



Indiana Reading Evaluation and Determination IREAD-3 Assessment Results

Dear Parent/Guardian,

This report provides information about your child's performance on the Indiana Reading Evaluation and Determination (IREAD-3) assessment. IREAD-3 is administered to second graders in Indiana to provide information about students' progress toward mastery of foundational reading skills.

Please read this report closely and review the results with your child and their teacher. Thank you for supporting your child's education.

Indiana Department of Education

INFORMATION ON INDIANA'S IREAD-3 ASSESSMENT

IREAD-3 measures foundational reading skills. Overall student results in IREAD-3 are reported as three-digit scale scores. These scale scores align with the three proficiency levels (At Risk, On Track, and Pass), based on the Indiana Academic Standards related to reading. IREAD-3 is given in grade two to provide an indicator of students' progress in reading and inform next steps to help students become strong readers.

UNDERSTANDING THE IREAD-3 ASSESSMENT

Basic test information

Demo, Student A.
 STN: 9999900001 | Student DOB: 05/13/2015 | Enrolled Grade: 2
 Date Taken: 3/24/2023

IREAD-3 Grade 2 2023-2024
 Demo Corporation 9999
 Demo School 99991

Passing Status: Pass **Scale Score:** 625 **Reported Lexile® Measure:** n/a

Reported Lexile® Measure (English/Language Arts only): Represents your child's reading ability, and serves as a guide in selecting books for your child. Lexiles are only reported for students who are "At Risk" or "On Track".

Your child's test score can vary if the test is taken several times. Their knowledge and skills likely fall within a score range rather than a precise number. Scores are an estimation of your child's ability.

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

We encourage you to review these results along with classroom performance with your child and their teacher. If you have questions about the contents of this report, contact your local school or corporation.

Questions to consider with your child's teacher:

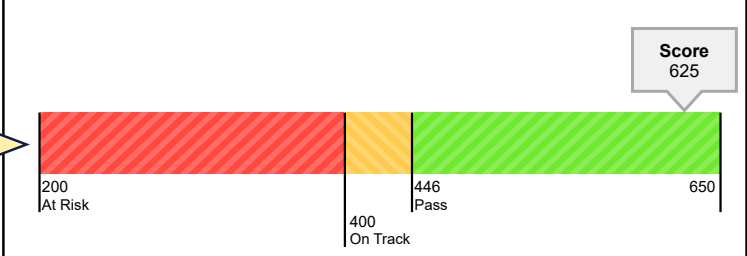
- ▶ What are strengths?
- ▶ What are areas of growth?
- ▶ What strategies can we use to support growth?
- ▶ What instructional materials do you recommend for my child?

For IREAD-3, the test scale is divided into three levels.

Based on your child's scale score, they are placed into one of three proficiency levels: At Risk, On Track, or Pass.

Also included is a breakdown of performance across three domains within a content area. Each domain shows a box-and-whisker plot, performance level, and a description of your child's performance.

How Did Your Child Do on the Test?



How Did Your Child Perform on Different Areas of the Test?

The table and the graph below indicate student performance on individual reporting categories. The black dot indicates the student's score on each reporting category. The lines to the left and right of the dot show the range of likely scores your student would receive if he or she took the test multiple times.

Category	Reporting Category Achievement Category	Performance Level	Reporting Category Achievement Category Description
1. Reading: Foundations and Vocabulary	Below the Standard Above the Standard	At Risk	Your student can almost always identify beginning, middle, and end sounds in one-syllable (CVC or CVCe) words. They are able to apply their knowledge of long and short vowels when reading regularly spelled one-syllable words, such as cap or cape. They can generally use context clues and/or text features to help find the meaning of unknown words, and can often identify word relationships.
2. Reading: Nonfiction	Below the Standard Above the Standard	On Track	Your student's ability to answer inferential questions about literature is growing. They are able to develop questions about the text while reading, recount key ideas, and identify simple themes. Your student can describe characters and explain how characters' actions contribute to the plot. They are also able to make logical predictions when reading.
3. Reading: Literature	Below the Standard Above the Standard	On Track	Your student's ability to answer inferential questions about nonfiction texts is growing. They are able to identify main ideas, recount and explain how details support the main idea, and describe the relationship between historical events or scientific ideas and procedures. They are able to apply text feature knowledge to locate information, gain meaning of a text, and identify text structures, such as problem/solution and chronological order.

ADDITIONAL RESOURCES

- To practice questions similar to what your child has seen on IREAD-3, go to <https://iread3.portal.cambiumast.com/>
- For more information about this assessment, go to <https://www.in.gov/doe/students/assessment/iread-3/>