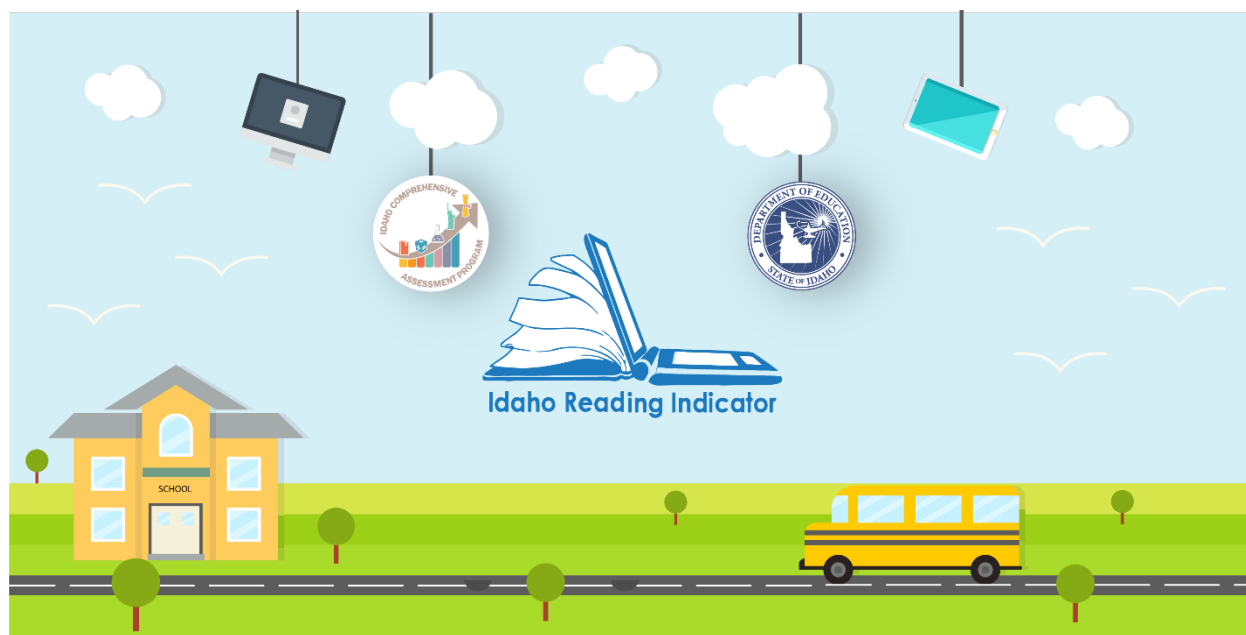




# Idaho Reading Indicator (IRI) Test Administration Manual

**2023-2024 School Year**



Descriptions, functionality, and related supports within the IRI system are the property of Istation and are used with permission of Istation under a statewide contract as the provider of the Idaho Reading Indicator assessment.

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## OVERVIEW OF THE IDAHO READING INDICATOR (IRI)

### Purpose of the IRI

Under Idaho law (section 33-1806), all public-school students in kindergarten through third grade must have their reading skills assessed not less than two (2) times per year using a statewide assessment. This test is known as the Idaho Reading Indicator or IRI.

The state currently uses Istation's Indicators of Progress for Early Reading (ISIP™ ER) as the IRI. The IRI is a screener, diagnostic, and a summative assessment that also measures students' progression in learning foundational reading skills so that teachers can access data to plan instruction and support student acquisition of early reading skills. The IRI includes subtests from each of the five critical domains of reading: phonological awareness, phonics, vocabulary, comprehension, and fluency (see [Appendix A](#)).

Overall reading scores are reported in one of three achievement levels: Tier 1 (At Grade Level), Tier 2 (Near/Below Grade Level), Tier 3 (Well Below Grade Level).

- **Tier 1:** The student has the foundational reading skills appropriate for their grade level. This student can access and utilize regular grade level content and instruction. The student should be monitored to ensure adequate progress is sustained.
- **Tier 2:** The student has some foundational reading skills appropriate for their grade level. This student requires strategic support in specific skills. The student should be regularly monitored, and interventions should be provided to ensure the student makes adequate progress.
- **Tier 3:** The student lacks the foundational reading skills appropriate for their grade level. This student requires targeted support in multiple skills. The student should be routinely monitored, and interventions should be provided with increased intensity and duration to ensure the student makes adequate progress.

### IRI Resources

This Test Administration Manual is intended to support staff who play a role in assessing students in kindergarten through third grade during fall and spring IRI State testing windows. Implementation support documents can be found on the Idaho State Department of Education website at <https://www.sde.idaho.gov/assessment/iri/>.

Additional support can be found within the system by searching help documents or selecting from the toolbox once logged into Istation.

## ROSTERING STUDENTS

Districts should assign a manager level user to roster for the school or district. Rostering in Istation is done annually on or after August 1 and prior to the opening of the fall state testing window. Rostering responsibilities should be delegated to the district data contact, testing coordinator or lead, or the person appointed to handle roster and data information for the school or district to avoid error.

Istation offers several options to roster teachers and students on an annual basis. Visit <https://istation.helpjuice.com/importing/how-to-import-managers-teachers-and-student-data-into-istation> to access information regarding the import types available. Note that required fields for Idaho may vary from those listed in this resource.

Teachers, students, and classrooms must be rostered annually to ensure accuracy of records. ISDE collects updated user role information annually from each district through a mail merge.

Rostering with Istation is the process a district or campus will go through to populate user accounts within our program.

Istation accounts provide three levels of user access: Managers, Teachers, and Students.

- **Managers:** Manager accounts exist at either the District or Campus level and provide an organization-wide view and control for their respective domains. Managers can access a variety of reports within their organization. Manager-level user accounts are then updated by Istation to ensure appropriate access for schools. Manager level accounts are the only type that are retained from year to year in Istation. ISDE will send out a mail merge to get updated manager information to submit to Istation.
- **Teachers:** Teacher accounts provide access to a subset of student accounts organized by classrooms. Teachers can manage Istation activities and data for only students assigned to them.
- **Students:** Student accounts allow students to access Istation to take their ISIP assessment and view their ISIP data and goals.

All student data is tied directly to the student account and exists independently from any classrooms or teachers assigned.

**Table 1. Istation User Roles**

Role	Description
District Level Manager Account	<p>A user with this account can:</p> <ul style="list-style-type: none"> <li>• View District/School/Classroom/Student Data</li> <li>• Create a New Class</li> <li>• Edit a classroom.</li> <li>• Add/Remove Students</li> <li>• Edit Student Profiles</li> <li>• Print Login Cards</li> <li>• Edit Testing Accessibility</li> <li>• Assign On-Demand Assessments</li> <li>• View and Edit Student Demographics</li> <li>• Delete a Class</li> </ul>

Role	Description
	<ul style="list-style-type: none"> <li>• Add/Remove Teachers</li> <li>• Add Teachers to a Classroom</li> <li>• Add/Remove Managers</li> <li>• Set Peer Managers</li> </ul>
School Level Manager Account	<p>A user with this account can:</p> <ul style="list-style-type: none"> <li>• View School/Classroom/Student Data</li> <li>• Create a New Class</li> <li>• Edit a classroom.</li> <li>• Add/Remove Students</li> <li>• Edit Student Profiles</li> <li>• Print Login Cards</li> <li>• Edit Testing Accessibility</li> <li>• Assign On-Demand Assessments</li> <li>• View and Edit Student Demographics</li> <li>• Delete Class</li> <li>• Add/Remove Teachers</li> <li>• Add Teachers to a Classroom</li> </ul>
Teacher Account	<p>A user with this account can:</p> <ul style="list-style-type: none"> <li>• View Classroom/Student Data</li> <li>• Set Goals</li> <li>• Print Login Cards</li> <li>• Assign On-Demand Assessments (October-April Only)</li> </ul>

## TECHNOLOGY INFORMATION

The IRI can be administered on a computer, Chromebook, iPad, or other compatible device. For more information on compatibility and required technology see [Appendix D](#). In planning for the use of technology to assess kindergarten through third grade students it is important to consider student needs and available testing environments. The IRI touch screen compatibility offered on certain devices may support younger students with little experience using a mouse. For modeling tips to support young student in using technology, see [Appendix B](#).

### Technology Updates

Istation has a system landing page located at [status.istation.com](https://status.istation.com) where users can see event and maintenance history. The site includes the current known status for Istation's systems, lists upcoming and/or recent maintenance windows, and provides dates for upcoming and past content releases.

In addition to the landing page users can receive status email notifications. Once logged into the reporting site, a user may opt-in or opt-out of receiving emails alerting the user to any significant Istation downtimes, releases, or maintenance. This preference can be found under the user's profile at the top right of the page once logged in.

