Understanding Your Student's *i-Ready* Literacy Profile Report

What is the Literacy Profile report?

Literacy Profile

i-Ready

Subject: Reading
Student: Abby Barton
Student ID: abarton_3700
Student Grade: 1

Abby's Literacy Results

About this report

This report shows a full view of Abby's reading skills from the i-Ready Diagnostic and i-Ready Literacy Tasks assessments. Visit i-Ready.com/FamilyCenter for more information.

Diagnostic Key

- Mid or Above Grade Level
- Early On Grade Level
- One Grade Level Behind
- Two Grade Levels Behind
- Three or More Grade Levels Behind
- Not assessed due to grade or domain exemption

Diagnostic Placements

Domain	Fall Diagnostic (09/10/25)	More Information
Overall Reading	Grade K	The i-Ready Diagnostic for Reading is an online adaptive assessment that adjusts questions based on student responses. When a student answers correctly, the questions get harder; and when a student answers incorrectly, the questions get easier. The purpose is to identify a student's strengths, growth areas, and how to best support their learning.
Phonological Awareness*	Grade K	This domain is focused on how children distinguish the sounds (or phonemes) in spoken words. Abby would likely benefit from instruction and practice in identifying, blending, and segmenting onset and rime and blending and segmenting syllables.
Phonics*	Grade K	This domain focuses on how accurately children decode written words. Abby will benefit from instruction and practice in decoding CCVC words with initial consonant blends and matching vowel letters to long vowel sounds. This student will also benefit from instruction and practice in decoding (one-syllable words with short vowel sounds.
High Frequency Words*	Grade K	This domain addresses how well children recognize frequently occurring words. Results indicate that Abby is recognizing some Grade K high frequency words but will benefit from additional practice.
Vocabulary	Mid 1	Both word knowledge and word-learning strategies are addressed in this domain. Abby is making good progress and is ready to learn more words, particularly vocabulary used in stories, content areas, and other school contexts. This child is also ready for instruction in compound words.
Comprehension: Literature	Emerging K	This domain addresses Abby's understanding of literary text. Results indicate that Abby will benefit from instruction targeting listening comprehension and oral language development. Read aloud engaging stories, plays, and poems. Build related background knowledge and vocabulary, and ask questions to prompt discussion about characters, events, and concepts.
Comprehension: Informational Text	Grade K	This domain addresses Abby's understanding of informational text. Abby is ready for instruction that targets listening comprehension skills such as identifying the main idea or topic and retelling key details in a text. Build related background knowledge and vocabulary and encourage Abby to share new information learned from read-alouds.

*Phonological Awareness, Phonics, and High Frequency Words are not assessed in the Fall Diagnostic for students who are in Grade 1 or higher.

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Your student's school may have given them a Fall Diagnostic for Reading and Literacy Task Benchmark assessments. The Literacy Profile report provides an overview of your student's results on the *i-Ready Diagnostic* for Reading and Literacy Task Benchmark assessments taken in English. These assessments are already given as part of your student's school experience—the report simply brings the results together in one place to give you a clearer picture of your student's reading development.

i-Ready Diagnostic for Reading

You may already know about the *i-Ready Diagnostic* for Reading. It is an adaptive assessment that adjusts its questions for each student. As a student answers correctly, the questions get more difficult. As a student answers incorrectly, the questions get easier. This adaptability allows the *i-Ready Diagnostic* for Reading to identify the strengths and opportunities for growth of each student.

i-Ready Literacy Tasks

The Literacy Tasks are shorter, more targeted assessments that look at specific reading and literacy skills. Skills vary by grade level and can include things like naming letters, sounding out words, and reading words that are common for the grade level. Most Literacy Tasks are timed to understand how quickly and fluently a student can apply specific skills and whether they are meeting grade-level literacy expectations for each skill.

Why is my student taking these assessments?

