



# Alignment of *i-Ready Diagnostic* Objectives to State Standards

Curriculum Associates Brief | January 2025

## Overview

The primary purpose of *i-Ready Assessment* and Personalized Instruction is to provide teachers with precise information on what students know and can do, and actionable instructional information based on where each student is along the learning trajectory. This document outlines aspects of *i-Ready* content validity and the assessment process for documenting alignment to state standards.

## Content of the *i-Ready Diagnostic* Assessment

The *i-Ready Diagnostic* was designed to support educators and students in classroom instruction. This includes providing educators with opportunities to make data-driven decisions for their students and to optimize each student's educational growth.

We know that not all content in each grade is emphasized equally in any set of standards. Some content requires greater emphasis based on the depth of the ideas, the instructional time required, and/or its importance to future college, career, and workforce readiness.

There may also be some state standards that are not specifically assessed by the *i-Ready Diagnostic* or perhaps some standards that are on the Diagnostic but not included in state standards; however, the Diagnostic is designed to measure the most critical and relevant work of the grade. At times, the focus of state standards may shift, but generally the core content remains consistent. This is the content that is essential to student learning at each grade and subject. The *i-Ready Diagnostic* is designed to measure this essential content.

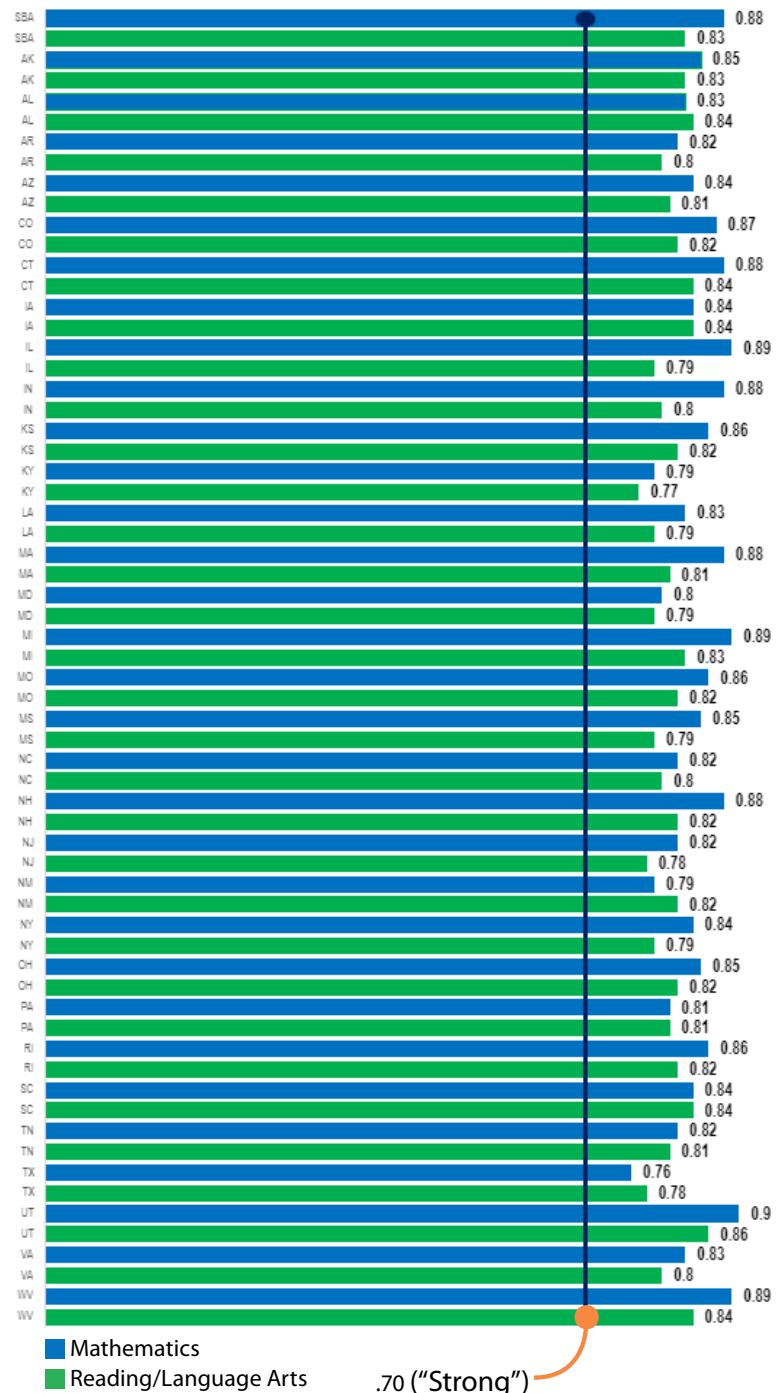
# Correlations to State Assessments

The *i-Ready Diagnostic* correlates highly with more than 44 state tests as well as Smarter Balanced Assessments. This is a robust objective that *i-Ready Diagnostic* measures the most important, relevant, and widely assessed content in most states. While not all state standards are the same, it is clear that *i-Ready* measures the most critical work.