## TEST ADMINISTRATION

This section provides an overview of the online testing environment and guidelines for test administration. Use this section to become familiar with what students will experience in accessing the assessment; to understand how to prepare for the assessment; and to review general rules for online testing. All personnel administering the IRI should become familiar with this section before the start of testing.

### Test Administration Training

To ensure accurate, reliable, and valid statewide data it is important for administration of the IRI to be standardized. Ensuring training and adherence to testing protocols prior to, during, and after administration is an important part of assessing kindergarten through third grade students in early literacy.

- Training is required for all personnel who will administer the IRI during state testing windows.
- In addition to this manual, training resources can be found on the State Department of Education [IRI webpage](#). Training vignettes include [IRI Accessibility](#), [IRI Administration 101](#), and [IRI Modeling Tips and Tricks](#).
- All personnel who will administer the IRI during fall and spring state testing windows should be familiar with testing security and administration protocols. See the [Assessment Integrity Guide](#).
- All personnel who will administer the IRI during fall and spring state testing windows should have a [signed confidentiality agreement](#) on file with the school or district for the current school year.
- Users with an Istation login should become familiar with the testing platform by logging into the assessment application with their credentials. This allows teachers to find the best strategies to help students understand how to take the test including the “Teacher Modeling” section. For more detailed information about accessing and utilizing modeling prior to state testing, see [Appendix B](#).

### Test Administration Rules

All students, including students with disabilities, English learners (ELs), ELs with disabilities, students with significant cognitive impairment (SCI), students who are blind or visually impaired, or students who are deaf or hard of hearing, should participate in the assessment. Students should be given an opportunity to practice prior to the fall testing window. This can be accomplished through teacher modeling to the entire class, small groups, individuals, or through logging in to the student modeling application.



*For the mandatory fall and spring administration, a trained individual **other than the student's regular classroom teacher** must administer the IRI. This requirement was introduced in section 33-1806 in May of 2021. Teachers can administer the IRI to classes other than their own.*

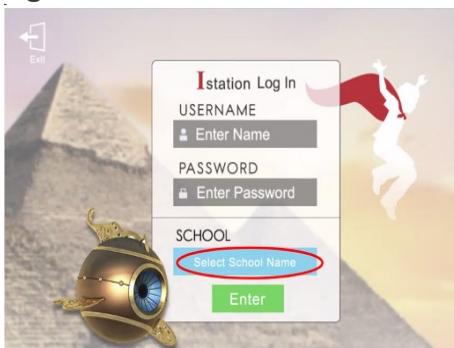
## Prior to Administration

- Print student login cards or provide username and password information to individuals.
- Inspect all equipment to be used (i.e., computers and headphones) to ensure that it is operable.
- Check that the Istation app has been downloaded onto the local machine and updated with the latest software.
- Ensure students have had an opportunity to become familiar with the test delivery system. Students should be able to move a mouse pointer to an object on the screen and click with the left mouse button or use touch screens to enter their responses.

## Day of Administration

- Place a “DO NOT DISTURB” sign on the door of the testing room.
- Ensure each student has the correct log in information including their username and password.
- Students will enter their username and password to log in (**see figure 1**).
- Verify students have entered the correct information before instructing them to click ok.

**Figure 1**



- Once the student has clicked “OK” the “ISIP IN PROGRESS” icon indicates the assessment is active (**see figure 2**).

**Figure 2**



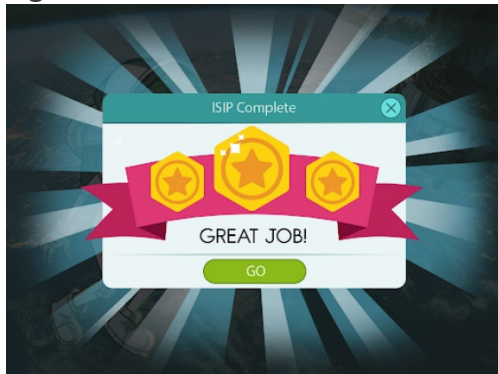
- Actively monitor students during testing to ensure on task behavior.

- If a student asks for assistance in answering an item, the test administrator cannot help answer the item. The test administrator may remind the student to try their best or use the embedded question mark feature if available.
- The assessment is complete when the “ISIP IN PROGRESS” icon no longer appears on the bottom of the screen.

**OR**

- When the “GREAT JOB!” screen appears that says “ISIP Complete” (see figure 3).
- To ensure proper transfer data students must click STOP and log out of Istation prior to closing the testing window.

**Figure 3**



- Ensure all students log out of the administration site to ensure proper transfer of data (see figure 4).
- Failure to log out after administration may cause data to be cached on a local device and transfer improperly.

**Figure 4**



## Pause Rule

The embedded pause button is appropriate to use for allowing students to take restroom breaks or if they need to leave the testing room for another reason. *Use of the pause button for any other purpose should follow the guidelines found in the [Accessibility Features](#) section of this document.*

When the testing session is paused no stimuli or questions appear on the screen. A test may remain paused for up to 20 minutes. After 20 minutes, the testing session will expire. If a testing session expires during any subtest the student will be required to restart that subtest upon the next log in. Data from incomplete subtests will not be calculated to generate a score.

### On Demand Assessments

Istation features the ability for users to schedule additional administrations of one or more subtest(s). During state testing windows this permission is limited to manager level users. Outside of state identified testing windows (fall & spring) managers and teachers can schedule assessments.

### Non-Standardized Administration

Districts may utilize the IRI as a progress monitoring tool in the months between state testing windows. Administration of the IRI is at the discretion of the school or district when used as a progress monitoring tool.

## IRI ACCESSIBILITY FEATURES

Available accessibility features for administration of the IRI may be embedded or non-embedded. A description of the feature and recommendations for when it should be used are outlined in the tables that follow. Consult your District or School IRI Implementation Coordinator with questions regarding accessibility.

### IRI Universal Tools

Universal tools for IRI test administration are available to all students. Staff should ensure students understand and have access to the tools prior to test administration. Students should not see an assessment tool for the first time during an active testing session. Prior use of tools and support ensures students are familiar with accessibility features provided to support them during the IRI.

**Table 2. IRI Universal Tools**

<b>Universal Tool</b>	<b>Availability</b>	<b>Description</b>	<b>Use Recommendation</b>	<b>Applicable Subtests</b>
Teacher Modeling (See appendix B for additional information)	Embedded	Access for teachers to model the functionality of the system.	Teachers may model how to navigate the assessment through the modeling app.	All
Student Modeling (note: spelling is labeled as word analysis in the modeling app)	Embedded	Students log in and access the modeling app.	To provide students with the opportunity to practice using the features of the system.	All
Pause (Note: the screen goes black when pause is used)	Embedded	Allows the assessment to be paused for up to 20 minutes.	As a universal tool pause should only be used if a student requires a break (ex: restroom) and will return to testing within 20 minutes.	All
Web-based administration of IRI isip.istation.com	Embedded	The web-based assessment provides the same content and adaptability.	To support students who need less visual clutter in the background and no characters on the screen.	All
Grouping	Non-Embedded	Small group test administration (no less than 5 in a group).	To limit distractions for students.	All
Volume	Embedded	The student may raise or lower the volume control as needed.	Support for students who are deaf/hard of hearing or require amplification.	All

Universal Tool	Availability	Description	Use Recommendation	Applicable Subtests
Spoken Audio	Embedded	The student may choose to hear directions read aloud and/or repeated. Additionally, the assessment directions are automatically reviewed between subtests.	To support students who need spoken audio to access content or to repeat what has been said.	ISIP Early Reading: Beginning Sounds, Phonemic Blending, Vocabulary, Spelling
Keyboard Navigation	Embedded	Allows students to navigate through the assessment using only the keyboard	Provides access for students who are not able to (or who do not have access to) use a mouse, trackpad, or touch device.	All (only for web-based administration)

### IRI Designated Supports

Designated supports are options for IRI test administration available to any student with a documented need. The decision to provide a designated support to a student should be based on a team recommendation. Examples may include, but are not limited to: English language learners, students with literacy difficulties as documented by a team, students with a 504 plan or Individualized Education Program (IEP).

