



IREAD-3: Frequently Asked Questions

Question	Answer
What types of schools (public, nonpublic, charter, freeway, etc.) are required to complete the assessment?	Every accredited school in Indiana with grade 3 students will be required to administer IREAD-3 in March of 2012.
In 2012, will IREAD-3 be given <i>in addition</i> to ISTEP+ at grade three?	Yes.
Will results of IREAD-3 be reported in sufficient time to plan for summer intervention if needed?	When IREAD-3 becomes operational in Spring 2012, results of IREAD-3 are expected to arrive the first week of April.
What happens in a situation where ISTEP+ E/LA results differ from IREAD-3 results?	IREAD-3 and ISTEP+ ELA are similar assessments in that each assesses reading comprehension; however, ISTEP+ ELA also assesses language arts standards, while IREAD-3 assesses foundational reading skills. Because the assessments are not identical, some differences in results should be expected.
Will only IREAD-3 results count when making decisions regarding fourth grade placement?	Yes.
Will third grade ISTEP+ results still be reported as they always have been, and will ISTEP+ results be the only scores used for accountability purposes?	Yes.
Is IREAD-3 administered online or using paper-and-pencil?	IREAD-3 is administered in paper-and-pencil format only.
When/how will IREAD-3 pilot schools be identified and notified?	Pilot schools will be selected based on specific demographic criteria in order to fulfill the requirement for a representative sample. Information about pilot schools will be shared with Corporation Test Coordinators in the coming weeks.
Has the state decided what "reading level" will be defined as? Lexiles for example?	The IREAD-3 assessment measures foundational skills in reading through grade 3. As with all of our state assessments, a committee of educators will recommend a passing score to the State Board of Education. Meeting expectations for "reading level" will be determined by the cut score.

<p>Will this assessment follow other state assessments with allowable accommodations that must be addressed in the IEP? I am just thinking in terms of PCG (vendor who is creating electronic IEP that will operational in June/July 2011) be and what needs to be covered in new IEP.</p>	<p>As with all of our state assessments, the test administration includes accommodations. See Appendix C in the ISTEP+ Program Manual (www.doe.in.gov/assessment) for specific information.</p>
<p>How are pilot schools selected? Will schools have an opportunity to volunteer?</p>	<p>IDOE will be selecting schools for the pilot to ensure a representative sample.</p>
<p>Is it safe to assume that a third grade classroom in a corporation's only elementary school will be selected to participate in the IREAD-3 pilot?</p>	<p>We anticipate administering the pilot in at least one classroom per school corporation (with the exception of those on Spring Break--March 14-16 are the only dates of the pilot administration).</p>
<p>Will IREAD be a section of the ISTEP+ or will it replace the reading portion?</p>	<p>The IREAD-3 is a separate assessment. It will not replace any portion of the existing ISTEP+. Grade 3 students must take the ISTEP+ and the IREAD-3.</p>
<p>What are the plans for those schools who are on Spring Break during the Mar. 14-16 pilot dates for IREAD-3?</p>	<p>As indicated in the answer above, March 14-16 are the only dates of the pilot administration.</p>
<p>We are a charter school, and the only school in our corporation. Does this mean that our 3rd graders are automatically required to participate in the pilot?</p>	<p>Only public schools will be participating in the IREAD-3 pilot.</p>
<p>Do students that is assessed with the ISTAR assessment take this test?</p>	<p>A student is required to participate in the assessment to the extent as deemed appropriate by a case conference committee.</p>
<p>Will the IREAD3 Assessment be given the same corresponding week next year or will it be part of the ISTEP Window?</p>	<p>Future test windows are dependent on state board approval.</p>

IREAD for K-2: Frequently Asked Questions

Question	Answer
Will IREAD for K-2 be required?	IREAD-K, IREAD-1, and IREAD-2 are being created to help schools monitor student progress and provide appropriate instruction prior to grade three. Although not required, these "no-stakes" assessments will provide teachers with the feedback necessary to track student progress and to make instructional decisions that will ensure student success on IREAD-3.
Will any costs to schools be associated with these additional (K-2) assessments?	Costs will likely include those associated with printing and scoring the assessments at the local level.
How do we sign up to take the K, 1, & 2 pre-tests?	There is no need to sign-up for these assessments, as they will likely be made available on a secure web site for Corporation Test Coordinators to download.
When will the IREAD for K, 1, 2 become available?	Items for IREAD in K, 1, and 2 will be piloted in Spring 2011, and the assessments will be available for operational use in Spring 2012.
Will the IREAD K-2 Assessments be given to students online/computer or will they be administered by the teacher individually or whole group with pencil-and-paper? Are they given once a year?	Like IREAD-3, the other IREAD assessments will be administered in paper-and-pencil format. Further administration details have yet to be finalized.