The quality of an assessment's design is often a key factor in the quality of its results and, ultimately, whether those results are able to help inform decisions in the classroom. In order to develop assessments that meet the needs of users and produce intended results, a theory of action is created to articulate how the assessment is designed to work and produce the intended results. The purpose of our validation process is to systematically collect evidence guided by a theory of action developed for the *i-Ready Diagnostic* as a component of a larger theory of action about how these assessments are intended to be used within a system.

The *i-Ready* development process is meticulous, strategic, and intended to produce items and reports that are instructionally valuable and actionable. A test score is only useful to the extent that it provides valid information about the degree to which a student understands the content standards targeted for assessment. While ensuring alignment between test blueprints, test items, and the content standards is necessary, it is not sufficient. It is also necessary to show that test items were designed, developed, and evaluated using high-quality, technically sound procedures.

Correlations between *i-Ready Diagnostic* and Consortium and State Summative Assessments



# Objective Alignments

One of the primary questions from educators is, “Does the *i-Ready Diagnostic* adequately cover the concepts in my state standards?” Curriculum Associates follows a rigorous process for determining how state standards relate to *i-Ready Diagnostic* objectives.

The process of aligning *i-Ready* objectives to state standards is completed by content experts. These alignments are then reviewed by alignment editors for accuracy and consistency.

The *i-Ready* objectives are aligned to Grades K–12 state standards using the following guidelines:

- Matches between state standards and *i-Ready* objectives in the same grade and strand of the objectives are determined.
- Any off-grade matches between standards and objectives are determined. It is possible to find a match one grade above or one grade below.
- A standard may align to more than one objective.
- When a partial match is found, we provide parsed text of the standard language. The parsed text represents a direct alignment to the objective.

The table below provides links to the alignment documents for each state.

## Considerations

As with most other assessments, the *i-Ready Diagnostic* cannot reasonably test students on every piece of content within a domain. Students are presented with content-relevant items, from a pool of eligible items, based on the student’s grade level and the domain being assessed. The eligible pool of items is representative of the domain in both content and difficulty.

## State Alignments to *i-Ready* Objectives

State	Reading	Mathematics
Alabama	<a href="#">AL Reading Crosswalk</a>	<a href="#">AL Mathematics Crosswalk</a>
Alaska	<a href="#">AK Reading Crosswalk</a>	<a href="#">AK Mathematics Crosswalk</a>
Arizona	<a href="#">AZ Reading Crosswalk</a>	<a href="#">AZ Mathematics Crosswalk</a>
Arkansas	<a href="#">AR Reading Crosswalk</a>	<a href="#">AR Mathematics Crosswalk</a>
California	<a href="#">CA Reading Crosswalk</a>	<a href="#">CA Mathematics Crosswalk</a>
Colorado	<a href="#">CO Reading Crosswalk</a>	<a href="#">CO Mathematics Crosswalk</a>
Connecticut	<a href="#">CT Reading Crosswalk</a>	<a href="#">CT Mathematics Crosswalk</a>

