

# The Relationship Between *i-Ready*<sup>®</sup> Diagnostic and the 2018 Partnership for Assessment of Readiness for College and Careers (PARCC)

Curriculum Associates Research Brief | July 2019

## Research Overview

*i-Ready Diagnostic* and the 2018 PARCC are highly correlated—with an average spring correlation of .80 for English Language Arts 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 2018 PARCC for grades 3–8, the primary grades in which *i-Ready* is used in PARCC states for which there is a state summative assessment in place. The sample (see Table 2) included more than 38,000 students, with between 3,329 and 5,695 students per grade for ELA for the spring *i-Ready* assessment and between 3,400 and 6,017 students per grade for mathematics for the spring *i-Ready* assessment. These students took both the *i-Ready Diagnostic* and PARCC during the 2017-2018 school year. Students came from a total of 7 school districts (see Table 1; two of these districts were charter agencies), and these 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).

**Table 1. Demographic Information for PARCC Districts in Study**

District	Schools Participating	Location	Total Enrollment	% Non-Caucasian	% National School Lunch Program	% English Language Learners <sup>1</sup>
1	116	City (89), Suburb (21), Rural (6)	60,000 - 64,999	80%	75%	20%
2	10	City (10)	3,000 - 3,499	100%	85%	<5%
3	2	Suburb (2)	800 - 899	10%	<5%	*
4	1	City (1)	400 - 499	90%	100%	10%
5	1	City (1)	300 - 399	60%	20%	<5%
6	1	Town (1)	200 - 299	70%	100%	5%
7	2	Rural (2)	100 - 199	55%	65%	5%
<b>Average of Participating Districts<sup>2</sup></b>				80%	73%	16%
<b>Average Across All States in the Consortium<sup>2</sup></b>				60%	45%	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.

<sup>1</sup>Data on English language learners is only available at the district level.

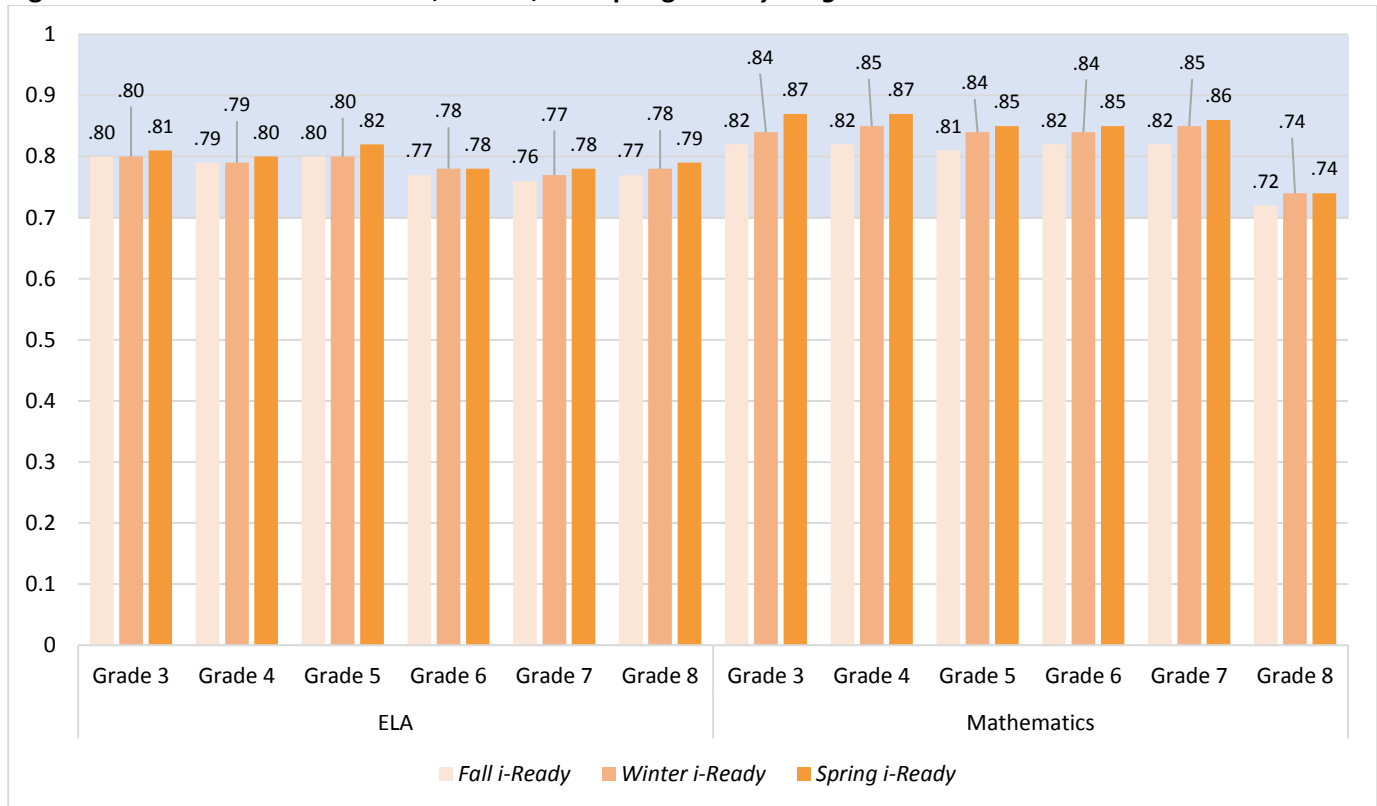
<sup>2</sup>Unweighted averages from 2018-2019 PARCC member states (DC, MD, NJ, and NM).

Data from U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Local Education Agency (School District) Universe Survey”, 2015-2016 v.1a. (obtained from <https://nces.ed.gov/ccd/pubagency.asp>), represent 2015-2016 data, which was the most recent full dataset available from NCES at the time of the study. An asterisk (\*) signifies that NCES has recorded the data as missing, not available, or not reported data items.

## Correlation Results

Across all grades and in both subjects, results provide evidence for the strong correlation between *i-Ready Diagnostic* and PARCC (see Figure 1). Specifically, spring correlations for ELA ranged from .78 for grades 6 and 7 to .82 for grade 5, and for mathematics ranged from .74 for grade 8 to .87 for grades 3 and 4. These correlations—all surpassing the **.70 standard set by the National Center on Intensive Intervention for screening tools**—provide evidence of a strong relationship between *i-Ready Diagnostic* and PARCC.

**Figure 1. Correlations Between Fall, Winter, and Spring *i-Ready Diagnostic* Scores and 2018 PARCC Scores**



**Table 2. Sample Sizes for Correlations**

	ELA						Mathematics					
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Fall</b>	3,105	5,670	5,769	5,698	5,434	5,283	4,874	5,706	5,795	5,425	5,118	4,007
<b>Winter</b>	3,495	5,900	5,914	5,544	5,218	5,074	5,309	6,124	6,232	5,425	5,112	3,869
<b>Spring</b>	3,329	5,695	5,592	4,576	4,228	4,153	5,225	5,865	6,017	5,019	4,482	3,400

## 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 similar constructs.

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