

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 will 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.

Standard 1: Vocabulary – Word Analysis, Synonyms, Using Context Clues

➤ Word Analysis: Beginning, Middle, Ending Sounds



The following IREAD-3 sample items illustrate the type of *word analysis* items that assess students' analyses of beginning, ending, and middle sounds. A sample item precedes each set of items. The teacher reads aloud to students the directions for the sample item *only*. Once students have answered the sample item and asked any questions, the students must answer all questions in this section on their own.

Note: The teacher administering the assessment reads aloud to students the boldface text in the first two sections, as outlined below; students must silently read 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.**

goat

gray

guest

Ending Sounds

- **Look at the words for Number 2. Find the word that has the same ending sound as “rain...rain”. Fill in the circle that goes with the answer you choose.**

sting

nail

done



Note: Once the teacher has read aloud the directions for completing the questions in this section (see boldface text below) and reviewed the sample item, students read each word and set of answer choices and answer each item on their own. The example shows how the item type appears in the student test book:

Middle Sounds

- **Look at the underlined part of the word “stair”. Find the word that has the same vowel sound as “stair...stair”. Mark your answer.**

stair

pear

chart

stamp

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➤ Synonyms & Context Clues



The following two sample items illustrate the types of items that assess students' knowledge of synonyms and their ability to use context clues, respectively. The teacher reviews the directions for completing each section and reads aloud to students the directions for the sample items *only*. Once students have answered the sample items and asked any questions, the students must answer all questions on their own.

- For Number 4, choose the word that means the same, or about the same, as the underlined word.

4.) was sad

- angry
- careful
- excited
- unhappy

- For Numbers 5 and 6, read the story. For each of the blanks, there is a list of words with the same number. Choose the word from each list that best completes the meaning of the story.

Close the front ___(5)___ so the warm air stays inside the house.

You may want to put on an extra ___(6)___ if you are still cold.

- 5.) box
- case
 - door
 - lid

- 6.) cane
- ring
 - shoe
 - sweater

Standards 1, 2 & 3: Vocabulary and Reading Comprehension



This sample passage and two sample items that follow illustrate the types of passages and items that assess students' comprehension of literary and nonfiction text and vocabulary. The teacher reads aloud to students the directions for completing the session and for the sample item *only*. Once students have answered the sample item and asked any questions, the students must answer all of these questions on their own.

- Read "Snow Hopper". Then answer Numbers 7 & 8.

Snow Hopper

Take a walk in the woods on a sunny winter's day. You might find tiny insects, called snow fleas, hopping on snow.

Crowds of snow fleas travel together. They look like grains of pepper popping up and down. If you put your hand on the snow, some may hop on top. Lift your hand up and snow fleas jump off.

How do snow fleas hop? Each snow flea has two tiny tails. The tails bend under a snow flea's body, and are held by little hooks. When the hooks open, the tails spring out and the snow flea leaps up. Snow fleas are also called springtails.

In the winter, snow fleas chew dead leaves and plants buried beneath the snow. When they can't find enough food, they hop to someplace new.

A million snow fleas may move together. Some hop on top of the snow. Most crawl under leaves below the snow.

In a few days, their journey is done. The tiny travelers may have moved 25 meters, about the length of a swimming pool. Then the huge group disappears. Where do all the snow fleas go? No one knows for certain, but their snow-hopping days are done.

7.) The author writes that no one knows for certain where snow fleas go. Which of these words means the opposite of certain?

- clear
- unsure
- worried

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8.) Which of these sentences from the passage **best** tells where snow fleas search for food?

- "Lift your hand up and snow fleas jump off."
- "They look like grains of pepper popping up and down."
- "When the hooks open, the tails spring out and the snow flea leaps up."
- "In the winter, snow fleas chew dead leaves and plants buried beneath the snow."

Answer Key

1. gray
2. done
3. pear
4. unhappy
5. door
6. sweater
7. unsure
8. "In the winter, snow fleas chew dead leaves and plants buried beneath the snow."

Indiana Performance Level Descriptors: IREAD-3

Revised by the Cut Score Setting Committee
After Round 3

Grade 3

Pass

Pass students demonstrate proficient understanding when reading and responding to grade-level literary and informational texts. Students identify and comprehend most new variations of word meaning and new text-based vocabulary.

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 meanings of unknown words
- Determine the meanings of words using knowledge of synonyms and antonyms
- Recognize common genres
- Read words with several syllables

Grade 3

Did Not Pass

Did Not Pass students demonstrate limited understanding when reading and responding to grade-level literary and informational texts. Students have difficulty identifying and comprehending new variations of word meanings and new text-based vocabulary.

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



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

MEMORANDUM

TO: State Board of Education

FROM: Wes Bruce, Chief Assessment Officer
Michele Walker, Director of Student Assessment

RE: Recommended IREAD-3 Cut Score and Performance Level Descriptors

DATE: July 20, 2011

The Indiana Reading Evaluation And Determination (IREAD) Assessment was created in response to Public Law 109, which requires the evaluation of reading skills for students who are in grade three beginning in the Spring of 2012. The purpose of IREAD-3 (designated for grade 3 students) is to ensure that all students can read proficiently before moving on to grade four.

A standard setting committee, consisting of a representative group of educators, was convened in June of 2011 to review the IREAD-3 content, to revise and recommend Performance Level Descriptors, and to recommend the assessment achievement standard (cut score). The recommended Performance Level Descriptors and achievement standard (cut score) will be presented to the State Board of Education for approval on August 3, 2011. At that time, we will respectfully request approval of the attached IREAD-3 Performance Level Descriptors and the following IREAD-3 achievement standard:

**Standard Setting (Cut Score) Recommendation
IREAD-3 Assessment**

Pass Cut Score	446
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