

DRA 2 IN 2-3

**Administering, Scoring, and Analyzing the
Developmental Reading Assessment**



AGENDA & OBJECTIVES

SEPTEMBER 20, 2017 8-11A & 12-3P

WELCOME & INTRODUCTIONS (5 MIN)

PURPOSE & COMPONENTS (10 MIN)

ADMINISTRATION PROTOCOL & PRACTICE (45 MIN)

SCORING & PRACTICE (45 MIN)

BREAK (15 MIN)

ANALYSIS & PRACTICE (45 MIN)

QUESTIONS OR CONCERNS (15 MIN)



DRA 2 IN 2-3

Administering, Scoring, and Analyzing the
Developmental Reading Assessment



1

AGENDA & OBJECTIVES

SEPTEMBER 20, 2017 8-11A & 12-3P

WELCOME & INTRODUCTIONS (5 MIN)

PURPOSE & COMPONENTS (10 MIN)

ADMINISTRATION PROTOCOL & PRACTICE (45 MIN)

SCORING & PRACTICE (45 MIN)

BREAK (15 MIN)

ANALYSIS & PRACTICE (45 MIN)

QUESTIONS OR CONCERNS (15 MIN)



2

PURPOSE & COMPONENTS

3

PURPOSE OF DEVELOPMENTAL READING ASSESSMENT

- Measures how well students **read and understand** fiction and nonfiction in authentic reading environment (oral reading fluency, comprehension);
- Gain insight into **reading behaviors** and engagement/motivation;
- Monitors **student growth and development** on a variety of crucial skills and strategies that successful readers utilize; and
- Helps teachers diagnose student needs, **determine independent reading level**, and plan for timely instruction (miscue analysis).



4

DRA2 K-3 COMPONENTS

- =BLACKLINE MASTERS CD (ADDITIONAL MASTERS)
- = 45 BENCHMARK ASSESSMENT BOOKS
- = TEACHER OBSERVATION GUIDES
- = STUDENT READING SURVEY
- = STUDENT BOOKLETS (K-3 LEVELS 28-40 AND 4-8 ONLY)
- =HANGING FILE FOLDERS
- =WORD ANALYSIS

- =DRA2 CONTINUUM
- =FOCUS FOR INSTRUCTION & CLASS PROFILE
- = STUDENT BOOK GRAPH
- =CLASS REPORTING FORM
- =STUDENT ASSESSMENT FOLDER
- =ASSESSMENT PROCEDURES OVERVIEW
- =TRAINING DVD & CLIPBOARD



5

READING STAGES & PERFORMANCE LEVELS

Emergent Readers (Levels A-3)

Early Readers (Levels 4-12)

Transitional Readers (Levels 14-24)

Extending (Levels 28-40)

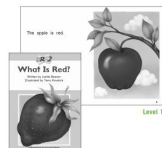
- Emerging** (Levels A-12)
- Intervention** (Levels 14-40)
- Developing** (Levels A-12)
- Instructional** (Levels 14-40)
- Independent** (Levels A-40)
- Advanced** (Levels 4-40)

6

K RECOMMENDED BENCHMARKS & INDICATORS

Levels A-3 (Emergent)

- Repeated words/sentence patterns
- Simple, familiar illustrations
- One line of text per two pages
- Large, well-spaced text
- Word count - 20 to 42



Levels 4-6 (Early Readers)

- Simple stories with repetitive words, phrases, and actions
- Predictable language structures
- Familiar characters and experiences
- One to three lines of text
- Word count - 53 to 73

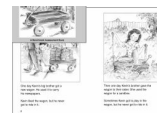


7

1ST GRADE RECOMMENDED BENCHMARKS & INDICATORS

Levels 8 - 12 (Early Readers)

- Stories about children and relatable problems
- Some repetition
- Illustrations give moderate support
- Two to six lines of text
- Word count - 87 - 207



Levels 14 - 28 (Transitional)

- Moves beyond students' personal experiences
- Literary language structures
- Illustrations provide minimum support
- Some full pages of text
- Word count - 253 - 689



8

ADMINISTRATION PROTOCOL

ASSESSMENT COMPONENTS

*DRA takes approximately 5-20 minutes for beginning readers (Levels 4-24) and 45-60 minutes for extending readers (Levels 28 - 40).

1. Reading Engagement
2. Oral Reading Fluency
3. Evaluation of Comprehension and Printed Language Concepts*
4. Teacher Analysis

RECOMMENDED BENCHMARKS

2ND GRADE RECOMMENDED BENCHMARKS

TIME	PROFICIENT/ INDEPENDENT	INSTRUCTIONAL
FALL	18-20	16
MID-YEAR	20	24
SPRING	30	28

3RD GRADE RECOMMENDED BENCHMARKS

TIME	PROFICIENT/ INDEPENDENT	INSTRUCTIONAL
FALL	30	28
MID-YEAR	38	34
SPRING	40	38

*DIBELS IS ADMINISTERED WITHIN THE FIRST 30 DAYS OF SCHOOL (9/5/17 - 10/14/17)

*DRA IS ADMINISTERED TO ANY STUDENT WHOSE DCS IS BELOW OR WELL BELOW BENCHMARK DURING WEEK OF 10/16/17.

CEILING LEVELS

GRADE	FALL	WINTER	SPRING
2ND GRADE	38	38	38
3RD GRADE	44	44	44

*STOP USING THE DRA AS YOUR ASSESSMENT TOOL AT THE CEILING LEVELS INDICATED ABOVE. INSTEAD, USE RUNNING RECORDS, MISCE ANALYSIS, AND READING CONFERENCES TO DETERMINE A STUDENT'S INDEPENDENT READING LEVEL, INFORM YOUR INSTRUCTION, AND TO MONITOR PROGRESS.

ADMINISTRATION TIPS

- Use classroom observation, DIBELS data, and/or Spring data to determine starting level;
- Make copies for most levels with access to the whole kit;
- Non-fiction texts start at Levels 16;
- Timed oral reading begins at Level 14; and
- Students do a picture walk for Levels 4-16.

13

NOTES ABOUT ACCURACY

Determine by using the table provided on the DRA Observation Guide

- **Repetitions** and **self-corrections** are not miscues;
- **Proper nouns** are counted as one miscue IF the student consistently pronounces the name the SAME way. If the student pronounces the name in DIFFERENT ways, it is counted as a miscue EACH time;
- **Any word**, other than a proper noun, **pronounced incorrectly** is counted as a miscue EACH time;
- **Skipping an entire line** is counted as one omission thus one miscue;
- **Any insertion** of a word is counted as one miscue; and
- **Any omission** is counted as one miscue.

14

ADMINISTRATION PROTOCOL

	Emergent Levels A-3 Kindergarten	Early Levels 4-12 Grade 1	Transitional Levels 14-24 Grades 1-2	Extending Levels 28-40 Grades 2-3
STEP 1 Reading Engagement	Oral Response -Literacy Support -Favorite Book -Book Handling Skills	Oral Response -Book Selection -Sustained Reading	Oral Response -Book Selection -Sustained Reading	Written Response -Wide Reading -Self-Assessment/ Goal Setting
STEP 2 Reading Conference	Oral Reading -Monitoring/Self-Corrections -Use of Cues -Accuracy -Printed Language Concepts	Oral Reading -Phrasing -Monitoring/Self-Corrections -Problem Solving Words -Accuracy	Oral Reading -Expression -Phrasing -Fluency Rate -Accuracy Rate	Oral Reading -Expression -Phrasing -Fluency Rate -Accuracy Rate

15

ADMINISTRATION PROTOCOL CONTINUED

	Emergent Levels A-3 Kindergarten	Early Levels 4-12 Grade 1	Transitional Levels 14-24 Grades 1-2	Extending Levels 28-40 Grades 2-3
STEP 3 Reading Comprehension		Oral Response -Previewing -Retelling Sequence of Events, Character Details, Vocabulary, Teacher Support -Reflection -Making Connections	Oral Response Fiction -Prediction/Previewing -Retelling Sequence of Events, Character Details, Vocabulary, Teacher Support -Reflection -Making Connections Nonfiction -Key Ideas and Facts, Details, and Vocabulary -Teacher Support -Using Nonfiction Text Features -Making Connections	Student Booklet Fiction -Prediction/Previewing -Retelling Sequence of Events, Character Details, Vocabulary, Teacher Support -Reflection -Making Connections Nonfiction -Key Ideas and Facts, Details, and Vocabulary -Teacher Support -Using Nonfiction Text Features -Making Connections
STEP 4 Teacher Analysis	Determines Reading Level and Instructional Needs	Determines Reading Level and Instructional Needs	Determines Reading Level and Instructional Needs	Determines Reading Level and Instructional Needs

16

ADMINISTRATION PRACTICE

17

LEVEL 12

Page 2
Robobie had a new baby sister.
She was very little. Her name was Maria.

