

Understanding i-Ready Performance Levels

K–8 READING AND MATHEMATICS

Purpose

The i-Ready Inform assessment provides educators with valuable information about students' current academic performance and readiness for instruction in Reading and Mathematics.

Beginning with the 2026–27 school year, i-Ready Diagnostic was renamed i-Ready Inform. The assessment continues to provide criterion-referenced placement information, allowing educators to evaluate student performance against established grade-level expectations.

Beginning-of-year assessment results establish a baseline for student performance and help the district identify instructional priorities, allocate resources and supports, inform improvement planning, and monitor academic growth over time.

How i-Ready Performance Levels Work

i-Ready Inform uses scale scores to measure student performance in Reading and Mathematics. These scores determine placement relative to established grade-level performance expectations. For students in kindergarten through eighth grade, performance is generally reported in the following categories:

PERFORMANCE LEVEL	WHAT IT MEANS
Above Grade Level	Student performance exceeds the expected range for the student's current grade level.
On Grade Level	Student performance falls within the range associated with current grade-level expectations.
One Grade Level Below	Student performance is approximately one grade level below current grade-level expectations.
Two or More Grade Levels Below	Student performance is approximately two or more grade levels below current grade-level expectations.

These placement categories are criterion-referenced: they reflect the relationship between a student's scale score and established grade-level performance ranges, rather than comparisons with other students.

What the Performance Levels Tell Us

Performance levels provide educators and district leaders with a consistent framework for understanding student achievement. The primary question they help answer is:

Where is the student performing relative to grade-level expectations at this point in time?

- Identify students demonstrating readiness for grade-level instruction or advanced academic content.
- Determine which students may benefit from additional support to access grade-level instruction.
- Identify foundational knowledge and prerequisite skills requiring targeted instruction.
- Examine patterns across grade levels, schools, student groups, and content areas.
- Establish classroom, school, and district instructional priorities using performance data.

Using Results to Inform Instruction

i-Ready Inform results represent a snapshot of student performance at a specific point in time. Consider them alongside classroom assessments, student work, teacher observations, and other relevant evidence of learning.

Together, these data support instructional decision-making, targeted academic support, and ongoing monitoring of student growth. The goal is to ensure every student receives instruction and support aligned with their academic needs.