

# STATE TESTING

**IREAD and ISTEP+**



**Lake Station Schools Testing Team:**

Bailey Facilitator: Kathy Brown – [kbrown@lakes.k12.in.us](mailto:kbrown@lakes.k12.in.us)

Hamilton Facilitator: Susanna Young – [syoung@lakes.k12.in.us](mailto:syoung@lakes.k12.in.us)

Polk Facilitator: Amanda Tuel – [atuel@lakes.k12.in.us](mailto:atuel@lakes.k12.in.us)

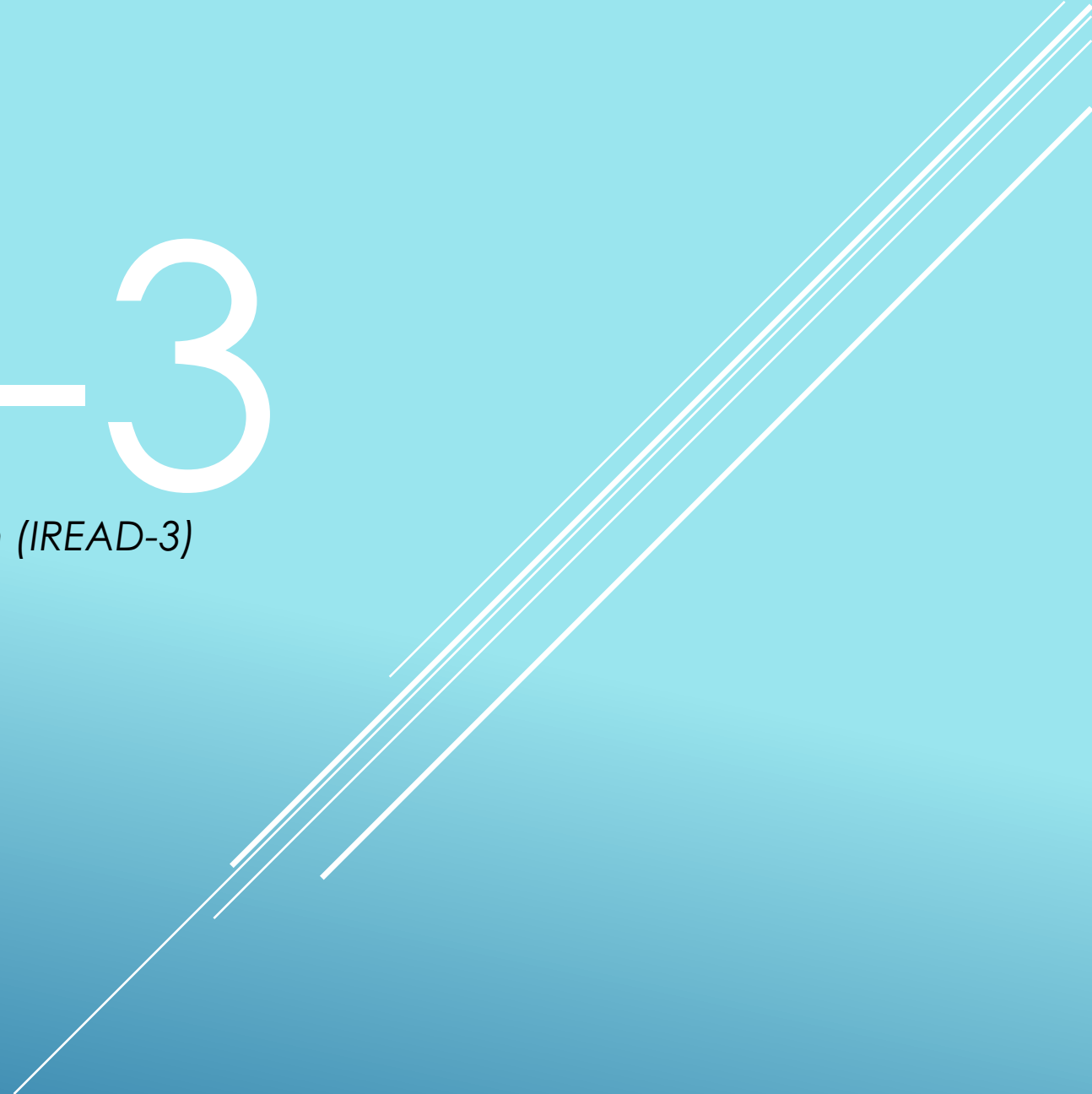
Title I Director : Janine Sheppard – [jsheppard@lakes.k12.in.us](mailto:jsheppard@lakes.k12.in.us)