Page 3
Robobie was not sure he looked like Maria.
She cried a lot.

COMPREHENSION

LEVEL 20

Page 2
Turtle liked the little pond he called home.
It had lots of green grass around it. There were little fish for him to catch and eat.

COMPREHENSION

LEVEL 28

Page 2
"You are so beautiful!" Mother Skunk said to her.
She looked down at little Skunk beside her on the warm rock. She ruffled up his fur with her nose and tickled his feet.

COMPREHENSION

WORD ANALYSIS ADMINISTRATION PROTOCOL

*Emerging Readers

1. Administer Task 1.
2. Continue administering tasks until the student performs any three tasks with 'no/little' and/or 'some' control on any three tasks (does not need to be in consecutive order).

*Follow the specific directions for each task.

*Use a stopwatch to document the amount of time it takes for the student to complete each designated timed task.

When should I stop?	
Task	Score
Task 1	Control
Task 2	Some Control
Task 3	Gaining Control
Task 4	No/Little Control
Task 5	Gaining Control
Task 6	No/Little Control
3 RED FLAGS:STOP!	

21

DRA WORD ANALYSIS TASKS

There are forty tasks divided into five strands: phonological awareness, metalanguage, letter/HFW recognition, phonics, and structural analysis and syllabication.

- Task 1: Distinguishing Pictured Rhyming Words
- Task 2: Distinguishing initial sounds of pictured words
- Task 3: Isolating the initial sound of a word
- Task 4: Metalanguage about printed language concepts
- Task 5: Recognizing capital letters
- Task 6: Recognizing lowercase letters

22

ADMINISTRATION PRACTICE

23

SCORING PROTOCOL

24

ORAL READING

Level 14
Fluency & Accuracy Rate

Word Count: 207

	INTRVN	INSTR	IND	ADV
Minutes:Seconds	7:02 or more	7:01–5:15	5:14–2:57	2:56 or less
WPM	29 or less	30–39	40–70	71 or more

Count the number of miscues that are not self-corrected. Circle the percent of accuracy based on the number of miscues.

	INTRVN	INSTR	IND				ADV	
Number of Miscues	14 or more	12–13	10–11	8–9	6–7	4–5	1–3	0
Percent of Accuracy	93 or less	94	95	96	97	98	99	100

- If the student's score falls in a shaded area for either WPM or Accuracy, STOP! Reassess with a lower-level text.
- If the student is reading below the grade-level benchmark, administer *DRA Word Analysis*, beginning with Task 16, at another time.

25

ORAL READING

Level 34
Fluency & Accuracy Rate

Word Count: 214

	INTRVN	INSTR	IND	ADV
Minutes:Seconds	3:20 or more	3:19–2:42	2:41–1:52	1:51 or less
WPM	64 or less	65–79	80–115	116 or more

Count the number of miscues that are not self-corrected. Circle the percent of accuracy based on the number of miscues.

	INTRVN	INSTR	IND			ADV	
Number of Miscues	12 or more	10–11	8–9	6–7	4–5	1–3	0
Percent of Accuracy	94 or less	95	96	97	98	99	100

- If the student's score falls in a shaded area for either WPM or Accuracy, STOP! Reassess with a lower-level text at another time.

26

NOTES ABOUT SCORING

- Your goal is to find the student's independent reading level. Stop testing when the independent reading levels is found.

If a student is at an **INDEPENDENT LEVEL** in all three areas (accuracy, comprehension, and fluency), the passage is considered to be independent. However, be aware of texts that are "too easy" and will not provide adequate practice for the student or inform your instruction. For example:

Name	Accuracy	Comprehension	Fluency	Reading Level	Comments
Student 1	98–100%	22–24	4	Easy Independent	Not informative for instruction, not in student's zone of proximal development, administer another DRA
Student 2	95–97%	18–21	3–4	Independent	Can be informative for instruction, more likely to be in student's zone of proximal development (appropriate challenge)

27

INSTRUCTIONAL LEVELS

INSTRUCTIONAL: students require teacher mediation to read with accuracy, comprehension, and fluency.

ACCURACY	COMPREHENSION	FLUENCY
90–94%	16–17	2–3

If a student is at an **INSTRUCTIONAL LEVEL** in any one or more of the three areas (accuracy, comprehension, or fluency), the passage is considered to be instructional. For example (area/s of instruction in **bold**):

Name	Accuracy	Comprehension	Fluency	Reading Level/Rationale
Student 1	92%	16	4	Instructional/Accuracy & Comp
Student 2	100%	16	3	Instructional/Comp
Student 3	95%	18	2	Instructional/Fluency

28

FRUSTRATION LEVELS

FRUSTRATION: students struggle to read with accuracy, comprehension, and/or fluency:

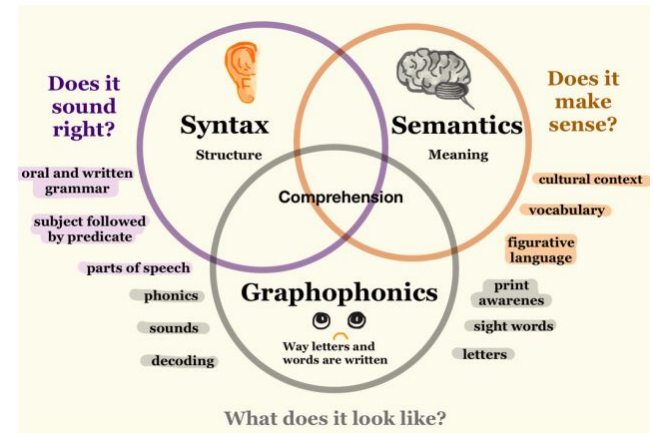
ACCURACY	COMPREHENSION	FLUENCY
<90%	<16	1-2

If a student is at a **FRUSTRATION LEVEL** in any one of the three areas (accuracy, comprehension, or fluency), the passage is considered too difficult—it is at a student's frustration level. For example (single area of frustration in **bold**):

Name	Accuracy	Comprehension	Fluency	Reading Level/Rationale
Student 1	89%	18	3	FRUSTRATION/Accuracy
Student 2	95%	15	3	FRUSTRATION/Comprehension
Student 3	98%	18	1	FRUSTRATION/Fluency

SCORING PRACTICE

TEACHER ANALYSIS



NOTES ABOUT ANALYSIS

- Complete the Fiction or Nonfiction Continuum only for **Independent Reading Levels** based on oral responses and reading behaviors. Each heading correlates to a section assessed in Reading Engagement, Oral Reading/Fluency, or Comprehension.
 - Emerging or Intervention (1)** indicate that these students are lacking the strategies and skills needed to adequately respond. They need highly effective ongoing instruction.
 - Developing or Instructional (2)** indicates some control of necessary strategies. They need models and demonstrations of what is expected and opportunities to practice.
 - Independent (3)** suggests control of necessary strategies and skills. They need instruction and scaffolding to extend thinking.
 - Advanced (4)** represent fluent and deep comprehension. They benefit from varied reading and interactive opportunities.

33

LEVEL 14 CONTINUUM

DRA2 CONTINUUM	LEVEL 14			
	INTERVENTION	INSTRUCTIONAL	INDEPENDENT	TRANSITIONAL READER
Reading Engagement				
Book Selection	1 Selects texts from identified leveled sets with teacher support; uncertain about a favorite book	2 Selects texts from identified leveled sets with moderate support; tells about favorite book in general terms	3 Selects texts from identified leveled sets most of the time; identifies favorite book by title and tells about a particular event	4 Selects a variety of "just right" texts; favorite book gives an idea about the author
Sustained Reading	1 Sustains independent reading for a short period of time with much encouragement	2 Sustains independent reading for at least 10-15 minutes at a time	3 Sustains independent reading for at least 20-30 minutes at a time	4 Sustains reading for a period of time
Score	2 3	4 5	6 7	
Oral Reading Fluency				
Expression	1 No expression; monotone	2 Little expression; rather monotone	3 Some expression	4 Expresses meaning
Phrasing	1 Monthly word-by-word	2 Short phrases meet of the time; inappropriate pauses	3 Longer word phrases some of the time; heads most punctuation	4 Longer word phrases most of the time; heads all punctuation
Rate	1 29 WPM or less	2 30-39 WPM	3 40-49 WPM	4 50 WPM
Accuracy	1 93% or less	2 94%	3 95%-98%	4 99%-100%
Score	4 5 6	7 8 9 10	11 12 13 14	15