**Table 3. IRI Designated Supports**

Designated Support	Availability	Description	Recommendation for Use	Applicable Subtests
Pause (note: the screen goes black when pause is used)	Embedded	Allows the assessment to be paused for up to 20 minutes.	Appropriate for <i>some</i> students who have an identified need.	All
Spanish Directions	Embedded	Directions for each subtest are presented in Spanish.	Support for students whose first language is Spanish.	All

<b>Designated Support</b>	<b>Availability</b>	<b>Description</b>	<b>Recommendation for Use</b>	<b>Applicable Subtests</b>
Amplification (may require individualized administration)	Embedded Non-embedded	Increasing the volume of the computer or use of amplification devices (FM system, cochlear implants)	Support for students who are deaf/ hard of hearing or require amplification.	All
Magnification (for use on touch screen devices only)	Embedded	Students may pinch to zoom in on the screen.	Support for students who are visually impaired or require additional magnification.	All-
Magnification (for use on non-touch screen devices)	Embedded	Computer screen/table placed on higher magnification than normally used	Support for students who are visually impaired or require additional magnification.	All
Magnification (may require individualized administration)	Non-embedded	IRI may be projected on a screen, smart board, Promethean Board, etc.	Support for students who are visually impaired or require additional magnification.	All
Multiple test sessions (Requires small group test administration)	Non-embedded	Breaks between administration of sub-tests, rather than taking the entire assessment in a single session.	For students who have an identified need for support with attention, focus, and/or fatigue.	All
Separate Setting	Non-embedded	Individual test administration or groups of fewer than 5 students.	To minimize distractions during testing.	All
Scratch Paper (Paper to be destroyed after administration is complete)	Non-embedded	Students have access to scratch paper or a white board.	As a support for students with identified writing struggles.	Spelling Subtest only

Designated Support	Availability	Description	Recommendation for Use	Applicable Subtests
Color overlay	Non-embedded	The student may overlay a semitransparent color onto the device where black text appears on a white background.	To support students who need semitransparent color on a device where black text appears on a white background.	All
Student reads aloud	Non-embedded	A student who is a beginning reader or who tends to rush may read the assessment content aloud in a one-on-one administration setting.	To support a student who tends to rush so they can focus on the assessment in a one-on-one administration setting.	All

## IRI Accommodations

Accommodations are options for IRI test administration that are only available to students with disabilities who have a documented 504 plan or IEP. Accommodations must be documented on the student's 504 plan or IEP prior to administration.

*\*Additional accommodations specific to students with an IEP indicating Deaf/Hard of Hearing, Visual Impairment including Blindness, or Significant Cognitive Impairment can be found in Appendices G, I and K, respectively.*

**Table 4. IRI Accommodations**

Accommodation	Availability	Description	Recommended Uses	Applicable Subtests
Scribe	Non-embedded	Administrator may click the student's answer choice/response during the assessment	For students who have limited fine-motor skills.	All

Accommodation	Availability	Description	Recommended Uses	Applicable Subtests
Touch screen overlay	Non-embedded	For a student with limited motor skills, a USB touch screen can be applied to monitors, which acts like a standard pointing device	Use to support students in using technology as a standard pointing device	All

## MAINTAINING TEST SECURITY

This section refers to documenting and reporting incidents involving test security. Refer to the [Assessment Integrity Guide](#) for additional information. The security of assessment instruments and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of the results. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test security incident.

*Note: Test incident reporting is only necessary during the fall and spring state testing windows.*

### Test Incident Types

There are two test incident types reported in the Test Incident Log: test impropriety or test irregularity. Both types of incidents are behaviors prohibited either because they give a student an unfair advantage or because they compromise the secure administration of the assessment. Test improprieties include incidents that impact only a portion of the test battery (**2 or fewer subtests**) and fall into the definition in Table 5. Improprieties may require scheduling on demand assessments. If more than 2 subtests are affected the incident will be considered a test irregularity. Test irregularities include incidents that could potentially impact the validity, security, or outcome of the assessment. Definitions for both types test incidents are provided in Table 5 along with the appropriate action a district should take.

**Table 5. Definitions for Test Security Incidents**

Type	Definition	Reporting
Impropriety (Low Risk)	Incidents that impact only a portion of the test battery and do not compromise the validity, security, or outcome of the assessment.	Test improprieties should be documented in the test incident log (see below for directions).  A test impropriety may require a system manager to schedule up to 2 on-demand subtests. <b>No more than 2 subtests may be administered as on-demand.</b>



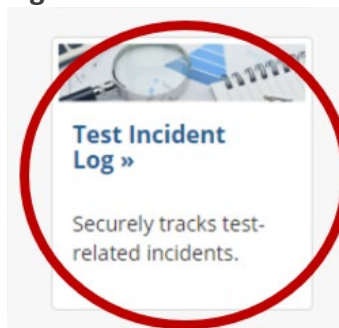
Type	Definition	Reporting
Irregularity (Moderate Risk)	An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity.	Test irregularities are required to be documented in the test incident log (see below for directions).  A test irregularity may require districts to request the test be reset. <b>This is required if more than 2 subtests are impacted by the irregularity.</b> SDE staff will be in contact with district personnel to confirm the test reset.

## Reporting a Test Incident

- The Test Incident Log is an ISDE secure online application that collects all test security incidents (**see figure 5**). School and District Test Coordinators should ensure that all test security incidents are documented in the application within **2 days** from the occurrence of a test irregularity and **4 days** from the occurrence of for a test impropriety.
- The address of the secure web application is <https://apps.sde.idaho.gov/testincidentlog>. Please contact your district IT personnel to gain appropriate access to the portal to access the application.

*Beginning in fall 2020, during state testing windows, on-demand assessments can only be scheduled by manager level users and **may not exceed 2 subtests** for any individual student.*

Figure 5



For more information on how to use the Test Incident Application, please refer to the [Test Incident Log Application User Manual](#)

## APPENDIX A: DOMAINS & SUBTESTS

The table below details specific information about each subtest offered as part of the ISIP administered as the IRI to all K-3 students in Idaho. Each subtest, except for spelling, letter knowledge, and alphabetic decoding, offers both a lower and upper band of questions as part of the computer adaptability of the assessment. Subtests without question bands offer questions throughout the progression of learning for that skill at varying difficulty levels. For additional information regarding ISIP subtests see *Istation's Indicators of Progress (ISIP) Early Reading Technical Report*.

**Table 6. Subtest Information**

Subtest	Item Types	Time Allotted Per Question	Description	Normed Grade Level
Vocabulary	Picture Items	20 sec.	Pictures appear on the screen. The narrator asks the student to identify the picture that best illustrates the word that is orally produced by the narrator.	K, 1, 2, 3
Vocabulary	Synonym Items	20 sec.	Four words appear on screen. The student is asked to identify the word that has the same or similar meaning as a target word pronounced by the narrator.	K, 1, 2, 3
Listening Comprehension	Matching Sentences and Pictures	20 sec.	In this task, a sentence is read aloud, and four pictures appear on the screen. The student listens to the sentence and identifies the picture that best-illustrates the orally read sentence's meaning.	K
Listening Comprehension	Sentence and Story Completion	20 sec.	In this task, a sentence or short story is read aloud, and four pictures appear on the screen. One word is missing from the sentence or short story. The student must choose, from four choices, the word that best completes the sentence or story.	K

<b>Subtest</b>	<b>Item Types</b>	<b>Time Allotted Per Question</b>	<b>Description</b>	<b>Normed Grade Level</b>
Phonemic Awareness	Beginning, Ending, & Rhyming Sounds	8 sec.	Four items appear on the screen at once. The narrator says the name of each picture as the box around it highlights. Then the student is asked to click on the picture that has the same beginning, ending, or rhyming sound as the sound produced orally by the narrator.	K, 1
Phonemic Awareness	Blending	10 sec.	The narrator says one of the words, phoneme by phoneme, as the animated head produces each sound. The student is asked to click on the picture showing the word that has been said phoneme by phoneme.	K, 1
Letter Knowledge	Letter Recognition	5 sec.	Five items, in a combination of both uppercase and lowercase letters, appear on a screen at once. The student is asked to identify the symbol for the letter name that is orally produced by the narrator.	K, 1
Letter Knowledge	Letter Sound	5 sec.	Five items, in a combination of both uppercase and lowercase letters, appear on screen at once. The student is asked to identify the symbol for the letter sound that is orally produced by the narrator.	K, 1
Alphabetic Decoding	Alphabetic Decoding	5 sec.	For this subtest, four items appear on the screen. The student is asked to identify the non-word that is orally pronounced by the narrator.	K,1
Spelling	Spelling	45 sec.	For each item, an array of letters appears on the screen, and the computer asks the child to spell a specific word using those letters. The child then spells the word by clicking on each letter.	1, 2, 3

Subtest	Item Types	Time Allotted Per Question	Description	Normed Grade Level
Reading Comprehension	Matching Sentence to Picture	20 sec.	In this task, a sentence and four pictures appear on the screen. The student reads the sentence and identifies the picture that best illustrates the sentence meaning.	1, 2, 3
Reading Comprehension	Sentence Completion	30- 50 sec. dependent on overall word count	In this task, a sentence, sentences, or a paragraph appears on screen. One word is missing from the text. The student reads the text and must choose, from four choices, the word that best completes the text.	1, 2, 3
Text Fluency*	Text Fluency	2 min.	For each blank, the child is given three choices from which to choose the word that works in the sentence. It is the child's job to read the text, selecting correct maze responses for two minutes.	Mid-1, 2, 3

*\* Text Fluency does not contribute to the overall composite score or tier. It is a fixed form timed fluency assessment.*

## Gating Information

One important aspect of the IRI is the gating process. The Kindergarten ISIP starts off with foundational reading subtests, and, as the students grow in their reading ability, more difficult skills are added to better estimate their reading ability.

