IDAHO READING INDICATOR (IRI)

TESTING QUICK GUIDE

2012-2013 EDITION

Idaho State Department of Education
PO Box 83720
Boise, ID 83720-0027
208-332-6800

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Idaho Reading Indicator (IRI)
State Statue - Idaho Code 33-1614-1616

The Idaho Reading Indicator (IRI) is a result of Idaho Code 33-1614 (enacted Spring, 1999) which states that *"In continuing recognition of the critical importance of reading skills...all public school students in kindergarten and grades one (1), two (2), and three (3) shall have reading skills assessed…by a single statewide test..."*

The State of Idaho Supports Reading Achievement

In 1999, the State Board of Education-approved the Idaho Comprehensive Literacy Plan with a focus on grades K-3 supporting the goal of addressing at risk students immediately, because future reading problems are best avoided by early intervention. The initiative required the following:

Reading Assessment (Idaho Code33-1614): All kindergarten through third-grade public school students will take the Idaho Reading Indicator (IRI) at least twice yearly to identify below grade level students;

Extended Year Reading Intervention Program (Idaho Code 33-1615): All school districts will offer 40-hours of additional instruction time beyond the regular school day to k-3 students identified as below grade level (intensive) on the IRI reading assessment;

Teacher Preparation (Idaho Code 33-1207A): All teachers and administrators responsible for K-8 reading programs will complete a three-credit course (Idaho Comprehensive Literacy Course) as part of renewing their professional certificate and all pre-service teachers will pass an assessment that measures their knowledge of language structure and literacy before receiving their certificate.

Since 2009, the Idaho State Department of Education (SDE) has been using specific benchmark probes for our k-3 assessment. These probes are the intellectual property of the SDE. Due to this ownership, the SDE has flexibility to redesign the IRI assessment as necessary. State statute requires the IRI benchmark probes (assessments) be secure and must remain out of sight from public and classroom teachers.

IRI Statute Requires Specific Reading Assessments and Performance Standards

In response to the legislative mandate, the State Department of Education created a set of assessment tools - the Idaho Reading Indicator (IRI) tests.

The first strand of the Idaho Reading Indicator requires schools to assess specific reading skills of all kindergarten through third-grade students at least two times yearly. The law incorporates grade-level standards established in the State Board of Education-approved Idaho Comprehensive Literacy Plan and specifies assessment of the following:

- **Kindergarten:** Reading readiness and phonological awareness
- **Grades one through three:** Reading fluency and accuracy

(See grade level section for more detailed information about individual subtests)

The IRI tests are administered by proctors (other than the classroom teacher) who have been trained by their district in the administration of the tests. Each assessment is given individually and must take less than 10 minutes. Students are required to perform the reading tasks orally with a trained proctor collecting the score.

Grade-level performance standards established the following scores for each test

3 = Benchmark – Indicating mastery of the skills
2 = Strategic – Indicating partial mastery of some or all skills
1 = Intensive – Indicating a lack of mastery of some or all skills

When is the IRI Administered?

The IRI is mandated to be administered twice a year; once in the fall and once in the spring. School Districts/schools have the discretion to administer a Winter IRI Assessment, however this assessment is optional.

Why is the IRI Administered?

The IRI helps to identify the reading skills of each K – 3 student. The IRI provides school personnel with student reading performance in order for school personnel to provide the necessary interventions to improve students' reading skills.

The Idaho State Department of Education will provide school districts with the funding for early reading intervention programs for those students deemed "at risk".

Additionally, the IRI is intended to be used both to help establish local curricular standards as well as to provide direction for further assessment of students. It is important to note that the IRI is **not** intended to be a **complete diagnostic reading test**; rather, the IRI should be used to determine which students in a classroom might have additional needs in the area of reading. These students may then receive additional testing using other locally chosen instruments.

Funding for Intervention are included in the Idaho Reading Initiative

- **Extended Year Intervention Program:** The legislature requires and provides funds for 40 hours of extra instruction for students identified as intensive (1) on the fall IRI assessment. School districts may offer the 40 hours of additional instruction before or after school, during school, or during the summer. Students in these programs can be progress monitored using any progress monitoring school districts have access to. Growth will be determined from fall to fall. Kindergarten students show the greatest gains, highlighting the importance of identifying students early for intervention.

