The Relationship between *i-Ready Diagnostic* and the 2025 Smarter Balanced Assessment (SBA) in Nevada

Correlation Brief | December 2025

Research Overview

i-Ready Diagnostic and the 2025 SBA are highly correlated, with an average spring correlation of .82 for English Language Arts/Literacy (ELA) and .87 for Mathematics.

Sample Summary

Curriculum Associates conducted a large-scale study on the relationship between the *i-Ready Diagnostic* and the 2025 SBA for Grades 3–8 in ELA and Mathematics, the primary grades in which *i-Ready* is used in Nevada for which there is a state summative assessment in place. Students came from a total of 7 school districts, five of which are charter agencies (see Table 1). The school districts were selected for participation in the study specifically to be mostly 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 Nevada Districts in Study

District	Schools Participating	Location	Total Enrollment	% National School Lunch Program	% English Language Learners[1]
1	84	City (41), Suburb (34), Town (6), Rural (3)	35,000–39,999	55%	15%
2	7	City (6), Rural (1)	7,500–7,999	25%	10%
3	5	City (2), Suburb (2), Rural (1)	6,000–6,499	25%	10%
4	14	Rural (7), Town (7)	5,500–5,999	95%	5%
5	1	City (1)	1,500–1,999	100%	10%
6	1	Suburb (1)	900–999	20%	10%
7	1	Suburb (1)	900–999	5%	10%
Average of Participating Districts[2]				**53%**	**10%**
Average across All Districts in the State[2]				**80%**	**14%**

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, 2022–2023, extracted November 14, 2024.

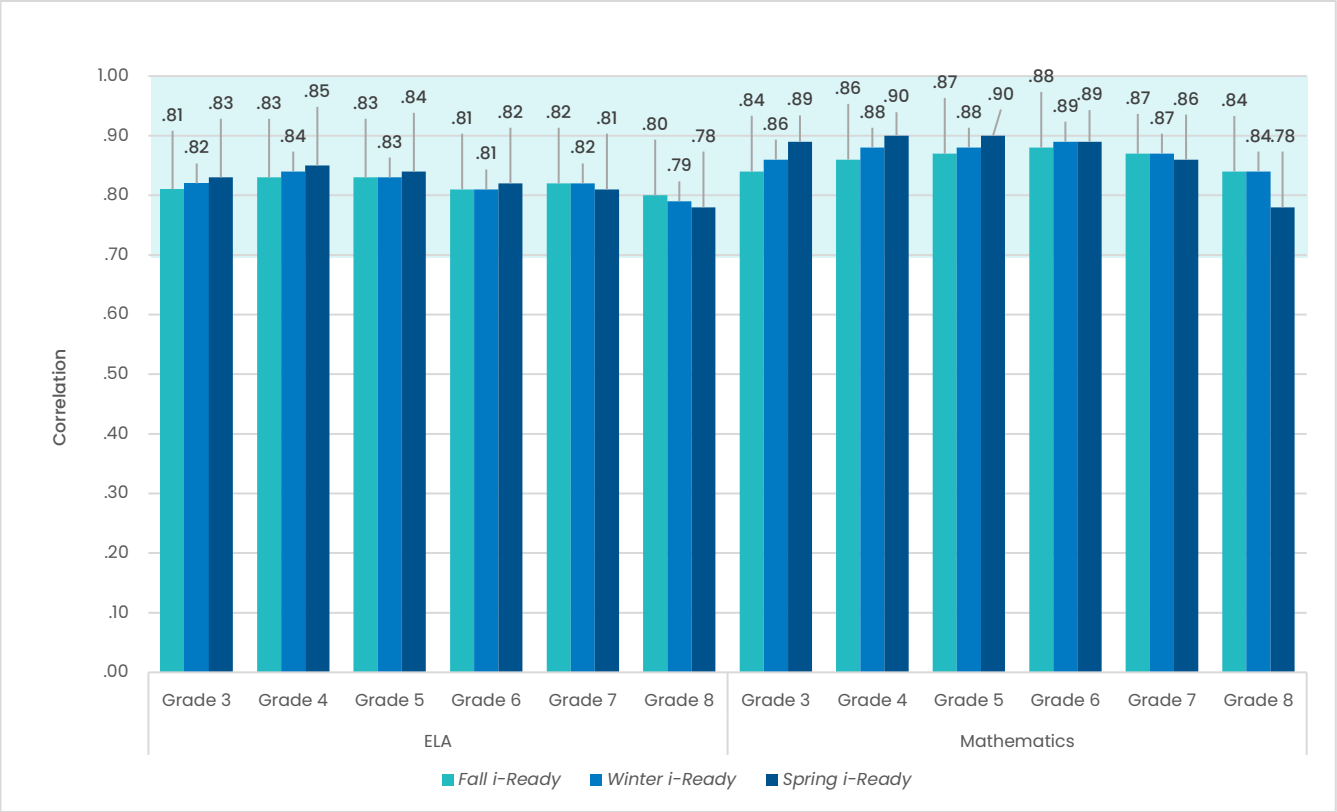
[2]Weighted averages.

Data from U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency (School District) Universe Survey", 2023–2024 v.1a. (obtained from https://nces.ed.gov/ccd/pubagency.asp), represent 2023–2024 data, which was the most recent full dataset available from NCES at the time of the study.

Correlation Results

Across all grades and in both subjects, results provide evidence for the strong correlation between *i-Ready Diagnostic* and the SBA (see Figure 1). Specifically, spring correlations for ELA ranged from .78 for Grade 8 to .85 for Grade 4, and spring correlations for Mathematics ranged from .78 for Grade 8 to .90 for Grades 4 and 5. 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 SBA in Nevada.

Figure 1: Correlations Between *i-Ready Diagnostic* Scores and 2025 SBA Scores



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 40,000 students, with between 5,594 and 6,822 students per grade for ELA for the spring *i-Ready* assessment and between 5,967 and 6,818 students per grade for Mathematics for the spring *i-Ready* assessment (see Table 2). These students took both the *i-Ready Diagnostic* and the SBA during the 2024–2025 school year.

Table 2. Sample Sizes for Correlations

	ELA			Mathematics		
	Fall	**Winter**	**Spring**	**Fall**	**Winter**	**Spring**
Grade 3	5,968	6,667	6,602	6,610	6,673	6,695
Grade 4	5,902	6,596	6,654	6,546	6,629	6,642
Grade 5	6,121	6,795	6,822	6,762	6,812	6,818
Grade 6	6,048	6,652	6,370	6,688	6,763	6,501
Grade 7	5,884	6,375	6,043	6,584	6,603	6,298
Grade 8	5,608	6,099	5,594	6,315	6,304	5,967

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

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

	American Indian or Alaska Native	Asian	Black	Hawaiian or Pacific Islander	Hispanic	Two or More Races	White
ELA	1.4%	5.5%	3.4%	1.4%	38.8%	7.9%	41.7%
Mathematics	1.4%	5.5%	3.4%	1.4%	38.8%	7.9%	41.7%