**Introduction**

The purpose of this report is two-fold: First, the report will present an analysis of the concurrent validity of the MVRC Universal Screener and the Partnership for Assessment of Readiness for College and Career English-Language Arts/Literacy (PARCC-ELA/L) assessment in measuring language-arts achievement. Second, the report will present an analysis of the relationship between students’ scores on the PARCC-ELA/L assessment and their use of the MVRC intervention in minutes.

The PARCC-ELA/L is a standardized assessment designed to evaluate students’ achievement in English language and literacy, requiring examinees to read, comprehend, analyze, and synthesize texts of various types. Data from this assessment will be used to identify the relationship between performance on the PARCC-ELA/L and performance on the MVRC Universal Screener benchmark assessment. Further analyses will be performed to determine the presence and magnitude of a link between the use of the MVRC online language-arts intervention in minutes and students’ achievement in English-language arts as measured by the PARCC-ELA/L.

The analyses presented in this report were conducted using a de-identified data set generously furnished by a public middle school district in the Southwestern United States. In that school, 68 students in grades six through eight were assigned to use the MVRC Universal Screener for benchmark assessment and/or intervention in the 2018-2019 school year. Of those students, 55 had data for both the PARCC-ELA/L and Universal Screener assessments. Demographic data, apart from grade in school, were not included in the data set.

**Key Findings for Students in all Grades**

A correlation analysis was performed to determine the relationship between performance on the PARCC-ELA/L and Universal Screener benchmark assessments among all students with valid cases in grades six through eight. Among the 55 students for whom complete data sets were available, there was a statistically significant positive correlation (rs=.342, n=55, p=.011) between performance category on the PARCC-ELA/L and performance category on the MVRC Universal Screener. These results suggest that the ability of Universal Screener to predict the percentile rank of students on the PARCC-ELA/L is significantly greater than would be explained by chance alone.

A second correlation analysis was performed to determine the relationship between time using the MVRC online intervention in minutes and performance on the PARCC-ELA/L assessment among all students with valid cases in grades six through eight. Among the 57 students for whom complete data sets were available a statistically significant positive correlation was found between use of the MVRC online intervention in minutes and performance on the PARCC-ELA/L assessment (rs=.375, n=57, p=.002).