Overview

i-Ready Diagnostic is a type of computer-adaptive test that matches the difficulty of test questions to the proficiency level of each student. As students answer questions correctly, they will get more difficult questions. As students answer questions incorrectly, they will get easier questions. The Diagnostic always adapts to find the precise proficiency level of each student in the quickest, most efficient way possible.

## Understanding the *i-Ready Diagnostic*

The first Diagnostic starts each student at a difficulty level one grade level below their chronological grade level. On subsequent assessments, students will start approximately where they left off on a previous assessment. As students answer questions correctly or incorrectly, the test adjusts up or down, with questions of varying difficulty, until the Diagnostic reaches the level of difficulty that is right for each student.

This means that on the *i-Ready Diagnostic*:

- **Each student will see a test made just for them.** Just as every student has different knowledge and skills, each student's test will reflect that different experience.

- **Many students will see material teachers haven't taught.** This is an intentional part of the design of the adaptive assessment. Students may see above-grade level material and below-grade level material.

- **Every student will receive a challenging test.** The Diagnostic is designed for students to get about 50% of the questions correct and 50% incorrect to help identify their proficiency on a range of skills.

- **A student's assessment score is not based on the number of items answered correctly.** Each new question administered to a student is determined by the student's performance on their previous questions. The student receives a scaled score that is determined by taking into account the difficulty level of all these questions and their correct or incorrect responses to each.

It is important for teachers to prepare their students before they take the Diagnostic. It helps when teachers:

- **Remind students that everyone, regardless of background, will receive questions** that feel challenging—not just them.

- **Explain to students in an age-appropriate way how the Diagnostic works**, and prepare them for questions that are very challenging.

- **Encourage students to try their best.** Explain that there will be some questions they do not know but to do their best and move on.
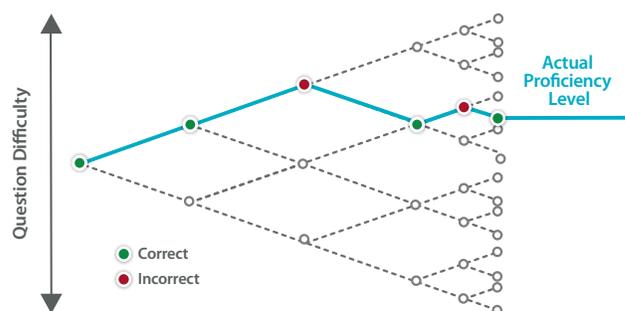
Example

Maria is a fourth grade student. Using information from a previous Diagnostic, she is delivered her first question. She gets the question correct and then is given another question of a very similar difficulty level. Then the questions begin to adjust to her responses. The test increases in difficulty as she answers questions correctly and decreases in difficulty as she answers questions incorrectly. By the end of her Diagnostic, the test zeroes in on her actual proficiency level across a range of domains in Reading or Mathematics.