The initial gating up would add **alphabetic decoding** to the appropriate student's subtests. The second gate would bring the addition of the **reading comprehension** subtest for the appropriate students. The student will only receive scores for these "gated up" subtests the **second time** they receive those subtests.

Per the state's accountability guidelines, foundational subtests are **not** dropped in Kindergarten and Reading Comprehension is not counted if overall scores drop.

## APPENDIX B: QUICK REFERENCE GUIDE TO TEACHER MODELING

Teacher Modeling allows users to log into the Istation student application. Teachers, school coordinators, and district coordinators can log into the student application with their credentials to access the modeling feature. Teachers can then model for students and become familiar with each subtest prior to administration of the assessment. The chart below includes tips teachers can share during modeling to support students in utilizing the assessment platform.

**Table 7. Teacher Modeling**

Subtest	Skills Assessed	Tips
Listening Comprehension	Sentence to picture	<ul style="list-style-type: none"> <li>Teach students to listen carefully. The stimuli cannot be repeated.</li> </ul>
Listening Comprehension	Sentence- Story completion	<ul style="list-style-type: none"> <li>Teach students to listen carefully. The stimuli cannot be repeated.</li> </ul>
Phonemic Awareness	Rhyme/beginning sound, ending sound	<ul style="list-style-type: none"> <li>Ensure students know that they can have the picture choices repeated by hovering over them with a mouse or clicking the speaker icon on a touch screen.</li> </ul>
Phonemic Awareness	Phoneme blending- 3 phoneme words through 6 phoneme words	<ul style="list-style-type: none"> <li>The student may move the mouse pointer over a picture to hear the picture name repeated</li> </ul>
Letter Knowledge	Letter recognition	<ul style="list-style-type: none"> <li>Teach students to listen carefully and respond quickly. Using a touch screen device can support students learning to use a mouse.</li> </ul>
Letter Knowledge	Letter sound	<ul style="list-style-type: none"> <li>Teach students to listen carefully and respond quickly. Using a touch screen device can support students learning to use a mouse.</li> </ul>
Alphabetic Decoding	Two-three phoneme words through simple 2 syllable words	<ul style="list-style-type: none"> <li>Teach students to listen carefully. The nonsense words cannot be repeated.</li> </ul>
Spelling	Two-three phoneme words through simple 2 syllable words	<ul style="list-style-type: none"> <li>Students should be aware that not all letters will be used from word bank.</li> <li>Ensure students know that a single letter may be used more than once for an individual word.</li> <li>Teach students to click the green button on the bottom of the screen to submit their word.</li> <li>Students may hear the word repeated by clicking the blue question mark.</li> </ul>

Subtest	Skills Assessed	Tips
Vocabulary	Picture/definition	<ul style="list-style-type: none"> <li>• Ensure students know that the directions can be repeated by clicking on the green question mark.</li> </ul>
Vocabulary	Synonyms	<ul style="list-style-type: none"> <li>• Ensure students know that the answer choices can be repeated by hovering over them with a mouse or clicking the speaker icon on a touch screen.</li> </ul>
Comprehension	Picture to sentence	<ul style="list-style-type: none"> <li>• Remind students that they must read and answer as quickly as they can</li> </ul>
Comprehension	Sentence completion	<ul style="list-style-type: none"> <li>• Teach students how to view the drop-down choices for the blanks.</li> </ul>
Text Fluency	Silent reading rate	<ul style="list-style-type: none"> <li>• Inform students that when they get an incorrect answer the system will put in the correct answer to help them understand what the story.</li> </ul>

## APPENDIX C: IDAHO READING INDICATOR ROLES CHART

Idaho has established roles and responsibilities districts should consider when setting up for successful IRI implementation. Each role and the corresponding responsibilities are outlined below.

**Table 8. IRI Roles and Responsibilities**

Role	Responsibilities
District Implementation Coordinator and/or Implementation Specialists	<p>The District Implementation Coordinator works to support individual schools to ensure successful administration of IRI. The district implementation coordinator is responsible for:</p> <p>Ensuring that all staff administering IRI during state testing windows are appropriately trained regarding the assessment administration policies and procedures.</p> <p>Reporting test security incidents to the state via the Test Security Incidents Log</p> <p>Providing general oversight for all administration activities in the district/schools</p> <p>Verifying test settings (i.e., Designated Supports and Accommodations) for students</p>
Teacher Training Coordinator	<p>This person is responsible for training teachers to use the data to inform instruction.</p>
Technology Coordinator	<p>Responsible for program deployment. Deployment includes authorizing access through the firewall, installation, confirming technology and network capability, and troubleshooting technical issues that arise during deployment. This person is usually the network engineer or another person in the district technology office. For the campus level, this may be an on-site technician or lab manager. District network knowledge is required.</p>
Data Coordinator	<p>Responsible for uploading student and teacher rosters. Someone familiar with the local student information system. This person may be a school or district level contact that is familiar with the local student information system.</p>

## APPENDIX D: TECHNOLOGY READINESS

Istation is available on PCs, Macs, iPads, Chromebooks, and Android devices. See below for further specifications.

### Network Administrators

Istation employs a proprietary communication protocol designed to minimize Internet bandwidth usage when run by multiple students simultaneously in a school. Internal firewalls and/or content filters must be configured to allow outbound access to our servers: IP address range: 174.143.0.184 – 174.143.0.191 (174.143.0.184/29) 184.106.6.73 – 184.106.6.75 (184.106.6.73/32, 184.106.6.74/31) TCP ports 12500 through 12509. Assesses 5 critical domains: phonemic awareness, alphabetic knowledge, fluency, vocabulary, and comprehension with appropriate subtests at each grade level.

### Chrome Requirements

Istation requires Chrome version 39+ on ARM and Intel 32/64 CPUs. When running on desktop machines, the CPU should be multi-core as well. Visit Google support for more information about downloading and installing Google Chrome and to review Google Chrome system requirements.

### Thin-Client

Several school districts are running Istation in a thin client environment. Our support team will work with you to find the best configuration for using Istation on your thin clients. Non-computing supports Istation using specialized installation instructions. Please contact Istation Support if you have questions about compatibility.

### Installation Information

To install Istation, you must be logged in with administrator rights. A simple installation is performed from our downloads. There are no CD-ROMs to install or school-based servers to maintain. Administration for schools is virtually non-existent. After installation, we can support any number of students simultaneously in Istation generally using the bandwidth of a single Web surfer. If the school's Internet connection is lost, Istation will continue to function normally and will synchronize with our servers when the Internet connection is restored. Since Istation is delivered through the Internet, we transparently provide enhancements without a service call at no additional cost.

### E-mail Access

If your district uses an e-mail filtering software or program, please whitelist theIstation.com domain to allow inbound access via e-mail. This is our main method of communication with campus teachers and administrators.

### Local Firewall Information

When a software firewall is active on a computer, the firewall must be configured to allow Istation to accept connections from the local network. On Windows, this configuration occurs



automatically during installation. For information specific to your OS, please review the detailed installation instructions for Windows or for Mac. Additional information may also be obtained by calling Support Services at 1-866-883-7323 or 972-643-3440 (and pressing 2).

**Table 9. Technology Requirements**

Supported Operating Systems	Processor	Memory	Storage/Hard Disk	Sound Card	Internet Connection
Windows XP, Vista, 7, 8, 9, and 10	1.3 GHz	512 MB RAM	3 GB free space	with headphones	1.5 Mbps or greater
OS X 10.6-10.11, macOS 10.12	512 MB RAM	512 MB RAM	3 GB free space	with headphones	1.5 Mbps or greater
Android 4.4 or higher	1 GB RAM	1 GB RAM	3 GB free space	NA	1.5 Mbps or greater
iOS 6.0-10.0	IPAD 2+	NA	3 GB free space	NA	1.5 Mbps or greater
Chrome OS	ARM, X86 32 bit or X86 64 bit CPU	1 GB RAM	3 GB free space	NA	1.5 Mbps or greater

## Help

Contact [support@lstation.com](mailto:support@lstation.com) to request lstation support by e-mail or by calling 1-866-883-READ toll-free.

## APPENDIX E: SUGGESTED WORDING WHEN ADMINISTERING THE IRI

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Classroom or Lab- Prepare device, headphones, and login information.

1. Explain the assessment process and the setting. Encourage a positive attitude toward the test.

Say:

*Today we will be using the computer that will assess your skills in reading. It is important that you listen carefully, follow the instructions, and do your very best.*

2. Instruct students to work independently and to quietly raise their hands if they need assistance.

Say:

*This is a test, so keep your eyes on YOUR computer. Work as quickly as possible WITHOUT guessing. If you need help, raise your hand.*

3. Say:

*Let's get started. Put your headphones on and click on the ISIP square.*

4. Observe and monitor student performance to ensure the validity and reliability of test results. If students need assistance or must take a break, FIRST press the Pause key on the keyboard. This will interrupt the assessment currently being given without penalty to the student. The assessments are timed activities. Failure to pause will result in the assessment continuing to run while assistance is being provided. When the student is ready to return to the assessment, press the Pause key again. The assessment will automatically return to the same question where the student left off.

