The Relationship Between *i-Ready*® *Diagnostic* and the 2019 New Jersey Student Learning Assessments (NJSLA)

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Research Overview

i-Ready Diagnostic and the 2019 NJSLA are highly correlated—**with an average spring correlation of .78 for English Language Arts and .82 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 2019 NJSLA for grades 3–8, the primary grades in which *i-Ready* is used in New Jersey for which there is a state summative assessment in place. The sample (see Table 2) included more than 16,000 students, with between 1,376 and 2,986 students per grade for ELA for the spring *i-Ready* assessment and between 1,285 and 3,458 students per grade for mathematics for the spring *i-Ready* assessment. These students took both the *i-Ready Diagnostic* and NJSLA during the 2018-2019 school year. Students came from a total of 11 school districts (see Table 1; all public and none of which 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.

Table 1. Demographic Information for New Jersey Districts in Study

District	Schools Participating	Location	Total Enrollment	% Non-Caucasian	% National School Lunch Program	% English Language Learners[1]
1	12	Suburb (12)	6,500 - 6,999	30%	30%	<5%
2	9	Suburb (9)	4,500 - 4,999	90%	50%	10%
3	9	Suburb (9)	3,500 - 3,999	100%	75%	10%
4	7	Suburb (7)	2,500 - 2,999	90%	65%	5%
5	5	Suburb (5)	2,000 - 2,499	50%	35%	10%
6	5	Suburb (5)	1,500 - 1,999	95%	80%	15%
7	2	Suburb (2)	1,000 - 1,499	50%	50%	10%
8	3	Rural (3)	800 - 899	50%	60%	5%
9	2	Suburb (2)	800 - 899	10%	<5%	*
10	2	Suburb (2)	800 - 899	60%	70%	5%
11	3	Suburb (3)	600 - 699	60%	45%	5%
Average of Participating Districts[2]				66%	50%	7%
Average Across All Districts in the State[2]				56%	37%	6%

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", 2017-2018 v.1a. (obtained from https://nces.ed.gov/ccd/pubagency.asp), represent 2017-2018 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 NJSLA (see Figure 1). Specifically, spring correlations for ELA ranged from .74 for grades 7 and 8 to .81 for grade 3, and for mathematics ranged from .74 for grade 8 to .85 for grade 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 NJSLA.

Figure 1. Correlations Between Fall, Winter, and Spring *i-Ready Diagnostic* Scores and 2019 NJSLA Scores
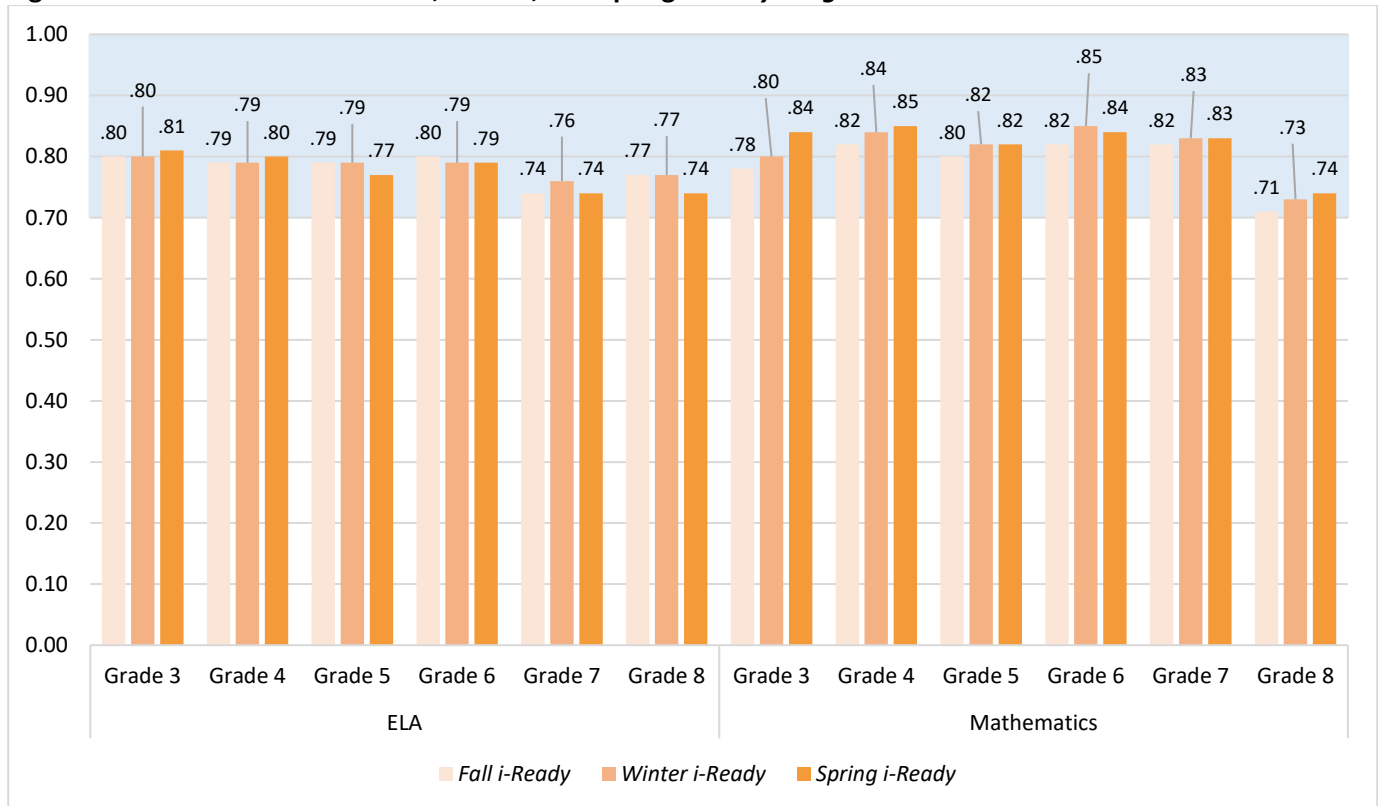
Table 2. Sample Sizes for Correlations

	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
Fall	2,824	2,856	3,052	1,919	1,592	1,525	3,161	3,251	3,450	2,258	2,054	1,368
Winter	2,863	2,898	3,083	1,907	1,601	1,524	3,217	3,293	3,499	2,264	2,076	1,348
Spring	2,780	2,812	2,986	1,780	1,474	1,376	3,235	3,311	3,458	2,269	2,002	1,285

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.