridge assessments offer several types of professional development and/or support within the assessment system to ensure valid and reliable scores, most of which are complimentary. Wisconsin reviewers will find hyperlinks to the technical support resources in Renaissance’s uploaded evidence document.
Is there an additional cost for professional learning and technical assistance?	Yes, schools and districts can purchase professional learning for an additional cost. Renaissance offers (and suggests) professional learning options specifically designed for Wisconsin’s Act 20 diagnostic assessment requirements. No, there is no cost for technical assistance services including in-product chat, a robust help center, and best-in-class, within-product technical assistance.

<p>Does the assessment provide resources to support instruction?</p>	<p>The Nearpod instructional platform is embedded within Star. Nearpod features more than 22,000 standards-aligned interactive lessons, interactive videos, games, and other learning activities and is actively used by school districts throughout Wisconsin. FastBridge includes in-product access to intervention support materials and specific lesson plans for students based on their assessment results. Following testing, educators receive data in the “Screening to Intervention” report which guides them in selecting precisely chosen interventions that directly relate to the skills gaps that have been identified.</p>
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iReady Assessment Suite

In addition to submitting required information, vendors were asked to submit additional information that could be helpful to districts when selecting a diagnostic reading assessment. Vendor responses are summarized in the table below. The accuracy of the information provided has not been verified by DPI.

Title of Assessment	i-Ready Assessment Suite
Author	Curriculum Associates, LLC
Publication Year	2010
Publisher	Curriculum Associates, LLC
Please list any additional areas of literacy assessed, including grade levels and ages	N/A
Is the assessment designed for and offered in multiple languages?	Although Spanish assessments are available as part of the i-Ready Assessment Suite, the use of Spanish i-Ready assessments for the purposes of diagnostic assessment is a relatively new use, and we continue to develop our assessments and research agendas in relation to our Spanish assessment programs. Currently we offer a fixed-form assessment known as the i-Ready Assessment of Spanish Reading, which is designed to provide educators insight into a student's grade-level proficiency with Spanish language arts skills. Additionally, a number of one-on-one administered i-Ready Literacy Tasks in Spanish are also available, including Spanish Passage Reading Fluency, Spanish Word Recognition Fluency, Spanish Letter Naming and Letter Sound Fluency, and Spanish Pseudoword Decoding Fluency. Our assessment development roadmap includes a commitment to release a new adaptive Spanish assessment that is similar to the current English i-Ready Diagnostic for Reading, which will provide more diagnostically relevant information than the current i-Ready Assessment for Spanish Reading. Although our Spanish assessments do not yet have the same measurement characteristics of the English assessments detailed in this application, we continue to work toward creating Spanish assessments that can help educators deeply understand the literacy proficiency of their students.
Overall validity score	.810
Overall reliability score	.965

Has the assessment been reviewed for bias?	Yes
What languages and student subgroups has the assessment been normed for?	<p>The i-Ready Assessment suite is used by over 13 million students each year. Our assessment development process relies on a continual improvement model, in which the assessment is constantly evaluated to ensure it works effectively for all students who take the assessment. Our current guidance is that the i-Ready Assessment suite is appropriate for all students, with targeted exceptions. These exceptions include our recommendation that, when used for diagnostic purposes, English Learners/multilingual learners with a WIDA ACCESS performance level below “Level 4: Expanding” may not receive a fully valid score, and with students with significant cognitive disabilities (i.e., those who may take a state’s Federally mandated AA-AAAS summative assessment, also known as a “1% alternative assessment”).</p>
Materials and technology needed to administer the assessment	<p>For the adaptive i-Ready Diagnostic, students need a computer that meets i-Ready’s technical standards as well as a headset (no microphone required). System requirements are available at: https://cdn.i-ready.com/instruction/content/system-check/iReady_System_Requirements.pdf. For the i-Ready Literacy Tasks, forms must be printed by the educator.</p>
Are form letters provided for parent communication? If so, are they available in multiple languages?	Yes. English and Spanish
What types of technical support are provided within the assessment system to ensure valid and reliable scores (e.g., considerations for multilingual learners, students with IEPs)?	<p>The i-Ready Assessment suite includes industry-standard supports for multilingual learners, students with IEPs, and other students who need additional resources or supports to demonstrate their proficiency on the assessment. Detailed information is available on our accessibility resource hub: www.curriculumassociates.com/ireadyaccessibility</p>
Accessibility features are built into the design of the diagnostic assessment? (list accessibility options for each population)	<p>Deaf or hard of hearing</p> <ul style="list-style-type: none"> • Closed captioning is available on all Diagnostic Interactive and non-interactive Tutorials for Grades K-2, the Diagnostic Introductory Videos for Grades 3+, and on all Diagnostic videos embedded in passages, with documented exceptions.