LEVEL 34 CONTINUUM

DRA2 CONTINUUM	LEVEL 34			
	INTERVENTION	INSTRUCTIONAL	INDEPENDENT	EXTENDING READER
Reading Engagement				
Wide Reading	1 Titles below grade level; limited reading experiences and book knowledge	2 Titles slightly below grade level; rather limited reading and book knowledge	3 Titles within 2 genres or multiple books within a genre; generally on-grade-level texts	4 Titles across 3 or more genres; many on- and above-grade-level texts
Self-Assessment/Goal Setting	1 No strengths and/or goals related to the reading process	2 1 general strength(s) and goal(s) related to the reading process	3 2 specific strength(s) and specific goal(s) related to the reading process	4 3 or more specific strength(s) and goal(s) related to the reading process
Score	2 3	4 5	6 7	
Oral Reading Fluency				
Expression	1 Little expression; monotone	2 Some expression that conveys meaning	3 Expression reflects mood, pace, and tension at times	4 Expresses meaning and tone
Phrasing	1 Monthly word-by-word	2 Short phrases meet of the time; inappropriate pauses	3 Longer phrases meet of the time; heads most punctuation	4 Consistent phrasing; all punctuation
Rate	1 64 WPM or less	2 65-79 WPM	3 80-115 WPM	4 116 WPM
Accuracy	1 94% or less	2 95%	3 96%-98%	4 99%
Score	4 5 6	7 8 9 10	11 12 13 14	15

35

FOCUS FOR INSTRUCTION (LEVEL 34)

DRA2 FOCUS FOR INSTRUCTION FOR EXTENDING READERS

- Wide Reading**
- Track reading attempts to select appropriately leveled texts.
 - Introduce students to reading materials from a variety of genres.
 - Encourage students to read materials to support reading.
 - Use discussion and/or activities to support reading.
 - Identify clear responses for areas of independent reading.
 - Use a checklist to see if students are meeting the goal.
 - Monitor how to read for different purposes.
- Self-Assessment/Goal Setting**
- Model and discuss the importance of goal setting.
 - Use a checklist to see if students are meeting the goal.
 - Monitor how to read for different purposes.
- Oral Reading Fluency**
- Expression and Phrasing**
- Model and discuss the importance of expression and phrasing.
 - Use a checklist to see if students are meeting the goal.
 - Monitor how to read for different purposes.
- Rate and Accuracy**
- Model and discuss the importance of rate and accuracy.
 - Use a checklist to see if students are meeting the goal.
 - Monitor how to read for different purposes.

- Comprehension**
- Track reading attempts to select appropriately leveled texts.
 - Introduce students to reading materials from a variety of genres.
 - Encourage students to read materials to support reading.
 - Use discussion and/or activities to support reading.
 - Identify clear responses for areas of independent reading.
 - Use a checklist to see if students are meeting the goal.
 - Monitor how to read for different purposes.
- Self-Assessment/Goal Setting**
- Model and discuss the importance of goal setting.
 - Use a checklist to see if students are meeting the goal.
 - Monitor how to read for different purposes.
- Oral Reading Fluency**
- Expression and Phrasing**
- Model and discuss the importance of expression and phrasing.
 - Use a checklist to see if students are meeting the goal.
 - Monitor how to read for different purposes.
- Rate and Accuracy**
- Model and discuss the importance of rate and accuracy.
 - Use a checklist to see if students are meeting the goal.
 - Monitor how to read for different purposes.

- Comprehension**
- Track reading attempts to select appropriately leveled texts.
 - Introduce students to reading materials from a variety of genres.
 - Encourage students to read materials to support reading.
 - Use discussion and/or activities to support reading.
 - Identify clear responses for areas of independent reading.
 - Use a checklist to see if students are meeting the goal.
 - Monitor how to read for different purposes.
- Self-Assessment/Goal Setting**
- Model and discuss the importance of goal setting.
 - Use a checklist to see if students are meeting the goal.
 - Monitor how to read for different purposes.
- Oral Reading Fluency**
- Expression and Phrasing**
- Model and discuss the importance of expression and phrasing.
 - Use a checklist to see if students are meeting the goal.
 - Monitor how to read for different purposes.
- Rate and Accuracy**
- Model and discuss the importance of rate and accuracy.
 - Use a checklist to see if students are meeting the goal.
 - Monitor how to read for different purposes.

36

ANALYSIS PRACTICE

37

QUESTIONS OR
CONCERNS?

38

EMILY CAYLOR

(989)673-2144 EXT 30550

ECAYLOR@TUSCOLAISD.ORG

@TISDLITERACY

39

Beginning, Mid and End of Year Reading Benchmarks and DRA Ceilings Report Instructional level for DCA's

Instructional Level Text level # 94% - 96% Accuracy 11-17 Comprehension	Independent Level Text level # 97% & Above Accuracy 18 & Above Comprehension
---	--

Beginning of Year Proficiency Levels					
(The benchmark numbers below are Independent levels)					
	Below Basic	Approaching	Meeting	Exceeding	DRA Ceiling
Kindergarten					6
1 st Grade	1	2-3	4	6	10
2 nd Grade	12	16	18-20	24	28
3 rd Grade	24	28	30	34	40
4 th Grade	34	38	40	50	50
5 th Grade	38	40	50	60	60

Report Instructional Level for DCA's (Benchmarks above DRA ceiling, report the DRA ceiling number with a plus, for example, 60+)

Instructional Level Text level # 94% - 96% Accuracy 11-17 Comprehension	Independent Level Text level # 97% & Above Accuracy 18 & Above Comprehension
---	--

Mid-Year Proficiency Levels					
(The benchmark numbers below are Independent levels)					
	Below Basic	Approaching	Meeting	Exceeding	DRA Ceiling
Kindergarten		1	2-3	4	6
1 st Grade	8-10	12	14	16	24
2 nd Grade	20	24	28	30	38
3 rd Grade	30	34	38	40	50
4 th Grade	34	38	40	50	60
5 th Grade	40	40	50	60	70

End of Year Reading Benchmarks and DRA Ceilings

Instructional Level is reported for DCA's (Benchmarks above DRA ceiling, report the DRA ceiling number with a plus, for example, 60+)

Instructional Level Text level # 94% - 96% Accuracy 11-17 Comprehension	Independent Level Text level # 97% & Above Accuracy 18 & Above Comprehension
---	--

End of Year Proficiency Levels					
(The benchmark numbers below are Independent levels)					
	Below Basic	Approaching	Meeting	Exceeding	DRA Ceiling
Kindergarten	1	2-3	4	6	10
1 st Grade	12-14	16	18-20	24	28
2 nd Grade	24	28	30	34	38
3 rd Grade	34	38	40	50	50
4 th Grade	38	40	50	60	60
5 th Grade	40	50	60	70	70

Leveling Conversion Chart

Grade Level	Reading Recovery	Guided Reading (Fountas and Pinnell)	DRA	
Kindergarten	A,B	A	A	
	1	A	1	
	2	B	2	
	3	C	3	
Grade 1	4	C	4	
	5, 6	D	6	
	7, 8	E	8	
	9, 10	F	10	
	11, 12	G	12	
	13, 14	H	14	
	15, 16	I	16	
Grade 2	17, 18	J	18	
	19	K	20	
	20	L	24	
		L, M	28	
Grade 3		N	30	
		N, O	34	
		O, P	38	
Grade 4		Q, R, S	40	
Grade 5		T, U, V	50	
Grade 6		W, X, Y	60	
Grade 7		Z	70	
Grade 8		Z	80	

Coding and Scoring Errors at-a-Glance

Behavior	What the Reader Does	How to Code	Example	How to Score	
Accurate Reading	Reads words correctly	Do not mark <i>or</i> place check (✓) above word	No mark <i>or</i> <u>✓</u> environments		No error
Substitution	Gives an incorrect response	Write the substituted word above the word	<u>worry</u> wonder	Substitution, not corrected	1 error
Multiple Substitutions	Makes several attempts at a word	Write each substitution in sequence above the word	<u>speckles</u> <u>spices</u> <u>specials</u> species	Multiple substitutions, not corrected	1 error for each incorrect word in text
			<u>adept</u> <u>adopt</u> <u>SC</u> adapted	Multiple substitutions, self-corrected (SC)	No error; 1 SC
			<u>to</u> <u>touch</u> <u>teeth</u> tooth	Multiple misreadings of the same word, not corrected	1 error for each incorrect word in text
			<u>Attic</u> Arctic	Multiple misreadings of names and proper nouns	1 error first time missed; no errors after that
			<u>can not</u> <u>they're</u> <u>can't</u> <u>they are</u>	Misreading contractions (reads contraction as two words or two words as contraction)	1 error each time
Self-correction	Corrects a previous error	Write the error over the word, followed by SC	<u>use</u> <u>SC</u> usually		No error; 1 SC
Insertion	Adds a word that is not in the text	Write in the inserted word using a caret	very ^		1 error per word inserted
Omission	Gives no response to a word	Place a dash (–) above the word	<u>–</u> only	Skipping a word	1 error per word
				Skipping a line	1 error per word
Repetition	Reads same word again	Write R after the word	R		No error

Coding system developed by Marie Clay as part of the running record system in *An Observation Survey of Early Literacy Achievement*, Revised Second Edition, 2006, Heinemann.