The purpose of the *i-Ready Diagnostic* for Reading and Literacy Task Benchmark Assessments is not to give your student a grade but instead to determine how best to support their learning. They help your student's teachers identify reading strengths, areas for improvement, and progress throughout the year. In some schools and districts, these assessments are also used to help determine which students may need additional support to become successful readers.

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How should I interpret my student's literacy results?

1. **About this report** gives an overview of the report and what is included for your student. The report is then organized by Diagnostic Placements (Grades K–12), Literacy Task Results (Grades K–6, if administered), and Screener Results (Grades K–3, when available).
2. The **Diagnostic Placements** table:
   a. Shows your student's **Overall Reading** placement
   b. Tells you how your student did in more specific learning areas called **domains**
   c. Provides **More Information** to describe each domain and let you know what instruction your student may benefit from.
3. The placement levels in this table indicate your student's performance, and the **Diagnostic Key** tells you whether their performance is above, on, or below grade level.

Literacy Profile

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Student ID	abarton_0001
Student Grade	1

Abby's Literacy Results

1 About this report

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3 Diagnostic Key

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- Early On Grade Level
- One Grade Level Below
- Two Grade Levels Below
- Three or More Grade Levels Below
- Not assessed due to grade or domain exempted

2 Diagnostic Placements

Domain	Fall Diagnostic (09/10/25)	More Information
Overall Reading (a)	Grade K	The i-Ready Diagnostic for Reading is an online adaptive assessment that adjusts questions based on student responses. When a student answers correctly, the questions get harder, and when a student answers incorrectly, the questions get easier. The purpose is to identify a student's strengths, growth areas, and how to best support their learning. (c)
Phonological Awareness*	Grade K	This domain is focused on how children distinguish the sounds (or phonemes) in spoken words. Abby would likely benefit from instruction and practice in identifying rhyme, blending and segmenting onset and rime, and blending and segmenting syllables.
Phonics*	Grade K	This domain focuses on how accurately children decode written words. Abby will benefit from instruction and practice in decoding CCVC words with initial consonant blends and matching vowel letters to long-vowel sounds. This student will also benefit from instruction and practice in encoding one-syllable words with short vowel sounds.
High Frequency Words*	Grade K	This domain addresses how well children recognize frequently occurring words. Results indicate that Abby is recognizing some Grade K high frequency words but will benefit from additional practice.
Vocabulary (b)	Mid 1	Both word knowledge and word-learning strategies are addressed in this domain. Abby is making good progress and is ready to learn more words, particularly vocabulary used in stories, content areas, and other school contexts. This child is also ready for instruction in compound words.
Comprehension: Literature	Emerging K	This domain addresses Abby's understanding of literary text. Results indicate that Abby will benefit from instruction targeting listening comprehension and oral language development. Read aloud engaging stories, plays, and poems. Build related background knowledge and vocabulary, and ask questions to prompt discussion about characters, events, and concepts.
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*Foundational Domains

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In this example, Abby is in first grade. Her Overall Reading performance on the Diagnostic is Grade K—about one grade level below what is expected of a first grader, indicating room for growth.

Please note: Diagnostic Placements listed here are different from those used on the For Families report. Both describe the same performance information, but the placements here are more specific to give you a clear picture of your student's reading strengths, areas for improvement, and progress. Visit the *i-Ready* Family Center to learn more about the For Families report.

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4. The **Literacy Tasks Placements** table shows:
   a. **Literacy Task** types that were administered to your student
   b. Their **placements for each task** in comparison to grade-level expectations. The date of the assessment is also included.
   c. **About the Assessment**, which provides additional information to let you know what your student did during the task

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4 Literacy Task Placements

On/Above Below

a Literacy Task	b Fall (Beginning of Year - 11/15/25)	c About the Assessment
Pseudoword Decoding - Fluency	Below (09/21/25)	Abby read as many made-up words as they could in one minute. Their ability to break up letter sounds in unfamiliar words supports fluent word reading.
Rapid Automatized Naming	On (09/15/25)	Abby saw a page of colors, letters, numbers or objects and named as many as they could in one minute. Quickly naming familiar objects is linked to stronger reading skills.
Word Recognition Fluency	On (09/13/25)	Abby read as many words as they could in one minute, from a list of common words for their grade level. Their ability to quickly recognize these words supports them in understanding what is read.