<ul style="list-style-type: none"> ○ Deaf or hard of hearing ○ Blind and visually impaired ○ Deafblind ○ Other disabilities ○ Multilingual learners ○ Other accessibility considerations 	<p>Captions, which are human created for accuracy, are available as a universal support and accessible to all students. We are actively engaged in reducing and removing any remaining exceptions.</p> <ul style="list-style-type: none"> ● Starting in the 2024-2025 school year, educators will have the ability to manually exempt students from foundational reading domains which may be deemed unsuitable due to the domains’ pedagogical dependence on auditory stimuli. <p>Blind and visually impaired</p> <ul style="list-style-type: none"> ● Audio support is available as a universal support in Foundational skills domains, Vocabulary Items for Grades K-1, and Comprehension items for kindergarten. ● Additional supports available for students who are blind or have low vision include interface elements and test item images that are enhanced with alternative text; audio description tracks available in Diagnostic Introductory Videos for Grades 3-5; keyboard access available universally, with documented exceptions; meeting WCAG 2.0 AA minimum contrast requirements, with documented exceptions; and supporting up to 200% of standard browser zoom controls with ongoing plans to support reflow and zooming up to 400% in the future. ● Starting in the 2024-2025 school year, educators will have the ability to manually exempt students from foundational reading domains which may be deemed unsuitable due to the domains’ pedagogical dependence on visual stimuli. <p>Deafblind</p> <ul style="list-style-type: none"> ● N/A <p>Other disabilities</p> <ul style="list-style-type: none"> ● For students who have been identified as exhibiting risk factors for dyslexia, or have received a formal diagnosis of dyslexia, the i-Ready Diagnostic has some relevant characteristics to help those students demonstrate their Reading proficiency on the assessment. The Assessment engages students’ auditory, visual, and kinesthetic pathways through multiple approaches, which can be beneficial to students with dyslexia or risk factors for dyslexia. ● The degree to which students with severe cognitive disabilities (i.e., those students eligible for their states’
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Alternate Assessments, also known as 1% Assessments) may be adequately assessed by or benefit from the i-Ready Diagnostic depends greatly on an individual student's disabilities, proficiencies, and the target use of the i-Ready Diagnostic for these students. For example, educators may find usefulness in administering the i-Ready Diagnostic to some students with severe cognitive disabilities for the purposes of understanding these students' foundational skills. The i-Ready Diagnostic does not currently have an Alternate Assessment version built on Alternate Achievement Standards (commonly known as AAS). Additionally, i-Ready Diagnostic has not been evaluated for use with students with severe cognitive disabilities who are nonverbal.

Multilingual learners

- For multilingual students, when applicable and based on grade-level, text on screen is accompanied by a human voice modeling the language fluently and with prosody so that students hear natural speech patterns and not robotic audio. For more information on audio support and closed captioning, please see above.
- Non-embedded designated supports available for students as determined by an educator familiar with the student's needs include: bilingual word-for-word dictionaries, native-language translation of directions, and reading the directions and test aloud.

Other accessibility considerations

- To meet the needs of the students and districts we serve, we use the Web Content Accessibility Guidelines (WCAG), Universal Design for Learning (UDL) framework, and Council of Chief State School Officers (CCSSO) Accessibility Manual to inform our accessibility efforts.
- In the i-Ready Diagnostic, universal accessibility features are available to all students and do not need to be enabled. For a current list of embedded and non-embedded student supports and accommodations, please refer to the i-Ready Accessibility and Accommodations Update: <https://i-Readycentral.com/view-resource/?id=33812>. This documentation is updated regularly to reflect our most recent i-Ready accessibility developments. For more detailed