Coding and Scoring Errors at-a-Glance (continued)

Behavior	What the Reader Does	How to Code	Example	How to Score	
Repeated Repetitions	Reads the same word more than once	Write R for the first repetition, then write a number for the additional repetitions	R ₂ R ₃	No error	
Rereading	Returns to the beginning of sentence or phrase to read again Rereads and self-corrects	Write R with an arrow back to the place where rereading began Write R with an arrow back to the place where rereading began and a SC at point of self-correction	 They can wrap themselves themselves SC R	No error No error; 1 SC	
Appeal	Verbally asks for help	Write A above the word	<u>A</u> environments	Follow up with "You try it"	No error
"You Try It"	The child appeals, the teacher responds with "You try it"	Write Y after the word	<u>A</u> environments Y	"You try it" followed by correct word "You try it" followed by omission, incorrect word, or Told	No error 1 error
Told	Child doesn't attempt a word even after "You try it"	Write T after the word or the Y	<u>A</u> environments Y T environments Y T <u>A</u> environments T		1 error
Spelling Aloud	Child spells word by saying the names of letters	Write the letters in all capital letters	<u>E-V-E-R</u> ever	Spelling followed by correct word Spelling followed by incorrect word	No error 1 error
Sounding Out	The child makes the sounds associated with the letters in the word	Write the letters in lower case with hyphens between them	<u>o-n-l-y</u> ✓ only <u>t-em-per</u> temper temperature <u>b-</u> SC polar	"Sounding out" followed by correct word "Sounding out" followed by incorrect word or no word Sounding the first letter incorrectly and then saying the word correctly	No error; no SC 1 error No error; no SC

Coding system developed by Marie Clay as part of the running record system in *An Observation Survey of Early Literacy Achievement*, Revised Second Edition, 2006, Heinemann.

Name/Date _____

Teacher/Grade _____

Scores: Reading Engagement ___/8 Oral Reading Fluency ___/16 Comprehension ___/28
 Independent Range: 6–7 11–14 19–25

Book Selection Text selected by: teacher student

1. READING ENGAGEMENT

(If the student has recently answered these questions, skip this section.)

T: Tell me about one of your favorite books. _____

T: Would you rather read alone, with a buddy, or with a group?

Why? _____

T: Whom do you read with at home? _____

2. ORAL READING FLUENCY

INTRODUCTION AND PREVIEW

T: In this story, *Robert's New Friend*, Robert isn't sure he liked his new baby sister, Maria. Mama and Papa are busy taking care of Maria. Look at the pictures, and tell me what is happening in this story.

Note the student's use of connecting words (e.g., *and*, *then*, *but*) and vocabulary relevant to the text. You may use general prompts, such as "Now what is happening?" or "Turn the page," but do not ask specific questions. Tally the number of times you prompt.

RECORD OF ORAL READING

Record the student's oral reading behaviors on the Record of Oral Reading below and on the following page.

T: *Robert's New Friend*. Now, read to see how Robert becomes friends with Maria.

Page 2

Robert had a new baby sister.
 She was very little. Her name
 was Maria.

Page 3

Robert wasn't sure he liked Maria.
 She cried a lot.

Page 4

Mama was giving Maria a bath.

So Mama was too busy to play with

Robert. Robert felt left out. Mama was taking care of his baby sister.

Page 5

Papa was feeding Maria.

So Papa was too busy to read to

Robert. Robert felt left out. Papa was taking care of his baby sister.

Page 6

One day Maria cried and cried.

Mama couldn't make Maria stop crying.

Page 7

Robert went over to his baby sister,

Maria. He put his finger in her hand.

Maria stopped crying and smiled at Robert.

Page 8

Robert smiled back at Maria.

For the first time he liked his baby

sister. He was happy. Robert told Mama he would take care of Maria, too.

ORAL READING, PERCENT OF ACCURACY

Count the number of miscues that are not self-corrected. Circle the percent of accuracy based on the number of miscues.

Word Count: 137

	EM	DEV	IND				ADV		
Number of Miscues	11 or more	9–10	8	7	5–6	4	3	1–2	0
Percent of Accuracy	92 or less	93	94	95	96	97	98	99	100

- If the student's score falls in a shaded area, STOP! Reassess with a lower-level text.
- If the student is reading below the grade-level benchmark, administer *DRA Word Analysis*, beginning with Task 12, at another time.

3. COMPREHENSION**RETELLING**

As the student retells, underline and record on the Story Overview the information included in the student's retelling. Please note the student does not need to use the exact words.

T: Close the book before the retelling, and then say: ***Start at the beginning, and tell me what happened in this story.***

Story Overview**Beginning**

1. Robert isn't sure he likes his new baby sister Maria. She cries a lot.

Middle

2. Mama's giving Maria a bath—she can't play with Robert.

3. Robert feels left out. Mama is busy taking care of Maria.

4. Papa's feeding Maria—he can't read to Robert.

5. Robert feels left out. Papa is busy taking care of Maria.

6. One day, Mama can't stop Maria from crying.

7. Robert puts his finger in Maria's hand, and she stops crying.

End

8. Robert decides he likes Maria and tells Mama he will help take care of Maria, too.

If the retelling is limited, use one or more of the following prompts to gain further information. Place a checkmark by a prompt each time it is used.

- Tell me more.***
- What happened at the beginning?***
- What happened before/after*** _____ ***(an event mentioned by the student)?***
- Who else was in the story?***
- How did the story end?***

REFLECTION

Record the student's responses to the prompts and questions below.

T: What part did you like best in this story? Tell me why you liked that part.

MAKING CONNECTIONS

Note: If the student makes a text-to-self connection in his or her response to the above prompt, skip the following question.

T: What did this story make you think of? or What connections did you make while reading this story?

4. TEACHER ANALYSIS

ORAL READING

If the student had 5 or more different miscues, use the information recorded on the Record of Oral Reading to complete the chart below.

<p>Student problem-solves words using:</p> <input type="checkbox"/> pictures <input type="checkbox"/> beginning letter/sound <input type="checkbox"/> letter-sound clusters <input type="checkbox"/> onset and rime <input type="checkbox"/> blending letters/sounds <input type="checkbox"/> rereading <input type="checkbox"/> no observable behaviors	<p>Number of miscues self-corrected: _____</p> <p>Number of miscues not self-corrected: _____</p> <p>Number of words told to the student: _____</p>	
	<p>Miscues interfered with meaning:</p> <input type="checkbox"/> never <input type="checkbox"/> at times <input type="checkbox"/> often	<p>Miscues included:</p> <input type="checkbox"/> omissions <input type="checkbox"/> insertions <input type="checkbox"/> substitutions that were <input type="checkbox"/> visually similar <input type="checkbox"/> not visually similar
<p>Copy each substitution to help analyze the student's attention to visual information. e.g., <u>feeling</u> (substitution) feeding (text)</p>		

DRA2 Continuum

- Circle the descriptors that best describe the student's reading behaviors and responses.
 1. Use your daily classroom observations and the student's responses to the Reading Engagement questions to select statements that best describe the student's level of Reading Engagement.
 2. Use your recorded observations from this assessment to select the statements that best describe the student's Oral Reading Fluency and Comprehension.
- Add the circled numbers to obtain a total score for each section.
- Record the total scores at the top of page 1.

Note: If the Comprehension score is less than 19, administer *DRA2* with a lower-level text.