Idaho Reading Indicator Reports

IRI Statute also requires the annual reports addressing student achievement, which include:

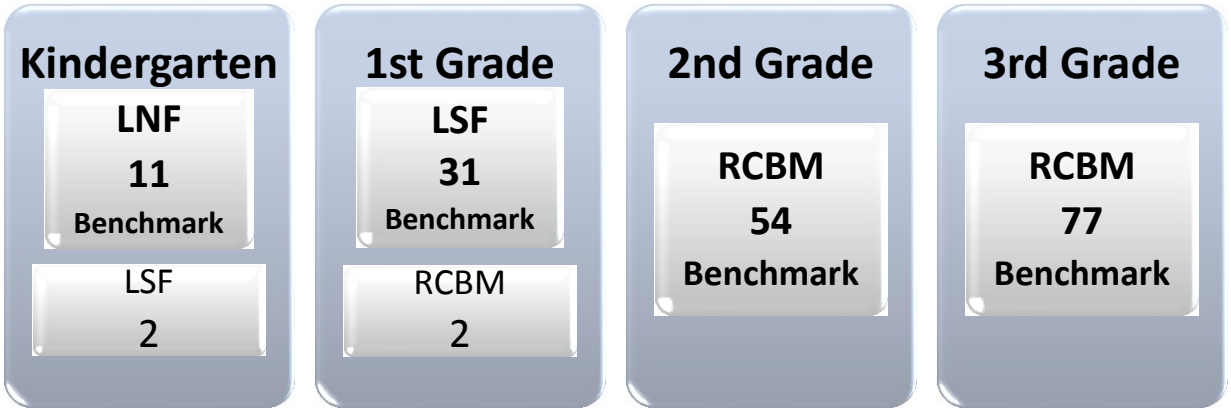
- Results shall be maintained and compiled by the State Department of Education and shall be reported annually to the state board, legislature, and governor. In addition, reports must be made available to the public in a consistent manner, by school and by district level data. Public IRI reports are made available on the State Department of Education's website: https://apps.sde.idaho.gov/IRI/PublicReports/PublicReport.aspx.
- District or school personnel with the proper permissions will be able to print off reports for IRI from SchoolNet. SchoolNet will have customized reports along with standardized reports and graphs for districts/schools to download. Below are the reports that will be available:
    - State
    - District/School specific data

        - Comparison data from year to year, district to district, and school to school
    - Progression of a student from year to year
    - Improvement Report
    - 90% Enrollment Report (IRI Performance Report)
- In the past, school district personnel would identify those students Less Than 90%, in order to adequately assess reading achievement goals as required by Idaho Code 33-1616. With the new IRI Web Application, school district personnel will no longer need to calculate the percent (%) for those students. In the aforementioned category this will be calculated and reported within the IRI web application. An IRI Performance Report with these calculations will be available each spring, under the Report Tab within the IRI Web Application.

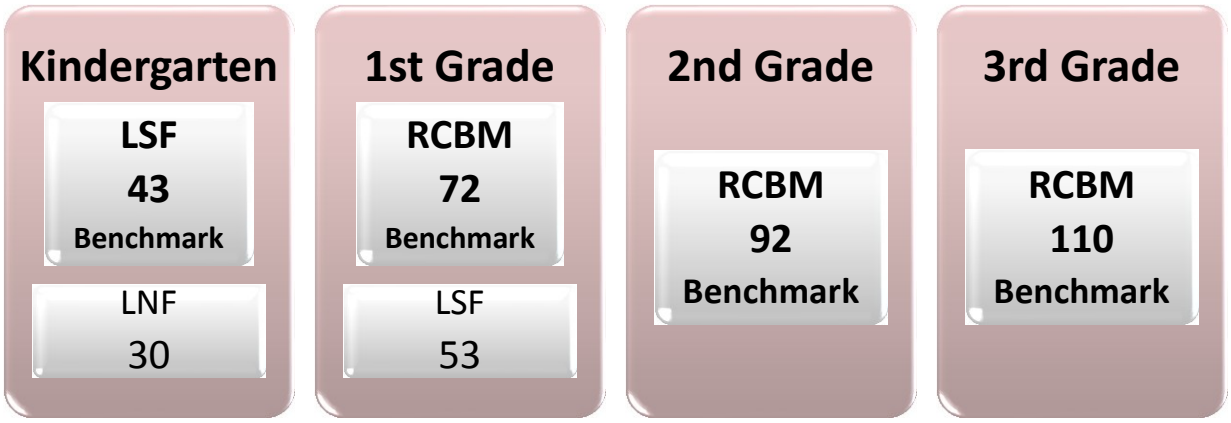
IRI Subtests

All subtests will be entered into the IRI web application for fall and spring. (School districts who choose to administer the winter IRI, the benchmarks may also be added to the applicaiton).