	<p>information on accommodation features and supports, including for students who are blind or have low-vision or deaf and hard of hearing, please visit the related sections in the i-Ready Diagnostic and Growth Monitoring Universal Accessibility Features and Accommodations guidance document: https://cdn.bfldr.com/LS6J0F7/at/34rrjprt98h43bnkj7qjbgf/iready-diagnostic-and-growth-monitoring-universal-accessibility-features-and-accommodations-guidance.pdf .</p> <p>For video demonstrations of certain features in the Diagnostic, please refer to our series of short video resources that demonstrate i-Ready’s embedded accessibility features: https://i-readycentral.com/articles/video-demonstrations-of-i-readys-embedded-accessibility-features/. The linked documents and resources are housed online on our accessibility resource hub www.curriculumassociates.com/ireadyaccessibility along with other helpful accessibility resources such as feature overviews and demonstration videos. We regularly update our documentation and resources with releases to reflect reductions in exceptions and new gains.</p>
<p>What accommodations are listed in the technical guidance for the following populations?</p> <ul style="list-style-type: none"> ○ Deaf or hard of hearing ○ Blind and visually impaired ○ Deafblind ○ Other disabilities ○ Multilingual learners 	<p>Deaf or hard of hearing</p> <ul style="list-style-type: none"> ● Students who are deaf or hard of hearing may have the test directions signed to them. However, we cannot recommend signing the questions and response options for students as it may impact the validity of the test scores. The use of auditory amplification devices, hearing aids, noise buffers, etc. are permitted accommodations that can be considered based on a student’s IEP, 504 plan, or individual student needs. <p>Blind and visually impaired</p> <ul style="list-style-type: none"> ● Audio support is available in the Reading Diagnostic as a designated support or as an accommodation for students with documented needs and must be enabled by educators. This includes all Vocabulary items for Grades 1+ and all Comprehension items for Grades 2+. ● Reading items in the i-Ready Diagnostic are compatible with the most common screen readers and browser combinations (JAWS, NVDA, VoiceOver), with documented exceptions. Curriculum Associates has also worked closely with our partners at Perkins Access to test that the most

common screen readers can also be used with some refreshable braille displays. User interface items and item images have been enhanced with alternative text. For items that feature complex graphics, students are directed to ask their educator for a tactile graphic or manipulative. In addition to our existing guidance document on the creation of tactile graphics on demand, we are currently partnering with the American Printing House for the Blind (APH) to improve the delivery of tactile graphics.

Deafblind

- In partnership with Perkins Access, we have tested the validity and usability of the i-Ready Diagnostic with refreshable braille displays. Each of the aforementioned screen readers that have been tested can also be used with some refreshable braille displays. Educators should refer to documentation on the student's refreshable braille display before determining if the accommodation is appropriate for the student.
- There are some instances where a student may require a tactile graphic for better access of a test item, such as items with complex graphics, and will be directed to ask their educator for a tactile graphic or manipulative. Because the i-Ready Diagnostic is a computer-adaptive assessment, notification about the need for a tactile graphic cannot be provided to teachers before the assessment is administered. In addition to our existing guidance document on the creation of tactile graphics on demand, we are currently partnering with the American Printing House for the Blind (APH) to improve the delivery of tactile graphics.

Other disabilities

- For students who have been identified as exhibiting risk factors for dyslexia, or have received a formal diagnosis of dyslexia, the i-Ready Diagnostic has some relevant characteristics to help those students demonstrate their Reading proficiency on the assessment. The Diagnostic engages students' auditory, visual, and kinesthetic pathways through multiple approaches, which can be beneficial to students with dyslexia or risk factors for dyslexia.

- The degree to which students with severe cognitive disabilities (i.e., those students eligible for their states' Alternate Assessments, also known as 1% Assessments) may be adequately assessed by or benefit from the i-Ready Diagnostic depends greatly on an individual student's disabilities, proficiencies, and the target use of the i-Ready Diagnostic for these students. For example, educators may find usefulness in administering the i-Ready Diagnostic to some students with severe cognitive disabilities for the purposes of understanding these students' foundational skills. The i-Ready Diagnostic does not currently have an Alternate Assessment version built on Alternate Achievement Standards (commonly known as AAS). Additionally, i-Ready Diagnostic has not been evaluated for use with students with severe cognitive disabilities who are nonverbal.

