

Using i-Ready® Diagnostic Scores for Nevada English Learner Reclassification

The *i-Ready Diagnostic* is designed to assess the broadest possible spectrum of student ability, providing insight into both on-level and off-level needs, and covering a comprehensive set of K–12 skills. For many districts, the Diagnostic can also be a very powerful tool for evaluating the English language skills of their English learner populations. This guide is meant to serve as a starting point for districts in Nevada that wish to use *i-Ready* data to inform English learner reclassification.

According to the Nevada Department of Education website,

[http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/English_Language_Learners\(ELL\)/Nevada_EL_Reclassification_8c-Content_Proficient_Protocol.pdf](http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/English_Language_Learners(ELL)/Nevada_EL_Reclassification_8c-Content_Proficient_Protocol.pdf),

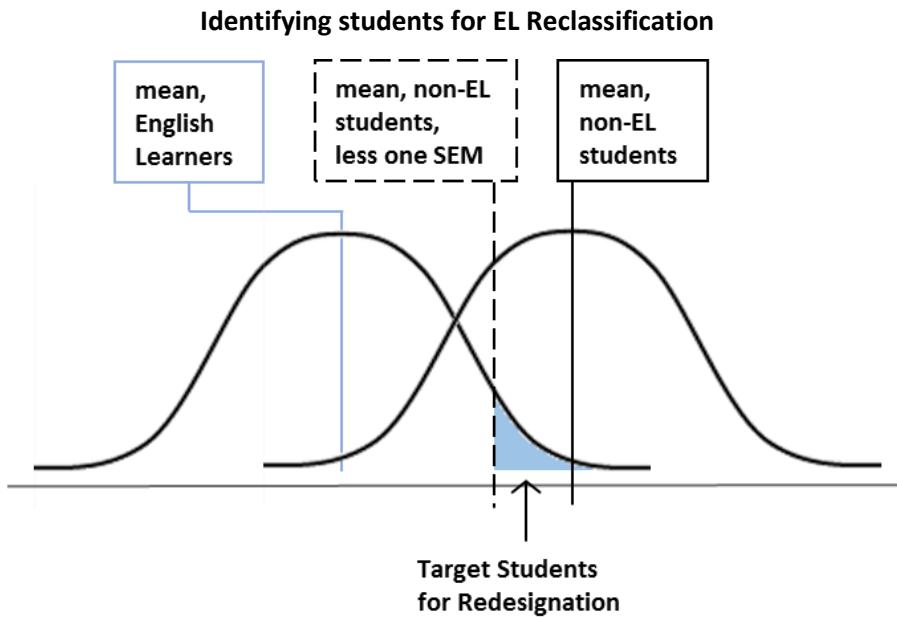
The Reclassification Protocol (8c) is intended for a student who met content proficiency on the State ELA and Math assessment. The WIDA ACCESS English Language Proficiency must be at least 4.0 on the Overall Composite score. Other additional criteria in the protocol (8c) include: a body of evidence of student's English proficiency to succeed academically without EL services, and the student must be on track for on-time graduation.

Part of this multi-step protocol includes additional evidence from an interim assessment, such as *i-Ready Diagnostic Reading*, to determine whether a student can succeed without EL services.

Districts looking to use *i-Ready Diagnostic* data as a criterion recommended by the state need to make two basic determinations based on the information they collect through the Diagnostic:

1. What is the English language ability of average native English speakers in our district?
2. Which English learners have demonstrated ability comparable to our average native speakers?

To answer these questions, we recommend considering for reclassification English learners with spring *i-Ready ELA* diagnostic scores that meet or exceed the districts' mean spring diagnostic scores for non-English learners, less one mean standard error of measurement. A graphic illustration of this approach follows in the simple figure below:



It is important to note that *i-Ready* is only one measure of student ability, and this approach is best used in combination with multiple measures of student ability. Other test scores, teacher input, and administrator judgment are all critical inputs to making useful reclassification determinations.

An illustrative example of the calculations used to identify reclassified students follows below.

Illustrative Example

The example below provides a simplified walkthrough of our recommended approach. In this example, we'll look at data for a district with 15 students in 4th grade:

Student	English Learner?	Fall Diagnostic	Spring Diagnostic
1A876966	No	441	461
1A732566	No	455	475
1A466314	No	440	460
1A465549	No	420	440
1A311683	No	432	452
1A575193	No	427	447
1A366622	No	475	495
1A961000	No	488	508
1A182693	No	464	484
1A407236	No	446	466
1A660694	Yes	445	465
1A771135	Yes	419	439
1A910151	Yes	428	448
1A964090	Yes	440	460
1A513093	Yes	434	454

In the example above:

- The average spring scale score for the ten non-English learners is **468.8**.
- The mean standard error of measurement (SEM) for the 4th grade ELA Diagnostic is **10.1** (a complete mean SEM table follows below).
- Given these two numbers, the cut score for English learner reclassification would be **458.7**.

Based on this cut score, two of the five English learners in the table above would be candidates for reclassification (the students with scores of 465 and 460, highlighted above in blue). Each of their spring scale scores falls above the cut score for reclassification.

Identifying Reclassification Candidates in Your District

All of the data in the table above is available through the export function in *i-Ready*. For assistance with the export function, please contact your account team. This approach is, as stated above, only recommended in combination with other measures of student ability such as other test scores, teacher input, and administrator judgment. For reference, the mean SEMs for all grades on the *i-Ready* ELA Diagnostic follow below:

Grade	K	1	2	3	4	5	6	7	8
Mean	9.3	9.3	10.4	10.0	10.1	10.3	10.5	10.6	10.7