Fall Assessment



Spring Assessment

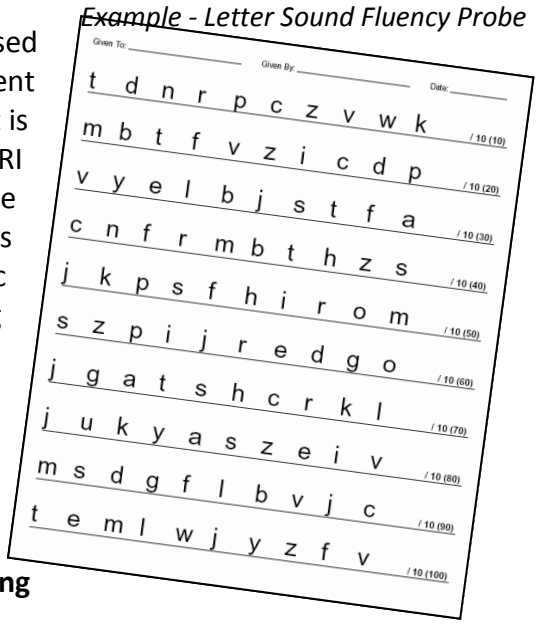


IRI Subtest Targets

Kindergarten			*Grade 1*			*Grade 2*			*Grade 3*		
Fall	*Win.*	*Spr.*	*Fall*	*Win.*	*Spr.*	*Fall*	*Win.*	*Spr.*	*Fall*	*Win.*	*Spr.*
LNF 11	LNF 33	LNF 43									
LSF 2	LSF 17	LSF 30	LSF 31	LSF 63	LSF 72						
			R-CBM 2	R-CBM 23	R-CBM 53	R-CBM 54	R-CBM 77	R-CBM 92	R-CBM 77	R-CBM 96	R-CBM 110

Why these Subtests?

Example - Letter Sound Fluency Probe


Given To: _____ Given By: _____ Date: _____

t d n r p c z v w k / 10 (10)
m b t f v z i c d p / 10 (20)
v y e l b j s t f a / 10 (30)
c n f r m b t h z s / 10 (40)
j k p s f h i r o m / 10 (50)
s z p i j r e d g o / 10 (60)
j g a t s h c r k l / 10 (70)
j u k y a s z e i v / 10 (80)
m s d g f l b v j c / 10 (90)
t e m l w j y z f v / 10 (100)

According to Idaho Code 33-1614, assessments of students are based on grade level ability. Because the academic ability of a student changes throughout the course of the school year, the material that is appropriate for each student to work on also changes. The IRI assesses the skills that each student is expected to know at the time of testing. These skills build successively as a student develops his/her ability to decode text (i.e. concepts in phonics and phonemic awareness) and reads with proper accuracy and rate (i.e. reading fluency).

In other words, the Idaho Reading Indicator Assessment benchmarks trace the course of a student's skills through Early Literacy skills to the application of these skills in the context of a reading passage. The subtests measure the following:

a. Test of Early Literacy: designed to measure prerequisite reading skills

i. LNF (Letter Naming Fluency) – a measure of reading readiness

ii. LSF (Letter Sound Fluency) – a measure of basic skills with phonics

b. Reading: designed to measure the application of skills in the context of true text

i. R- CBM – a measure of reading fluency that shows decoding accuracy and rate

Curriculum Based Measures (CBM)

- Timed performance measures (usually one minute in duration).
- Designed to quickly provide a general measure a student's grade level reading skills.
- Standardized – Producing reliable and consistent results across time or testing conditions.
- Supported by years of research and data to support their individual use as indicators of grade level reading skills.
- An R-CBM refers to a reading passage, which students read aloud for 1 minute from meaningful, connected, and graded text that has been written to represent general curriculum.
- R-CBM has been demonstrated to be a valid general outcome measure of reading, including comprehension for most students. (e.g., Deno et al., 1982; Fuchs et al., 2001: Shin et al., 1992)
- Students can be progress monitored between benchmarking assessments by the classroom teacher, which allows for formative information that can direct instruction and intervention decisions sooner, rather than later.

How do schools report their IRI scores?