English Learners/Multilingual learners

- The Council of Chief State School Officers (CCSSO) recommends that educators on a student's EL team, alongside the student's parents or guardians, and the student decide the most appropriate and necessary accommodations.
- For English Learners with disabilities, all team members collaborate to cite evidence for the student's accommodation needs and document those on the student's IEP, 504, and/or EL plan. We recognize that assessment parameters and laws vary by state. It is imperative that educators follow the guidelines for their state, district, and school. Consider the following criteria in determining accessibility supports for English Learners: literacy levels in the student's home language; education received before coming to the U.S. (e.g., limited or interrupted formal education); time spent in English speaking schools; resources available in the student's home language; and cultural background.

Other accessibility considerations

- To meet the needs of the students and districts we serve, we use the Web Content Accessibility Guidelines (WCAG), Universal Design for Learning (UDL) framework, and Council

	<p>of Chief State School Officers Accessibility Manual to inform our accessibility efforts.</p> <ul style="list-style-type: none"> • In the i-Ready Diagnostic, universal accessibility features are available to all students and do not need to be enabled. Additionally, there are processes and tools that are only used to support students who have documented needs, which are usually mandated supports provided as a part of a student’s IEP, 504 or EL plan. IEP teams and other educators determine which accommodations a student receives. Although Curriculum Associates provides guidance on how our products support various accommodations, educators who work with individual students determine which accommodations are needed and how to correctly implement those accommodations. • For a current list of embedded and non-embedded student supports and accommodations, please refer to the i-Ready Accessibility and Accommodations Update: https://cdn.bfldr.com/LS6J0F7/as/r5zwr5vb7gqtstxfgszjv/iready-accessibility-and-accommodations-update . This documentation is updated regularly to reflect our most recent i-Ready accessibility developments. For more detailed information on accommodation features and supports, including for students who are blind or have low-vision or deaf and hard of hearing, please visit the related sections in the i-Ready Diagnostic and Growth Monitoring Universal Accessibility Features and Accommodations guidance document: https://cdn.bfldr.com/LS6J0F7/at/34rrjprt98h43bnkj7qjbgf/iready-diagnostic-and-growth-monitoring-universal-accessibility-features-and-accommodations-guidance.pdf <p>The linked documents and resources are housed online on our accessibility resource hub www.curriculumassociates.com/ireadyaccessibility along with other helpful accessibility resources such as feature overviews and demonstration videos. We are committed to continuous improvement and regularly update our documentation and resources with releases to reflect new gains and reductions in exceptions.</p>
Administration setting	<ul style="list-style-type: none"> • Individual, 1:1 • Small group • Whole class

<p>What training and credentials are required for those who administer the assessment?</p>	<p>Although the i-Ready Assessment suite is designed and tested such that all educators can administer assessments with fidelity due to the assessments' intuitive design, Curriculum Associates strongly recommends that educators participate in provided training. A wide range of professional learning options are available, ranging from in-person trainings facilitated by Curriculum Associates team members (available at additional cost) to asynchronous prerecorded trainings available through i-Ready's Online Educator Learning portal. Although trainings are strongly recommended, unlike some clinical assessments there are currently no minimum training or credentialing requirements for educators to administer i-Ready assessments.</p>
<p>Time required for administration of assessment</p>	<p>The adaptive i-Ready Diagnostic Assessment for Reading takes approximately 45 minutes although the average test taking duration is much shorter for younger students, averaging 26 minutes for students in Grade K. The one-on-one administered i-Ready Literacy Tasks take one minute to administer, except for the Passage Reading Fluency task, which takes two minutes to administer. Literacy Tasks also require a nominal amount of additional time to orient the student to the task.</p>
<p>Time required for scoring of assessment</p>	<p>The adaptive i-Ready Diagnostic for Reading requires no additional scoring time. All student responses are automatically scored by the i-Ready system. The one-on-one administered i-Ready Literacy Tasks are scored by the test administrator in real time, although a nominal amount of time is required to enter results into the i-Ready system. New for the 2024-2025 school year is a feature that allows educators to digitally mark a student's Literacy Task responses as the student is speaking, thereby negating the need for educators to spend additional time entering data into the i-Ready system.</p>
<p>Format</p>	<ul style="list-style-type: none"> • Paper/Pencil • Digital
<p>What types of professional development and/or support are provided within the assessment system to ensure valid and reliable scores?</p>	<p>Curriculum Associates partners with you to guide and strengthen instructional practices based on your classrooms' unique assessment and learning data, all powered by i-Ready Assessment. Sustained in-person or virtual courses drive educator engagement with a partner there to work alongside you as you move along the continuum from product to</p>