Edison Guidance: Christina Rose – [crose@lakes.k12.in.us](mailto:crose@lakes.k12.in.us)

Director of Technology: Ralph Girgenti – [rgirgenti@lakes.k12.in.us](mailto:rgirgenti@lakes.k12.in.us)

# IREAD-3

*Indiana **R**eading **E**valuation **A**nd **D**etermination (IREAD-3)*



# WHAT IS IREAD-3?

- Administered in **Grade 3**
  - Spring
  - Summer retest
- Based on K-3 Foundational skills in reading
- IREAD-3 measures whether a student **can** read; ISTEP+ measures **how well** a student reads
- Passing IREAD-3 fulfills the requirements of Public Law 109 – designed to ensure that students can read before accessing fourth grade curriculum.

# WHEN IS IREAD-3?

- Given after ISTEP+ Part 1
- The testing dates for 2017 are:
  - March 13 through March 17

| 2017 MARCH |     |     |     |     |     |     |
|------------|-----|-----|-----|-----|-----|-----|
| SUN        | MON | TUE | WED | THU | FRI | SAT |
|            |     |     | 1   | 2   | 3   | 4   |
| 5          | 6   | 7   | 8   | 9   | 10  | 11  |
| 12         | 13  | 14  | 15  | 16  | 17  | 18  |
| 19         | 20  | 21  | 22  | 23  | 24  | 25  |
| 26         | 27  | 28  | 29  | 30  | 31  |     |

# HOW LONG IS IREAD-3

| Test  | Number of Questions        | Instruction Time (minutes) | Working Time (minutes) | Total Time (minutes) |
|---|----------------------------|----------------------------|------------------------|----------------------|
| <b>I</b>                                    |                            |                            |                        |                      |
| <b>READ-3 Practice Test</b>                 |                            |                            |                        |                      |
| Section 1                                   | 6<br><i>(2 samples)</i>    | 8                          | 7                      | 15                   |
| <b>IREAD-3 Spring 2017 Operational Test</b> |                            |                            |                        |                      |
| Section 1                                   | 16<br><i>(5 Samples)</i>   | 23                         | 16                     | 39                   |
| Section 2                                   | 18-21<br><i>(1 Sample)</i> | 5                          | 40                     | 45                   |
| Section 3                                   | 17-20                      | 2                          | 40                     | 42                   |

# IREAD-3 STANDARDS

- Based on Indiana Standards, IREAD-3 Assessment is a summative assessment that measures foundational reading standards through grade 3.

| Strands Assessed  | Description  | Percent Range* |
|---|--|----------------|
| <b>Reading:</b> Foundations and<br><b>Reading:</b> Vocabulary | Questions may include identifying beginning, middle, and ending sounds; identifying synonyms, antonyms, homographs, and suffixes; and using context clues to determine the meaning of unknown words in a text.   | 25-35%         |
| <b>Reading:</b> Nonfiction                                    | Questions may include comparing and responding to grade-level informational text by making connections and/or predictions while reading, and identifying important information within text (e.g., problem and solution, cause and effect, main idea).                | 30-40%         |
| <b>Reading:</b> Literature                                    | Questions may include comparing and responding to grade-level literary text by recalling and/or describing story elements (e.g., plot, character traits and development, problem and solution), and identifying the theme and narrator of different literary genres. | 30-40%         |

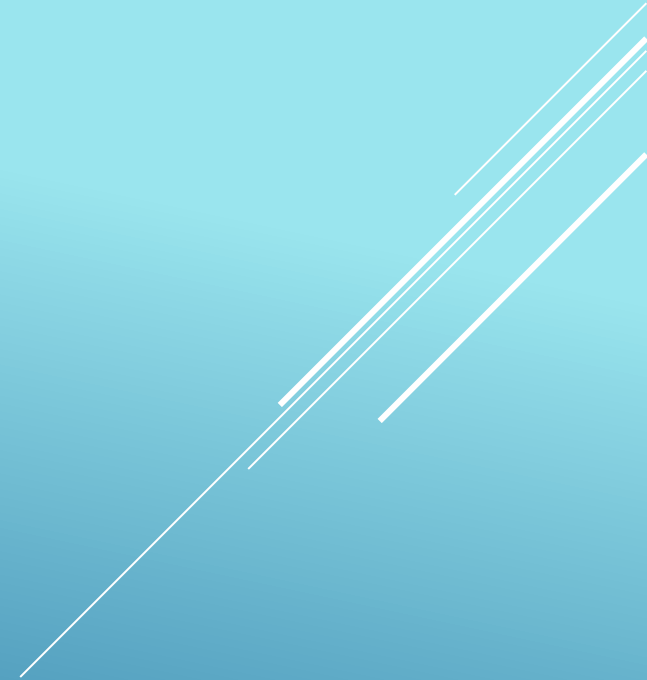
\* This range represents the approximate degree of emphasis for each reporting category on the assessment.