IREAD-3 Frequently Asked Questions for Special Education Students

Question	Answer
Will this state assessment follow other state assessments with allowable accommodations that must be addressed in the IEP?	As with all assessments, test administration includes accommodations. See Appendix C in the ISTEP+ Program Manual (www.doe.in.gov/assessment) for information.
How will the 90 Minute Reading Block be calculated for Least Restrictive Environment (LRE)?	LRE is calculated based on the make-up of the classroom where the services are delivered. LRE would be calculated in this manner for the 90 minute reading block.
If an IEP is currently written that the student receives "direct services" for Reading how will that change the LRE code? (50, 51, 52)	"Direct service" would indicate that a student is to receive instruction in the special education classroom for the full 90 minutes; therefore the students LRE code may be impacted. Schools will need to be thoughtful as to how much direct service students actually need and where students could be included in the general education setting during the 90 minute block.
Does a special education student who receives services in Reading have to be "pulled out" for the entire 90 minute reading block?	Only if the student's IEP indicates "direct service" for reading will the student require special education services during the entire block.
If a student has an IEP and did not pass IREAD-3, how would retention be decided?	Students with disabilities whose Case Conference Committee has determined that promotion is appropriate, regardless of whether or not they have passed the IREAD-3 assessment would move on to the next grade level.

<p>If a student is in a non-public school and has a service plan, how would retention be decided?</p>	<p>Students with disabilities whose Case Conference Committee has determined that promotion is appropriate, regardless of whether or not they have passed the IREAD-3 assessment would move on to the next grade level.</p>
<p>Can speech and/or related services be provided during the 90 minute reading block?</p>	<p>Best practice would allow for provision of those services outside of the 90 minute block. However, due to staffing and scheduling constrains, schools may need to provide these services during that time. IEPs and Service Plans dictate provision of services.</p>
<p>How should the core reading program be used with resource students in a pullout model?</p>	<p>For all students served with an IEP, those services required and delivered are a Case Conference Committee decision.</p>
<p>How does the resource teacher schedule students when they service the entire school?</p>	<p>As much as possible, attempts should be made to include students in the general education setting; however, the special education teacher is obligated to provide services as prescribed in the IEP despite the 90 minute reading block or scheduling constraints of the district.</p>
<p>What other materials/programs are recommended for resource students?</p>	<p>All program and material resources for students should be based upon the Case Conference Committee decision on what is appropriate for each student.</p>
<p>Who purchases the core reading materials for students in special education?</p>	<p>Core instructional materials intended for use by all students should be purchased according to the requirements of purchasing all core instructional materials.</p>
<p>What assessment and evaluation tools are appropriate for students</p>	<p>Appropriate assessments and evaluations should be determined at least annually by the Case Conference Committee and outlined in the student's IEP. Despite the</p>

with learning disabilities?	identified disability, all assessment choices should be discussed with members of the Case Conference Committee and based on the student's abilities and needs.
What is the standard procedure for determining when a replacement core reading program is needed for a student on an IEP?	Appropriate programs and materials should be discussed and determined through the annual case review and Case Conference Committee.
What kind of accommodations or modifications may teachers incorporate for students with disabilities? (core or assessments)	Accommodations and modifications should be based upon the student's needs and identified areas of weakness. These should be determined by the Case Conference Committee and documented within the student's IEP.
What training should special education teachers have before using the core reading program?	Training should be determined at a local level that prepares all teachers to deliver the core reading program.
How is the core reading instruction different for students with disabilities?	Instruction for students with disabilities should be determined by the student's need and what the Case Conference Committee deems necessary for the student to appropriately access the curriculum.
When is it appropriate for a student to be taught using core curriculum out of the student's grade level?	Instruction for students with disabilities should be determined by the student's need and abilities as well as what the Case Conference Committee deems necessary for the student to receive a free appropriate public education.
Can special education personnel provide small group support or instruction for special education and general education students in general education settings?	Yes, as can the general education teacher as well. This situation is ideal as it provides good instruction for all students and allows special education students to be included with their non-disabled peers.

When special education personnel provide support or instruction for groups of students in the general education classroom is there a limit to the group size he/she can work with?	The decision of appropriate group size is a local one. Schools may wish to take into account not only the number of students being served, but also the students' specific needs and the intensity of those needs when determining the appropriate size of small groups.