Scores are reported directly into the Idaho Reading Indicator Web Application: https://apps.sde.idaho.gov/IRI/. Step by step directions are below; webinars on the IRI application are posted on the IRI Training Site: http://www.sde.idaho.gov/site/reading_indicator/training.htm. For more information please contact Stephanie Lee at slee@sde.idaho.gov.

IRI Web Application

IRI Web Application Prerequisites

The following are required in order to access the IRI Web Application:

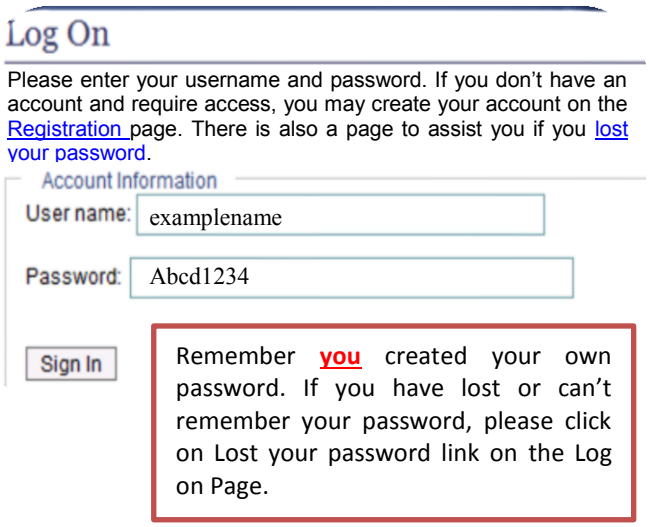
- Authorization – You must ask your ISEE Tool Administrator at the district office to give you permission to the IRI Administrator Role. (Remember the IRI Administrator cannot be the classroom teacher)
- Registered within ISEE – You must register and create your own password. (The following districts are an exception as they utilize ADFS - Meridian, New Plymouth, and Sugar-Salem. You will need to contact your own IT Support to help with logging in or password issues).
- Access to the IRI Web application can either be through the IRI web page: https://apps.sde.idaho.gov/IRI/ or the ISEE Portal: https://www.sde.idaho.gov/site/isee/.

If you are experiencing difficulties registering please contact support@sde.idaho.gov for assistance.

Logging into IRI Web Application:

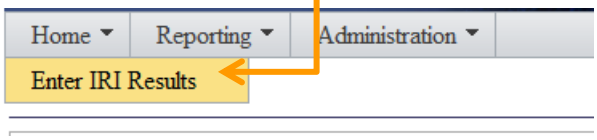
After you have successfully registered

1. Click on "Log On"

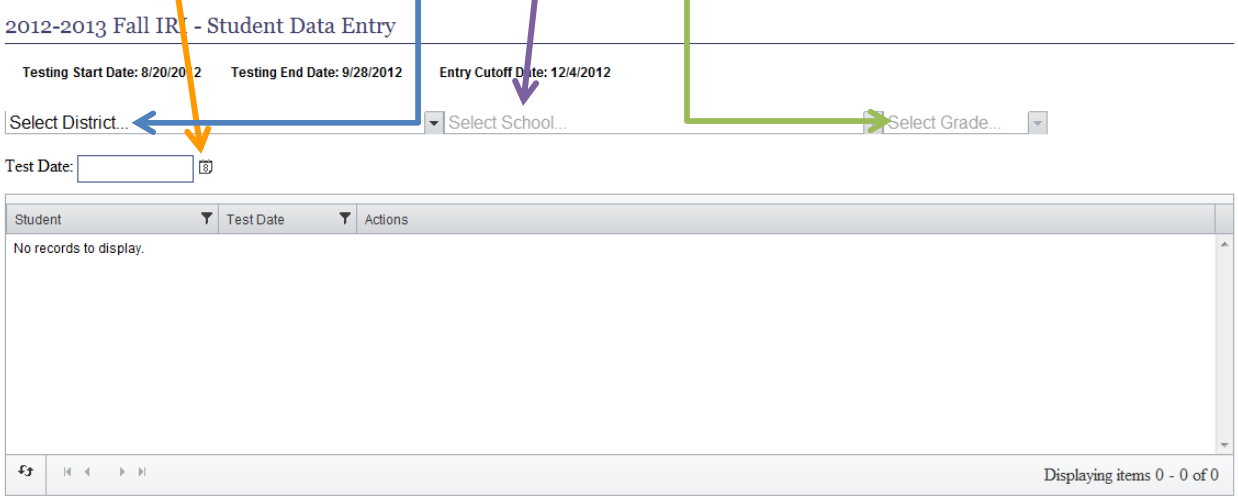


2. Click on **Home**

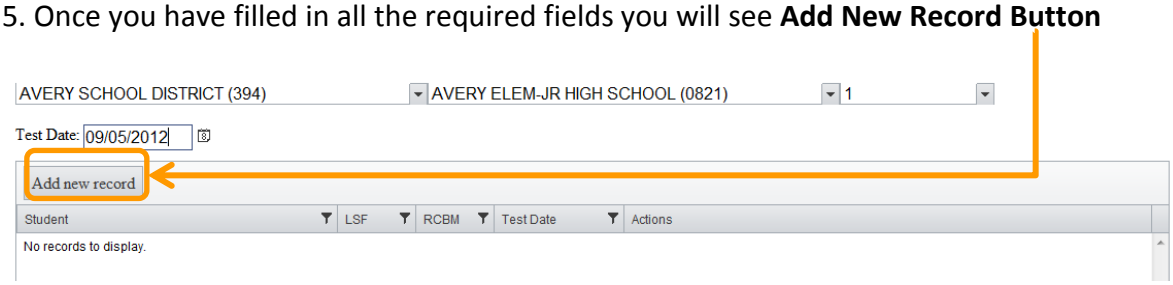
3. Click on **Enter IRI Results**



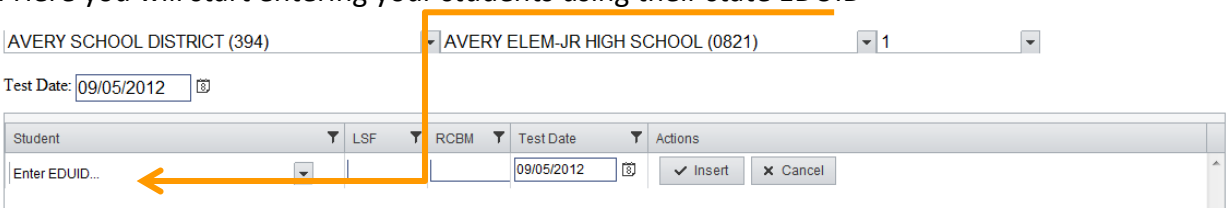
4. Here you will need to select **District**, **School**, **Grade**, and enter the **Testing Date** (click on icon to pull up calendar)



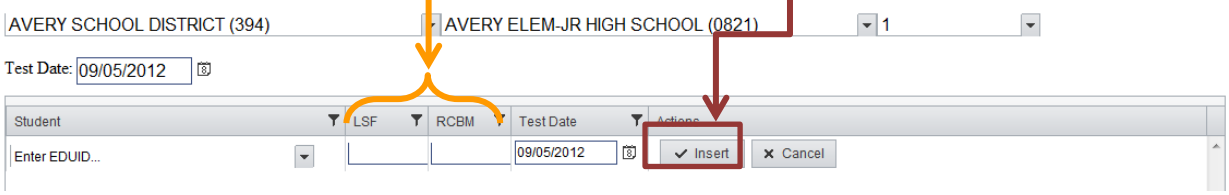
5. Once you have filled in all the required fields you will see **Add New Record Button**



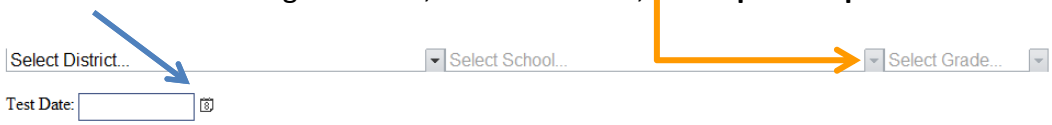
6. Here you will start entering your students using their state EDUID



7. Tab over to enter students' scores **LSF, LNF,** or **RCBM** (depending on what grade you are entering) Test date will pre-populate with date entered above. Click on **Insert** to save student information. **Repeat steps 5 and 6 until all of your students for that grade are entered.**



8. To change Grades - Click on **Grade**, choose new grade from drop down, to change grade to enter students for different grade level, **enter test date**, and **repeat steps 5 and 6**.

