i-Ready Inform™ is the new name for the *i-Ready Diagnostic* adaptive assessment.
This study is based on the original-length *i-Ready* assessment and continues to provide useful information.
New research on the shortened assessment is planned following the 2026–2027 school year.

The Relationship between *i-Ready Diagnostic* and the 2022 Arizona's Academic Standards Assessment (AASA)

Curriculum Associates Research Brief | December 2022

Research Overview

i-Ready Diagnostic and the 2022 AASA are highly correlated—**with an average spring correlation of .81 for English Language Arts (ELA) and .84 for Mathematics.**

About the Students Included in the Study

Curriculum Associates conducted a large-scale study on the relationship between the *i-Ready Diagnostic* and the 2022 AASA for Grades 3–8 in ELA and Mathematics, the primary grades in which *i-Ready* is used in Arizona for which there is a state summative assessment in place. Students came from a total of 8 school districts, one of which is a charter agency (see Table 1). The school districts were selected for participation in the study specifically to be representative of the state in terms of factors such as urbanicity, race/ethnicity, and socioeconomic status (using National School Lunch Program as a proxy). See the appendix for more information on the sample.

Table 1. Demographic Information for Arizona Districts in Study

District	Schools Participating	Location	Total Enrollment	% National School Lunch Program	% English Language Learners[1]
1	26	City (26)	15,000–19,999	10%	<5%
2	16	Suburb (16)	7,000–7,499	<5%	20%
3	12	City (11), Rural (1)	5,500–5,999	30%	5%
4	14	City (14)	5,500–5,999	40%	15%
5	11	City (11)	5,000–5,499	35%	35%
6	9	Rural (5), Town (4)	4,000–4,499	35%	<5%
7	6	City (3), Suburb (3)	2,000–2,499	45%	10%
8	3	Town (3)	1,000–1,499	30%	<5%
Average of Participating Districts[2]				22%	11%
Average across All Districts in the State[2]				22%	7%

Note: Demographic data are available at the school and district level and may not precisely describe the study sample. District-specific statistics are provided as ranges or rounded to the nearest five percent in order to ensure the anonymity of participating districts.
[1]Data on English language learners is only available at the district level.
[2]Weighted averages.
Data from U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency (School District) Universe Survey", 2020-2021 v.1a. (obtained from https://nces.ed.gov/ccd/pubagency.asp), represent 2020-2021 data, which was the most recent full dataset available from NCES at the time of the study.

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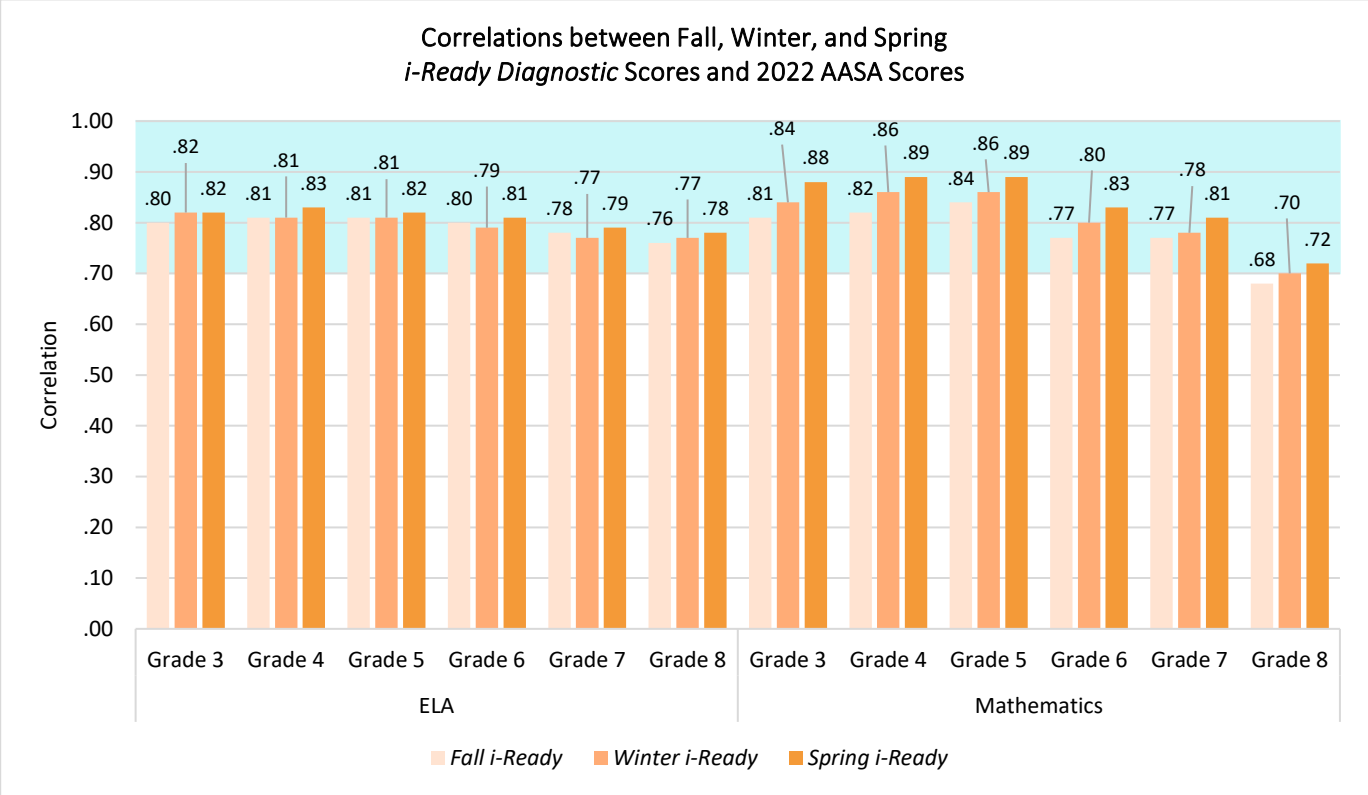
Correlation Results

