

IREAD-3

A Quick Review:



What is IREAD-3?

IREAD-3 will be administered to students enrolled in grade 3.

Achieving proficiency on this assessment fulfills the requirements of Public Law 109, designed to ensure that students can read before accessing fourth grade curriculum.



When is IREAD-3 administered?

IREAD-3 will be administered following the ISTEP+ Applied Skills assessment window.

The testing dates are:
March 19 – March 21, 2012



What is assessed on IREAD-3?

Based on the Indiana Academic Standards, IREAD-3 specifically assesses foundational reading standards through grade three.

An item sampler and the test blueprint can be accessed by visiting

http://www.doe.in.gov/assessment/docs/iread-3_item_sampler_final-09-30-11-kc.pdf



IREAD-3 Test Specifics

IREAD-3 is comprised of three test sessions, all of which are administered in one day. The number of items per test session and the approximate time of each session are indicated below:

Session	Number of Items	Instruction Time*	Working Time*	Total Time*
1	13	5 min	15 min	20 min
2	14	3 min	25 min	28 min
3	13	2 min	22 min	24 min
Totals	40	10 min	62 min	72 min

*Times are approximate



Are there exemptions for students?

Good Cause Exemptions that allow for flexibility in determining access to grade four curriculum include:

1. Students who have previously been retained two times prior to 4th grade.
2. Students with disabilities whose Case Conference Committee has determined that promotion is appropriate.
3. English Learner students whose Individual Learning Plan (ILP) Committee has determined that promotion is appropriate.



IREAD-3

*A Blueprint of
standards covered*



IREAD-3: Blueprint

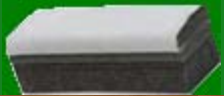
Based on the Indiana Academic Standards, the Indiana Reading Evaluation And Determination (IREAD-3) Assessment is a summative assessment that measures foundational reading standards through grade 3.

Standard Assessed	Description	Percent Range*
1 – READING: Word Recognition, Fluency, and Vocabulary Development	Questions may include identifying beginning, middle, and ending sounds, identifying synonyms and antonyms, and using context clues to determine the meaning of unknown words in a text.	25-35%
2 – READING: Comprehension and Analysis of Nonfiction and Informational Text	Questions may include comparing and responding to grade-level informational text by making connections and/or predictions while reading, and identifying important information within text (e.g., problem and solution, cause and effect, main idea).	30-40%
3 – READING: Comprehension and Analysis of Literary Text	Questions may include comparing and responding to grade-level literary text by recalling and/or describing story elements (e.g., plot, character traits and development, problem and solution), and identifying the theme and narrator of different literary genres.	30-40%

* This range represents the approximate degree of emphasis for each reporting category on the assessment.

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Sample Questions



➤ **Word Analysis: Beginning & Ending Sounds**

The following items illustrate the type of *word analysis* items that assess students' understanding of beginning and ending sounds. A sample item precedes each set of items in the test.



Note: The teacher reads aloud the boldface directions in the first two sections, as outlined below. Students must read silently the set of answer choices and answer each item on their own. Only the answer choices appear in the student test book.

Beginning Sounds

- **Look at the words for Number 1. Find the word that has the same beginning sounds as “grass...grass”. Fill in the circle that goes with the answer you choose.**

gray

guest

glove

Ending Sounds

- **Look at the words for Number 2. Find the word that has the same ending sound as “rain...rain”. Fill in the circle that goes with the answer you choose.**

sting

done

tiny

➤ **Word Analysis: Vowel Sounds**

The following item illustrates the type of *word analysis* items that assess students' understanding of vowel sounds. A sample item precedes this set of items in the test; the teacher reads aloud the directions for the sample item, only.



Note: The students read silently the word in bold and choose the word that has the same vowel sound as the underlined part of the word (shown below in **bold**). Only the word in bold and the answer choices appear in the student test book.

