

Scores on *i-Ready*[®] *Diagnostic* That Are Equivalent to Performance Levels on the Illinois Assessment of Readiness (IAR)

Curriculum Associates Research Brief | July 2020

Research Overview

This document provides a score crosswalk table between the IAR and the *i-Ready Diagnostic* assessment. This crosswalk was constructed using an equipercentile linking approach to show the IAR performance 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 IAR performance level, and the crosswalk may not generalize to all students.

Understanding the Relationship Between *i-Ready Diagnostic* and IAR Performance 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 IAR.

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

1. Understand the IAR performance 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 IAR performance 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 IAR. The linking results allow for the identification of the *i-Ready Diagnostic* scores that correspond to the IAR ELA and mathematics cut scores approved by the Illinois State Board of Education that were in place during the 2018-2019 school year.

Note that the crosswalk in this document was created using data from the 2018-2019 IAR. Curriculum Associates will perform further research to validate the results from this study which may inform future updates of the crosswalk.

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 IAR performance level. To use the crosswalk, follow these steps:

1. Identify the *i-Ready Diagnostic* score you'd like converted into an IAR performance 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 performance level by searching the Level 1, Level 2, Level 3, Level 4, and Level 5 columns for the range that includes the *i-Ready Diagnostic* score of interest.

It is important to note that the performance level found in the table is the level a student is estimated to achieve if that student took the IAR 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 IAR test on that same day in the fall the student would likely score in the "Partially Met Expectations" performance level. This student would likely need to grow by at least 54 points on the *i-Ready Diagnostic* between the fall test and when the student takes the IAR test to be proficient on the IAR ELA test. Importantly, because these scores are simply estimates, some students may need to grow by more than or less than 54 *i-Ready* scale score points to be proficient on the IAR 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 IAR 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 IAR performance 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 IAR Performance Level Crosswalk

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

Subject	Grade Level	IAR Performance Levels				
		Level 1 "Did Not Yet Meet Expectations"	Level 2 "Partially Met Expectations"	Level 3 "Approached Expectations"	Level 4 "Met Expectations"	Level 5 "Exceeded Expectations"
Reading	Grade 3	100-498	499-527	528-553	554-609	610-800
	Grade 4	100-506	507-542	543-573	574-618	619-800
	Grade 5	100-523	524-561	562-595	596-654	655-800
	Grade 6	100-532	533-576	577-613	614-664	665-800
	Grade 7	100-555	556-590	591-622	623-662	663-800
	Grade 8	100-569	570-605	606-634	635-677	678-800
Mathematics	Grade 3	100-426	427-446	447-464	465-492	493-800
	Grade 4	100-442	443-464	465-486	487-522	523-800
	Grade 5	100-453	454-478	479-501	502-534	535-800
	Grade 6	100-464	465-491	492-516	517-552	553-800
	Grade 7	100-457	458-490	491-519	520-555	556-800
	Grade 8	100-484	485-507	508-529	530-571	572-800

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