	<p>practice. Educators can inform and make adjustments to their instruction and watch their practice improve with realtime feedback from assessment data and instruction that mirrors what is happening in the classroom.</p> <p>Our professional learning is designed to grow along with your implementation, meeting your learning needs and interests at each phase of development: New, Practicing, and Advanced. Our core courses address a set of common learning outcomes, while our Tailored Support courses target your specific needs. i-Ready Partners work alongside you to understand your needs and goals, outlining pathways to measurable and visible growth as your needs and goals change, product enhancements launch, and new educators onboard. We offer a system of support to meet in-the-moment needs to drive student growth. This includes:</p> <ul style="list-style-type: none"> • Leader Support: Leaders are an essential component of a strong i-Ready implementation, and building their capacity is part of our plan. We offer leader support through focused courses as well as ongoing consultations via Tailored Support courses. Our specialized tools for data analysis, learning walks, and feedback discussions enable leaders to better manage their implementations to success. • Teacher Support: Led by expert former educators, our live courses use active, hands-on learning and engagement with data to build practical knowledge and pedagogical change. These courses can be delivered on site or virtually. • Additional Resources: On-demand, engaging Online Educator Learning (OEL) courses complement i-Ready professional learning courses by reinforcing key concepts. The i-Ready Central support website is filled with a wealth of resources for teachers, coaches, and leaders. Further, Collaborative Learning Extensions (CLEs) are designed to help you explore key steps and strategies to facilitate collaborative meetings with colleagues. It is recommended that all educators participate in i-Ready’s “Getting Good Data” course to ensure they can administer the assessment with fidelity and use results to drive instruction.
<p>Is there an additional cost for professional learning and technical assistance?</p>	<p>Professional learning courses lead by an i-Ready Partner are available at an additional charge beyond the standard i-Ready Assessment license. There are no additional fees for i-Ready’s standard customer support, which includes technical</p>

	support and the ongoing assistance by members of i-Ready's Partner Success (i.e., account management) team.
Does the assessment provide resources to support instruction?	Included as part of the standard i-Ready Assessment license are the instructionally relevant Can Dos, Next Steps, and Tools for Instruction. The Can Dos provide detailed domain-level information for each student that describes the content that a student has demonstrated proficiency with as measured by the adaptive i-Ready Diagnostic. The Next Steps similarly provide student-specific guidance to educators on the domain-specific instruction that a student would like benefit from in order to continue along their pathway to greater proficiency. The Tools for Instruction are miniature lessons that available with student reports that educators can use to address specific skill needs, and can be administered in whole group, small groups, or individually. Also, available at an additional charge is the comprehensive i-Ready Personalized Instruction digital lesson system, which is powered by the adaptive i-Ready Diagnostic and serves up high-quality technology-enhanced lessons to students.

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MAP Fluency by NWEA, a division of Houghton Mifflin Harcourt
MAP Fluency within Amira Learning by NWEA, a division of Houghton Mifflin Harcourt

In addition to submitting required information, vendors were asked to submit additional information that could be helpful to districts when selecting a diagnostic reading assessment. Vendor responses are summarized in the table below. The accuracy of the information provided has not been verified by DPI (Department of Public Instruction).

Title of Assessment	MAP Reading Fluency (NWEA or HMH Amira)
Author	NWEA, a division of Houghton Mifflin Harcourt Publishing Company
Publication Year	2019
Publisher	NWEA, a division of Houghton Mifflin Harcourt Publishing Company
Please list any additional areas of literacy assessed, including grade levels and ages	Oral Reading Fluency: Grades PK, 5K,1, 2 ,3, 4, 5; Ages 4-10; Adaptive: Yes Print Concepts: Grades PK, 5K,1; Ages 4-7; Adaptive: Yes
Is the assessment designed for and offered in multiple languages?	The Spanish-language version of MAP Reading Fluency, available as a benchmark assessment for grades Pre-K–4, is designed specifically to accurately measure early literacy skills and oral reading fluency among Spanish-speaking students. The test blueprint is parallel to the English-language version, with adjustments to the design and content of individual skill measures based on the Spanish language. Foundational skill progressions account for the syllablecentric structure of Spanish, which differs from onset-rime-centric English. All Spanish-language content in MAP Reading Fluency is original and not translated from the English test. The use of original content allows the Spanish and English tests to be used side-by-side to measure foundational literacy skills in both languages. Spanish MAP Reading Fluency is appropriate for students who speak Spanish as a first language and/or are receiving instruction in Spanish.
Overall validity score	0.60
Overall reliability score	0.87
Has the assessment been reviewed for bias?	Yes
What languages and student subgroups has the assessment been normed for?	The MAP Reading Fluency test user population comes from all nine of the U.S. Census Bureau’s geographic divisions, including a nationally representative sample of nearly 350,000 students. The assessment is administered to students in 49 states and the District of Columbia. The