5. *Be aware of fatigue and other behavioral issues such as students' losing interest, students that are easily distracted, students exhibiting frustration, and students' not attempting to answer questions or not trying. All these behaviors often invalidate results. If any of these behaviors are noted, interrupt the student activity.*

## APPENDIX F: SUMMARY OF REPORTING OPTIONS IN ISTATION

Report Name	Description
Summary Report	The ISIP Summary Report shows the number and percentage of students in each instructional group for the current month.
Skill Growth	The Skill Growth Reports show each skill assessed and the progress made by the students through the current month as measured against performance goals.
Skill Growth by Tier	The Skill Growth by Tier Level Reports show each skill assessed and the progress made by the students through the current month as measured against performance goals within tier groups.
Tier Movement	The Tier Movement Report shows a comparison of the number and percentage of students who were categorized in each instructional group through the current month.
Distribution	The Distribution Report shows the number of students performing in ranges of ability.
Priority	The Priority Report alerts teachers of students needing additional support & provides lessons based on demonstrated weaknesses.
Student Summary	The Student Summary Handouts provide student performance data from the most recently completed ISIP assessment.
Assessment Completion	The Assessment Completion Report shows which students have completed the assessment for the reporting period.
Executive Summary	The Executive Summary Report provides a brief overview of the current ISIP assessment. This report is available only to manager accounts and provides information only for the school or district level.
Priority Summary	The Priority Summary Report, available to manager level users only, summarizes the use of the Priority Report by averaging how many days it has taken to acknowledge student alerts on the Priority Report.
Lexile Trend	The Lexile Trend Reports show students' Lexile score across time.
Rate of Improvement	The Rate of Improvement Report gauges students' improvement across the school year.
Classroom Summary	This report provides student performance data from the most recently completed ISIP assessment.

Report Name	Description
Comparison	The Comparison Report provides insight about assessment performance versus the average performance of the district and/or state peers
Standards	This report groups the standards that relate to each ISIP™ skill and provides actionable steps to help improve each skill.
Summary Report	The ISIP Summary Report shows the number and percentage of students in each instructional group for the current month.

## APPENDIX G: IRI ADMINISTRATION FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING

Students who are deaf or hard of hearing (DHH) are required to participate in the IRI.

This guidance regarding the administration of the Idaho Reading Indicator to students who are deaf or hard of hearing (DHH) was assembled through a workgroup made up of Idaho teachers and professionals working with students identified as DHH. This guidance provided by the Idaho State Department of Education should be used when assessing literacy for students identified as DHH who have a current Individualized Education Program (IEP), 504 Plan or for students who have suspected hearing loss and for whom eligibility for DHH services are pending.

### Definition for Deaf or Hard of Hearing

Deaf or Hard of Hearing means a child with a hearing loss, whether permanent or fluctuating, that impairs the access, comprehension, and/or use of linguistic information through hearing, with or without amplification, and that adversely affects a child's educational performance ([2018 Idaho Special Education Manual](#), p. 47).

### Functional Access

DHH students access auditory information in a variety of ways. Prior to administering the IRI to students who are DHH, teachers and proctors must ensure functional access for students using assistive technology, hearing equipment, interpreters, and/or other supports.

- Hearing equipment (cochlear implants, hearing aids, etc.) should be operational if used by the student. Staff should do a listening check (Ling Six Sound Test, for example) with the student with each ear isolated prior to testing functionality with the computer/tablet.

- Ensure access to trained interpreters for students with an identified need. When possible, the same interpreter should be used for each administration of IRI during a school year.
- Assistive technology such as FM systems (Frequency Modulation), DM systems (Digital Modulation), improve the sound going into the listener's ears. The use of these devices falls within the Hearing Assistive Technology Systems (HATS) systems and are specified as accommodations in the student's IEP or 504 Plan.
- It will be important to ensure all equipment has an adequate battery supply, cables/cords are secured, hearing equipment is compatible with the system, etc. prior to having the student begin testing. For device configurations see [Appendix D: Technology Readiness](#).

Many students with hearing loss are at risk for poor auditory memory and are subject to auditory fatigue. Listening may be an effortful task for them. Students who are DHH may be particularly vulnerable to the presence of background noise. It is important that these factors be taken into consideration when assessing students who are DHH.

### Additional Proctor Training

- Proctors should be familiar with the student, the test process/materials, the typical accessibility features used by the student, how to ensure accommodations are implemented, and the student's personal hearing technology and troubleshooting strategies.
- If an interpreter is necessary, the interpreter must be familiar with the test to ensure that the instructions AND test items are sufficiently interpreted without reducing the integrity of content. The interpreter should be present during modeling to ensure the testing process is understood.
- It is recommended to start the testing process early in the access window to ensure the student's knowledge is accurately assessed. Accessibility variables may include hearing technology (both ears considered separately), interpreter availability, device availability, appropriateness of location.
- If visual phonics is used as an accommodation the proctor should be trained.
  - Visual Phonics integrates hand shapes and written symbols to represent the sounds in our language. This multi-sensory system introduces letter-sound relationships, reinforces decoding rules, and encourages the self-correction of reading miscues. The program is flexible and designed to be implemented at many levels to meet student needs.

For additional information regarding state-wide training opportunities for Visual Phonics please contact Shannon Dunstan at [sdunstan@sde.idaho.gov](mailto:sdunstan@sde.idaho.gov).

### Administration of IRI to Students Who are DHH.

#### Overall Accessibility

Standardized administration of the IRI to students who are DHH will require the use of several general universal tools and designated supports as outlined in the [IRI Accessibility Features](#)

guidance. Table 10 outlines the features that should be accessed to ensure accessibility for students who are DHH. Table 10 is not an exhaustive list of all tools, support, and accommodations available for students who are DHH, but outlines practices required to ensure accessibility to the content. Confirm necessary tools, support, and accommodations are documented in a student’s IEP or 504 Plan prior to administering the IRI.

**Table 10. General Accessibility Features**

Amplification (may require individualized administration)	<ul style="list-style-type: none"> <li>Improved student access to subtests where sound discrimination is present</li> </ul>
Multiple test sessions (across multiple days)	<ul style="list-style-type: none"> <li>Reduces listening fatigue.</li> <li>Allows administration of assessment to occur at optimal time of day</li> </ul>
Separate Setting	<ul style="list-style-type: none"> <li>Noise Reduction</li> <li>Maintains noise Reduction throughout the testing experience. Permits use of computer speakers if that is the optimal way for the student to access sound.</li> </ul>
Web-based administration <a href="http://isip.istation.com">isip.istation.com</a>	<ul style="list-style-type: none"> <li>Decreased noise and auditory distractions during testing session.</li> <li>Technical support documents for the web-based administration are available on the <a href="#">SDE IRI webpage</a>, under Resource Files.</li> </ul>

*For additional information related to the tools and supports in Table 10, see pages 12-13 of this manual.*

#### **Additional Accommodations for Students who are DHH.**

Students who are DHH may require additional accommodations not included in the [general accessibility features](#). These additional accommodations are available to students who are DHH and must be documented in the student’s IEP or 504 Plan.

**Table 11. Accommodations for Students who are DHH.**

Accommodation	Availability	Description	Recommended Uses	Applicable Subtests
Time Turned Off*	Embedded	Time is turned off for the entire assessment, not by individual subtest.	Used to allow for the provision of accommodations to students who are DHH, BVI, or are identified with a SCI	All

Accommodation	Availability	Description	Recommended Uses	Applicable Subtests
American Sign Language (ASL) (Screen duplication also required) **	Non-embedded	Test content is translated into ASL by a human signer.	To ensure access for students who are DHH	Listening Comprehension, Phonemic Awareness, Alphabetic Decoding, Letter Knowledge, Spelling
Fingerspelling	Non-embedded	Test administrator finger spells letters for student to identify	Used when a sign has multiple meanings and a student cannot locate the correct response without the test administrator spelling the word	Letter Knowledge and spelling
Screen duplication/ screen casting (tech support required)	Non-embedded	Duplicating the assessment onto a second monitor	Used to facilitate provision of other accommodations	All
Visual Cue**	Non-embedded	Proctor provides a visual cue to the student (i.e. visual phonics, lip-speech reading, cued speech, etc.)	Used when assessing letter/sound discrimination to ensure access for students who are DHH.	Letter Knowledge, Alphabetic Decoding, Phonemic Awareness, Spelling

*\*When the timer is turned off, the score is no longer norm-referenced and cannot be compared to the performance of other students.*

*\*\*The Visual Cue accommodation may require the timer to be turned off.*

### Accessibility and Administration by Subtest

Table 12 outlines the specific accessibility practices proctors can use to administer subtests to students who are DHH. Each subtest is described in [Appendix A](#) of the general guidance document. In addition to utilizing the supports outlined in Table 12, ensure students have had appropriate time to practice and that modeling best practices has occurred. Modeling guidance is provided in [Appendix B](#) of the general guidance document.

