Indiana Department of Education

IREAD-3 Item Specifications
Beginning 2023-2024 School Year

Item specifications serve as a foundational resource, along with test blueprints, in the assessment development process. Item specifications provide details about how content and skills will be measured on the assessment. Indiana educators and other content experts supported the creation of these specifications. Each item specification contains the elements listed and defined below.

Reporting Category: Groups of similar standards combined together for reporting purposes. IREAD-3 has three reporting categories: *Reading: Foundations, Reading: Nonfiction, and Reading: Literature.*

Standard: Each Indiana Academic Standard measured on the IREAD-3 assessment is listed.

Evidence Statement(s): Statements that describe the knowledge and skills an assessment item will elicit from students.

Content Limit(s)/ Constraint(s): Boundaries or limits of assessment items for that standard. These boundaries apply directly to the measurement of skill on the assessment, not to boundaries on classroom instruction.

Depth of Knowledge: Norman Webb's Depth of Knowledge categorizes items by the complexity of thinking required. Descriptions of each level are: (1) recall and reproduction, (2) skills and concepts, (3) strategic thinking, and (4) extended thinking.

Item Types: Only two item types appear on IREAD-3: multiple choice and muti-part multiple choice.

Sample Item Stem(s): Examples of item stems (questions or directions) that satisfy the requirements of the specification.

Sample Item(s): Full example items that satisfy the requirements of the specification. The correct answer for each sample item is marked in **bold** text.

Reporting Category	Reading: Foundations
Standard	**1.RF.3** Identify and produce beginning, middle (medial), and final sounds in single-syllable words.
Evidence Statements	Students identify the same beginning, middle or ending sound as that in a given word.
Content Limits/Constraints	Beginning, middle, or ending sound in the given word and the options should be distinguishable to allow students to select the same sounds. Students are given only three options.
Depth of Knowledge	1
Item Type	Multiple Choice
Sample Item Stems	Find the word that has the same ending sound as …
Sample Item	[Read aloud, not provided as text] Find the word that has the same ending sound as "hard" . . . "hard." ○ **bird** ○ help ○ skate

Reporting Category	Reading: Foundations
Standard	**2.RF.2** Apply knowledge of short and long vowels (including vowel teams) when reading regularly-spelled, one-syllable words.
Evidence Statements	Students identify the same vowel sound as that in a given word.
Content Limits/Constraints	Use words with regular vowel teams. Use one-syllable words.
Depth of Knowledge	1
Item Type	Multiple Choice
Sample Item Stems	Find the word that has the same vowel sound as the underlined word.
Sample Item	Find the word that has the same vowel sound as the underlined word. left ○ feel ○ **belt** ○ hold ○ had

Reporting Category	Reading: Foundations
Standard	**3.RC.11** Apply context clues and text features to determine the meanings of unknown words.
Evidence Statements	Students use context clues to choose words that complete a text.
Content Limits/Constraints	Provide a grade-appropriate context that clearly supports the correct answer.
Depth of Knowledge	2
Item Type	Multi-Part Multiple Choice or Multiple Choice
Sample Item Stems	Read these sentences. Then choose the word that correctly completes both sentences.
Sample Item	For each of the blanks, there is a list of words. Choose the word from each list that best completes the meaning of the story. Close the front _____ so the warm air stays inside the house. ○ box ○ case ○ **door** ○ lid You may want to put on an extra _____ if you are still cold. ○ cane ○ ring ○ shoe ○ **sweater**

Reporting Category	Reading: Foundations
Standard	**3.RC.12** Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words.
Evidence Statements	Students use context clues to choose words that complete a text. Students can use their knowledge of a given word to choose a word with almost the same meaning.
Content Limits/Constraints	Provide a grave-appropriate context that clearly supports the correct answer.
Depth of Knowledge	2
Item Type	Multi-Part Multiple Choice or Multiple Choice
Sample Item Stems	Read these sentences. Then choose the word that correctly completes both sentences.
Sample Item	Read these sentences. Then choose the word that correctly completes both sentences. The _____ is coming down the track. You can _____ your dog to catch a ball. ◦ car ◦ teach ◦ **train** ◦ horse