# WHAT HAPPENS IF MY CHILD DOESN'T PASS?

---

- Any student who does not pass in the spring has an opportunity to retest in the summer after attending summer remediation.
- If a student does not pass the summer retest, then he or she will be retained and unable to move on to 4<sup>th</sup> grade (*unless he/she has a "Good Cause Exemption"*).
- According to the Indiana Department of Education:  
*"Students who do not pass IREAD-3 in the spring have an opportunity to retest in the summer. Students who do not pass the spring or summer administrations of IREAD-3 will continue to receive instruction in Grade 3 Reading, will be officially reported as a third grader, and will fully participate in the IREAD-3 assessment."*
- **A parent does not have the option of "opting out" of retention.**

**SAMPLE  
IREAD-3  
QUESTIONS**







**Note:** The teacher reads aloud the boldface directions in the first two sections, as outlined below. Students must read silently 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.**

gray

guest

glove



**Note:** The teacher reads aloud the boldface directions in the first two sections, as outlined below. Students must read silently the set of answer choices and answer each item on their own. Only the answer choices appear in the student test book.

## 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       done       tiny



**Note:** The students read silently the word in bold and choose the word that has the same vowel sound as the underlined part of the word (shown below in **bold**). Only the word in bold and the answer choices appear in the student test book.

## Vowel Sounds

**sad**

pain

chart

crash

waste

## ➤ **Word Analysis: Synonyms, Antonyms, and Homographs**



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

## Synonyms

- 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

## Antonyms

- For Number 5, choose the word that means the opposite of the underlined word.

5.) to give away

help

take

offer

send

## Homographs

- For Number 6, read the sentences. Then choose the word that correctly completes **both** sentences.

6.) The \_\_\_\_\_ is coming down the track.

You can \_\_\_\_\_ your dog to fetch the newspaper.

car

teach

train

horse

➤ **Word Analysis: Suffixes**



The following item illustrates the type of *word analysis* items that assess students' analyses of suffixes. A sample item precedes each set of items. The teacher reads aloud 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:** 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.

- **For Number 7, find the word that has the suffix, and **ONLY** the suffix, underlined.**
  - careless
  - beautiful
  - quicker
  - suddenly



➤ **Context Clues**



The following two items illustrate the type of items that assess students' ability to use context clues. The teacher reads aloud the directions for the sample item *only*. Once students have answered the sample item and asked any questions, the students must read and answer all questions on their own.

- **For Numbers 8 and 9, 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 \_\_\_(8)\_\_\_ so the warm air stays inside the house.

You may want to put on an extra \_\_\_(9)\_\_\_ if you are still cold.

8.)  box

case

door

lid

9.)

cane

ring

shoe

sweater

**Reading: Vocabulary, Reading: Nonfiction, and Reading: Literature –  
Vocabulary and Reading Comprehension**



The following passage and two items illustrate the types of passages and items that assess students' comprehension of literary and nonfiction text and vocabulary. The teacher reads aloud 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 read and answer all of these questions on their own.

- Read “Snow Hopper”. Then answer Numbers 10 and 11.

### 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 some place 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.

- 10.) 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

- 11.) 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.”