DRA2 CONTINUUM		LEVEL 12				EARLY READER			
	EMERGING	DEVELOPING	INDEPENDENT			ADVANCED			
Reading Engagement									
Book Selection	1 Selects texts from identified leveled sets with teacher support; uncertain about a favorite book	2 Selects texts from identified leveled sets with moderate support; tells about favorite book in general terms	3 Selects new texts from identified leveled sets most of the time; identifies favorite book by title and tells about a particular event	4 Selects a variety of new texts that are "just right"; identifies favorite book by title and gives an overview of the book					
Sustained Reading	1 Sustains independent reading for a short period of time with much encouragement	2 Sustains independent reading with moderate encouragement	3 Sustains independent reading for at least 5 minutes at a time	4 Sustains independent reading for an extended period of time					
Score	2 3	4 5	6 7	8					
Oral Reading Fluency									
Phrasing	1 Reads word-by-word	2 Reads word-by-word with some short phrases	3 Reads in short phrases most of the time	4 Reads in longer phrases at times					
Monitoring/Self-Corrections	1 Self-corrects no miscues	2 Self-corrects at least 1 miscue and neglects to self-correct other miscues	3 Self-corrects 2 or more miscues or only makes 1 uncorrected miscue	4 Self-corrects miscues quickly or reads accurately					
Problem-Solving Unknown Words	1 Stops at difficulty, relying on support to problem-solve unknown words; 3 or more words told by the teacher	2 At difficulty, initiates problem-solving of a few unknown words; 1 or 2 words told by the teacher	3 At difficulty, uses 1–2 cues to problem-solve unknown words	4 At difficulty, uses multiple cues to problem-solve unknown words					
Accuracy	1 92% or less	2 93%	3 94%–97%	4 98%–100%					
Score	4 5 6	7 8 9 10	11 12 13 14	15 16					
Comprehension									
Previewing	1 Comments briefly about each event or action only when prompted or is uncertain	2 Identifies and comments briefly about each event or action with some prompting	3 Identifies and connects at least 3 key events without prompting; some relevant vocabulary	4 Identifies and connects at least 4 key events without prompting; relevant vocabulary					
Retelling: Sequence of Events	1 Includes only 1 or 2 events or details (limited retelling)	2 Includes at least 3 events, generally in random order (partial retelling)	3 Includes most of the important events from the beginning, middle, and end, generally in sequence	4 Includes all important events from the beginning, middle, and end in sequence					
Retelling: Characters and Details	1 Refers to characters using general pronouns; may include incorrect information	2 Refers to characters using appropriate pronouns; includes at least 1 detail; may include some misinterpretation	3 Refers to most characters by name and includes some important details	4 Refers to all characters by name and includes all important details					
Retelling: Vocabulary	1 Uses general terms or labels; limited understanding of key words/concepts	2 Uses some language/vocabulary from the text; some understanding of key words/concepts	3 Uses language/vocabulary from the text; basic understanding of most key words/concepts	4 Uses important language/vocabulary from the text; good understanding of key words/concepts					
Retelling: Teacher Support	1 Retells with 5 or more questions or prompts	2 Retells with 3 or 4 questions or prompts	3 Retells with 1 or 2 questions or prompts	4 Retells with no questions or prompts					
Reflection	1 Gives an unrelated response, no reason for opinion, or no response	2 Gives a limited response and/or general reason for opinion	3 Gives a specific story event/action and a relevant reason for response (e.g., personal connection)	4 Gives a response and reason that reflects higher-level thinking (e.g., synthesis/inference)					
Making Connections	1 Makes an unrelated connection, relates an event in the story, or gives no response	2 Makes a connection that reflects a limited understanding of the story	3 Makes a literal connection that reflects a basic understanding of the story	4 Makes a thoughtful connection that reflects a deeper understanding of the story					
Score	7 8 9 10 11 12 13	14 15 16 17 18	19 20 21 22 23 24 25	26 27 28					

DRA2 FOCUS FOR INSTRUCTION FOR EARLY READERS

READING ENGAGEMENT

Book Selection

- Provide guided opportunities to select familiar stories for rereading
- Model and support how to select “just right” new texts for independent reading
- Model and discuss why readers have favorite books and authors

Sustained Reading

- Model and support the use of sustained reading time
- Create structures and routines to support buddy reading
- Create structures to support reading at home

ORAL READING FLUENCY

Phrasing

- Encourage student to read in phrases during shared reading
- Show how words are grouped into phrases in big books and poetry charts
- Support rereading familiar texts to build fluency

Monitoring/Self-Corrections

- Support one-to-one matching as a means to self-monitor
- Model and teach how to use known words as a means to self-monitor
- Model and support confirming and discounting word choice using meaning, language, and visual information
- Demonstrate and teach how to read for meaning, self-correcting when a word doesn't make sense or sound right
- Model and teach how to monitor visual information, self-correcting when a word doesn't look right

Problem-Solving Unknown Words

- Model and support using beginning letter(s)/sound(s), sentence and/or story structure, as well as meaning (illustrations and background knowledge) to problem-solve unknown words
- Teach how to take words apart (onset and rime) to problem-solve unknown words

COMPREHENSION

Previewing

- Support creating a story from the illustrations
- Model and support previewing a book before reading, during read-aloud and shared reading experiences

Retelling

- Model the retelling of familiar stories
- Model and teach the elements in a good retelling
- Demonstrate how to create and use story maps to aid retelling
- Support retelling a story in sequence
- Encourage student to use characters' names when retelling a story
- Model and support using key language/vocabulary from the text in a retelling

Reflection

- Support and reinforce student's response to books during read-aloud, and shared and guided reading experiences
- Help student identify favorite part of books
- Provide opportunities to select a favorite book, toy, TV show, etc., and tell why it is a favorite
- Demonstrate how to give reason(s) for one's opinion

Making Connections

- Model and teach how to make text-to-self connections
- Model and support how to make text-to-text connections

OTHER

Name/Date _____ Teacher/Grade _____

Scores: Reading Engagement ___/8 Oral Reading Fluency ___/16 Comprehension ___/28
Independent Range: 6-7 11-14 19-25

Book Selection Text selected by: teacher student

1. READING ENGAGEMENT

(If the student has recently answered these questions, skip this section.)

T: What kinds of books do you like to read? _____

T: Tell me about one of your favorite books. _____

T: How do you choose the books you read? _____

2. ORAL READING FLUENCY

INTRODUCTION

*T: In this Native American folktale, Turtle's Big Race, Turtle really likes his home in a pond. One day he finds he might have to leave his pond. Please read aloud pages 2 through 4. Show the student where to stop reading at the *.*

RECORD OF ORAL READING 

Record the student's oral reading behaviors. Note the student's fluency (expression and phrasing). Be sure to time the student's reading.

Page 2

Turtle liked the little pond he called home.
It had lots of green grass around it. There
were little fish for him to catch and eat.

"This is a good place to live," said Turtle.

Page 3

During the cold days of winter, Turtle slept
in the mud at the bottom of the pond. He
dreamed of sunny spring days.

Page 4

In the spring, when the days were nice again, Turtle woke up. The pond was different. The water was much deeper. Some trees had been cut down, and there was a wood dam at one end.

An animal with a long, flat tail and very big teeth sat on top of the dam.

“Who are you?” asked Turtle.

“I am Beaver!” said the animal. “You are in my pond, and you must leave now!”

“No! This is my pond, too!” said Turtle.

“Then let’s fight for it,” said Beaver.

Time: _____ minutes:seconds

ORAL READING WORDS PER MINUTE, PERCENT OF ACCURACY

Use the student’s oral reading time to circle the WPM range.

Word Count: 147

	INTRVN	INSTR	IND	ADV
Minutes:Seconds	2:42 or more	2:41–2:17	2:16–1:33	1:32 or less
WPM	54 or less	55–64	65–95	96 or more

Count the number of miscues that are not self-corrected. Circle the percent of accuracy based on the number of miscues.

	INTRVN	INSTR	IND				ADV	
Number of Miscues	10 or more	9	7–8	6	4–5	3	1–2	0
Percent of Accuracy	93 or less	94	95	96	97	98	99	100

- If the student’s score falls in a shaded area for either WPM or Accuracy, STOP! Reassess with a lower-level text.
- If the student is reading below the grade-level benchmark, administer *DRA Word Analysis*, beginning with Task 22, at another time.

3. COMPREHENSION

PREDICTION

Students do not use the text when making their predictions. Record the student's responses.

T: *Think about the title, the pictures you have seen, and what you have read so far. (Pause) Tell me three things that you think might happen in the rest of this story.*

SILENT READING

T: *Now, it's time to read and enjoy this story by yourself. When you are done, please come to me and I'll ask you to tell me what happened in this story.*

RETELLING

As the student retells, underline and record on the Story Overview the information included in the student's retelling. Please note the student does not need to use the exact words.

T: Close the book before the retelling, and then say: ***Start at the beginning, and tell me what happened in this story.***

Story Overview

Beginning

1. Turtle thought the pond he lived in was a good place, with lots of grass around it and with little fish to eat.
2. During the winter, Turtle slept at the bottom of the pond and dreamed of spring, but the pond was different in the spring.

Middle

3. Beaver wanted to fight Turtle for the pond, but Turtle knew he couldn't win a fight because Beaver had a very big tail and sharp teeth. Turtle said he would race.
4. Beaver knew he could win because Turtle had short legs and a heavy shell. The loser must leave the pond.
5. As they raced across the pond, Beaver was ahead of Turtle. But Turtle had a plan. He bit Beaver's tail with his jaws.
6. When Beaver flipped his tail over his head, Turtle popped out of the pond and flew over Beaver's head. Turtle landed on the other side of the pond and won the race.