Reporting Category	Reading: Nonfiction **or** Reading: Literature
Standard	**3.RC.1*** Ask and answer questions to demonstrate comprehension of a text.
Evidence Statements	Students demonstrate understanding of text by referring explicitly to details in a passage as their basis for the answer to a content question.
Content Limits/Constraints	Ask about a specific detail in the text. Include functional pieces (e.g., tables, charts) as appropriate. Students might be asked where the answer to a question is found (e.g.,, under which heading).
Depth of Knowledge	2
Item Type	Multiple Choice
Sample Item Stems	Which fact about _____ BEST shows why? Why does _____? What decision does a character make? Which sentence from the passage BEST shows _____?
Sample Item	Why did people in China begin using chopsticks? ○ Chopsticks took little practice. ○ Chopsticks were brought by sailors. ○ **Chopsticks picked up food out of a pot.** ○ Chopsticks were traded for other goods. Which of these sentences from the passage **best** tells where snow fleas search for food? ○ "Lift your hand up, and snow fleas jump off." ○ "They look like grains of pepper popping up and down." ○ "When the hooks open, the tails spring out, and the snow flea leaps up." ○ **"In the winter, snow fleas chew dead leaves and plants buried beneath the snow."**

*3.RC.1 includes skills used when reading both nonfiction and literary texts. These skills will be measured using nonfiction texts in the *Reading: Nonfiction* reporting category and literary texts in the *Reading: Literature* reporting category.

Reporting Category	Reading: Nonfiction
Standard	**3.RC.5** Determine the main idea of a text; recount the key details and explain how they support the main idea.
Evidence Statements	Students choose the main idea of a passage.
Content Limits/Constraints	The main idea may be explicitly or implicitly stated in the passage. Items focus on the first part of the standard, determining the main idea.
Depth of Knowledge	2
Item Type	Multiple Choice
Sample Item Stems	What is [Passage Title] MOSTLY about? What is the main idea of [Passage Title]?
Sample Item	What is this article MOSTLY about? ○ Chopsticks are long and thin. ○ Chopsticks are used by sailors. ○ **Chopsticks are simple tools used for eating.** ○ Chopsticks are sticks that people in China use for trade.

Reporting Category	Reading: Nonfiction
Standard	**3.RC.6** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.
Evidence Statements	Students establish a sequence of events within a passage to determine when a specific event occurred.
Content Limits/Constraints	Students may be required to identify language in the passage that conveys time or sequence.
Depth of Knowledge	2
Item Type	Multiple Choice
Sample Item Stems	What is the first way people used _____? Which event happened first? Which of these happened BEFORE Tyler saw his grandmother?

Reporting Category	Reading: Nonfiction
Standard	**3.RC.7** Apply knowledge of text features to locate information and gain meaning from a text.
Evidence Statements	Students use text features as a tool to understand a passage.
Content Limits/Constraints	Provide students with an excerpt from a real-world reference. Students may be asked to locate information that is general or specific.
Depth of Knowledge	2
Item Type	Multiple Choice
Sample Item Stems	Which idea from the article does the picture help explain? What does [insert heading from passage] help the reader understand?

Reporting Category	Reading: Nonfiction
Standard	**3.RC.8** Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.
Evidence Statements	Students identify the structure of a nonfiction text to determine a timeline of events or to determine the ideas within a specific section of the text.
Content Limits/Constraints	Questions focus on "identify" only. Including functional pieces (e.g., table of contents, chart) as appropriate. Do not use passages with problem/solution or cause/effect text structures.
Depth of Knowledge	2
Item Type	Multiple Choice
Sample Item Stems	Which event happened before _____? What did Deborah do after she got home from school?

Reporting Category	Reading: Literature
Standard	**3.RC.2** Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works.
Evidence Statements	Students explain what happens in a passage. Students identify the theme in a passage.
Content Limits/Constraints	Students do not predict an ending or outcome. Focus on sequencing of plots. Ask students to identify beginning, middle, or end of passage or to comprehend other passage elements such as setting, cause/effect. Use "theme" in the item stem. Do <u>not</u> substitute other common terms such as "main message" or "essential message."
Depth of Knowledge	2
Item Type	Multiple Choice
Sample Item Stems	Which sentence explains what happens in the passage? What did the author want you to learn from this passage? What is the theme of this passage?

Reporting Category	Reading: Literature
Standard	**3.RC.3** Describe characters in a story and explain how their actions contribute to the plot.
Evidence Statements	Students describe the attitudes of characters. Students describe how a character's actions affect the plot.
Content Limits/Constraints	Do not use illustrations (images). Questions may use explicit or implicit details from the passage to describe a character and how the character's actions affect the events in the passage.
Depth of Knowledge	2
Item Type	Multiple Choice
Sample Item Stems	Why does [this character] …? Which word best describes Amelia's feelings at the beginning of the story? What does Juan do when he realizes he cannot go to the park?

Reporting Category	Reading: Literature
Standard	**1.RC.4** Make and confirm predictions about what will happen next in a story.
Evidence Statements	Students make predictions about a character's actions or the plot based on what has already happened in the text.
Content Limits/Constraints	The text must contain some basis for the student to make a prediction.
Depth of Knowledge	2
Item Type	Multiple Choice
Sample Item Stems	What will [character] most likely do? What can the reader predict will happen the next time?