Across all grades and in both subjects, results provide evidence for the strong correlation between *i-Ready Diagnostic* and the AASA (see Figure 1). Specifically, spring correlations for ELA ranged from .78 for Grade 8 to .83 for Grade 4, and spring correlations for Mathematics ranged from .72 for Grade 8 to .89 for Grades 4 and 5. These correlations, **most surpassing the .70 standard generally considered to be strong in education research**, provide evidence of a substantial relationship between *i-Ready Diagnostic* and the AASA.

Figure 1



Why Correlations Matter

Correlations are one of the most commonly used and widely accepted forms of validity evidence. Correlations demonstrate that when students score high on one assessment, they also tend to score high on the other, and similarly, when students score low on one assessment, they also tend to score low on the other. A high correlation between two assessments provides evidence that the two assessments are measuring related constructs.

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Appendix

The sample included more than 25,000 students, with between 2,682 and 3,046 students per grade for ELA for the spring *i-Ready* assessment and between 2,239 and 3,903 students per grade for Mathematics for the spring *i-Ready* assessment (see Table 2). These students took both the *i-Ready Diagnostic* and the AASA during the 2021–2022 school year. For the purposes of this study, *i-Ready Diagnostic* scores were included only if the student indicated that the test was taken completely in school.

Table 2. Sample Sizes for Correlations

	ELA			Mathematics		
	Fall	Winter	Spring	Fall	Winter	Spring
Grade 3	2,578	2,927	2,953	3,243	3,473	3,585
Grade 4	2,749	2,972	3,019	3,575	3,781	3,903
Grade 5	2,702	2,972	3,046	3,503	3,813	3,903
Grade 6	2,454	2,596	2,682	2,146	2,382	2,428
Grade 7	2,530	2,715	2,732	1,993	2,202	2,239
Grade 8	2,737	2,954	2,848	2,098	2,356	2,337

Table 3 shows the percentage of students in each race/ethnicity group from the study samples. In both the ELA and Mathematics samples, we have strong representation from students of different racial/ethnic groups.

Table 3. Race/Ethnicity Information for Sample of Arizona Students in this Study

	American Indian or Alaska Native	Asian	Black	Hawaiian or Pacific Islander	Hispanic	Two or More Races	White
ELA	2.5%	1.9%	7.5%	.2%	67.2%	4.1%	16.6%
Mathematics	3.3%	2.0%	7.5%	.3%	51.2%	6.0%	29.7%

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