# HOW TO HELP YOUR CHILD PREPARE

---

➤ **Compass Learning**

<https://www.thelearningodyssey.com/>

➤ **ReadWorks**

<http://www.readworks.org/>

➤ **IDOE IREAD-3 Item Sampler**

<http://www.doe.in.gov/assessment/iread-3>

➤ **Google: IREAD Practice Tests**

*Many teachers across the state have created several practice sites and practice tests*

➤ **Handouts on the Table**

➤ **Read at Home – ask questions about the text**

# ISTEP+

Indiana **S**tatewide **T**esting for **E**ducational **P**rogress (ISTEP+)



# WHAT IS ISTEP+?

- Administered in **Grades 3, 4, 5, 6, 7, 8, 10, and Biology**
  - Winter
  - Spring
- Based on Indiana College and Career Readiness Standards
  - English Language Arts, Math, Science, Social Studies
- Adopted by the Indiana State Board of Education, the assessments are administered in two parts:
  - Part 1 consists of applied skills (open-ended) items
  - Part 2 includes multiple-choice and technology-enhanced items

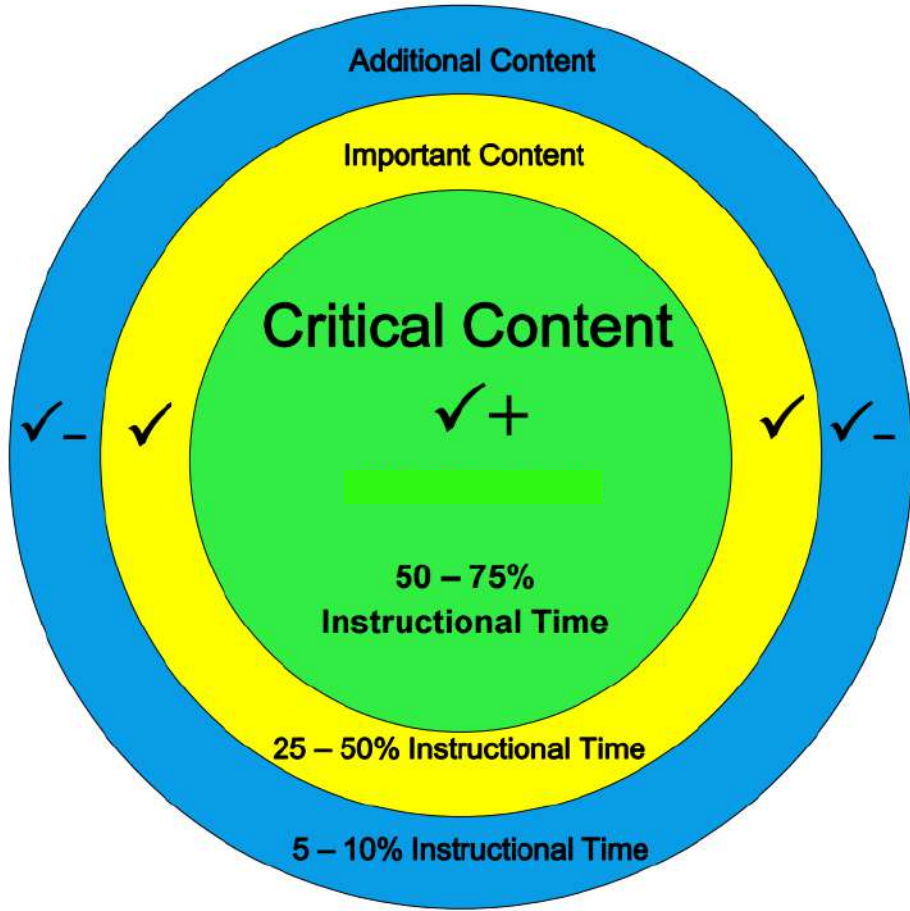


# WHAT'S TESTED

| Third Grade                  | Fourth Grade                 | Fifth Grade                  | Sixth Grade                  | Seventh Grade                | Eighth Grade                 | Tenth Grade                  | Any Grade                           |
|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|-------------------------------------|
| English/<br>Language<br>Arts | English/<br>Language<br>Arts | English/<br>Language<br>Arts | English/<br>Language<br>Arts | English/<br>Language<br>Arts | English/<br>Language<br>Arts | English/<br>Language<br>Arts | Currently<br>enrolled in<br>Biology |
| Math                         | Math                         | Math                         | Math                         | Math                         | Math                         | Math                         |                                     |
|                              | Science                      | Social<br>Studies            | Science                      | Social<br>Studies            |                              |                              |                                     |



# ISTEP + STANDARDS



## Instructional and Assessment Guidance ISTEP+: English/Language Arts – Grade 3 2016-17

| Symbol | Content Priority | Approximate Instructional Time |
|--------|------------------|--------------------------------|
| ✓+     | Critical         | 50 – 75%                       |
| ✓      | Important        | 25 – 50%                       |
| ✓-     | Additional       | 5 – 10%                        |

\* Represents standards that may be assessed during ISTEP+ Part 1 (Applied Skills; March) and ISTEP+ Part 2 (Multiple-Choice and Technology-Enhanced; April/May). All other standards, with the exception of Reading: Foundations and Speaking and Listening, may be assessed during ISTEP+ Part 2. Reading: Foundations and Speaking and Listening should be assessed locally.

