

Scores on *i-Ready*[®] *Diagnostic* That Are Equivalent to Performance Levels on the State of Texas Assessments of Academic Readiness (STAAR)

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Research Overview

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

Understanding the Relationship Between *i-Ready Diagnostic* and STAAR 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 STAAR.

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

1. Understand the STAAR 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 STAAR 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 STAAR. The linking results allow for the identification of the *i-Ready Diagnostic* scores that correspond to the STAAR reading and mathematics cut scores approved by the Texas Education Agency 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 STAAR. 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 STAAR performance level. To use the crosswalk, follow these steps:

1. Identify the *i-Ready Diagnostic* score you'd like converted into a STAAR 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, and Level 4 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 STAAR 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 450 in Reading, we would say that if this student were to take the STAAR test on that same day in the fall the student would likely score in the "Did Not Meet Grade Level" performance level. This student would likely need to grow by at least 47 points on the *i-Ready Diagnostic* between the fall test and when the student takes the STAAR test to be proficient on the STAAR Reading test. Importantly, because these scores are simply estimates, some students may need to grow by more than or less than 47 *i-Ready* scale score points to be proficient on the STAAR 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 STAAR 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 STAAR 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 STAAR Performance Level Crosswalk

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

Subject	Grade Level	STAAR Performance Levels			
		Level 1 "Did Not Meet Grade Level"	Level 2 "Approaches Grade Level"	Level 3 "Meets Grade Level"	Level 4 "Masters Grade Level"
Reading ¹	Grade 3	100-496	497-539	540-565	566-800
	Grade 4	100-524	525-566	567-590	591-800
	Grade 5	100-535	536-581	582-607	608-800
Mathematics	Grade 3	100-434	435-459	460-477	478-800
	Grade 4	100-453	454-477	478-491	492-800
	Grade 5	100-456	457-485	486-501	502-800
	Grade 6	100-465	466-497	498-519	520-800
	Grade 7	100-475	476-506	507-527	528-800
	Grade 8	100-473	474-500	501-530	531-800

¹ The 2018-2019 sample did not include enough students in Reading grades 6-8 to allow for equipercentile linking.