

Intensive Reading Instruction
Frequently Asked Questions
Revised October 4, 2005

1. Which children require intensive reading instruction (IRI)?
 - A. All children who have a substantial deficiency in reading must have an IRI plan.
2. How is substantial deficiency in reading defined for kindergarten students?
 - A. Kindergarten students who score delayed in both written and oral communication on the Qualls Early Learning Inventory are considered to have a substantial deficiency in reading and are required to have an IRI.
3. How is substantial deficiency in reading defined for first and second grade students?
 - A. First grade and second grade students who scored below basic on the spring administration of the Iowa Test of Basic Skills (ITBS) are considered to have a substantial deficiency in reading. Cut scores are based on the Reading Profile Total Standard Score of the ITBS. This score is reported as the Reading Standard Score on the Arkansas Student Customized Skills report.
4. Is an IRI required for third grade students who score below basic?
 - A. Third grade students are not required to have an IRI. However, third grade students scoring below proficient are required to have an academic improvement plan (AIP).
5. Will the IRI take the place of the AIP for children who score below basic?
 - A. Yes, the IRI will serve as the AIP for those students who score below basic for literacy. A school must develop an AIP for mathematics if the child scores below proficient in mathematics.
6. Which K-2 children require an AIP?
 - A. All children who score in the basic category for reading on the ITBS must have an AIP. A school may choose to use the IRI plan as the AIP for reading for children who score basic.
7. Do identified Special Education students who were exempt from the ITBS require an IRI?
 - A. If through observation and classroom assessments, the teacher determines the student exhibits a substantial deficiency in reading, the student should be assessed with the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and provided the appropriate intervention. However, if the student has an Individual Educational Plan (IEP) that addresses reading instruction, the IEP should be implemented instead. Systematic, explicit

instruction using a scientifically based reading program is strongly encouraged for most special education students.

8. Do English Language Learners (ELL) who were exempt from the ITBS require an IRI?
 - A. If through observation and classroom assessments, the teacher determines the student exhibits a substantial deficiency in reading, the student should be assessed with the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and provided the appropriate intervention. Systematic, explicit instruction using a scientifically based reading program is strongly encouraged for ELL.

9. Where can cut-scores be accessed for defining performance levels for kindergarten, first, and second grades for the Iowa Test of Basic Skills?
 - A: The cut scores are posted on the ADE Website under the “What’s New” section.

10. The rules require the evaluation be completed within 30 days of the State Board’s final approval of cut scores. On what date will final approval be given?
 - A. The State Board of Education (SBE) approved the K-2 ITBS performance levels for public comment at the September 2005 SBE meeting. Final approval cannot be given until the completion of the rule making process that is anticipated to occur at the November SBE meeting. It is recommended that schools begin the IRI process based on the proposed performance levels.

11. When will the NORMES IRI site be available?
 - A. The NORMES site should be available by October 3, 2005. At that time, the site will be pre-populated with students scoring below basic.

12. Are schools required to enter the student assessment data into the NORMES site?
 - A. Schools are required to enter all student assessment data, including progress monitoring, into the NORMES site.