☂ These standards are Learning Outcomes that serve as an umbrella standard for all others within that strand.

| Reading: Foundations |    | Reading: Literature |    | Reading: Nonfiction |    | Reading: Vocabulary |    | Writing  |    | Speaking and Listening |    | Media Literacy |   |
|----------------------|----|---------------------|----|---------------------|----|---------------------|----|----------|----|------------------------|----|----------------|---|
| ☂ 3.RF.1             |    | ☂ 3.RL.1            |    | ☂ 3.RN.1            |    | ☂ 3.RV.1            |    | ☂ 3.W.1  |    | ☂ 3.SL.1               |    | ☂ 3.ML.1       |   |
| 3.RF.4.2             | ✓  | *3.RL.2.1           | ✓+ | *3.RN.2.1           | ✓+ | 3.RV.2.1            | ✓+ | 3.W.2.1  | ✓  | 3.SL.2.1               | ✓- | *3.ML.2.1      | ✓ |
| 3.RF.4.4             | ✓  | *3.RL.2.2           | ✓+ | *3.RN.2.2           | ✓+ | 3.RV.2.2            | ✓  | *3.W.3.1 | ✓+ | 3.SL.2.2               | ✓- |                |   |
| 3.RF.4.5             | ✓  | *3.RL.2.3           | ✓+ | *3.RN.2.3           | ✓  | 3.RV.2.4            | ✓  | *3.W.3.2 | ✓+ | 3.SL.2.3               | ✓- |                |   |
| 3.RF.4.6             | ✓+ | *3.RL.3.1           | ✓+ | *3.RN.3.1           | ✓  | 3.RV.2.5            | ✓- | *3.W.3.3 | ✓+ | 3.SL.2.4               | ✓- |                |   |
| 3.RF.5               | ✓+ | *3.RL.3.2           | ✓  | *3.RN.3.2           | ✓  | *3.RV.3.1           | ✓+ | *3.W.4   | ✓+ | 3.SL.2.5               | ✓- |                |   |
|                      |    | *3.RL.4.1           | ✓- | *3.RN.3.3           | ✓  | 3.RV.3.2            | ✓+ | 3.W.5    | ✓  | 3.SL.3.1               | ✓- |                |   |
|                      |    | 3.RL.4.2            | ✓  | *3.RN.4.1           | ✓+ | 3.RV.3.3            | ✓- | *3.W.6.1 | ✓+ | 3.SL.3.2               | ✓- |                |   |
|                      |    |                     |    | 3.RN.4.2            | ✓  |                     |    | *3.W.6.2 | ✓+ | 3.SL.4.1               | ✓- |                |   |
|                      |    |                     |    |                     |    |                     |    |          |    | 3.SL.4.2               | ✓- |                |   |



# ISTEP BLUEPRINTS

➤ **The blueprints can be used as tools to:**

- Align expectations regarding mastery of the standards;
- Identify the degree of emphasis of curricular components;
- Assist and guide in prioritizing curriculum and instructional planning; and
- Enhance classroom assessment.

<http://www.doe.in.gov/assessment/istep-grades-3-8>

| Content Area              | Grade          |                |                |                |                |                |
|---------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| English/<br>Language Arts | <u>Grade 3</u> | <u>Grade 4</u> | <u>Grade 5</u> | <u>Grade 6</u> | <u>Grade 7</u> | <u>Grade 8</u> |
| Mathematics               | <u>Grade 3</u> | <u>Grade 4</u> | <u>Grade 5</u> | <u>Grade 6</u> | <u>Grade 7</u> | <u>Grade 8</u> |
| Science                   | N/A            | <u>Grade 4</u> | N/A            | <u>Grade 6</u> | N/A            | N/A            |
| Social Studies            | N/A            | N/A            | <u>Grade 5</u> | N/A            | <u>Grade 7</u> | N/A            |

# HOW ELEMENTARY SCHOOLS PREPARE

## ➤ 8-Step Process

- **Indiana State Standards Testing** - every 3 weeks
- **Remediate standards based off scores** - every 3 weeks
- **Fun Fact Friday** – math fact fluency
- **Standardized testing Practice Tests and Lessons**
- **Learning Log teacher meetings** - for collaboration to build best practices in teaching.

