

Suggested Parental 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.
- ◆ Playing 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. Make up 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.



IDAHO STATUTE

Idaho Statutes 33-1614 requires K-3 students in Idaho to be assessed as they develop critical reading skills. The purpose of the assessment, the Idaho Reading Indicator (IRI), is to indicate which children are most likely to be at-risk of failure with skills that are prerequisite for being successful readers throughout life. As is written in the statute, "the state K-3 assessment test results shall be reviewed by school personnel for the purpose of providing necessary interventions to sustain or improve the students' reading skills."

For questions or assistance regarding the IRI, please visit:

https://www.sde.idaho.gov/site/assessment/reading_indicator/index.htm

or contact:

Stephanie Lee
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**HOLY ROSARY
CATHOLIC SCHOOL**

IDAHO READING INDICATOR (IRI)

PARENT INFORMATION



YEARLY SUBTESTS

Dear Families:

The Idaho Reading Initiative, enacted by the Idaho Legislature, was designed to ensure that all children in the state of Idaho master the skills they need to become successful readers. It is our goal at Holy Rosary to work with your and your child's teacher to promote his/her reading success.

Holy Rosary School and your child's teacher are the best resources for information relating to your child's academic success.

IDAHO READING INDICATOR

What is it?

The IRI is a screening assessment given to Idaho students in grades K-3, at least twice a year (fall and spring). At Holy Rosary we also screen in the winter. Pre-Kindergarten students are also screened in the fall, winter, and spring.

What does it mean?

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

Scoring

Benchmark or a 3: reading skills at or above grade level

Strategic or a 2: reading skills near grade level

Intensive or a 1: reading skills below grade level.

Pre-Kindergarten

FALL IRI SCORE BASED ON:

- recognizing own name
- reciting letters of the alphabet
- identifying common objects
- matching visual symbols
- auditory discrimination of words

WINTER IRI SCORE BASED ON:

- identifying own name
- identifying letters of own name
- print concepts
- repeating words

SPRING IRI SCORE BASED ON:

- writing name
- detecting rhyme
- detecting syllables
- identifying uppercase letters

Kindergarten

FALL IRI SCORE BASED ON:

Letter Naming Fluency (LNF)-naming the correct letter

Letter Sound Fluency (LSF)-giving the correct letter sound

LNF Skill Level (Goal)=11

(LSF assessed as a baseline measure)

WINTER IRI SCORE BASED ON:

Letter Naming Fluency (LNF)-naming the correct letter

Letter Sound Fluency (LSF)-giving the correct letter sound

Highest and strongest score will determine skill level.

LNF Skill Level (Goal)=33

LSF Skill Level (Goal)=17

SPRING IRI SCORE BASED ON:

Letter Sound Fluency (LSF)- giving the correct letter sound

Letter Naming Fluency (LNF)-naming the correct letter

LSF skill Level (Goal)=30

(LNF assessed as a baseline measure)

First Grade

FALL IRI SCORE BASED ON:

Letter Sound Fluency (LSF)-giving the correct letter sound

Reading Curriculum-Based Measures (RCBM)-Students read three similar passages, which are the same passages for each assessment. The median (middle) score (words read correctly in one minute) from the three passages is the score that is recorded.

LSF Skill Level (Goal)=31

(RCBM assessed as a baseline measure)

WINTER IRI SCORE BASED ON:

Letter Sound Fluency (LSF)-giving the correct letter sound

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

Highest and strongest score will determine skill level.

LNF Skill Level (Goal)=63

RCBM Skill Level (Goal)23

SPRING IRI SCORE BASED ON:

Reading Curriculum-Based Measure (RCBM)- is the indicator used to determine the spring score

Letter Sound Fluency (LSF)-is also given in the spring as another measurement of student growth

RCBM Skill Level (Goal)=53

Second Grade

FALL, WINTER, AND SPRING IRI SCORE BASED ON:

Reading Curriculum Based Measures (RCBM)-Students read three similar passages, which are the same passages for each assessment. The median (middle) score (words read correctly in one minute) from the three passages is the score that is recorded.

Fall RCBM Skill Level (Goal)=54

Winter RCBM Skill Level (Goal)=77

Spring RCBM Skill Level (Goal)=92

Third Grade

FALL, WINTER, AND SPRING IRI SCORE BASED ON:

Reading Curriculum Based Measures (RCBM)-Students read three similar passages, which are the same passages for each assessment. The median (middle) score (words read correctly in one minute) from the three passages is the score that is recorded.

Fall RCBM Skill Level (Goal)=77

Winter RCBM Skill Level (Goal)=96

Spring RCBM Skill Level (Goal)=110