

IREAD-3 Guidance

Note: The Spring 2017 IREAD-3 test window is March 13-17, 2017.

The following information is designed to help communicate what Indiana law says about reading requirements for students in third grade and access to fourth grade literacy instruction. It also describes what the school and school corporation will do to assist children who are reading below grade level.

BACKGROUND

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. Students need strong reading skills in order to learn in all other school subjects, such as science, history, writing, and even math.

- 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 to identify students who are struggling with reading.
- If a child is reading below grade level, the school should communicate with parents the exact type of reading difficulty the child is experiencing and provide reading interventions to help ensure grade level proficiency.

HOUSE ENROLLED ACT 1367

- House Enrolled Act 1367 (also known as Public Law 109 in 2010) 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 before moving on to grade four literacy instruction.
 - In response to HEA 1367, 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*.

What does the law mean?

- A student must be able to read at or above grade level by the end of grade three in order to ensure future success through literacy.
- The implementation of HEA 1367 will have a positive effect in the following ways:
 - Reduce the need for remedial education in middle and high school
 - Lower dropout rates and juvenile delinquency
 - Help develop the highly skilled workforce needed for a strong economy

What are the good cause exemptions?

Some third graders who do not pass IREAD-3 can be exempted and gain access to grade four literacy instruction (i.e., be promoted to fourth grade). This is called a “good cause exemption.” Good cause exemptions are given to only the following students:

1. Students who have previously been retained two times prior to promotion to grade four (In other words, students can only be retained a maximum of two times in grades K-3 combined.)
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.

Why third grade?

- 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 only get more complex from fourth grade forward, and students who cannot read proficiently will struggle mightily to catch up on reading skills while trying to master more advanced content.

EXPECTATIONS FOR THIRD-GRADE STUDENTS

- The specific skills that students need in reading are described in the Indiana Academic Standards.
 - Informed by teachers with input from stakeholders, the standards tell what Indiana students should know and be able to do at each grade level.
 - The reading skills needed are in line with the 2014 Indiana Academic Standards.
- 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.

IREAD-3

The purpose of the IREAD-3 assessment is to measure foundational reading standards through grade three. 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, go to: <http://www.doe.in.gov/assessment/iread-3>

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

Students who do not pass IREAD-3 are provided a retest opportunity in the summer. Schools should provide reading support to students who do not pass IREAD-3 (and therefore, do not have access to fourth grade literacy instruction), 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