End

7. Beaver lost the race and would have to leave the pond, but Turtle asked Beaver to share the pond because it was big enough for two.
8. Turtle sat on the bank and said, "This is a good place to live!"

If necessary, use one or more of the following prompts to gain further information after the initial retelling. Place a checkmark by a prompt each time it is used.

- Tell me more.***
- What happened at the beginning?***
- What happened before/after _____ (an event mentioned by the student)?***
- Who else was in the story?***
- How did the story end?***

INTERPRETATION

Record the student's responses to the prompts and questions below.

T: *What do you think the author is trying to tell you in this story?*

REFLECTION

T: *What do you think was the most important thing that happened in this story?*

T: *Why do you think that was important?*

4. TEACHER ANALYSIS

ORAL READING

If the student had 5 or more different miscues, use the information recorded on the Record of Oral Reading to complete the chart below.

Student problem-solves words using: <input type="checkbox"/> beginning letter(s)/sound(s) <input type="checkbox"/> letter-sound clusters <input type="checkbox"/> onset and rime <input type="checkbox"/> blending letters/sounds <input type="checkbox"/> knowledge of spelling patterns (analogies) <input type="checkbox"/> syllables <input type="checkbox"/> rereading <input type="checkbox"/> no observable behaviors	Number of miscues self-corrected: _____ Number of miscues not self-corrected: _____ Number of words told to the student: _____	
	Miscues interfered with meaning: <input type="checkbox"/> never <input type="checkbox"/> at times <input type="checkbox"/> often	Miscues included: <input type="checkbox"/> omissions <input type="checkbox"/> insertions <input type="checkbox"/> substitutions that were <input type="checkbox"/> visually similar <input type="checkbox"/> not visually similar
Copy each substitution to help analyze the student's attention to visual information. e.g., <u>were</u> (substitution) was (text)		

Oral Reading Rate: (Optional) Use the formula below to determine the student's exact oral reading rate. Convert the student's reading time to all seconds.

$$147 \text{ (words)} \div \text{_____ total seconds} = \text{_____ WPS} \times 60 = \text{_____ WPM}$$

DRA2 Continuum

- Circle the descriptors that best describe the student's reading behaviors and responses.
 1. Use your daily classroom observations and the student's responses to the Reading Engagement questions to select statements that best describe the student's level of Reading Engagement.
 2. Use your recorded observations from this assessment to select the statements that best describe the student's Oral Reading Fluency and Comprehension.
- Add the circled numbers to obtain a total score for each section.
- Record the total scores at the top of page 1.

Note: If the Comprehension score is less than 19, administer *DRA2* with a lower-level text.

DRA2 CONTINUUM		LEVEL 20				TRANSITIONAL READER			
	INTERVENTION	INSTRUCTIONAL	INDEPENDENT		ADVANCED				
Reading Engagement									
Book Selection	1 Selects texts from identified leveled sets with teacher support; uncertain about a favorite book	2 Selects texts from identified leveled sets with moderate support; tells about favorite book in general terms	3 Selects texts from identified leveled sets most of the time; identifies favorite book by title and tells about a particular event		4 Selects a variety of “just right” texts; identifies favorite book by title and gives an overview of the book				
Sustained Reading	1 Sustains independent reading for a short period of time with much encouragement	2 Sustains independent reading with moderate encouragement	3 Sustains independent reading for at least 15 minutes at a time		4 Sustains independent reading for an extended period of time				
Score	2 3	4 5	6 7		8				
Oral Reading Fluency									
Expression	1 Little expression; monotone	2 Some expression that conveys meaning	3 Expression reflects mood, pace, and tension at times		4 Expression reflects mood, pace, and tension most of the time				
Phrasing	1 Reads mostly word-by-word	2 Reads in short phrases most of the time; inappropriate pauses	3 Reads in longer phrases at times; heeds most punctuation		4 Reads in longer, meaningful phrases most of the time; heeds all punctuation				
Rate	1 54 WPM or less	2 55–64 WPM	3 65–95 WPM		4 96 WPM or more				
Accuracy	1 93% or less	2 94%	3 95%–98%		4 99%–100%				
Score	4 5 6	7 8 9 10	11 12 13 14		15 16				
Comprehension									
Prediction	1 Makes unrelated or no prediction(s)	2 Makes at least 1 reasonable prediction related to the text	3 Makes at least 2 reasonable predictions that go beyond the pages read aloud		4 Makes at least 3 thoughtful predictions that go beyond the pages read aloud				
Retelling: Sequence of Events	1 Includes only 1 or 2 events or details (limited retelling)	2 Includes at least 3 events, generally in random order (partial retelling)	3 Includes most of the important events from the beginning, middle, and end, generally in sequence		4 Includes all important events from the beginning, middle, and end in sequence				
Retelling: Characters and Details	1 Refers to characters using general pronouns; may include incorrect information	2 Refers to characters using appropriate pronouns; includes at least 1 detail; may include some misinterpretation	3 Refers to most characters by name and includes some important details		4 Refers to all characters by name and includes all important details				
Retelling: Vocabulary	1 Uses general terms or labels; limited understanding of key words/concepts	2 Uses some language/vocabulary from the text; some understanding of key words/concepts	3 Uses language/vocabulary from the text; basic understanding of most key words/concepts		4 Uses important language/vocabulary from the text; good understanding of key words/concepts				
Retelling: Teacher Support	1 Retells with 5 or more questions or prompts	2 Retells with 3 or 4 questions or prompts	3 Retells with 1 or 2 questions or prompts		4 Retells with no questions or prompts				
Interpretation	1 Little or no understanding of important text implications	2 Some understanding of important text implications; no supporting details	3 Understands important text implications; may include supporting details		4 Insightful understanding of important text implications with supporting details or rationale				
Reflection	1 Identifies an unrelated event; no reason for opinion or no response	2 Identifies a less significant event and/or gives a general reason for response	3 Identifies a significant event <u>and</u> gives relevant reason(s) for opinion		4 Identifies a significant event <u>and</u> gives reason(s) for opinion that reflects higher-level thinking				
Score	7 8 9 10 11 12 13	14 15 16 17 18	19 20 21 22 23 24 25		26 27 28				

Choose three to five teaching/learning activities on the *DRA2* Focus for Instruction on the next page.

DRA2 FOCUS FOR INSTRUCTION FOR TRANSITIONAL READERS

READING ENGAGEMENT

Book Selection

- Teach student strategies to select “just right” books for independent reading
- Introduce student to reading materials from a variety of genres
- Teach student how to use a reading log to monitor book selection
- Model/teach how to read for different purposes

Sustained Reading

- Model and support how to read independently
- Teach strategies to build reading stamina
- Develop clear expectations for amount of independent reading
- Create structures to support reading at home

ORAL READING FLUENCY

Expression and Phrasing

- Model and support reading in longer, meaningful phrases with appropriate expression
- Have student practice appropriate expression with familiar texts
- Have student participate in choral reading and/or reader’s theater
- Teach student to heed punctuation

Rate

- Provide materials and time for repeated reading to increase reading rate
- Teach student to read lower-level and/or familiar texts at an appropriate rate

Accuracy: Word Analysis

- Support and reinforce self-corrections of miscues
- Model and support how to take words apart (e.g., onset and rime, syllables) to problem-solve unknown words
- Teach how to use word chunks and analogies to problem-solve unknown words
- Provide spelling activities and word sorts to help student recognize patterns in words

COMPREHENSION

Prediction

- Teach student how to make predictions based on title and book cover, as well as opening paragraphs and illustrations of texts read aloud
- Model and support how to use background knowledge to make meaningful predictions

Retelling

- Model and teach how to retell a story
- Model and teach how to identify important events to include in a retelling
- Support retelling a story in sequence
- Encourage student to use characters’ names when retelling a story
- Model and teach how to identify important details to include in a retelling
- Model and support using key language and vocabulary from the text in a retelling
- Model and teach how to create and use story maps to aid retelling

Interpretation

- Model how to infer during shared reading and read-alouds
- Teach and share examples of inferences
- Model and teach student how to think about *Why?* questions while and after reading a text
- Model and teach how to support inferences with examples from the text

Reflection

- Help student identify important message in a story
- Provide opportunities to identify and discuss the important event in a story
- Demonstrate and teach student how to support opinion with details from the text

OTHER

Name/Date _____ Teacher/Grade _____

Scores: Reading Engagement ___/8 Oral Reading Fluency ___/16 Comprehension ___/28
Independent Range: 6–7 11–14 19–25

Book Selection Text selected by: teacher student

1. READING ENGAGEMENT

Ask the student to bring his or her reading record to the conference. If the Student Reading Survey was not completed prior to the assessment conference, read aloud the questions on the survey and record the student's responses.

