



# IREAD-3

April 17, 2019  
6:00-7:30 Co Lab

**ENGAGE. EMPOWER. EDUCATE.**

I READ-3



*Working Together for Student Success*

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# Remediation and Support

Students that do not pass IREAD-3

- Must receive targeted reading remediation/support
- Participate in the IREAD-3 retest during the Summer 2019 window

## UNDERSTANDING THE IREAD-3 ASSESSMENT

### Individual Student Report

How did my student perform on the test?

Test: IREAD-3

Year: 2018-2019

Name: Demo, Student A

Basic test information

A scale score is your child's overall numerical score placed on an alternative scale rather than just using percent correct or a raw score.

Your child's test score can vary if the test is taken several times. His/her knowledge and skills likely fall within a score range and not just at a precise number. Scores are an estimation of your child's ability.

Overall Performance on the IREAD-3 Test: Demo, Student A, 2018-2019

Name	STN	Scale Score	Passing Status
Demo, Student A	999999001	516	Pass

**We encourage you to review these results with your child and his/her teacher. If you have questions about the contents of this report, contact your local school or district.**

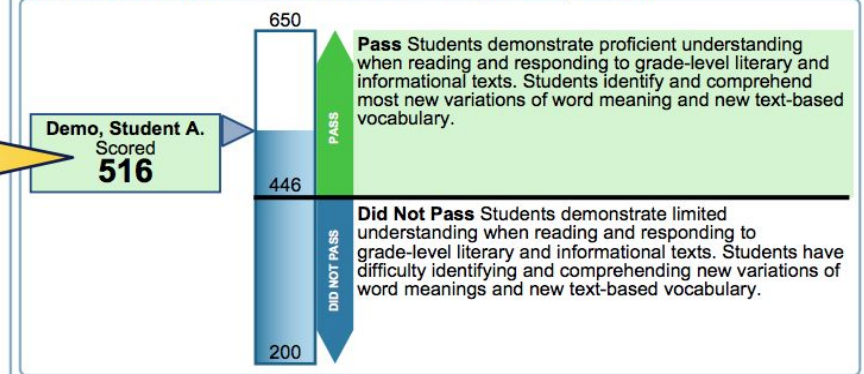
**Things to consider with your child's teacher:**

- ▶ **What are strengths?**
- ▶ **What are areas of growth?**
- ▶ **What strategies can we use to support growth?**
- ▶ **What reading materials do you recommend for my child?**

For IREAD-3, the test scale is divided into two levels using one cut score: 446. The cut score is the score that separates the two levels. **Based on your child's IREAD-3 scale score, he/she is placed into one of two proficiency levels: Pass or Did Not Pass.**

A breakdown of performance across three domains within a content area, showing what percentage of the maximum points your child scored for each strand. These percentages cannot be added to achieve the scale score.

Scale Score and Performance on the IREAD-3 Test: Demo, Student A, 2018-2019



Performance on the IREAD-3 Test, by Strand: Demo, Student A, 2018-2019

Strand	Percent Correct
Reading: Foundations and Vocabulary	86
Reading: Nonfiction	86
Reading: Literature	86

# Good Cause Exemptions

1. Student has been retained two times prior to promotion to grade 4.
2. Student has a disability and a case conference committee has determined that promotion is appropriate.
3. Student is an English learner and a committee determines that promotion is appropriate based on the implementation of researched-based instructional practices outlined in the student's individual learning plan.

## IREAD-3 Item Sampler

### Purpose

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 (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.

### **Reading: Foundations and Reading: Vocabulary – Word Analysis, Synonyms, Antonyms, Suffixes, Homographs, & Context Clues**

#### ➤ **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

1



GUEST, GUEST

Which word that has the same vowel sound as sad?

- Ⓐ pain
- Ⓑ chart
- Ⓒ crash
- Ⓓ waste