**Table 12. DHH Accommodations by Subtest**

<b>Subtest</b>	<b>Accommodations</b>	<b>Additional Administration Considerations</b>
Listening Comprehension	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• The listening comprehension subtest will be sensitive to the sustained interpreting/storytelling ability of the interpreter to include all elements in a conceptually accurate manner.</li> </ul>
Phonemic Awareness	<ul style="list-style-type: none"> <li>• Visual Phonics</li> <li>• Fingerspelling</li> <li>• Lip reading</li> </ul>	<ul style="list-style-type: none"> <li>• Assess students in the way instruction is delivered</li> <li>• Interpreter provides signs for pictures</li> <li>• Interpreter provides visual phonics and lip reading for parts of words</li> <li>• Interpreter provides fingerspelling and lip reading for syllables in words</li> <li>• Interpreter provides fingerspelling and lip reading for compound words</li> <li>• Note that questions alternate between beginning sound, ending sound, and rhyming</li> </ul>
Letter Knowledge	<ul style="list-style-type: none"> <li>• Visual Phonics</li> <li>• Lip reading</li> <li>• Repetition 1x</li> </ul>	<ul style="list-style-type: none"> <li>• Assess students in the way instruction is delivered</li> </ul>
Alphabetic Decoding	<ul style="list-style-type: none"> <li>• Visual Phonics</li> <li>• Fingerspelling</li> </ul>	<ul style="list-style-type: none"> <li>• Assess students in the way instruction is delivered</li> </ul>
Spelling	<ul style="list-style-type: none"> <li>• Sign</li> <li>• Visual Phonics</li> <li>• Fingerspelling</li> </ul>	<ul style="list-style-type: none"> <li>• Only finger spell the word when there is no sign and student does not use visual phonics</li> <li>• Fingerspelling with appropriate prosody</li> <li>• Sign the sentence for meaning</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>• Sign the sentence and word choices presented</li> </ul>	<ul style="list-style-type: none"> <li>• When possible, the sign provided should not be the same as answer choice.</li> </ul>
Comprehension	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• Time extends to 6 minutes</li> </ul>
Text Fluency	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• Time extends to 6 minutes</li> </ul>



## APPENDIX H: ACCESSIBILITY PROCESS FOR STUDENTS IDENTIFIED AS DEAF/HARD OF HEARING

The purpose of Appendix H is to provide additional information regarding the process that the Idaho State Department of Education (ISDE) followed to compile guidance for administration of the IRI to students identified as deaf/hard of hearing. The DHH Workgroup was convened after year one of successful statewide implementation of IRI to ensure sufficient feedback and knowledge regarding administration of the assessment from the field.

The workgroup collaborated to answer four key questions related to subtest level administration of the IRI, as listed below.

1. What subtests are accessible to students identified as DHH?
2. What available supports could be put into place to ensure subtest level accessibility?
3. What guidance is needed to ensure a successful administration of each subtest with necessary accessibility supports in place?
4. How can the ISDE ensure a standardized administration of the IRI to all students, including students identified as DHH?

### Subtest Level Accessibility

The workgroup approached the IRI accessibility review process by analyzing administered subtests included in the IRI assessment. The review process identified accessibility issues and possible solutions related to each skill within each of the seven subtests. Table 13 below captures analysis of IRI subtests that was completed by the workgroup during the brainstorming process.

**Table 13. Analysis of IRI Subtests**

Subtest	Skill	Issue	Proposed Solution
Listening Comprehension	Sentence to Picture	No issues	Sound accessibility check
Listening Comprehension	Sentence to Story Completion	Too long. Integrity of interpretation could impact score	Paper copy of text, slowed reading pace
Phonological Awareness	Rhyme	Requires multiple proctors	Visual phonics, sign finger spelling, mouth shape
Phonological Awareness	Phoneme Blending	Is the subtest appropriate for profoundly deaf students?	Criteria for participation.
Letter Knowledge	Letter Recognition	No Issues	Accessible as is
Letter Knowledge	Letter Sound	No Issues	Accessible as is

Alphabetic Decoding	Non-Sense Word	Item Dependent based on available sign for given words.	Specific proctor guidance
Spelling	Spelling	Need guidelines to ensure fluent finger spelling	Proctor guidance
Reading Comprehension	Picture to Sentence	No issues	Accessible as is
Reading Comprehension	Sentence Completion	No issues	Accessible as is
Vocabulary	Picture Definition	No issues	Accessible as is
Vocabulary	Synonyms	Sometimes the sign matches the word Selection of word choices needs to be controlled	Proctor guidance
Text Fluency	Grade Level Passages	No issues	Accessible as is

The Deaf/Hard of Hearing workgroup was comprised of educators and community organizations from across Idaho who contributed their time and expertise to ensure IRI was accessible to all students in Idaho.

Paula Mason: Idaho Educational Services for the Deaf and Blind

Joy Kane: Idaho Educational Services for the Deaf and Blind

Brittany Haines: Teacher-West Ada School District

Elena Stamm: Audiologist-Boise School District

Gabriela Holzman: Teacher-Moscow School District

Pamela Holley: Teacher-Boise School District

Steven Snow: Idaho Council for the Deaf and Hard of Hearing

Alayna Knop: Idaho State Department of Education

Karren Streagle: Idaho State Department of Education

## APPENDIX I: IRI ADMINISTRATION FOR STUDENTS WITH VISUAL IMPAIRMENT INCLUDING BLINDNESS

Students identified with a visual impairment including blindness (VIB) are required to participate in the IRI.

This guidance regarding the administration of the IRI to students identified with a visual impairment including blindness (VIB) was assembled by a stakeholder workgroup made up of teachers of the visually impaired (TVI) from across Idaho and representatives from the Idaho Educational Services for the Deaf and the Blind (IESDB). The group considered the limitations of the IRI for students with VIB, the early literacy progressions measured by the IRI, and the instructional implications for early literacy data-based decision making. This guidance provided by the Idaho State Department of Education should be used in conjunction with the *Functional Vision/Learning- Media Assessment* administered to students identified with VIB.

### Definition of Visual Impairment

Visual impairment refers to an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness. Partial sight refers to the ability to use vision as one channel of learning if educational materials are adapted. Blindness refers to the prohibition of vision as a channel of learning, regardless of the adaptation of materials ([Idaho Special Education Manual](#)).

### Guidance Implications

The guidance provided in Appendix I is specific to students with VIB and includes specific sections for students identified as print learners or Braille learners, as indicated by the *Functional Vision/Learning- Media Assessment*. Print learners can access the IRI assessment with accommodations as outlined in the [Guidance for Print Learners section](#). Braille learners can be assessed using an alternative early literacy assessment, as detailed in the [Guidance for Braille Learners section](#).

For questions regarding the use of the *Functional Vision/Learning-Media Assessment* contact your district TVI or IESDB consulting teacher for the visually impaired.

### Assessing Print Learners

#### Overall Accessibility

Standardized administration of the IRI to print learners will require the use of the tools, supports, and accommodations outlined in Table 14. General Accessibility Features for Print Learners. Table 14 is not an exhaustive list of all tools, supports, and accommodations available to print learners, but outlines practices required to ensure print learners can access the IRI. Proctors should ensure these general accessibility features are in place and documented in a student's IEPs prior to administering the IRI. For additional information about these and other tools, supports, and accommodations available for the IRI refer to the [IRI Accessibility Features section](#) in this Test Administration Manual (TAM). Table 15 outlines additional accommodations available to students with VIB not included in the [general accessibility features for print](#)

[learners](#). These additional accommodations are available to students with VIB and must be documented in the student’s IEP or 504 Plan.

**Table 14. General Accessibility Features for Print Learners**

Accessibility Feature	Purpose for Use
Multiple test sessions	<ul style="list-style-type: none"> <li>Reduces visual fatigue.</li> </ul>
Web-based administration <a href="http://isip.istation.com">isip.istation.com</a>	<ul style="list-style-type: none"> <li>Reduces visual clutter for students.</li> <li>Technical support documents for the web-based administration are available on the <a href="#">SDE IRI webpage</a>, under Resource Files.</li> </ul>

**Table 15. Additional Accommodations for Print Learners**

Accommodation	Availability	Description	Recommended Uses	Applicable Subtests
Time Turned Off*	Embedded	Time is turned off for the entire assessment, not by individual subtest.	Used to allow for the provision of accommodations to students who are DHH or BVI	All
Zoom	Embedded	Zoom functions in the web-based version on iPads and Chromebooks.  Chrome browser has a zoom option within the web-based platform for a laptop computer without a touch screen.	Provides students the opportunity to see details as necessary for selecting an answer choice	All

*\*When the timer is off, the score is no longer norm-referenced and cannot be compared to the performance of other students.*

### Additional Proctor Training

Proctors administering the IRI must be familiar with this manual and be trained prior to administration of the assessment. Additional training is needed for proctors administering the IRI to print learners. Proctors will need instruct students in systematic scanning and pinch to zoom techniques so that they can access all subtests within the assessment.