	composition of the sample of MAP Reading Fluency test users in 2019–2020 is reasonably close to the U.S. Pre-K–12 population (U.S. Department of Education), including a proportionate representation of emerging bilingual students and English Language Learners.
Materials and technology needed to administer the assessment	Computer device (desktop, laptop, Chromebook, or iPad) Over the ear headphones with a boom microphone and USB connection
Are form letters provided for parent communication? If so, are they available in multiple languages?	Yes - in Multiple Languages (English and Spanish)
What types of technical support are provided within the assessment system to ensure valid and reliable scores (e.g., considerations for multilingual learners, students with IEPs)?	We provide Universal and Designated Features along with Accommodations. All students have audio instructions. Please see our description of all available features and accommodations at: https://cdn.nwea.org/docs/MAP+Reading+Fluency+accommodations+universal+and+designated+features_May2020.pdf .
Accessibility features are built into the design of the diagnostic assessment? (list accessibility options for each population) <ul style="list-style-type: none"> ○ Deaf or hard of hearing ○ Blind and visually impaired ○ Deafblind ○ Other disabilities ○ Multilingual learners ○ Other accessibility considerations 	<p>Deaf or hard of hearing:</p> <ul style="list-style-type: none"> ● Amplification: The student raises or lowers the volume control, as needed, using headphones. <p>Blind and visually impaired:</p> <ul style="list-style-type: none"> ● Magnification Device: The student adjusts the size of specific areas of the screen (e.g., text, formulas, tables, and graphics) with an assistive technology device. Magnification allows increasing the size to a level not provided by the zoom universal feature. Students who need to use a magnification device to access the assessment may have lower scores due to needing more time to interact with the item. ● Color Contrast: Student uses specialized presentation of test. <p>Deafblind:</p> <ul style="list-style-type: none"> ● MAP Reading Fluency is not suitable for those who are deafblind given the visual and auditory nature of the assessment. <p>Multilingual learners:</p> <ul style="list-style-type: none"> ● Spanish versions of the benchmark test forms in MAP Reading Fluency are available for grades K-4.