5. **Screener Results** (not shown) may also be available if your student's school or district is using *i-Ready*'s built-in literacy screener. Screener Results come from student performance on the Diagnostic for Reading and specific Literacy Tasks, not from additional testing. [Learn more about Screener Results.]
6. **Suggestions for Your Student** will always refer you to your student's teachers for more information. The results in this report can help you and your student's teachers know where to build on strengths and focus their support, but your student's teachers and school know best how information from this report is being used and what to do to help your student meet grade-level expectations for reading.
7. **Understanding Key Terms** also includes explanations within the report for your reference.

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6 Suggestions for Abby

Reach out to the teacher

Ask Abby's teacher to learn about what to do to help your student meet grade-level expectations.

7 Understanding Key Terms

Diagnostic Placements

Diagnostic Placements are used to show how students are performing compared to grade-level expectations.

The five possible placements are:

- Mid or Above Grade Level - Student's performance meets or exceeds grade-level expectations
- Early On Grade Level - Student's performance partially meets grade-level expectations
- One Grade Level Below - Student's performance is one grade below grade-level expectations
- Two Grade Levels Below - Student's performance is two grades below grade-level expectations
- Three or More Grade Levels Below - Student's performance is three or more grades below grade-level expectations

Literacy Task Placements

Literacy Tasks Placements are used to show how students are performing in relation to grade-level expectations.

The two possible placements are:

- On/Above - Student's performance is meeting grade-level expectations
- Below - Student's performance is below grade-level expectations

Foundational Domains

Foundational Domains are specific learning areas that are not always taken by all students. As a result, there are an additional five possible placement levels:

- Not Assessed: Child did not need to take a particular subtest due to their grade level.
- Surpassed Level: Child did not need to take a particular subtest due to their high score in a previous domain.
- Max Score: Child took the subtest and achieved a high score.
- Below Max Score: Child took the subtest and did not achieve the high score needed to have a placement of Max Score.
- Domain Exempted: Educators determined this test content was unsuitable for child

Note: This report is designed to build over time. The example here reflects a student's fall results only, but as additional assessments are given during the school year, new data will be added. This creates a more complete picture of your student's literacy progress across the year.

The Literacy Profile report is also available in Spanish. Access this resource in Spanish on the [*i-Ready* Family Center].

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What do my student's results mean?

Results in the Literacy Profile report reflect how *i-Ready* measures reading and related skills. These results provide one view of your student's literacy development and may look different from how your student's school or district view student reading performance. Together, they can help highlight strengths, areas for growth, and whether your student is on track for grade-level reading expectations. It's important to remember that no single test captures everything about a student's reading ability—these results are just one piece of the bigger picture.

What should my next steps be based on my student's results?

Schools and districts may choose to use this information in different ways. Please talk to your student's teachers about what these results mean and next steps for your student. They can explain what the results mean in the context of your student's classroom performance, describe any additional support or enrichment your student may receive, and share ideas for how you can support reading at home. Working together, you can ensure your student continues to make progress as a reader.

More Information About Screener Results

Some schools and districts use *i-Ready*'s built-in literacy screeners to understand how students are doing with reading skills and whether they might show signs of early reading difficulties that would benefit from more targeted reading intervention. The *i-Ready Diagnostic* for Reading and specific Literacy Tasks are used to determine Screener Results and do not require additional testing. However, schools and districts may still use other information, like other assessments and performance in the classroom, to make decisions about student support.

If you see Screener Results in your student's report, please talk with their teachers about what these results mean and what steps are recommended.

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