## Scanning and Pinch to Zoom Techniques

- **Horizontal Scanning:** Start in the upper left corner. Move across the top, then backtrack and move down. Repeat to the bottom right corner.



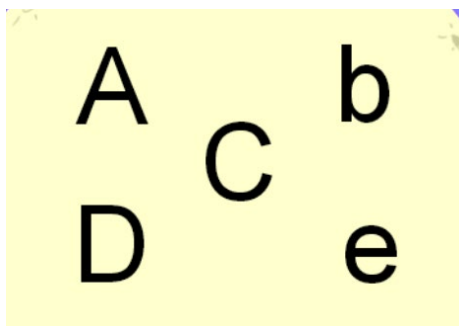
- **Box Pattern Scanning – Type 1:** Always scan the boxes in the same direction; starting at the top left, moving to the right, dropping down to the bottom right and, lastly, moving to the left (moving clockwise)



- **Box Pattern Scanning – Type 2:** Always scan the boxes in the same direction; starting at the top left, moving to the right, dropping down to the bottom right and, lastly, moving to the left (moving clockwise)



- **Random Pattern Scanning:** Use finger as a guide to scan from left to right, then backtrack. Drop down and repeat the process.



- **Pinch to Zoom:** Pre-teach student to pinch and zoom on a touch screen and to zoom without clicking or tapping. Note that different screen resolutions will pixelate differently when zooming. A Chromebook will have the best resolution when using pinch zoom.

For additional support with scanning techniques, proctors can contact their local TVI.

### Administration by Subtest

[Table 16. Scanning Techniques by Subtest](#) outlines the specific techniques students will utilize to access each subtest within IRI. Proctors should become familiar with each subtest to ensure accessibility of the IRI for print learners. Each subtest is described in [Appendix A](#) of this TAM. In addition to teaching students each scanning technique outlined in Table 16, ensure students have had appropriate time to practice and that modeling best practices has occurred.

**Table 16. Scanning Techniques by Subtest**

Subtest	Techniques	Additional Modeling Considerations
Listening Comprehension	Horizontal scanning	<ul style="list-style-type: none"> <li>• none</li> </ul>
Phonemic Awareness	Box pattern scanning types 1 & 2	<ul style="list-style-type: none"> <li>• Teach student to zoom and not select the picture at the same time, i.e. stretch and then select. Answer is selected when student hears the “ding.”</li> </ul>
Letter Knowledge	Random pattern scanning	<ul style="list-style-type: none"> <li>• none</li> </ul>
Alphabetic Decoding	Box pattern scanning type 1	<ul style="list-style-type: none"> <li>• none</li> </ul>
Spelling	Horizontal scanning	<ul style="list-style-type: none"> <li>• Let students know the red light indicates start of spelling activity.</li> <li>• Letters can be chosen when screen is zoomed.</li> </ul>
Vocabulary	No scanning required	<ul style="list-style-type: none"> <li>• none</li> </ul>
Comprehension	No scanning required	<ul style="list-style-type: none"> <li>• Teach students to use non-embedded masking.</li> </ul>

Subtest	Techniques	Additional Modeling Considerations
		<ul style="list-style-type: none"> <li>Coordinate zooming with dropdown answer choices in sentence completion and maze paragraph.</li> </ul>
Text Fluency	No scanning required	<ul style="list-style-type: none"> <li>Teach students to use non-embedded masking.</li> <li>Time is not unlimited in this subtest.</li> </ul>

## Assessing Braille Learners

Students identified as Braille learners through the *Functional Vision/Learning- Media Assessments* can be assessed using an alternative early literacy assessment to ensure accessibility. Early literacy assessment data has instructional implications and should be used to support teachers to plan and deliver lessons matched to the student’s learning modality, i.e. Braille or print learner. Braille learners can be assessed using \**Acadience™ Reading* presented in Braille as an alternative to the current Idaho Reading Indicator (IRI). The Idaho Department of Education Blind/Visually Impaired IRI work group extensively reviewed the subtests associated with IRI and Acadience Reading to ensure adequate assessment of early literacy skills for Braille Learners. The subtest level comparison can be found in [Table 17](#) below.

\* *Acadience Reading is a registered trademark of Dynamic Measurement Group*

## Acadience™ Reading

The [Acadience Reading Assessment Manual](#) provides an introduction; guidelines; interpretation information; implementation practices; and subtest specific overviews, directions, and scoring. Educators should read and understand the manual prior to administration of Acadience Reading.

## Assessment Materials

Acadience Reading materials for teachers and students are available for kindergarten through grade 6 at no cost and can be downloaded from the [Acadience Learning Acadience Reading Downloads webpage](#). Prior to downloading materials, educators must consent to the use agreement and provide their educational email address. Separate downloads are required for teacher and student materials. Acadience Reading offers materials for both benchmark (assessing three times per year) and progress monitoring (more frequent assessment) for download.

## Requesting Braille Materials

Districts can request Braille copies of Acadience Reading fall and spring assessment materials directly from the Idaho Department of Education Assessment Department using the [online ISDE order form](#). Materials will be shipped directly to schools with directions for returning used materials to ISDE after the close of the assessment window. For additional information about ordering Braille materials contact [kproctor@sde.idaho.gov](mailto:kproctor@sde.idaho.gov).

## Assessment Comparison

Both the IRI and *Acadience Reading* assess students across the five domains of reading (Phonemic Awareness, Phonics, Vocabulary, Comprehension, Fluency) and produce data meant to guide instruction and support teacher instructional decision-making. Table 17:

Istation/Acadience Reading Subtest Comparison outlines the subtests and skills assessed within each reading domain and identifies the grade levels at which subtests are administered on the Istation and Acadience Reading assessments.

**Table 17. Istation/Acadience Subtest Comparison**

Reading Domain	Istation Subtests	Acadience Reading Subtests	Grade Level
Phonemic Awareness	<ul style="list-style-type: none"><li>Phonemic Awareness: beginning, ending, and rhyming sound identification and phonemic blending</li></ul>	<ul style="list-style-type: none"><li>First Sound Fluency: identification of initial sounds in words orally produced</li><li>Phonemic Segmentation Fluency (PSF) – both word frequency and the number of phonemes in a word</li></ul>	K – 1
Phonics	<ul style="list-style-type: none"><li>Letter Knowledge: sound recognition</li><li>Letter Knowledge: letter recognition</li><li>Alphabetic Decoding: nonsense word identification</li><li>Spelling: orthographic representations of words</li></ul>	<ul style="list-style-type: none"><li>Letter Naming Fluency: accounts for how frequently letters appear in both upper- and lower-case forms (not a part of score)</li><li>Nonsense Word Fluency: sounds read correctly, whole words read correctly</li><li>Nonsense Word Fluency: whole words read correctly</li><li>Oral Reading Fluency: accuracy of words read</li></ul>	K – 3
Vocabulary	<ul style="list-style-type: none"><li>Vocabulary: picture items and synonyms</li></ul>	<ul style="list-style-type: none"><li>Word Use Fluency</li></ul>	K – 3
Comprehension	<ul style="list-style-type: none"><li>Reading Comprehension: matching sentences to pictures and sentence completion</li></ul>	<ul style="list-style-type: none"><li>Oral Reading Fluency (DAZE): correct words per minute (retell total/quality of response)</li></ul>	1 – 3
Fluency	<ul style="list-style-type: none"><li>Text Fluency: (not a part of overall score)</li></ul>	<ul style="list-style-type: none"><li>Oral Reading Fluency: correct words read per minute</li></ul>	1 – 3



## APPENDIX J: ACCESSIBILITY PROCESS FOR VISUAL IMPAIRMENT INCLUDING BLINDNESS

The purpose of Appendix J is to provide additional information regarding the process that the Idaho State Department of Education (ISDE) followed to compile guidance for administration of the IRI to students identified with a visual impairment including blindness (VIB). The Blind/Visual Impairment Workgroup was convened after year one of successful statewide implementation of IRI to ensure sufficient feedback and knowledge regarding administration of the assessment from the field.

The workgroup collaborated to answer four key questions related to subtest level administration of the IRI, as listed below.

5. What subtests are accessible to students with VIB?
6. What available supports could be put into place to ensure subtest level accessibility?
7. What guidance is needed to ensure a successful administration of each subtest with necessary accessibility supports in place?
8. How can the ISDE ensure a standardized administration of the IRI to all students, including students identified with VIB?