<p>What accommodations are listed in the technical guidance for the following populations?</p> <ul style="list-style-type: none"> ○ Deaf or hard of hearing ○ Blind and visually impaired ○ Deafblind ○ Other disabilities ○ Multilingual learners 	<p>Deaf or hard of hearing:</p> <ul style="list-style-type: none"> • We recommend that educators follow a student's IEP and allow them to use the adaptive equipment that they are approved for and are accustomed to in the classroom. Please see our description of the features and accommodations available at: https://cdn.nwea.org/docs/MAP+Reading+Fluency+accommodations+universal+and+designated+features_May2020. <p>Blind and visually impaired:</p> <ul style="list-style-type: none"> • We recommend that educators follow a student's IEP and allow them to use the adaptive equipment that they are approved for and are accustomed to in the classroom. Please see our description of the features and accommodations available at: https://cdn.nwea.org/docs/MAP+Reading+Fluency+accommodations+universal+and+designated+features_May2020. <p>Deafblind:</p> <ul style="list-style-type: none"> • MAP Reading Fluency is not suitable for those who are deafblind given the visual and auditory nature of the assessment. <p>Multilingual learners:</p> <ul style="list-style-type: none"> • We recommend that educators follow a student's IEP and allow them to use the adaptive equipment that they are approved for and are accustomed to in the classroom. Please see our description of the features and accommodations available at: https://cdn.nwea.org/docs/MAP+Reading+Fluency+accommodations+universal+and+designated+features_May2020. <p>Other accessibility considerations:</p> <ul style="list-style-type: none"> • We recommend that educators follow a student's IEP and allow them to use the adaptive equipment that they are approved for and are accustomed to in the classroom. Please see our description of the features and accommodations available at: https://cdn.nwea.org/docs/MAP+Reading+Fluency+accommodations+universal+and+designated+features_May2020. • Noise Buffer: The student uses noise buffers to minimize distraction or filter external noise during
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	<p>testing. Any noise buffer must be compatible with the requirements of the test.</p> <ul style="list-style-type: none"> • Separate Setting: Test location is altered so that the student is tested in a setting different from what is used for most students. • Scribe: The student dictates her/his responses to an experienced educator, who records verbatim what the student dictates.
Administration setting	<p>Individual, 1:1 Small group Whole class</p>
What training and credentials are required for those who administer the assessment?	<p>While we do not require training or credentials to administer the assessment, we highly recommend the following professional learning session to help set your educators up for a successful implementation, gain a solid understanding of what makes MAP Reading Fluency unique, and explore resources that help inform the process. They will learn how to administer the assessments and discover data’s potential power to engage students and inform instruction.</p> <ul style="list-style-type: none"> • MAP Reading Fluency foundations: This online course equips educators to administer the MAP Reading Fluency assessment and access, interpret, and apply the data. (on-demand, online) • MAP Reading Fluency basics for teachers: This virtual workshop digs into key MAP Reading Fluency features, models assessment proctoring, and provides valuable strategies for student preparation and motivation. (3 hours, up to 30 teachers) • Essential reports for teachers: Dig into the class- and student-level achievement reports and learn how to use the data to make student-centered decisions during this virtual workshop. (2 hours, up to 30 teachers) • Essential reports for teachers: Dig into the class- and student-level achievement reports and learn how to use the data to make student-centered decisions during this virtual workshop. (2 hours, up to 30 teachers)
Time required for administration of assessment	<p>Administration time is approximately 20 minutes to assess an entire class simultaneously for the benchmark tests.</p>

<p>Time required for scoring of assessment</p>	<p>All student responses are scored automatically by the MAP Reading Fluency software. The Oral Reading measures yield Scaled Words Correct Per Minute (SWCPM) scores which are scored by the LanguaMetrics software embedded in the test engine. All other measures are selected-response and are scored dichotomously, either correct or incorrect, at the item level by the test engine. Results for the Foundational Skills benchmark assessment are available shortly after the test is completed. Our service level agreement is to have scores for the Oral Reading benchmark available within 24 hours after the test is completed, but they are often available within 1-2 hours.</p>
<p>Format</p>	<p>Digital</p>
<p>What types of professional development and/or support are provided within the assessment system to ensure valid and reliable scores?</p>	<p>NWEA provides multiple online, on-demand resources to support educators in using our assessments:</p> <ul style="list-style-type: none"> • Help Center: This site, embedded in the assessment system, provides resources and materials that include step-by-step training videos and guides for proctors, educators, and administrators. • NWEA Connection: This site contains helpful knowledge base articles, FAQs, tips and tricks, and product training resources. Staff who are logged into NWEA Connection can open a support case, ask questions, and engage in dialogue on product-usage best practices. • NWEA.org: Our website provides resources, research publications, and tools for educators and families, including our Teach.Learn.Grow blog, which offers classroom tips and insights from teachers and education leaders.
<p>Is there an additional cost for professional learning and technical assistance?</p>	<p>Technical assistance is included with the cost of per student licenses for MAP Reading Fluency. MAP Reading Fluency Foundations is offered for a \$1,000 annual fee. Our professional learning workshops are flexible and available in a variety of modalities – price is dependent on what districts select. We offer access to the online, on-demand resources described in the section above at no additional cost to our partners</p>
<p>Does the assessment provide resources to support instruction?</p>	<p>MAP Reading Fluency provides robust tools for instructional planning and embedded instructional resources to help teachers more efficiently plan instruction and intervention.</p>

	<p>Examples of the instructional resources include in-class activities, at-home activities, and teacher guides, available in English and Spanish, are provided through open-ed sources such as the Florida Center for Reading Research, The Meadows Center for Preventing Educational Risk, Regional Educational Laboratory (REL) West, Colorín Colorado, Children’s Learning Institute at UTHealth, Texas Education Agency, and more. All resources were developed by research-to-practice organizations and are openly available at no additional cost.</p>
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