Vowel Sounds

sand

pain

chart

crash

waste

➤ **Word Analysis: Synonyms, Antonyms, and Homographs**



The following three items illustrate the types of items that assess students' knowledge of synonyms, antonyms, and homographs, respectively. The teacher reviews the directions for completing each section and reads aloud the directions for the sample items *only*. Once students have answered the sample items and asked any questions, the students must read and answer all questions on their own.

Synonyms

- **For Number 4, choose the word that means the same, or about the same, as the underlined word.**

4.) was sad

- angry
- careful
- excited
- unhappy

Antonyms

- For Number 5, choose the word that means the opposite of the underlined word.

5.) to give away

- | | |
|-----------------------------|----------------------------|
| <input type="radio"/> help | <input type="radio"/> take |
| <input type="radio"/> offer | <input type="radio"/> send |

Homographs

- For Number 6, read the sentences. Then choose the word that correctly completes both sentences.

6.) The _____ is coming down the track.
You can _____ your dog to fetch the newspaper.

- | | |
|-----------------------------|-----------------------------|
| <input type="radio"/> car | <input type="radio"/> teach |
| <input type="radio"/> train | <input type="radio"/> horse |

➤ **Word Analysis: Suffixes**



The following item illustrates the type of *word analysis* items that assess students' analyses of suffixes. A sample item precedes each set of items. The teacher reads aloud the directions for the sample item *only*. Once students have answered the sample item and asked any questions, the students must answer all questions in this section on their own.

Note: Students must silently read the set of answer choices and answer each item on their own. Only the answer choices appear in the student test book.

- **For Number 7, find the word that has the suffix, and ONLY the suffix, underlined.**

careless

beautiful

quicker

suddenly

➤ **Context Clues**



The following two items illustrate the type of items that assess students' ability to use context clues. The teacher reads aloud the directions for the sample item *only*. Once students have answered the sample item and asked any questions, the students must read and answer all questions on their own.

- **For Numbers 8 and 9, read the story. For each of the blanks, there is a list of words with the same number. Choose the word from each list that best completes the meaning of the story.**

Close the front ___(8)___ so the warm air stays inside the house.

You may want to put on an extra ___(9)___ if you are still cold.

8.) box

case

door

lid

9.)

cane

ring

shoe

sweater

Standards 1, 2 & 3 – Vocabulary and Reading Comprehension



The following passage and two items illustrate the types of passages and items that assess students' comprehension of literary and nonfiction text and vocabulary. The teacher reads aloud the directions for completing the session and for the sample item *only*. Once students have answered the sample item and asked any questions, the students must read and answer all of these questions on their own.

- **Read “Snow Hopper”. Then answer Numbers 10 and 11.**

Snow Hopper

Take a walk in the woods on a sunny winter's day. You might find tiny insects, called snow fleas, hopping on snow.

Crowds of snow fleas travel together. They look like grains of pepper popping up and down. If you put your hand on the snow, some may hop on top. Lift your hand up, and snow fleas jump off.

How do snow fleas hop? Each snow flea has two tiny tails. The tails bend under a snow flea's body and are held by little hooks. When the hooks open, the tails spring out, and the snow flea leaps up. Snow fleas are also called springtails.

In the winter, snow fleas chew dead leaves and plants buried beneath the snow. When they can't find enough food, they hop to some place new.

A million snow fleas may move together. Some hop on top of the snow. Most crawl under leaves below the snow.

In a few days, their journey is done. The tiny travelers may have moved 25 meters, about the length of a swimming pool. Then the huge group disappears. Where do all the snow fleas go? No one knows for certain, but their snow-hopping days are done.

10.) The author writes that no one knows for certain where snow fleas go. Which of these words means the opposite of certain?

- clear
- unsure
- worried

11.) Which of these sentences from the passage **best** tells where snow fleas search for food?

- "Lift your hand up, and snow fleas jump off."
- "They look like grains of pepper popping up and down."
- "When the hooks open, the tails spring out, and the snow flea leaps up."
- "In the winter, snow fleas chew dead leaves and plants buried beneath the snow."

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What parents can do to help...