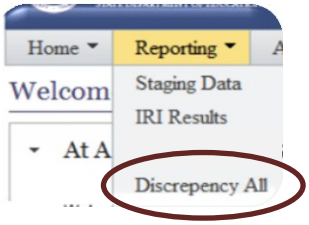


Note: It is recommended to complete one grade at a time. This will help with efficiency and errors.

9. Once all your students have been entered you can click on the **Reports Tab**, **Staging Table**, and view your student data. You can print off an **excel file**, **.csv file**, **.pdf file**, etc. download and import into your student SIS or progress monitoring tool. ***(Please only enter data on the IRI application; again you can download a file for your records. This will save you from entering the student information twice.)***

Discrepancies

Each of your students have been signed a state EDUID, which enables you to enter students and their scores before your monthly ISEE upload. Because of this you may see discrepancies under the Discrepancy Report under the reporting tab. If this is the case and most of your students say Not Enrolled, once your ISEE upload has been upload and sent to CORE the IRI report will update and fix those discrepancies. However, you may be showing more discrepancies such as: **School Mismatch**, **Enrollment Date Not Covering Test Date**, **Grade Mismatch**, **Match with Another School**, and **Match-Tie**. Below are instructions on how to fix each of these discrepancies. You will have to upload a full ISEE File in order for these discrepancies to be cleared from your discrepancy report.



Discrepancy instructions below:

1. Enrollment date not covering test date –Indicating the student was either not enrolled during the IRI testing period or the enrollment date is after the student was tested.

Resolution A: *Double check the student's enrollment date within your SIS (Student Information System). If the student's enrollment date in your SIS was AFTER the testing date (the date the student took the IRI) you will need to fix the students enrollment date within your SIS and submit another ISEE upload to correct this discrepancy.*

Resolution B: *Find the student within the IRI application (Enter IRI Results tab) and change the testing date to be AFTER the enrollment date.*

Note: We are leaving this at district discretion. The most accurate resolution is Resolution A; however, it is a district choice how they would like to fix this discretion. If you have more than one discrepancy and will need to submit another ISEE upload it would be best to fix this within the ISEE upload as well vs. changing the testing date.

2. Grade mismatch: enrolled in 3rd grade (example)

a. The students enrollment record (on district ISEE upload) cites the student is in 3rd grade, however when data entering the IRI information, the student was listed in a different grade.

Resolution: *Correct the enrollment grade on your ISEE upload or on the IRI application, whichever is incorrect. Verify the student's grade is correct within your SIS, if it is correct in your SIS, verify you entered the student in the correct grade on the IRI application when entering data. If incorrect within your SIS you will need to correct the students' grade and submit another ISEE upload to correct the discrepancy. If the error is within the IRI application, find the student (Enter IRI Results), delete from incorrect grade and re-enter student to correct grade.*

b. The student was tested and then was either demoted or promoted a grade.

Resolution: *If you had a student that started the year as a 1st grader, tested as a 1st grader, then demoted back to kindergarten you will leave the student in the IRI data as a 1st grader. If this is the cause of a discrepancy please inform me or Carmen Achabal. You will also need to ensure your ISEE upload indicated the correct original enrollment date and exit date and the re-enrollment date.*

Note: If a school administered the wrong test to a student, you will need to delete the score from the IRI application; Example: a student who was held back in first grade, was given a 2nd grade IRI exam, this IRI score needs to be deleted as it is invalid. Student should have taken the 1st grade IRI not the 2nd grade IRI. Testing has now closed and the student cannot be tested.

3. Match with: Another School within or outside of your school district -Indicating the student has enrollment records attached to your school/district and another school in or out of your school/district.

Resolution: *Check the enrollment date for the student at your school/district. Verify that the student was truly enrolled in your school when he/she took the IRI. Verify any exit dates. If the student was not enrolled in your district at any time you will need to delete student from your IRI data.*

4. Match-Tie with: Another School within or outside of your school district -Indicating the student enrollment date and other information is an exact match with another school/district.

Resolution: Verify the student's identity. Within your SIS, you will need to check the enrollment dates for the student at your school/district. Verify that the student was truly enrolled in your school when he/she took the IRI. Also, verify their exit dates within your SIS, (check to see if the student did move out of your school/district). You may need to contact the school that you have matched with and verify enrollment dates and testing dates. Whichever school tested the student first will keep the student within their IRI data and will receive the funding for that student.

5. School Mismatch: Enrolled in another school other than your school district -This indicates that the student is enrolled in another school/district other than the school cited on the IRI scores.

