



Indiana Department of Education

SUPPORTING STUDENT SUCCESS

Fall 2011

Dear Third Grade Parent/Guardian:

As you may know, in March of 2010 the Indiana General Assembly passed Public Law 109 requiring the evaluation of reading skills for all third grade students. This legislation was developed to ensure students can read at grade level prior to fourth grade. As many researchers and educators have noted, from Kindergarten through grade three, students are primarily “learning to read.” But beginning in fourth grade, students must be able to “read to learn.” Standards and materials only get more complex from fourth grade forward, and students who cannot read proficiently will struggle to keep up with their peers. In response to this legislation, your child will take the *Indiana Reading Evaluation And Determination (IREAD-3)* Assessment during the Spring 2012 test window, which is March 19-21, 2012.

Based on the Indiana Academic Standards, IREAD-3 specifically tests foundational reading standards through grade three. The Indiana Department of Education (IDOE) created an item sampler with examples of the types of test questions that may appear on IREAD-3. You can download the *IREAD-3 Item Sampler* by visiting the IDOE website: www.doe.in.gov/assessment/iread_resources.html.

You are encouraged to contact your child’s teacher to learn more about his/her reading progress and to gain a better understanding of your child’s reading program, including assessment practices, instructional approaches and expected student performance. Questions to consider when talking to your child’s teacher might include the following:

- What are specific ways I can assist my child at home?
- How do I know if my child is on track?
- How do I know if my child is reading an appropriately leveled book?

Please refer to the *IREAD-3 Parent Guidance* for further information about Public Law 109, good cause exemptions, and the IREAD-3 assessment. You can download the *IREAD-3 Parent Guidance* by visiting the IDOE website: www.doe.in.gov/assessment/iread_resources.html. You may also request a copy of this document from your child’s school.

Best wishes to you and your child for a successful school year!

Sincerely,

Michele A. Walker

Dr. Michele A. Walker, Director
Office of Student Assessment



IREAD-3 Parent Guidance

Note: The Spring 2012 IREAD-3 test window is March 19-21, 2012.

As the parent of a student in Indiana, the following information is designed to outline for you what Indiana law states about **reading requirements** for third graders. It also details the responsibilities of your child's school to best meet the needs of your child if he/she is reading below grade level.

Reading is the core of the school day for young students. Visit any elementary classroom, and you will find children learning to read. They may be talking about the sounds letters make, listening to the teacher read a story, reading aloud together, working on a computer reading program, or talking and writing about what they have read. Students are engaged in these activities because **reading and comprehension are the foundations** for all academic learning.

Schools should regularly assess the reading proficiency of all students in kindergarten through grade three and may monitor student progress with the use of IREAD K-2 assessments or other measures to identify students who are struggling with reading. If your child is reading below grade level, the school is responsible for communicating the exact type of reading difficulty your child is experiencing and for working to develop a plan to ensure reading proficiency.

Public Law 109 requires the evaluation of reading skills for students who are in third grade beginning in the spring of 2012. This legislation was created to **ensure that all students can read proficiently** at the end of grade three. In response to Public Law 109, educators from across the state worked with the Indiana Department of Education to develop a test blueprint and to review test questions that have now become the *Indiana Reading Evaluation And Determination (IREAD-3) Assessment*.

The intent of Public Law 109 is to **ensure every student has the opportunity for future success** through literacy. The results will have a positive effect on our entire state as the need for remedial education in middle and high school is reduced and dropout rates and juvenile delinquency are lowered. In addition, Public Law 109 will help Indiana develop the highly skilled workforce needed for a strong economy.

Some third graders who do not pass IREAD-3 can be exempted from the consequences outlined in State Board Rule. Students eligible for a Good Cause exemption include:

1. Students who have **previously been retained two times** prior to promotion to fourth grade.
2. **Students with disabilities** whose case conference committee has determined that promotion is appropriate.
3. **English Learners (ELs)** whose Individual Learning Plan (ILP) committee has determined that promotion is appropriate.

Research has shown that prior to third grade, students are primarily **"learning to read."** However, beginning in fourth grade, students must be able to **"read to learn."** Standards and materials are more complex from fourth grade forward, and students who cannot read proficiently will struggle to attain reading skills while trying to master more advanced content.

By the end of third grade, students are expected to be able to **read independently**. This means that they can read and understand grade level materials, words, sentences, and paragraphs without help.

Continued...

