

Indiana Department of Education IREAD-2 Item Sampler

The purpose of this Item Sampler is to provide teachers and students with examples of the types of questions that may appear on the *Indiana Reading Evaluation And Determination-2* (IREAD-2) Assessment. The IREAD-2 Assessment is based on *Indiana Academic Standards English/Language Arts 2014* (IAS 2014). It consists of tasks that measure foundational reading skills taught through second grade. It includes measures of phonics, word reading, spelling, and reading comprehension. Sample items are provided for letter substitution. All tasks are orally administered one-on-one, with the exception of spelling and letter substitution which can be administered one-on-one or in a small group setting. The students are required to write their responses for these two tasks. For all other tasks, the student replies orally and the teacher records the student's response in the Student Test Booklet.



Note: The teacher reads aloud the **boldface** text.

Correct answers appear in ().

The following examples illustrate the types of phonological awareness items that assess the students' ability to isolate, blend and segment phonemes in words.

Substitute letters requires replacing a letter(s) in a word to make a new word. Substituting letters provides information about students' word analysis skills.

- IAS 2014: Reading: Foundations: Phonics

➤ Substitute Initial Consonants

Let's make some words. *Uncover the row.*

1. **This word is *hill*.** *Point to the first word. The dog ran up the **hill**.*
2. **In box #1, make the word *will*.** *Carrie **will** read to you. Wait for the student to respond.*
3. **In box #2, make the word *chill*.** *The cool wind gave me a **chill**. Wait for the student to respond.*
4. **In box #3, make the word *thrill*.** *Riding the Ferris wheel was a **thrill**! Wait for the student to respond.*

hill	1. (w) ill	2. (ch) ill	3. (thr) ill
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➤ Substitute Final Consonants

Let's make some words. *Uncover the row.*

1. **This word is *train*.** *Point to the first word. The **train** left the station five minutes late.*
2. **In box #1, make the word *tray*.** *My friends put their cafeteria **tray** away after lunch. Wait for the student to respond.*
3. **In box #2, make the word *trash*.** *The **trash** is smelly! Wait for the student to respond.*
4. **In box #3, make the word *trace*.** *I carefully **trace** around the quarter to make a circle. Wait for the student to respond.*

train	1. tra (y)	2. tra (sh)	3. tra (ce)
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➤ Substitute Medial Consonants

Let's make some words. *Uncover the row.*

1. **This word is hip.** *Point to the first word. My dog has a black spot on his **hip**.*
2. **In box #1, make the word *hop*.** *I can **hop** on one foot. Wait for the student to respond.*
3. **In box #2, make the word *heap*.** *The leaves were raked into a large **heap**. Wait for the student to respond.*
4. **In box #3, make the word *hoop*.** *The basketball went into the **hoop**. Wait for the student to respond.*

hip	1. h (o) p	2. h (ea) p	3. h (oo) p
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Script for Fluency

➤ Fluency, Listening Comprehension, and Reading Comprehension

The following story excerpt and two sample questions illustrate the types of items that assess students' comprehension of literary and nonfiction text. The student reads the story aloud and orally answers questions asked by the teacher. For students who are unable to read the story with at least 90% accuracy, the teacher reads a story and then asks the corresponding questions.

Number of words read correctly _____	Time in seconds _____
Formula: $\frac{\text{\# of words read correctly}}{\text{Time in seconds}}$	X 60 seconds = WCPM

- IAS 2014: Reading: Foundations: Fluency
- IAS 2014: Reading: Literature
- IAS 2014: Reading: Nonfiction

Say to the student: I want you to read a story out loud. If you do not know a word, I will read the word for you. Keep reading until I say "stop". When you are finished reading, I will ask you some questions about what you have read. The title is "Indiana Bird". Put your finger on the first word. Ready? Begin. Point to the first word of the passage and start the stopwatch after the student reads the first word.

Indiana Bird

Word Count: 250

Did you know that Indiana has a state bird? It is the Northern Cardinal. You cannot miss the male! He is bright red. The female is not as easy to see. Her feathers are light brown with red wings and tail. These birds are songbirds. The male sings his song to say, "This is my area!" He also sings a warning to the female when danger is near.

Each spring, the cardinals take care of their new chicks. The babies are born without any feathers. Both father and mother feed insects to the babies. Within a few days they grow fuzzy gray feathers. Every day, the father feeds them until they are almost his size.

Adult Northern Cardinals eat weeds, berries, and corn. They are fond of insects such as beetles and grasshoppers. They live among trees and bushes. They have a few enemies. Owls, hawks, and squirrels think that this bird is tasty. Also, snakes and blue jays raid the eggs from the cardinal's nest.

Cardinals stay in Indiana for the winter. They do not migrate to warmer regions. They cannot fly very far. Their wings are too short. But cardinals are not afraid of cold weather. They grow extra layers of feathers to stay warm. And, they can crack open icy food with their strong beaks. The Northern Cardinal lives through tough times but this bird is prepared.

Do you want to see a Northern Cardinal? You may only have to look as far as your own backyard.

NOTE: The sample story above addresses Indiana's Academic Standards for Science: Standard 3, Life Science

Script for Reading Comprehension Questions

Say to the student: **Now I am going to ask you some questions about what you have just read. You may look back over the story to answer the questions. Do the best that you can. Ask and score comprehension questions.**

Questions	Acceptable Answers	Student Response	Score
<p>1. How does a cardinal's body change over its lifetime?</p> <p><i>If only one change is given, ask for another answer:</i></p> <p>Can you tell me another way that a cardinal's body changes over time?</p>	<p>Name 2 items:</p> <ul style="list-style-type: none"> • Baby chicks are born without any feathers. • Baby chicks grow fuzzy gray feathers (after a few days). • Father bird (male) has red feathers. • Mother bird (female) has light brown feathers with red wings and tail. 		1
<p>2. What happens in the story that shows Father and Alan are honest?</p>	<ul style="list-style-type: none"> • They grow extra layers of feathers to keep warm. • They have strong beaks to crack open icy food. 		1