### Subtest Level Accessibility

Because the needs of print and Braille learners are very different, the workgroup approached the IRI accessibility review process for each of these types of learners. The review process identified accessibility issues and possible solutions for print and Braille learners, as outlined in Tables 18 and 19 below.

**Table 18. Subtest Accessibility for Print Learners**

Subtest	Issue	Proposed Solution
Listening Comprehension	Visual clutter in choices; background visual clutter; choices are too similar	Web-based platform to reduce visual clutter
Phonological Awareness	Minor background clutter	Web-based; teach to pinch and zoom
Letter Knowledge (Identification & Sound)	Good contrast; placement in circle	Pictures need to be inline; scanning skills
Alphabetic Decoding	Background distraction; font mismatch (typed “a” vs. print “ɑ”)	Web-based iPad zoom
Spelling	Scanning letter choices	Time allowance
Reading Comprehension: Sentence to Picture	Visual clutter choices; details not distinct enough; text needs to be bigger	Proctor training for pinch to zoom

Subtest	Issue	Proposed Solution
Reading Comprehension: Sentence Completion	Text too small, answer choices not enlarged	Zoom on iPad; alternate assessment; large print paper version
Vocabulary: Picture	level of detail in pictures is not discernable	Proctor training for pinch to zoom
Vocabulary: Synonyms	Accessible as is	Accessible as is
Text Fluency	Minor background clutter	large print version; timer be turned off to allow zooming

**Table 19. Subtest Accessibility for Braille Learners**

Subtest	Issue	Possible Solution
Listening Comprehension	Not accessible	Different assessment with similar subtests (LC, RC, TF, WR, ORF, Sight words)
Phonological Awareness	Details in pictures is not easily discernable	Proctor training, data collection of accessibility % of questions
Letter Knowledge (Identification & Sound)	Not accessible	Paper braille assessment
Alphabetic Decoding	Not accessible	Zoom features, Braille letters available
Spelling	Sight only letters, no Braille	Explicit proctor directions to interface with ISIP
Reading Comprehension: Sentence to Picture	Not accessible; not enough distinguishable detail in ISIP pictures	situational sentences; not necessary for braille learner to identify picture
Reading Comprehension: Sentence Completion	Not accessible	Replacement assessment
Vocabulary: Picture	Not accessible; not enough distinguishable detail in ISIP pictures	Replacement assessment
Vocabulary: Synonyms	Accessibility auditorily but mode for learning is not provided	Replacement assessment
Text Fluency	Not accessible	printed text in braille

The Visual Impairment including Blindness workgroup was comprised of educators from across Idaho who contributed their time and expertise to ensure IRI was accessible to all students in Idaho. Workgroup members are listed below.

- Jeanne Marie-Kopecky: Idaho Educational Services for the Deaf and Blind
- Susan McCoy: Idaho Educational Services for the Deaf and Blind
- Jill Andrus: Teacher- Idaho Educational Services for the Deaf and Blind
- Judi Lethlean: TVI- Idaho Educational Services for the Deaf and Blind
- Megan Carr: TVI- Post Falls School District
- Jamie Ashmead: TVI- Idaho Educational Services for the Deaf and Blind
- Alayna Knop: Idaho State Department of Education
- Karren Streagle: Idaho State Department of Education

## APPENDIX K: IRI ADMINISTRATION FOR STUDENTS WITH SIGNIFICANT COGNITIVE IMPAIRMENT

Students with significant cognitive impairment (SCI) are required to participate in the IRI.

### Definition of Significant Cognitive Impairment

A designation given to a small number of students with disabilities for the purposes of their participation in [alternate assessments]. Having a significant cognitive impairment is not solely determined by an IQ test score, nor based on a specific disability category, but rather a complete understanding of the complex needs of a student. Students with significant cognitive impairments have a disability or multiple disabilities that significantly impact their adaptive skills and intellectual functioning. These students have adaptive skills well below average in two or more skill areas and intellectual functioning well below average (typically associated with an IQ below 55). (2018 Idaho Special Education Manual, p. 47).

### Options for IRI Participation

By definition, alternate assessments are based on alternate achievement standards. Idaho does not have an alternate IRI assessment because there are no alternate early literacy standards. The early literacy skills assessed on the IRI are the same for all students, including students with SCI. No alternate literacy standards; no alternate assessment. The IEP team **MAY NOT EXEMPT** any student with a disability, including a student with SCI, from participating in a statewide assessment, including the IRI. Therefore, a student's IEP team **DETERMINES HOW** a student with SCI will participate in the IRI. Students with SCI may participate in the IRI in one of three ways, as determined by the IEP team. These three options are described below.

1. **The student with SCI may take the current IRI** using accessibility features and accommodations.
2. **The student with SCI may take an alternative early literacy assessment**, which assesses typical early literacy skills. The IEP team may choose any commercial early literacy assessment that meets the individualized needs of the student. *Core Phonics* and *Acadience Reading* are two examples of alternative early literacy assessments that an IEP team may choose.
3. **The student with SCI may take a teacher made early literacy assessment.** This option allows the teacher to develop an early literacy assessment that meets the individualized needs of the student.

When a student with SCI participates in the IRI using option 2 or 3, as outlined above, the student's scores and/or performance are not reported to the Idaho State Department. However, the **results of the alternative or teacher made early literacy assessments should be used to develop meaningful early literacy IEP goals for the student.**

## Administration of the IRI to Students with SCI

### Overall Accessibility

Standardized administration of the current IRI to students with SCI will require the use of several general universal tools, designated supports, and accommodations as outlined in the [IRI Accessibility Features](#) section of this manual. Table 20 outlines the general accessibility features that may be appropriate for students with SCI. Table 20 is not an exhaustive list of all tools, supports, and accommodations available for students with SCI, but outlines practices that may be especially beneficial to students with SCI to ensure accessibility to the test content. Teachers should confirm that all necessary tools, supports, and accommodations are documented in a student's IEP prior to administering the IRI.

**Table 20. General Accessibility Features for Students with SCI**

Accessibility Feature	Description
Student Modeling (note: spelling is labeled as word analysis in the modeling app)	<ul style="list-style-type: none"><li>Provides students and teachers and opportunity to practice using IRI accessibility features to ensure that the current IRI is an appropriate option for IRI participation</li></ul>
Magnification (may require individualized administration)	<ul style="list-style-type: none"><li>IRI may be projected on a screen, smart board, Promethean Board, etc.</li><li>Allows students with vision impairments and/or motor skills deficits to view and respond to test items on a large screen</li></ul>
Multiple test sessions (across multiple days)	<ul style="list-style-type: none"><li>Reduces listening fatigue</li><li>Allows administration of assessment to occur at optimal time of day</li></ul>
Pause (note: the screen goes black when pause is used)	<ul style="list-style-type: none"><li>The pause feature lasts for 20 minutes</li><li>Allows the student to take a break during a subtest</li></ul>
Scribe	<ul style="list-style-type: none"><li>Allows teacher or test administrator to click response options for the student during the test</li><li>An option for students with motor skills deficits</li></ul>
Separate Setting	<ul style="list-style-type: none"><li>Reduces distractions</li></ul>
Touch screen overlay	<ul style="list-style-type: none"><li>Allows student to touch response options on the computer screen</li><li>An option for students with motor skills deficits</li></ul>
Web-based administration <a href="http://isip.istation.com">isip.istation.com</a>	<ul style="list-style-type: none"><li>Decreases noise and auditory distractions during testing session</li></ul>

Accessibility Feature	Description
	<ul style="list-style-type: none"> <li>Technical support documents for the web-based administration are available on the <a href="#">SDE IRI webpage</a>, under Resource Files</li> </ul>

### Additional Accommodation for Students with SCI

Students with SCI may require an additional accommodation not included in [Table 20. General Accessibility Features for Students with SCI](#). The additional accommodation as described in Table 21, is available to students with SCI and must be documented in the student's IEP.

**Table 21. Accommodation for Students with SCI**

Accommodation	Availability	Description	Recommended Uses	Applicable Subtests
Time Turned Off*	Embedded	Time is turned off for the entire assessment, not by individual subtest.	Used to allow for the provision of accommodations to students who are DHH, BVI, or are identified with a SCI	All

*\*When the timer is turned off, the score is no longer norm-referenced and cannot be compared to the performance of other students. However, turning off the timer allows comparison of the student's performance over time.*

### Additional Information and Support for Students with SCI

If you need additional information and/or support regarding how students with SCI can participate in the IRI in a meaningful way, please contact Karren Streagle, Alternate Assessment/Low Incidence Disabilities/Medicaid Coordinator.

#### Content Information for Karren Streagle

Email [Karren Streagle](mailto:kstreagle@sde.idaho.gov) (kstreagle@sde.idaho.gov)

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