The Relationship between *i-Ready Diagnostic* and the 2023 Florida Assessment of Student Thinking Progress Monitoring 3 (FAST PM3) in Grades 3–5

Curriculum Associates Research Brief | March 2024

Research Overview

i-Ready Diagnostic and the 2023 FAST PM3 in Grades 3–5 are highly correlated—**with an average spring correlation of .81 for English Language Arts (ELA) Reading and .87 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 2023 FAST PM3 in ELA Reading and Mathematics Grades 3–5. Students came from a total of 14 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 Florida Districts in Study

District	Schools Participating	Location	Total Enrollment	% National School Lunch Program	% English Language Learners[1]
1	278	Suburb (211), City (62), Rural (5)	100,000+	75%	15%
2	153	Suburb (87), City (53), Rural (13)	90,000–94,999	65%	10%
3	111	Suburb (62), City (38), Rural (6),Town (5)	75,000–79,999	65%	15%
4	68	Suburb (31), City (30), Rural (7)	55,000–59,999	55%	15%
5	38	Suburb (32), City (5), Rural (1)	25,000–29,999	50%	5%
6	29	Suburb (17), City (9), Rural (3)	25,000–29,999	45%	15%
7	47	Suburb (22), City (17), Rural (8)	25,000–29,999	65%	5%
8	30	City (15), Suburb (13), Rural (2)	20,000–24,999	65%	10%
9	26	Suburb (16), City (5), Rural (5)	15,000–19,999	55%	5%
10	18	Suburb (8), City (5), Rural (4),Town (1)	9,500–9,999	60%	5%
11	8	Town (5), Rural (3)	5,000–5,499	75%	5%
12	7	Town (6), Rural (1)	3,500–3,999	75%	5%
13	6	Town (6)	3,500–3,999	60%	5%
14	6	Rural (6)	2,000–2,499	75%	5%
Average of Participating Districts[2]				65%	13%
Average across All Districts in the State[2]				54%	9%

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. Data from U.S. Department of Education, National Center for Education Statistics, ED*Facts* file 141, Data Group 678, 2020–2021, extracted May 10, 2023.

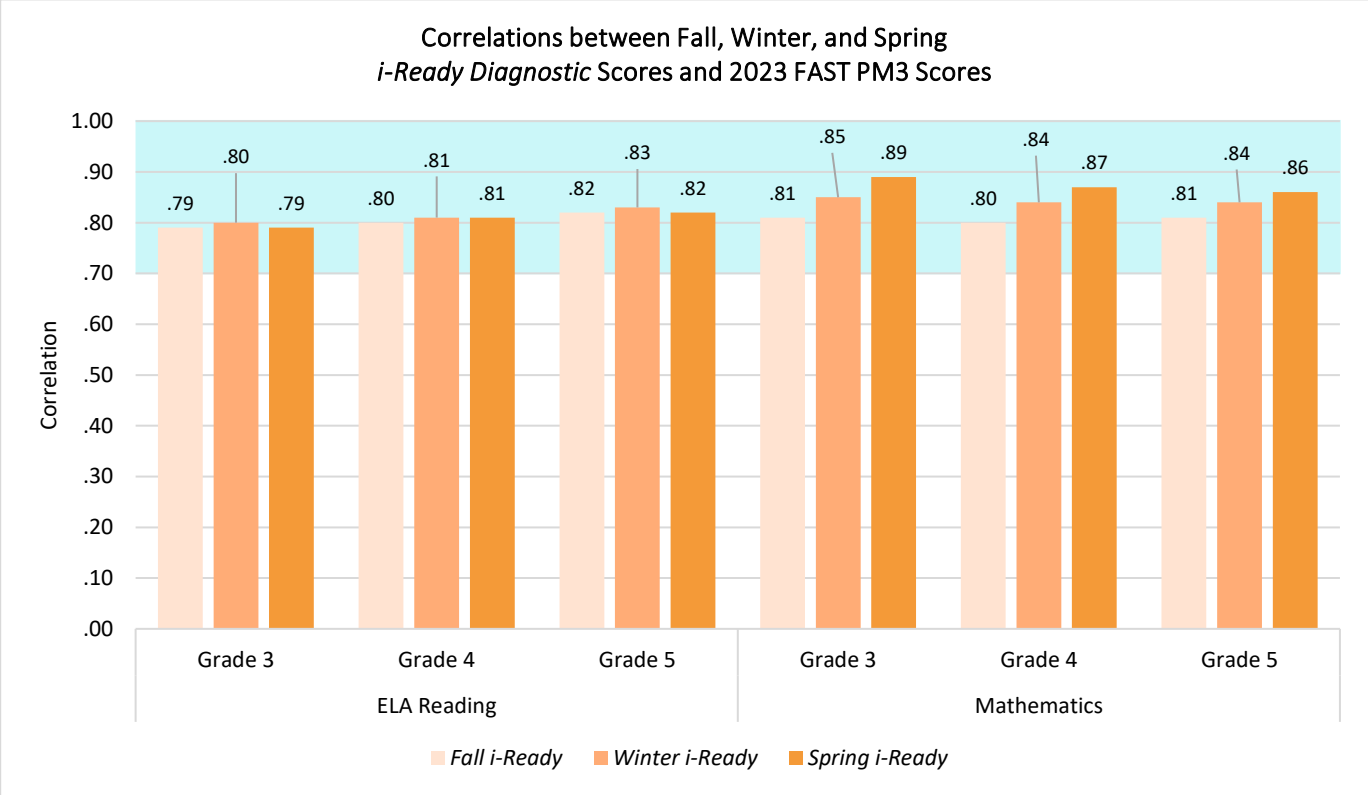
[2]Weighted averages.

Data from U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency (School District) Universe Survey", 2021–2022 v.1a. (obtained from https://nces.ed.gov/ccd/pubagency.asp), represent 2021–2022 data, which was the most recent full dataset available from NCES at the time of the study.

Correlation Results

Across subjects and grade levels in the study, results provide evidence for the strong correlation between *i-Ready Diagnostic* and the FAST PM3 (see Figure 1). Specifically, spring correlations for ELA Reading ranged from .79 for Grade 3 to .82 for Grade 5, and spring correlations for Mathematics ranged from .86 for Grade 5 to .89 for Grade 3. These correlations, **all surpassing the .70 standard generally considered to be strong in education research**, provide evidence of a substantial relationship between *i-Ready Diagnostic* and the FAST PM3 in Grades 3–5.

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.

Appendix

The sample included more than 198,000 students in Grades 3–5, with between 26,881 and 44,833 students per grade for ELA Reading for the spring *i-Ready* assessment and between 24,401 and 37,394 students per grade for Mathematics for the spring *i-Ready* assessment (see Table 2). These students took both the *i-Ready Diagnostic* and the FAST PM3 during the 2022–2023 school year.

Table 2. Sample Sizes for Correlations

	ELA Reading			Mathematics		
	Fall	Winter	Spring	Fall	Winter	Spring
Grade 3	66,586	65,657	44,833	63,531	61,977	37,394
Grade 4	58,810	57,951	34,207	53,936	52,603	29,767
Grade 5	59,665	58,443	26,881	53,577	52,635	24,401

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

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

	American Indian or Alaska Native	Asian	Black	Hawaiian or Pacific Islander	Hispanic	Two or More Races	White
ELA Reading	.2%	2.2%	20.4%	.1%	50.6%	3.2%	23.4%
Mathematics	.2%	2.1%	20.9%	.1%	50.7%	3.2%	22.8%