

Blueprint for the Indiana IREAD-3 Assessment Grade 3 Reading (Beginning 2015-2016 School Year)

Blueprints serve as a foundational resource in the assessment development process. Blueprints identify the point values and relative weight of each of the Indiana Academic Standards assessed. A panel of teachers, representative of Indiana student populations and in partnership with the Department of Education, recommended the priorities and associated point values noted within the blueprints.

In April of 2014, the Indiana State Board of Education approved the adoption of standards for English/Language Arts. These standards have been validated as college and career ready by the Indiana Commission for Higher Education, the Indiana Department of Education, and the Indiana Center for Education and Career Innovation.

Based on the Indiana Academic Standards, the Indiana Reading Evaluation And Determination (IREAD-3) is a summative assessment that was developed in accordance with House Enrolled Act 1367 (also known as Public Law 109 in 2010). The purpose of the IREAD-3 assessment is to measure foundational reading standards through grade three. The blueprint below illustrates the specific standards assessed on IREAD-3, including the foundational reading standards prior to grade three. These secondary alignments shown in italics are listed in conjunction with the third grade standards.

Overview

The columns of the blueprint highlight key features of test design including: reporting categories, Indiana Academic Standards, standard allocations, reporting category allocations and the total operational points possible.

Reporting Category: The broad content category for the standard representing a segment or domain of content approved by educators as key for reporting. Examples across content areas may include: Number Sense in Mathematics (7.NS); Physical Science in Science (4.PS); and Writing in English/Language Arts (9-10.W).

The reporting category column also includes the overall percentage of the assessment characterized by the specific category. The overall percentage of the assessment is considered 100%.

Standard: The Indiana Academic Standard noting the reporting category code and a *brief* description. The full language of the standard can be accessed [here](#).

Standard Allocation: The allocation defines the point range possible for that standard and

the percentage of that standard *based on the total points for the assessment*. A standard with a range that starts at zero may not be assessed each year.

Reporting

Category Allocation: The point range possible for all of the standards in that category combined.

Total Points Possible: The range for the total number of points possible on the assessment each year.
The total possible points may vary slightly year to year due to the nature of how test questions are developed for each standard. Note: Field test items do not contribute to the operational points possible noted.

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Reporting Category ¹	Standard	Standard Allocations ²		Reporting Category Allocation
		Point Range	% Range ¹	Total Point Range
Reading: Foundations³ Reading: Vocabulary Total: (25 – 35%)	3.RF.3.4 (1.RF.3.4) Distinguish beginning, middle, and ending sounds	1 – 2	3 – 5%	10 – 14
	3.RF.4.3 (2.RF.4.3) Short and long vowels	1 – 2	3 – 5%	
	3.RV.2.1 Context clues for unknown words	2 – 4	5 – 10%	
	3.RV.2.2 Relationships among words	4 – 5	10 – 13%	
	3.RV.3.1 Known words to determine meaning for unknown words	0 – 1	0 – 3%	
Reading: Nonfiction (30 – 40%)	3.RN.2.1 Questions based on text	5 – 8	13 – 20%	12 – 16
	3.RN.2.2 Main idea	1 – 4	3 – 10%	
	3.RN.2.3 Describe relationships	2 – 3	5 – 8%	
	3.RN.3.1 Text features	1 – 2	3 – 5%	
	3.RN.3.2 Nonfiction structure	0 – 2	0 – 5%	
Reading: Literature (30 – 40%)	3.RL.2.1 Questions based on text	4 – 7	10 – 18%	12 – 16
	3.RL.2.2 Retell stories, identify themes	0 – 2	0 – 5%	
	3.RL.2.3 Characters and plots	3 – 6	8 – 15%	
	3.RL.2.4 (2.RL.2.4) Predictions about text	1 – 2	3 – 5%	
	3.RL.4.1 How illustrations contribute to text	0 – 1	0 – 3%	
Total Points Possible				36 – 40

¹Percentages are based on the total points for the test, not the points for the reporting category.

²Standards with ranges that start at zero may not be tested every year.

³The Hard of Hearing form does not include the Reading Foundation items on the form or in the total points possible.