i-Ready's *Projected Proficiency Feature: Why Projections May Differ from State Results*

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Overview

Curriculum Associates has completed linking studies between the *i-Ready Diagnostic* and many state summative tests, demonstrating strong relationships between them. These linking studies allow for the projection of state summative test performance based on *i-Ready Diagnostic* results. This document reviews the factors that may affect the accuracy of state projections.

Possible Factors Affecting State Projections

There are many factors that could impact the accuracy of projected proficiency projections for any school, class, or district.

Timing of the Assessments

Most students who participate in an *i-Ready* linking study complete their *i-Ready Diagnostic* within one to two months of the state test. This timing is an important factor in the accuracy of state projections. For instance, if *i-Ready* testing occurs at the beginning of the spring testing window (March) but the state test doesn't occur until the end of the school year (June), the spring estimates may be too low, as there is an increased amount of time for student learning and growth. Timing of the fall and winter *i-Ready* assessments can also impact projection accuracy. Because the projections use the *i-Ready* growth model, if fall or winter testing happens late in the testing window, students may not have adequate time to meet the growth that is assumed in the projections.

Proximity to Cut Scores

Scores near and around cut points may have less certain projections on state assessments because no score is a perfect measure of a student's proficiency. This can be seen with Projected Proficiency in two ways:

1. Typical Growth and Stretch Growth measures are based on a student's starting placement level. Growth targets tend to be higher in below-grade placement levels. Students whose

base score lands near a placement-level cut score may be expected to show slightly lower or higher growth, depending on which side of the cut score they land.

2. When a student's projected spring *i-Ready* score is near a state test achievement-level cut score, it can lead to increased uncertainty. For these students, small differences between assumed and actual growth could affect whether they score in one achievement level or another on the state test.

Test Administration Conditions

The more closely the *i-Ready* administration conditions resemble the conditions of the state test, the more likely the scores are to be highly correlated. Highly correlated scores produce more accurate projections. In contrast, students whose *i-Ready* test experience differs markedly from the state testing experience may receive less accurate projections. For example, students who receive assistance or are allowed to take a particularly extended amount of time on the *i-Ready Diagnostic* can receive artificially high scores. In contrast, rushing through the Diagnostic may result in a score that is too low, and the resulting projection will also be affected.

Size of the Reporting Group

The size of the reporting group is an important factor to consider when considering the accuracy of projections to the state test. Individual results (student results) are more variable than large group results (district results). When the reporting group is large, false positive and false negative errors tend to cancel each other out, resulting in a more accurate projection. For this reason, district-level projections tend to be more accurate than school- and class-level projections.

The Sample of Students

If the students included in the *i-Ready* Projected Proficiency report differ from the students taking the state test, projections from *i-Ready* are less likely to match the results reported by the state. It is important to understand how a district compares to the sample used in the linking study. This informs how well results will generalize across settings.

For more information on how Projected Proficiency is calculated, consult the [Projected Proficiency Feature Overview Brochure](#).