2. ORAL READING FLUENCY

INTRODUCTION

*T: In this story, You Don't Look Beautiful to Me, Mother Skunk thinks Little Skunk is beautiful. The other animals don't think so. Please read aloud page 2. Show the student where to stop reading at the *.*

RECORD OF ORAL READING

Record the student's oral reading behaviors. Note the student's fluency (expression and phrasing). Be sure to time the student's reading.

Page 2

"You are so beautiful," Mother Skunk said as she looked down at Little Skunk beside her on the warm rock. She ruffled up his fur with her nose and tickled his feet.

Little Skunk rolled over and off the rock.

The spring day was beautiful. The robins were making nests. Trees had little green buds on them. Yellow and blue flowers poked their heads out of the ground. The warm sun shone brightly.

"This is the best day in my whole life," Little Skunk said, shaking the dirt out of his shiny fur.

Little Skunk was so happy that he ran off to talk to the other animals in the woods. He hadn't gone very far when he met Little Rabbit.

"Hello, Little Rabbit," he said. "My mother says I'm beautiful." He drew circles in the air with his long tail.

Little Rabbit looked at him and wrinkled up his nose. "Your tail looks too long to me. And how can you hear anything with such short ears? You're not beautiful at all." He hopped away.

Time: _____ minutes:seconds

ORAL READING WORDS PER MINUTE, PERCENT OF ACCURACY

Use the student's oral reading time to circle the WPM range.

Word Count: 176

	INTRVN	INSTR	IND	ADV
Minutes: Seconds	2:44 or more	2:43–2:22	2:21–1:41	1:40 or less
WPM	64 or less	65–74	75–105	106 or more

Count the number of miscues that are not self-corrected. Circle the percent of accuracy based on the number of miscues.

	INTRVN	INSTR	IND				ADV	
Number of Miscues	12 or more	10–11	8–9	7	5–6	3–4	1–2	0
Percent of Accuracy	93 or less	94	95	96	97	98	99	100

- If the student's score falls in a shaded area for either WPM or Accuracy, STOP! Reassess with a lower-level text.
- If the student is reading below the grade-level benchmark, administer *DRA Word Analysis*, beginning with Task 28, at another time.

3. COMPREHENSION

TEXT FEATURES and STUDENT PREDICTION

Read aloud the questions/prompts on page 1 of the Student Booklet, and record the student's responses on the same page. Do not give additional prompts. Students do not use the book as you record their responses on the first page of the Student Booklet.

Note: Continue with the assessment if time permits. Otherwise, have the student read the book and complete the Student Booklet at another time.

STUDENT READS AND RESPONDS

All students may use the text to complete pages 2–3 of the Student Booklet.

T: *Read the story. When you are finished, write a summary of what you have read and answer the remaining questions in the Student Booklet. If you have questions, please come to me (or raise your hand).*

Note: For students who have an Individual Education Plan in place for reading and/or written communication, follow the directions in their plan. You may read aloud the prompts on pages 2 and 3 of the Student Booklet and/or scribe their responses if required. Give no additional prompts.

While the student reads the text independently, complete the Teacher Analysis of Oral Reading on the next page and circle the descriptors on the *DRA2* Continuum that best describe the student's oral reading fluency.

4. TEACHER ANALYSIS

ORAL READING

If the student had 5 or more different miscues, use the information recorded on the Record of Oral Reading to complete the chart.

Student problem-solves words using: <input type="checkbox"/> beginning letter(s)/sound(s) <input type="checkbox"/> letter-sound clusters <input type="checkbox"/> blending letters/sounds <input type="checkbox"/> onset and rime <input type="checkbox"/> knowledge of spelling patterns (analogies) <input type="checkbox"/> syllables <input type="checkbox"/> rereading <input type="checkbox"/> no observable behaviors	Number of miscues self-corrected: _____ Number of miscues not self-corrected: _____ Number of words told to the student: _____	
	Miscues interfered with meaning: <input type="checkbox"/> never <input type="checkbox"/> at times <input type="checkbox"/> often	Miscues included: <input type="checkbox"/> omissions <input type="checkbox"/> insertions <input type="checkbox"/> reversals <input type="checkbox"/> substitutions that were <input type="checkbox"/> visually similar <input type="checkbox"/> not visually similar
Copy each substitution to help analyze the student's attention to visual information. e.g., <u>shined</u> (substitution) shone (text)		

Oral Reading Rate: (Optional) Use the formula below to determine the student's exact oral reading rate. Convert the student's reading time to all seconds.

$$176 \text{ (words)} \div \text{_____ total seconds} = \text{_____ WPS} \times 60 = \text{_____ WPM}$$

DRA2 Continuum

- Use the information from the Student Reading Survey and the Student Booklet to circle the descriptors that best describe the student's responses for Reading Engagement and Comprehension.
- Add the circled numbers to obtain a total score for each section.
- Record the total scores at the top of page 1. Record the Comprehension score at the top of page 5 after the colon.

Note: If the Comprehension score is less than 14, administer *DRA2* with a lower-level text.

Name/Date _____

Teacher/Grade _____

DRA2 CONTINUUM		LEVEL 28				EXTENDING READER			
	INTERVENTION	INSTRUCTIONAL	INDEPENDENT			ADVANCED			
Reading Engagement									
Wide Reading	1 Title(s) below grade level; limited reading experiences and book knowledge	2 Titles slightly below grade level; rather limited reading experiences	3 Titles within 2 genres or multiple books within a genre; generally on-grade-level texts	4 Titles across 3 or more genres; many on- and above-grade-level texts					
Self-Assessment/Goal Setting	1 No strengths and/or goals	2 General strength(s) and goal(s) related to the reading process	3 2 specific strengths and 2 specific goals related to the reading process	4 3 specific strengths and 3 specific goals that reflect a higher level of thinking					
Score	2 3	4 5	6 7	8					
Oral Reading Fluency									
Expression	1 Little expression; monotone	2 Some expression that conveys meaning	3 Expression reflects mood, pace, and tension at times	4 Expression reflects mood, pace, and tension most of the time					
Phrasing	1 Mostly word-by-word	2 Short phrases most of the time; inappropriate pauses	3 Longer phrases most of the time; heeds most punctuation	4 Consistently longer, meaningful phrases; heeds all punctuation					
Rate	1 64 WPM or less	2 65–74 WPM	3 75–105 WPM	4 106 WPM or more					
Accuracy	1 93% or less	2 94%	3 95%–98%	4 99%–100%					
Score	4 5 6	7 8 9 10	11 12 13 14	15 16					
Comprehension									
Use of Text Features	1 Limited or no description of the characters	2 Partial description of the characters; general statements	3 Description of each character; includes at least 2 specific details	4 Description of each character; includes at least 3 specific details					
Prediction	1 Unrelated predictions or no response	2 At least 1 reasonable prediction related to the text	3 At least 2 reasonable predictions that go beyond the text read aloud	4 3 thoughtful predictions that go beyond the text read aloud					
Scaffolded Summary	1 1–2 events in own language and/or copied text; may include incorrect information	2 Partial summary; generally in own language; some important characters/events; may include misinterpretations	3 Summary in own language; includes important characters, many of the important events, and some details from the beginning, middle, and end	4 Summary in own language; includes all important characters, events, and details from the beginning, middle, and end					
Scaffolded Summary: Vocabulary	1 General terms or labels; limited understanding of key words/concepts	2 Some language/vocabulary from the text; some understanding of key words/concepts	3 Most language/vocabulary from the text; basic understanding of most key words/concepts	4 All important language/vocabulary from the text; good understanding of key words/concepts					
Literal Comprehension	1 Incorrect response or no response	2 Partial response; may include misinterpretation	3 Accurate response	4 Accurate response with specific details					
Interpretation	1 Little or no understanding of important text implications	2 Some understanding of important text implications; no supporting details	3 Understands important text implications; may include supporting details	4 Insightful understanding of important text implications with supporting details or rationale					
Reflection	1 Insignificant event; no reason for opinion or no response	2 Less significant event and/or a general reason for opinion	3 Significant event and a relevant reason for opinion	4 Significant event and reason for opinion that reflects higher-level thinking					
Score	7 8 9 10 11 12 13	14 15 16 17 18	19 20 21 22 23 24 25	26 27 28					

Choose three to five teaching/learning activities on the *DRA2* Focus for Instruction on the next page.

