

Dear Parents or Guardians,

The Idaho Reading Initiative, enacted by the Idaho Legislature, was designed to ensure that all children in the State of Idaho will master the skill they need to become successful readers. It is our goal at the State Department of Education to work with you, your child's teacher school and administrators to promote his/her reading success!

Your child's teacher and school are the best resources for information relating to your child's academic success.

What is the IRI?

The IRI is a screening assessment given to Idaho students in grades kindergarten through 3rd grade, at least twice a year, fall and spring.

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

What does it mean?

The IRI is a screening tool used to identify students' basic reading skills. It provides an early warning as it identifies students who may be "at risk" for reading difficulty.

Idaho Statute

Idaho Statute 33-1615 requires all public school students in K-3 to have their reading skills assessed. The purposes of this assessment is to identify students who may be at risk for reading difficulties. The kindergarten assessment includes reading readiness and phonological awareness. Grades 1, 2, and 3 tests for fluency, comprehension, and accuracy of the student's reading.

Definitions

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

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

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

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

For more information you can contact
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Idaho Reading Indicator (IRI) Family Brochure



"Today a reader, tomorrow a leader."

~ Margaret Fuller



Idaho State Department of Education

Family Support Activities



- * Encourage letter recognition at every opportunity; During stories or while driving.
- * Work with your child to break words into individual sounds (/c/.../a/... /t/).
- * Encourage your child to write letters and words and read what he/she has written.
- * Play with words - Rhyming games, singing songs, and orally breaking words into syllables.
- * Read and have conversations about books with your child daily for at least 20 minutes. Have your child read to you once he/she has become an independent reader.
- * Practice retelling stories with your child. Makeup stories to develop your child's vocabulary, creativity, comprehension, and language development.
- * Have a variety of books available for your child or visit your local library.
- * Model good reading habits.

Yearly Subtests

Kindergarten

FALL:

Letter Naming Fluency (LNF)

Naming the correct case letter

Letter Sound Fluency (LSF)

Sounding out the correct letter

LNF Skill Level (Goal) = 11

(LSF assessed as a baseline measure)

SPRING:

Letter Sound Fluency (LSF)

Sounding out the correct letter

Letter Naming Fluency (LNF)

Naming the correct case letter

LSF Skill Level (Goal) = 30

(LNF assessed as a baseline measure)

2nd & 3rd Grade

FALL & SPRING:

Reading Curriculum Based Measure (RCBM)

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

2nd Grade:

Fall RCBM Skill Level (Goal) = 54

Spring RCBM Skill Level (Goal) = 92

3rd Grade:

Fall RCBM Skill Level (Goal) = 77

Spring RCBM Skill Level (Goal) = 110

1st Grade

FALL:

Letter Sound Fluency (LSF)

Sounding out the correct letter

Reading Curriculum Based Measure (RCBM)

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

LSF Skill Level (Goal) = 31

(LSF assessed as a baseline measure)

SPRING:

Reading Curriculum Based Measure (RCBM)

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

Letter Sound Fluency (LSF)

Sounding out the correct letter

RCBM Skill Level (Goal) = 53

(LSF assessed as a baseline measure)