State	Reading	Mathematics
Delaware	<a href="#">DE Reading Crosswalk</a>	<a href="#">DE Mathematics Crosswalk</a>
Florida	<a href="#">FL Reading Crosswalk</a>	<a href="#">FL Mathematics Crosswalk</a>
Georgia	<a href="#">GA Reading Crosswalk</a>	<a href="#">GA Mathematics Crosswalk</a>
Hawaii	<a href="#">CCSS Reading Crosswalk</a>	<a href="#">CCSS Mathematics Crosswalk</a>
Idaho	<a href="#">ID Reading Crosswalk</a>	<a href="#">ID Mathematics Crosswalk</a>
Illinois	<a href="#">CCSS Reading Crosswalk</a>	<a href="#">CCSS Mathematics Crosswalk</a>
Indiana	<a href="#">IN Reading Crosswalk</a>	<a href="#">IN Mathematics Crosswalk</a>
Iowa	<a href="#">CCSS Reading Crosswalk</a>	<a href="#">CCSS Mathematics Crosswalk</a>
Kansas	<a href="#">KS Reading Crosswalk</a>	<a href="#">KS Mathematics Crosswalk</a>
Kentucky	<a href="#">KY Reading Crosswalk</a>	<a href="#">KY Mathematics Crosswalk</a>
Louisiana	<a href="#">LA Reading Crosswalk</a>	<a href="#">LA Mathematics Crosswalk</a>
Maine	<a href="#">CCSS Reading Crosswalk</a>	<a href="#">CCSS Mathematics Crosswalk</a>
Maryland	<a href="#">MD Reading Crosswalk</a>	<a href="#">MD Mathematics Crosswalk</a>
Massachusetts	<a href="#">MA Reading Crosswalk</a>	<a href="#">MA Mathematics Crosswalk</a>
Michigan	<a href="#">MI Reading Crosswalk</a>	<a href="#">MI Mathematics Crosswalk</a>
Minnesota	<a href="#">MN Reading Crosswalk</a>	<a href="#">MN Mathematics Crosswalk</a>
Mississippi	<a href="#">MS Reading Crosswalk</a>	<a href="#">MS Mathematics Crosswalk</a>
Missouri	<a href="#">MO Reading Crosswalk</a>	<a href="#">MO Mathematics Crosswalk</a>
Montana	<a href="#">CCSS Reading Crosswalk</a>	<a href="#">CCSS Mathematics Crosswalk</a>
Nebraska	<a href="#">NE Reading Crosswalk</a>	<a href="#">NE Mathematics Crosswalk</a>
Nevada	<a href="#">NV Reading Crosswalk</a>	<a href="#">NV Mathematics Crosswalk</a>
New Hampshire	<a href="#">CCSS Reading Crosswalk</a>	<a href="#">CCSS Mathematics Crosswalk</a>

State	Reading	Mathematics
New Jersey	<a href="#">NJ Reading Crosswalk</a>	<a href="#">NJ Mathematics Crosswalk</a>
New Mexico	<a href="#">CCSS Reading Crosswalk</a>	<a href="#">CCSS Mathematics Crosswalk</a>
New York	<a href="#">NY Reading Crosswalk</a>	<a href="#">NY Mathematics Crosswalk</a>
North Carolina	<a href="#">NC Reading Crosswalk</a>	<a href="#">NC Mathematics Crosswalk</a>
North Dakota	<a href="#">CCSS Reading Crosswalk</a>	<a href="#">CCSS Mathematics Crosswalk</a>
Ohio	<a href="#">OH Reading Crosswalk</a>	<a href="#">OH Mathematics Crosswalk</a>
Oklahoma	<a href="#">OK Reading Crosswalk</a>	<a href="#">OK Mathematics Crosswalk</a>
Oregon	<a href="#">OR Reading Crosswalk</a>	<a href="#">OR Mathematics Crosswalk</a>
Pennsylvania	<a href="#">PA Reading Crosswalk</a>	<a href="#">PA Mathematics Crosswalk</a>
Rhode Island	<a href="#">RI Reading Crosswalk</a>	<a href="#">RI Mathematics Crosswalk</a>
South Carolina	<a href="#">SC Reading Crosswalk</a>	<a href="#">SC Mathematics Crosswalk</a>
South Dakota	<a href="#">SD Reading Crosswalk</a>	<a href="#">SD Mathematics Crosswalk</a>
Tennessee	<a href="#">TN Reading Crosswalk</a>	<a href="#">TN Mathematics Crosswalk</a>
Texas	<a href="#">TX Reading Crosswalk</a>	<a href="#">TX Mathematics Crosswalk</a>
Utah	<a href="#">UT Reading Crosswalk</a>	<a href="#">UT Mathematics Crosswalk</a>
Vermont	<a href="#">CCSS Reading Crosswalk</a>	<a href="#">CCSS Mathematics Crosswalk</a>
Virginia	<a href="#">VA Reading Crosswalk</a>	<a href="#">VA Mathematics Crosswalk</a>
Washington	<a href="#">CCSS Reading Crosswalk</a>	<a href="#">CCSS Mathematics Crosswalk</a>
Washington, DC	<a href="#">CCSS Reading Crosswalk</a>	<a href="#">CCSS Mathematics Crosswalk</a>
West Virginia	<a href="#">WV Reading Crosswalk</a>	<a href="#">WV Mathematics Crosswalk</a>
Wisconsin	<a href="#">WI Reading Crosswalk</a>	<a href="#">WI Mathematics Crosswalk</a>
Wyoming	<a href="#">CCSS Reading Crosswalk</a>	<a href="#">CCSS Mathematics Crosswalk</a>