IREAD-3

The purpose of the IREAD-3 assessment is to measure foundational reading standards through grade three. Based on the Indiana Academic Standards, IREAD-3 is a summative assessment that was developed in accordance with Public Law 109. Performance on IREAD-3 is demonstrated by the following:

Pass students demonstrate proficient understanding when reading and responding to grade-level literary and informational texts.

Examples of specific knowledge, skills, and abilities for Grade 3 students scoring at the Pass level may include:

- Identify main idea and supporting details in text
- Use information from the text to comprehend basic story plots
- Connect prior knowledge with literal information from nonfiction text
- Recall major points and make predictions about what is read
- Determine what characters are like by what they say or do in the story
- Determine theme or author's message in fiction and nonfiction text
- Distinguish among basic text elements (e.g., problem and solution, fact and opinion, cause and effect)
- Distinguish beginning, middle and ending sounds made by different letter patterns
- Identify simple multiple-meaning words
- Use sentence clues to find meaning of unknown words
- Determine the meanings of words using knowledge of synonyms and antonyms
- Recognize common genres
- Read words with several syllables

Did Not Pass students demonstrate limited understanding when reading and responding to grade-level literary and informational text.

Examples of specific knowledge, skills, and abilities for Grade 3 students scoring at the Did Not Pass level may include:

- Find answers in text
- Recall major points
- Comprehend at the literal level what is read including basic plots
- Identify basic text elements (e.g., problem and solution, setting, and main character)
- Recognize beginning, middle, and ending sounds
- Know and use common word families
- Know the meaning of simple prefixes and suffixes
- Use knowledge of individual words to predict the meaning of unknown compound words

To preview the IREAD-3 Item Sampler: http://www.doe.in.gov/assessment/docs/IREAD-3_Item_Sampler.pdf

How do schools help students who do not pass IREAD-3?

Schools should provide reading support to students who do not pass IREAD-3, including the following:

- Using proven, effective teaching strategies and methods based on student need
- Requiring at least 90 minutes of uninterrupted reading instruction each day, which may include:
 - small group instruction
 - more frequent progress monitoring
- Providing daily targeted interventions, in addition to 90 minutes of reading instruction

Purpose

The purpose of this Item Sampler is to provide teachers and students with examples of the types of questions that will appear on the *Indiana Reading Evaluation And Determination (IREAD-3)* Assessment. The IREAD-3 Assessment is based on the Indiana Academic Standards and consists of multiple-choice questions that measure foundational reading skills through grade 3.

Standard 1: Vocabulary – Word Analysis, Synonyms, Using Context Clues

➤ **Word Analysis: Beginning, Middle, Ending Sounds**



The following IREAD-3 sample items illustrate the type of *word analysis* items that assess students' analyses of beginning, ending, and middle sounds. A sample item precedes each set of items. The teacher reads aloud to students 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: The teacher administering the assessment reads aloud to students the boldface text in the first two sections, as outlined below; 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.

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.**

☐ goat

☐ gray

☐ guest

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

☐ nail

☐ done



Note: Once the teacher has read aloud the directions for completing the questions in this section (see boldface text below) and reviewed the sample item, students read each word and set of answer choices and answer each item on their own. The example shows how the item type appears in the student test book:

Middle Sounds

- **Look at the underlined part of the word “stair”. Find the word that has the same vowel sound as “stair...stair”. Mark your answer.**

stair

☐ pear

☐ chart

☐ stamp

➤ **Synonyms & Context Clues**



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

- **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

- **For Numbers 5 and 6, 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 ____ (5) ____ so the warm air stays inside the house.

You may want to put on an extra ____ (6) ____ if you are still cold.

- 5.)** ☐ box
- ☐ case
- ☐ door
- ☐ lid

- 6.)** ☐ cane
- ☐ ring
- ☐ shoe
- ☐ sweater

Standards 1, 2 & 3: Vocabulary and Reading Comprehension



This sample passage and two sample items that follow illustrate the types of passages and items that assess students' comprehension of literary and nonfiction text and vocabulary. The teacher reads aloud to students 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 answer all of these questions on their own.

- **Read “Snow Hopper”. Then answer Numbers 7 & 8.**

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 someplace 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.

7.) 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

IREAD-3 Item Sampler

8.) 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."

Answer Key

1. gray
2. done
3. pear
4. unhappy
5. door
6. sweater
7. unsure
8. "In the winter, snow fleas chew dead leaves and plants buried beneath the snow."