New Jersey City (2015) PARCC Correlation Analysis

In 2015, a study was conducted in Jersey City (NJ) with a sample of grade 3-8 students. The *PARCC ELA* summative scaled scores were compared to the *DORA* weighted-scores and Comprehension sub-test scores from 9959 students. The student population was ethnically diverse and represented a majority economically disadvantaged population.

n	Grade	WS-SS (r)	CO-SS (r)
1837	3	0.725	0.803
1713	4	0.722	0.790
1707	5	0.746	0.795
1668	6	0.746	0.802
1553	7	0.703	0.759
1481	8	0.721	0.758

The correlations between the *DORA* weighted-scores (WS) and the *PARCC* summative scaled scores (SS) were very high with low variance. The *DORA* weighted-scores are derived from a weighted formula based on all 7 sub-tests of *DORA*. The exact weight of each sub-test is based on the curricular focus of reading by grade level. Thus at lower grades 3 to 4, decoding sub-tests have a greater weight relative to the other sub-tests. But at the upper grades 6 to 8, the largest weight goes the Comprehension sub-test and trailed next by the Vocabulary sub-test. Interestingly, the correlations between the DORA Comprehension sub-test scores (CO) and the PARCC summative scaled-scores (SS) were very high and higher than than the weighted-score correlations.

Two California School Districts' (2015) SBAC Correlation Analysis

In two 2015 studies, students were examined in grades 3 to 8 and 11. The *DORA* weighted and Comprehension sub-test scores were compared to the *SBAC* scaled-scores.

Both districts were ethnically diverse with a majority Hispanic population and the majority of students were designated as economically disadvantaged. The sample sizes were 6839 and 10,106 respectively.

n	Grade	WS-SS (r)	CO-SS (r)
1624	3	0.79	0.72
1639	4	0.80	0.75
1563	5	0.79	0.74
656	6	0.75	0.71
592	7	0.73	0.67
765	8	0.76	0.70

n	Grade	WS-SS (r)	CO-SS (r)
1911	3	0.775	0.675
1974	4	0.768	0.700
2077	5	0.776	0.722
1250	6	0.733	0.689
1332	7	0.739	0.688
1399	8	0.707	0.640
163	11	0.695	0.636

The results demonstrated that there was a high correlation between the *DORA* weighted-score (WS) and the *SBAC* scaled-score (SS). Variance was very low given the large sample sizes examined at each grade. The *DORA* Comprehension sub-test correlation results (CO-SS) was still high but came out at just below the correlation of the *DORA* weighed-score with the *SBAC* scaled-score.

DORA Internal-Consistency Reliability Study

Introduction

According to Allen & Yen (1979), reliability can be defined as the consistency between the observed scores on an assessment and the true scores. There are multiple methods of assessing the reliability of an assessment. One way is the test-retest method, comparing the consistency between one administration and a subsequent second administration of the same assessment. Another method of determining reliability is by using internal consistency, a measure of the consistency of results of items within one test. This report will present the internal consistency results for *Diagnostic Online Reading Assessment (DORA)* (Let's Go Learn, Inc.).

Methods

Let's Go Learn, Inc., a developer of online diagnostic reading and math assessments, has created an online diagnostic assessment to evaluate students' reading abilities, *Diagnostic Online Reading Assessment (DORA).* DORA assesses students across seven different subskills of reading: High Frequency Words, Word Recognition, Phonics, Phonemic Awareness, Oral Vocabulary, Spelling, and Comprehension. Further, the assessment is built on an adaptive-logic platform, limiting the number of items seen by each student by both determined start point and by early termination. For each sub-test except Comprehension, there is one version of the assessment; the comprehension sub-test cycles through three versions (A, B, & C).