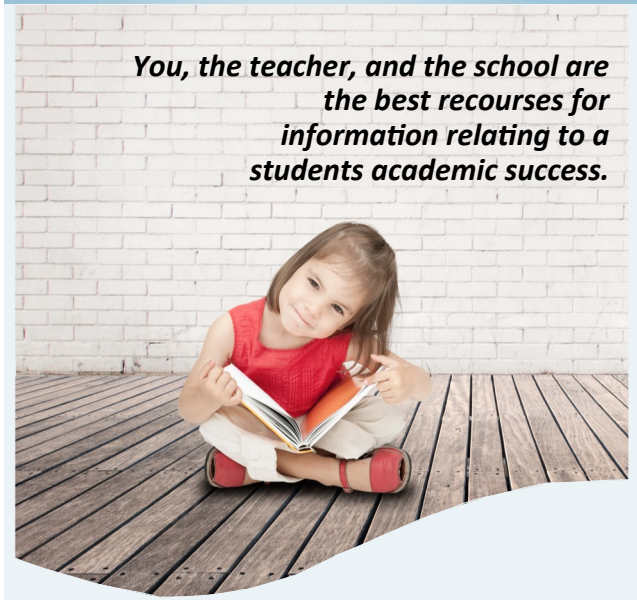


Idaho Statute

Idaho Statute 33-1615 requires all public school students in K-3 have their reading skills assessed. For purposes of this assessment, the state board approved research-based "Idaho Comprehensive Literacy Plan" shall be the reference document. The kindergarten assessment shall include reading readiness and phonological awareness. Grades 1, 2, and 3 shall test for fluency, comprehension, and accuracy of the student's reading.

Proficiency Levels

***Proficient**: reading skills at or above grade level*

***Basic**: reading skills near grade level*

***Below Basic**: reading skills below grade level*

Teacher Support Activities

Provide children opportunities to read/re-read a range of stories and informational texts by reading on their own, partner reading, or choral reading.

Provide opportunities for your students to hear a range of fluent reading with expression.

Utilize concept maps - a visual organizer that can enrich students' understanding of a new concept. Concept maps also deepen a students understanding and comprehension.

Teaching skills of segmentation in isolation or in combination with blending instruction which helps with successful reading development.

Use word hunts to focus spelling study on patterns within words. Word hunt activities engage students with texts they have previously read.

Teach students to use transition words to help them improve their writing.

Utilize visual imagery by guiding students to generate an image while reading. Visual imagery creates a mental image while reading which can improve a students comprehension.

Strategies provided by Reading Rockets
http://www.readingrockets.org/

For more information you can contact Stephanie Lee at slee@sde.idaho.gov.

IRI webpage:
http://www.sde.idaho.gov/assessment/iri/

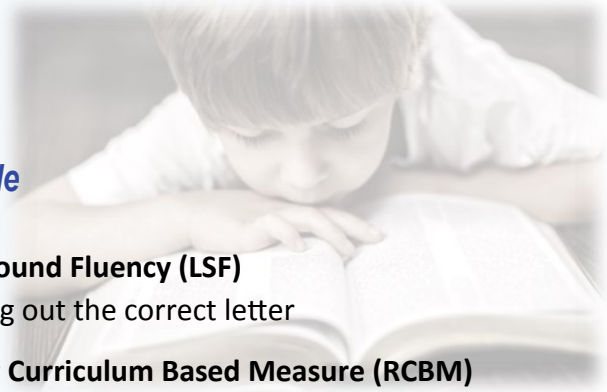
Idaho State Department of Education
650 West State Street
Boise, ID 83720-0027

Idaho Reading Indicator (IRI) Teacher Brochure

Not too fast, not too slow,
Make few mistakes as you go,
Read as if talking to a friend -
It is what you know in the end!
~Cristianne Lane

Idaho State Department of Education

Scoring and Subtest



Kindergarten

FALL:

Letter Naming Fluency (LNF)
Naming the correct case letter

Letter Sound Fluency (LSF)
Sounding out the correct letter

LNF Skill Level (Goal) = 11
(LSF assessed as a baseline measure)

SPRING:

Letter Sound Fluency (LSF)
Sounding out the correct letter

Letter Naming Fluency (LNF)
Naming the correct case letter

LSF Skill Level (Goal) = 30
(LNF assessed as a baseline measure)

1st Grade

FALL:

Letter Sound Fluency (LSF)
Sounding out the correct letter

Reading Curriculum Based Measure (RCBM)
Students read three similar passages, which are the same passages for each assessment. The median (middle) score from the three passages is the score that is recorded.

LSF Skill Level (Goal) = 31
(LSF assessed as a baseline measure)

SPRING:

Reading Curriculum Based Measure (RCBM)
Students read three similar passages, which are the same passages for each assessment. The median (middle) score from the three passages is the score that is recorded.

Letter Sound Fluency (LSF)
Sounding out the correct letter

RCBM Skill Level (Goal) = 53
(LSF assessed as a baseline measure)

2nd & 3rd Grade

FALL & SPRING:

Reading Curriculum Based Measure (RCBM)
Students read three similar passages, which are the same passages for each assessment. The median (middle) score from the three passages is the score that is recorded.

2nd Grade:
Fall RCBM Skill Level (Goal) = 54
Spring RCBM Skill Level (Goal) = 92

3rd Grade:
Fall RCBM Skill Level (Goal) = 77
Spring RCBM Skill Level (Goal) = 110

Idaho Reading Indicator

What is it?
The IRI is a screening assessment given to Idaho students in grades K-3, at least twice a year, fall and spring.

The most critical skills used to predict future reading success are tested, by trained proctors, at each grade level.

What does it mean?
The IRI is a screening tool used to identify students' basic reading skills. It provides an early warning identifying students who **may be** "at risk" for reading difficulty.

Definitions

Screener: A gauge or predictor of reading ability or future reading ability.

Formative Assessment: A wide variety of methods that teachers use to conduct in-process student comprehension, learning needs, and academic progress during a lesson, unit, or course.

Interim Assessment: is a form of assessment that educators use to (1) evaluate where students are in their learning progress and (2) determine whether they are on track to performing well on future assessments, such as standardized tests or end-of-course exams.

Summative Assessment: are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period-typically at the end of a project, unit, course, semester, program, or school year.