# 10<sup>TH</sup> GRADE ISTEP+

- **Beginning in 2016-17**, the ISTEP+ Grade 10 English/Language Arts and Mathematics tests replace the **End of Course Assessments (ECAs)** in Algebra I and English 10 as the graduation examinations.
- Every Indiana student in the graduating class of 2019 and beyond must demonstrate mastery of the Indiana Academic Standards measured by **the ISTEP+ Grade 10 English/Language Arts and Mathematics** assessments.
- Any Student enrolled in the Biology course will take the **Biology** part of the **ISTEP exam**.

# ISTEP ITEM SAMPLER- PAPER/PENCIL-PART 1

---

<http://www.doe.in.gov/assessment/istep-grades-3-8>

|  |
|--|
| <u>English/Language Arts Grades 3-8</u>                        |
| <u>Mathematics Grades 3-5</u><br><u>Mathematics Grades 6-8</u> |
| <u>Science Grades 4 &amp; 6</u>                                |
| <u>Social Studies Grades 5 &amp; 7</u>                         |
| <u>Grade 10 English/Language Arts</u>                          |
| <u>Grade 10 Mathematics</u>                                    |
| <u>Grade 10 Science</u>  |

# EXPERIENCE ISTEP+ ONLINE- PART 2

---

<http://download.pearsonaccessnext.com/IN/in-practice-tests-links.html>



Answer Keys posted on Title I webpage: <http://www.lakes.k12.in.us/Page/2283>

# PEARSON PERSPECTIVE

[HTTPS://INDIANA.PEARSONPERSPECTIVE.COM/PERSPECTIVE/](https://indiana.pearsonperspective.com/perspective/)

PERSPECTIVE™

Password

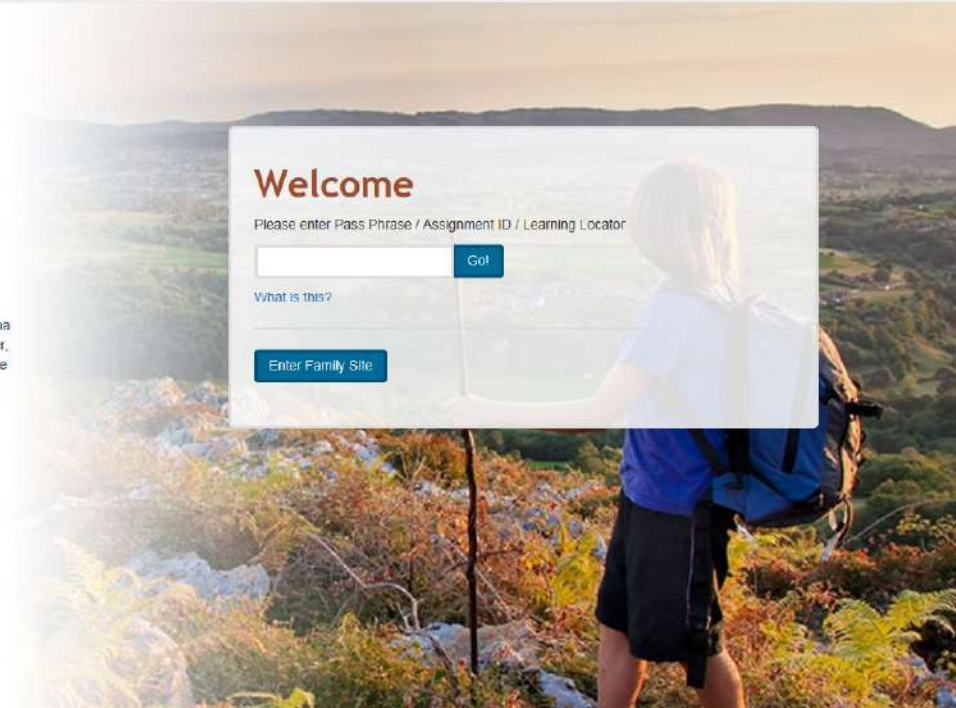


Get a new perspective on learning.

