

The Relationship Between *i-Ready*[®] Diagnostic and the 2018 Wisconsin Forward Exam (Forward Exam)

Curriculum Associates Research Brief | April 2019

Research Overview

i-Ready Diagnostic and the 2018 Forward Exam are highly correlated—with an average spring correlation of .83 for English Language Arts and .86 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 2018 Forward Exam for grades 3–8, the primary grades in which *i-Ready* is used in Wisconsin for which there is a state summative assessment in place. The sample (see Table 2) included more than 9,000 students, with between 1,449 and 1,729 students per grade for ELA for the spring *i-Ready* assessment and between 1,296 and 1,509 students per grade for mathematics for the spring *i-Ready* assessment. These students took both the *i-Ready Diagnostic* and Forward Exam during the 2017-2018 school year. Students came from a total of 9 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 (using National School Lunch Program as a proxy).

Table 1. Demographic Information for Wisconsin Districts in Study

District	Schools Participating	Location	Total Enrollment	% Non-Caucasian	% National School Lunch Program	% English Language Learners ¹
1	14	City (14)	5,000 - 5,499	25%	45%	5%
2	4	Suburb (3), Rural (1)	2,000 - 2,499	15%	20%	5%
3	5	Town (4), Rural (1)	1,500 - 1,999	20%	55%	5%
4	5	Town (3), Rural (2)	1,500 - 1,999	10%	35%	5%
5	2	Town (2)	1,000 - 1,499	5%	20%	<5%
6	3	Suburb (3)	1,000 - 1,499	15%	40%	5%
7	2	Suburb (2)	800 - 899	35%	60%	10%
8	2	Suburb (2)	600 - 699	25%	45%	<5%
9	2	Town (2)	600 - 699	15%	40%	5%
Average of Participating Districts²				20%	40%	5%
Average Across All Districts in the State²				29%	39%	5%

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.

¹Data on English language learners is only available at the district level.

²Unweighted 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”, 2015-2016 v.1a. (obtained from <https://nces.ed.gov/ccd/pubagency.asp>), represent 2015-2016 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 Forward Exam (see Figure 1). Specifically, spring correlations for ELA ranged from .82 for grade 8 to .84 for grades 3 and 4, and for mathematics ranged from .83 for grade 7 to .87 for grades 3 and 5. These correlations—all surpassing the .70 standard set by the Center on Response to Intervention for screening tools—provide evidence of a strong relationship between *i-Ready Diagnostic* and the Forward Exam.

Figure 1. Correlations Between Fall, Winter, and Spring *i-Ready Diagnostic* Scores and 2018 Forward Exam Scores

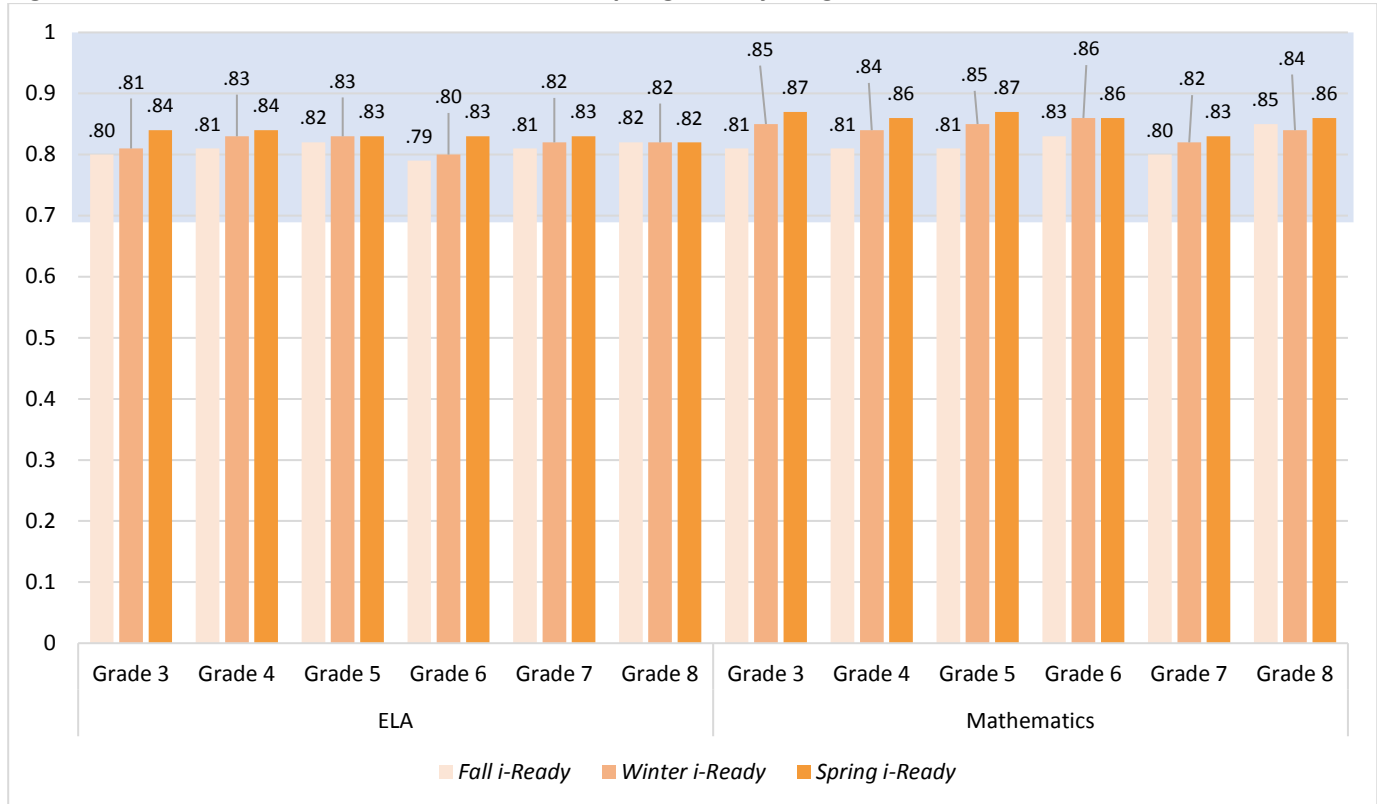


Table 2. Sample Sizes for Correlations

	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	1,475	1,494	1,512	1,718	1,416	1,447	1,269	1,280	1,299	1,493	1,287	1,315
Winter	1,495	1,517	1,524	1,740	1,439	1,470	1,295	1,300	1,303	1,494	1,253	1,239
Spring	1,508	1,526	1,529	1,729	1,449	1,465	1,296	1,300	1,309	1,509	1,314	1,350

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.

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