

# Summitville Elementary

405 East Mill Street, Summitville, IN 46070

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Wendy Smedley, Principal

March 2015,

Dear Parents:

IREAD-3 is a test designed to measure how well children can read and understand what they are reading. The State of Indiana requires, by law, that schools administer IREAD-3 and each third grader is required to take the test.

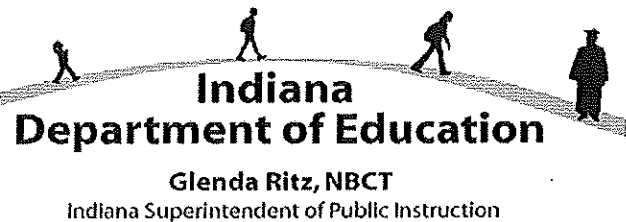
In conjunction with the ISTEP+ testing, the third grade students will be taking the IREAD-3 test on Monday, March 16 and Tuesday, March 17. It is very important that your child be here for the test. Please schedule any appointments for the afternoon if necessary. Please view the attached resources to help you gain a more detailed understanding of this assessment.

You can also reference the following website for item samplers, FAQ, and more: <http://www.doe.in.gov/assessment/iread-3>

If you have any questions, please do not hesitate to reach out.

Sincerely,

Wendy Smedley  
Principal



## IREAD-3 Parent Guidance

*Note: The Spring 2015 IREAD-3 test window is March 12-18, 2015.*

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.

**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** at the end of grade three. In response to House Enrolled Act (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.

The intent of HEA 1367 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, HEA 1367 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. 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/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, 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



## Indiana Department of Education

Glenda Ritz, NBCT  
Indiana Superintendent of Public Instruction

### Indiana Reading Evaluation and Determination (IREAD-3) Assessment Fact Sheet

#### What is IREAD-3?

- IREAD-3 will be administered to students enrolled in grade 3.
- Achieving proficiency on this assessment fulfills the requirements of House Enrolled Act 1367, also known as PL109 in 2010, which is designed to ensure that students can read before accessing fourth grade reading/literacy instruction.

#### When is IREAD-3 administered?

- IREAD-3 will be administered following the ISTEP+ Part I assessment window.
- The assessment will be given on March 12-18, 2015.

#### What is assessed on IREAD-3?

- IREAD-3 assesses the 2014 Indiana Academic Standards, specifically those standards which align to foundational skills in reading.
- An IREAD-3 item sampler and the test blueprint can be accessed by visiting <http://www.doe.in.gov/assessment/iread-3>.

#### What results should I expect to receive?

- Detailed reports will be sent to schools in early April 2015.

#### Are there exemptions for students with special needs?

- Exemptions that allow for flexibility in determining access to grade four reading/literacy instruction 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 Learner students whose Individual Learning Plan (ILP) Committee has determined that promotion is appropriate.

Revised: February 2015