Resolution: *Verify within your SIS this student was or was not enrolled in your school/district. If student was NOT enrolled in your school/district delete student within your IRI data. If student WAS enrolled in your school/district verify student's identity and double check enrollment date. To ensure discrepancy is corrected you may need to contact the school with the match and verify enrollment for student. Remember, whichever school tested the student first will keep the student within their IRI data and will receive the funding for that student.*

FAQ

Is funding provided to pay for the administration of the IRI?

Yes, limited funding is provided. Districts will be reimbursed at the rate of $2.55 per student for each IRI test administration in fall and spring, for grades K, 1, 2, and 3.

Is there a requirement for Idaho's Special Education Students and Limited English Proficient Students to take the IRI?

Special Education students are required to be tested unless their Individual Education Program (IEP) specifies that an alternate assessment be given.

For more information regarding the IRI Alt please visit: http://www.sde.idaho.gov/site/assessment/ISATalt/ or contact Toni Wheeler at tcwheeler@sde.idaho.gov.

All Limited English Proficient (LEP) students will be tested. LEP students participate in order to help establish their English reading literacy level.

A Spanish version of the IRI is also available:
http://www.sde.idaho.gov/site/reading_indicator/docs/IRI%20Spanish%20Proctor%20Manual.pdf.
The Spanish IRI does not replace the English IRI. It was developed as a resource to support districts in gathering reading literacy information to be used locally. The Spanish IRI is NOT required and the scores are not reported to the SDE.

Why are the fall IRI results used to determine funding for the Extended Reading Intervention program?

Establishing a base for intervention funding early in the school year allows districts the flexibility in planning their extended reading intervention program. While funding is based on the number of students scoring a "1" on the fall IRI, those may not be the students actually receiving intervention services. Extended Reading Intervention services must be offered to all students scoring a "1" at the time of intervention and may be offered to students scoring a "2" according to funds available.

Will there be other assessments used to determine students' eligibility for extended reading intervention?

Districts have the responsibility to qualify those students who will participate in the extended reading program. IRI scores, teacher recommendation, and parental permission should all be considered when placing students in intervention. Students scoring a "1" on the IRI at the time of intervention must be offered services.

Will the IRI be used to hold teachers accountable for student achievement in reading?

The IRI is designed to provide a grade-level snapshot of student reading achievement in grades K-3. As the name indicates this assessment is only a ten-minute indicator of student reading ability. The language of the law (Idaho Code 33-1614) states that there is a need for a common statewide

assessment of students to determine those who need intervention and to measure the success of interventions. The law does not address teacher performance. However, IRI scores are to be reported by building and district.

IRI data is used to determine Extended Reading Intervention program effectiveness. Scores are reported as building grade-level averages and are not tied to teacher performance. Where there are visible student needs throughout our state, the Idaho State Department of Education will work to assist teachers, families, schools, and districts with needed literacy support.

What subtests are there?

Kindergarten

Fall	**Winter - Optional**	**Spring**
Letter Naming Fluency	Letter Naming Fluency	Letter Naming Fluency
Letter Sound Fluency	Letter Sound Fluency	**Letter Sound Fluency**

Letter Naming Fluency (Fall Predictor)

- Identified frequently as the best single indicator of risk for reading failure and requires saying the correct letter name.

Letter Sound Fluency (Spring Predictor)

- Predictive of a later ability to read the sounds in a word that requires saying the correct sound of a letter.

First Grade

Fall	**Winter - Optional**	**Spring**
Letter Sound Fluency	Letter Sound Fluency	Letter Sound Fluency
R-CBM	R-CBM	**R-CBM**

Letter Sound Fluency

- Predictive of a later ability to read the sounds in a word that requires saying the correct sound of a letter.

Reading Curriculum Based Measures (R-CBM)

- Grade-level passages. Students read three similar passages written at an end of the year reading level and the passages are the same exact passages each time.

Second Grade and Third Grade

Fall	**Winter - Optional**	**Spring**
R-CBM	R-CBM	R-CBM

Reading Curriculum Based Measures (R-CBM)

- Grade-level passages. Students read three similar passages written at an end of the year reading level and the passages are the same exact passages each time.

Idaho State Department of Education
P.O. Box 83720
650 West State Street
Boise, Idaho 83720-0027

Telephone: 208-332-6903
Fax: 208-334-2228

Email: slee@sde.idaho.gov

http://www.sde.idaho.gov/site/reading_indicator/