Perspective provides thousands of learning resources to help teachers, parents, and students. All of the learning resources are aligned to Indiana Academic Standards. As an educator, you can use the convenient **Assignment Sheet** feature to easily gather material for students. As a teacher, parent or a student, you can use the powerful **Learning Locator**™ method to get targeted material based on student's assessment results. Or use simple navigation to browse thousands of learning resources aligned to the standards.

For Teachers to get started, enter your Email and Password above. For Parents and students, enter the Learning Locator.

Copyright ©2016 Pearson Education, Inc. or its affiliate(s). All rights reserved.  
[Privacy Policy](#) | [Terms and Conditions of Use](#) | [Support](#)





# TRACK STUDENT PROGRESS

- Check grades and attendance through Skyward.



- Email your child's teacher with concerns.
- Review report cards and progress reports that come home.
- Review daily work and student agenda.
- Visit the Title I ISTEP Practice Website:
  - Part 1: <http://www.lakes.k12.in.us/Page/2284>
  - Part 2: <http://www.lakes.k12.in.us/Page/2283>

# Available Handouts

## Assessment Vocabulary English/Language Arts – Grade 3

The purpose of the *Assessment Vocabulary* list is to highlight vocabulary used in assessment items that teachers can use to prepare students for ISTEP+ as well as to create classroom assessments. While this list is not inclusive of all vocabulary that may appear on the assessment, it is representative of words and phrases students may frequently encounter. Language from the academic standards (e.g., structure, theme, claim) is also used in assessment items. For a list of academic standard language, please see the Indiana Academic Standards 2014 English/Language Arts Glossary located here: <http://www.doe.in.gov/sites/default/files/standards/glossary-grades-k-12-6-4-14-sheet1.pdf>

| Key Words | Examples of Use  |
|-----------|--|
| Article   | How does the author use these sections to organize the <b>article</b> ?          |
| Best      | Which sentence <b>BEST</b> explains how the character's actions affect the plot? |
| Conclude  | What can the reader <b>conclude</b> about the author's opinion?                  |
| Context   | Which sentences from the passage contain <b>context</b> information?             |



Indiana  
Department of Education

Glenda Ritz, NBCT  
Indiana Superintendent of Public Instruction

### 2016-2017 Indiana Assessment Windows

The following testing windows have been established, and additional testing windows will be displayed as soon as the dates become available.

| Name of Assessment   | Window Begins     | Window Ends    |
|--|-------------------|----------------|
| <b>Indiana Statewide Testing of Educational Progress Plus (ISTEP+ ) Grades 3-8, and 10</b> |                   |                |
| ISTEP+ Part 1 – Paper/pencil and Online (Applied Skills)                                   | February 27, 2017 | March 10, 2017 |
| ISTEP+ Part 2 – Paper/pencil* (Multiple-Choice & Gridded-Response Items)                   | April 17, 2017    | May 5, 2017    |



Indiana  
Department of Education

Glenda Ritz, NBCT  
Indiana Superintendent of Public Instruction

### IREAD-3 Parent Guidance

*Note: The Spring 2017 IREAD-3 test window is March 13-17, 2017.*

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



Indiana  
Department of Education

Glenda Ritz, NBCT  
Indiana Superintendent of Public Instruction

### Transition Chart: Indiana's Graduation Examinations and High School Accountability Assessments

| Year    | Grade              | ECA<br>(IAS 2000<br>Algebra I, 2006<br>English 10) | ISTEP+ Grade 10 Assessment<br>(E/LA and Math) |                              |
|---------|--------------------|--|---|------------------------------|
|         |                    |  | Graduation<br>Examination                     | Accountability<br>Assessment |
| 2016-17 | Grade 10           |  | Becomes<br>Graduation Exam                    | Accountability Exam          |
|         | Grade 11           | Retest   |   |                              |
|         | Grade 12<br>Adults | Retest   |   |                              |
| 2017-18 | Grade 10           |  | Graduation Exam                               | Accountability Exam          |
|         | Grade 11           |  | Retest  |                              |



A photograph of a piece of lined paper with the word "Questions?" written in a large, cursive, black marker. A black marker is positioned at the bottom right of the text, with its tip pointing towards the end of the word. A thick, curved black line is drawn underneath the word. The background of the entire slide is a solid blue color with several white diagonal lines on the right side.

Questions?