

Scores on *i-Ready*® *Diagnostic* That Are Equivalent to Achievement Levels on the Rhode Island Comprehensive Assessment System (RICAS)

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Research Overview

This document provides a score crosswalk table between the RICAS and the *i-Ready Diagnostic* assessment. This crosswalk was constructed using an equipercentile linking approach to show the RICAS achievement level most closely associated with the *i-Ready Diagnostic* score for each grade and subject. Although the crosswalk may prove to be instructionally useful, educators should be cautious in interpretation and use, as the crosswalk represents only our best estimate for the *i-Ready* score associated with each RICAS achievement level, and the crosswalk may not generalize to all students.

Understanding the Relationship Between *i-Ready Diagnostic* and RICAS Achievement Levels

It is increasingly important to educators to understand the relationship between a state's summative assessment and the diagnostic or interim assessment used by students in conjunction with regular classroom instruction. The crosswalk featured in this brief shows the link between the *i-Ready Diagnostic* and the RICAS.

Educators may find a number of uses for this crosswalk, including the following:

1. Understand the RICAS achievement level that is estimated to be equivalent to a student's spring *i-Ready Diagnostic* scale score.
2. Determine the change in *i-Ready Diagnostic* scale score required to reach a certain RICAS achievement level.
3. Identify the level of need based upon state-specific contexts.

How the Crosswalk Was Created

The crosswalk was created using an equipercentile linking approach, meaning that scores on one scale were matched with scores of the same percentile rank on the other scale. Our approach was supported by in-progress research demonstrating evidence of a strong relationship between *i-Ready Diagnostic* and the RICAS. The linking results allow for the identification of the *i-Ready Diagnostic* scores that correspond to the RICAS ELA and mathematics cut scores approved by the Rhode Island Department of Education that were in place during the 2017-2018 school year.

Note that the crosswalk in this document was created using data from the 2017-2018 RICAS¹. Curriculum Associates will perform further research to validate the results from this study which may inform future updates of the crosswalk.

¹ The sample included 10 districts from Massachusetts and 2 districts from Rhode Island. Rhode Island is administering the MCAS assessments and referring to them as RICAS.

Using the Crosswalk

The crosswalk was designed to assist schools and districts that are seeking to understand the approximate *i-Ready Diagnostic* score associated with each RICAS achievement level. To use the crosswalk, follow these steps:

1. Identify the *i-Ready Diagnostic* score you'd like converted into a RICAS achievement level.
2. Use the first two columns to locate the row that corresponds to the desired subject and grade.
3. In the row located in the previous step, find the achievement level by searching the Level 1, Level 2, Level 3, and Level 4 columns for the range that includes the *i-Ready Diagnostic* score of interest.

It is important to note that the achievement level found in the table is the level a student is estimated to achieve if that student took the RICAS test on the same day as their *i-Ready Diagnostic*. Therefore, the interpretation of scores will differ by testing window.

For example, for a grade 3 student who achieves a fall *i-Ready Diagnostic* score of 500 in Reading, we would say that if this student were to take the RICAS test on that same day in the fall the student would likely score in the "Partially Meeting Expectations" achievement level. This student would likely need to grow by at least 34 points on the *i-Ready Diagnostic* between the fall test and when the student takes the RICAS test to be proficient on the RICAS ELA test. Importantly, because these scores are simply estimates, some students may need to grow by more than or less than 34 *i-Ready* scale score points to be proficient on the RICAS test.

Cautions in Using the Crosswalk

Although the research used to create this crosswalk is based on a large, representative sample of students who took both the *i-Ready Diagnostic* and the RICAS as well as a commonly used linking methodology, this research—as with all research—has limitations that should be known to the user.

All users of this research must understand that this crosswalk represents the relationship between scores based on an aggregate analysis. Individual students' estimated scores may vary from the crosswalk table due to factors that include exposure to different instructional strategies and learning standards, varying levels of test-taking motivation, the makeup of the tests themselves, and the standard errors of measurement of both assessments. In short, **the crosswalk reflects our best estimate as to which *i-Ready* score is associated with which RICAS achievement level, and as such the crosswalk should be thought of as an approximation, not a precise tool that would allow the scores to be interchangeable.**

Table 1. Spring *i-Ready Diagnostic* to RICAS Achievement Level Crosswalk

Use this table to understand the relationship between spring *i-Ready Diagnostic* scores and the RICAS achievement levels. For guidance on using this table for fall, winter, and spring *i-Ready Diagnostic* administrations, see above.

Subject	Grade Level	RICAS Achievement Levels			
		Level 1 "Not Meeting Expectations"	Level 2 "Partially Meeting Expectations"	Level 3 "Meeting Expectations"	Level 4 "Exceeding Expectations"
Reading	Grade 3	100-443	444-533	534-593	594-800
	Grade 4	100-474	475-559	560-615	616-800
	Grade 5	100-482	483-574	575-640	641-800
	Grade 6	100-529	530-602	603-654	655-800
	Grade 7	100-560	561-623	624-678	679-800
	Grade 8	100-563	564-624	625-682	683-800
Mathematics	Grade 3	100-422	423-461	462-493	494-800
	Grade 4	100-445	446-483	484-521	522-800
	Grade 5	100-444	445-497	498-533	534-800
	Grade 6	100-461	462-508	509-544	545-800
	Grade 7	100-473	474-520	521-558	559-800
	Grade 8	100-476	477-526	527-577	578-800

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