



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

IREAD Performance Level Descriptors (PLDs)

The Indiana Department of Education (IDOE) uses PLDs as a foundational resource in the assessment development process to inform item development and characterize student performance based on the Indiana Academic Standards. IREAD PLDs define what students know and can do at each proficiency level.

The following PLDs were developed by committee members and confirmed by the State Board of Education for the IREAD assessment.

IREAD: Grade Three PLDs

Pass (446-650)	Pass students demonstrate proficient understanding when reading and responding to grade-level literary and informational texts. Students identify and comprehend most new variations of word meaning and new text-based vocabulary.
Did Not Pass (200-445)	Did Not Pass students demonstrate limited understanding when reading and responding to grade-level literary and informational texts. Students have difficulty identifying and comprehending new variations of word meanings and new text-based vocabulary.

IREAD: Grade Two PLDs

Pass (446-650)	Students demonstrate proficient understanding when reading and comprehending literary and informational texts. Students identify and comprehend most new variations of word meaning and new text-based vocabulary. Students who Pass have demonstrated the foundational reading skills required by the end of grade three.
On Track (405-445)	Students demonstrate expected understanding when reading and comprehending literary and informational texts. Students have a basic understanding of variations of word meanings and new text-based vocabulary. Students who are On Track require continued grade-level instruction in foundational reading skills, comprehension, and vocabulary in order to achieve the foundational reading skills required by the end of grade three.
At Risk (200-404)	Students demonstrate limited understanding when reading and comprehending literary and informational texts. Students have a minimal understanding of word meaning and new text-based vocabulary. Students who are At Risk require additional remediation efforts and targeted instruction in foundational reading skills, comprehension, and vocabulary in order to achieve the foundational reading skills required by the end of grade three.