

Curriculum Associates, LLC

i-Ready™ Diagnostic

MDE approved benchmark assessment providers must meet the following criteria under Public Act 149 Section 104 (9).

Criteria	Vendor Response
a) Be one of the most commonly administered benchmark assessments in this state.	<i>i-Ready</i> is used in over 400 schools in Michigan serving nearly 160,000 students.
b) Be aligned to the content standards of this state.	The <i>Diagnostic</i> is aligned to Michigan’s Standards for English Language Arts and Mathematics; copies of the correlations are available at: <ul style="list-style-type: none"> • https://www.casamples.com/downloads/Michigan-Reading-Diagnostic-Correlations.pdf • https://www.casamples.com/downloads/Michigan-Math-Diagnostic-Correlations.pdf
c) Complement the state’s summative assessment system.	Due to the strong correlation between the <i>Diagnostic</i> and the Michigan standards and the use of multiple, rigorous item types within the tests, the <i>Diagnostic</i> complements the State’s summative assessments. We conducted a large-scale study on the relationship between the <i>i-Ready</i> Diagnostic and the 2017 M-STEP; that research found a high correlation between the Diagnostic and the M-STEP. For ELA, the average correlation is .83; for math, the average correlation is .88.
d) Be internet-delivered and include a standards-based assessment using a computer-adaptive model to target the instructional level of each pupil.	The adaptive <i>Diagnostic</i> is an individually administered, untimed assessment that occurs entirely online via a compatible internet-enabled device with headphones or speakers. Curriculum Associates offers i-Ready as a fully web-based, vendor-hosted, Software-as-a-Service (SaaS) application. <i>i-Ready</i> ’s placement levels, which are reported with a color-coded system to show if the student is below, on, or above grade level, indicate where students should be receiving instruction. Reports also provide a student’s overall developmental analysis, detailing the student’s strengths and areas of need, including a list of what the student “Can Do” in each domain.
e) Provide information on pupil achievement with regard to learning content required in a given year or grade span	<i>i-Ready</i> ’s placement levels, which are reported at the overall subject and domain specific levels, help educators know where each student is in terms of learning content for the student’s grade level. They can quickly see if the student is below, on, or above grade level in each domain. Reports also list what the student “Can Do” and areas in which additional instruction or support are needed.
f) Provide immediate feedback to pupils and teachers.	Educators can access assessment results and next steps in a full complement of data-rich reports as soon as a student completes a test.
g) Be nationally normed.	Scores reported include national percentile ranks (based on recently updated 2020 norms), scale scores, and placement levels.

h) Provide multiple measures of growth and provide for multiple testing opportunities.

i-Ready Diagnostic is designed to be administered three times each year. *i-Ready's* differentiated growth model is based on empirical research into the growth of millions of *i-Ready* students. The model provides differentiated growth targets in which students' growth targets differ based on their performance and placement on the *fall i-Ready Diagnostic*, providing more personalized growth expectations and two complementary measures of growth: Typical Growth, which is the average annual growth of students at each grade and placement level and Stretch Growth, which is the growth recommended to put below-grade level students on a path to proficiency and on-grade level students on a path to advanced proficiency levels.