DRA2 FOCUS FOR INSTRUCTION FOR EXTENDING READERS

READING ENGAGEMENT

Wide Reading

- Teach student strategies to select appropriately leveled texts for independent reading
- Introduce student to reading materials from a variety of genres
- Teach strategies to build reading stamina
- Create structures and/or routines to support reading at home
- Develop clear expectations for amount of independent reading
- Teach student how to use a reading log to monitor book selection and set reading goals
- Model/teach how to read for different purposes

Self-Assessment/Goal Setting

- Model and discuss strategies good readers use
- Help student identify 1–2 reading goals and a plan of action to improve reading
- Support revision of ongoing reading goals

ORAL READING FLUENCY

Expression and Phrasing

- Model and support reading in longer, meaningful phrases with appropriate expression
- Have student practice appropriate expression with familiar texts
- Have student participate in choral reading and/or reader's theater
- Teach student to heed punctuation

Rate

- Provide materials and time for repeated reading to increase reading rate
- Teach student to read lower-level and/or familiar texts at an appropriate rate

Accuracy: Word Analysis

- Support and reinforce self-corrections of miscues
- Model and support how to take words apart (e.g., onset and rime, syllables) to problem-solve unknown words
- Teach how to use word chunks and analogies to problem-solve unknown words
- Provide spelling activities and word sorts to help student recognize patterns in words

COMPREHENSION

Use of Text Features

- Provide opportunities for student to discuss what he or she knows about the characters based on title and book cover, as well as opening paragraphs and texts read aloud
- Teach student how to describe characters, using information from fiction text features (e.g., title, illustrations, and text)

Prediction

- Teach student how to make predictions based on title and book cover, as well as opening paragraphs of texts read aloud
- Model and support using background information to make meaningful predictions

Summary

- Share and identify characteristics of good summaries
- Model and co-construct written summaries of texts read aloud
- Model and support how to distinguish between more important and less important ideas and details
- Model and support how to write a summary in one's own words
- Teach student how to use a graphic organizer as an aid to creating a summary
- Teach student how to identify story elements (e.g., characters, setting, plot)

Literal Comprehension

- Show student how to use key words to identify specific information from the text
- Provide opportunities for student to answer and construct literal questions
- Help student locate and record specific details
- Teach student how to use graphic organizers to keep track of story information

Interpretation

- Teach and share examples of inferences
- Model and teach student how to think about *Why?* questions while and after reading a text
- Model and teach how to support inferences with examples from the text
- Give student opportunities to respond to inference questions orally and in writing

Reflection

- Help student identify important message in a story
- Provide opportunities to identify and discuss the most important event in a story
- Demonstrate and teach student how to support opinion with details from the text

Name _____ Date _____

Teacher _____ Grade _____

The teacher reads aloud the prompts/questions and records the student's responses on this Before Reading page only.

BEFORE READING

TEXT FEATURES

Think about the title, the pictures, and what you have read so far. Tell me what you know about Little Skunk and Little Rabbit.

Little Skunk:

Little Rabbit:

PREDICTION

What are 3 things you think might happen in the rest of this story?

1. _____

2. _____

3. _____

AFTER READING

Summary

Write a summary of this story in your own words. Include the important characters, events, and details. You may use the book and the words below to help you write your summary.

In the beginning,

Next,

Then,

After that,

In the end,

Literal Comprehension

List 2 reasons why Little Deer did not think Little Skunk was beautiful.

Little Deer's Reasons
1. _____
2. _____

Interpretation

What do you think Little Skunk learned? _____

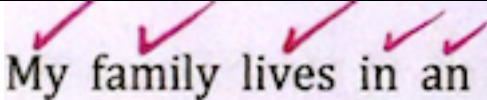
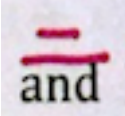
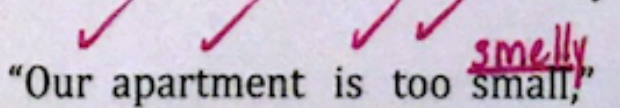
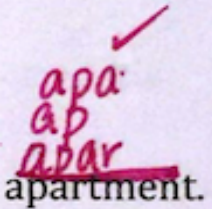
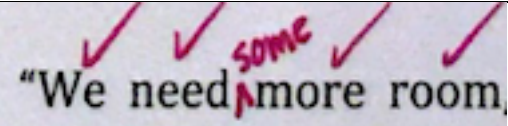
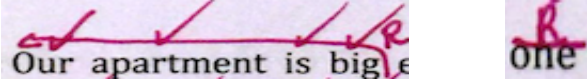
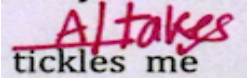

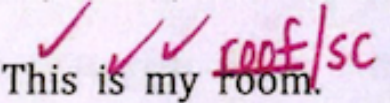
Reflection

What do you think is the most important event in this story?

Tell why you think it is important. _____

Reread what you have written to make sure your answers are the way you want them before you hand in your booklet.

Running Record Recording Symbols and Scoring

Child's Response	Symbols to record	Description/Scoring	Scoring
Correct response		Write a tick or check over words to indicate the words were read correctly.	No error
Omission		Record a dash above the omitted word (s).	If a line or sentence is omitted each word is one error (if pages are omitted make a note but they are not counted as errors - deduct the number of words from the words total before calculation)
Substitution		Write what the child says over the written word.	One error
Attempt (record all attempts)		Record all attempts with a check if they say it correctly or a substitution if it is wrong	One error if they do not read correctly the word after their attempts
Insertion		Use a caret and add the inserted word	One error
Repetition	 If go back and repeat a whole line or a word	Use an R to indicate a repetition and use an arrow to point to where the child returned if they repeated a group of words Use R over the word only if a word was repeated only (R, R1, R2 etc. if repeated multiple times)	No error
Appeal for help		Record an A over the word and encourage them to try it. Record their attempt. You can then give them the word if their attempt is unsuccessful	One error
Teacher pronounced		Record a T to indicate you provided the word after an appeal and their attempt	One error
Self-correction		Record the spoken word over the written word with SC for self correct after it	No error

Analyzing a Running Record and Planning Instruction

What information are they using?

What does it look like?
How do you know?

How can you guide the reader to use it when they are *not* using this source?

Analyzing Errors

Meaning Cues:
Does the miscue sense?

Did the meaning of the text have an impact on the child's reading? Pictures and information taken from them are considered meaning cues.

woods
There are many trees in the forest. (M) (S) V

This reader substituted forest for woods. They are using meaning because it still makes sense and they are using structure because it is grammatically correct. They need use the visual cues (see the prompts below for visual).

- You said _____ Does that make sense?
- Look at the pictures
- What happened in the story when...?
- Try that again. What else could make sense here?
- What would make sense in the story/page/sentence?
- Reread and see if it makes sense.
- Think more about the story/character to help you
- Reread, use the first sound/part and think about what is happening here.
- Could it be... (supply a word if the child is stuck)

Structure Cues:
Does the miscue sound right (syntax)?

Did the child read the sentence in a grammatical and linguistically reasonable manner? In other words, does it make sense as a sentence in English? If there was a substitution, for example, did he or she substitute a proper part of speech?

eating.
The boy is playing. M (S) V

Pretend the example above is from a page with a picture of a boy playing. But the child says eating. He or she is using structure but not using meaning or visual cues. (see the prompts for meaning and visual cues)

- You said _____ Does that sound right?
- Can you reread that?
- When I covered up this word in the text, how did you know what word would be appropriate?
- When I was reading and left out a word, how did you know what word was in the text? -
- Does that sound like a book sentence?
- What would sound right here?
- Could it be...?
- Does that sound like the way we read sentences from books?

Visual Cues:
Does the miscue look close to the written word?

This is also called *graphophonic* information. What did the word look like? Did the student look at the word and make an attempt based on how it appears? Did he or she use a beginning or ending letter? A cluster of letters?

pool
I swim in the pool. M S (V)

This child substituted pool for poor. This does not make sense or sound right based on grammar and the syntax of the English language. However, the words look similar so the child is using visual cues. (see prompts for meaning and structure cues)

- You said _____ Does that look right?
- Does that match the word on the page?
- What letter do you expect to see at the beginning/middle/end of _____?
- What sound do you hear at the beginning/middle/end of _____?
- Can you get your mouth ready to say that sound?
- Can you match those letters/words?
- Were there enough words?
- Can you find that letter/word?
- Do you know a word that starts/ends with those letters?
- "Look, the same word is right here, what is that word again?"
- "This word is kind of like the word _____ but it has a ___ at the beginning. What word could it be?"

Analyzing Self Corrections

Analyzing self corrections:

What extra information did the reader use/add to self-correct?

Error: poor
I swim in the pool. M S (V)
Self-Correction: poor/sc
I swim in the pool. (M) (S) V
This child substituted pool for poor. Then self corrected using meaning and structure.

- Cross checking - use one cueing system to check the choice made by another cueing system

Guided Reading levels with Behaviors and Strategies

A/B	<ul style="list-style-type: none"> • Matches spoken word to written words. • Moves from left to right when reading. • Uses the illustration and the story as a source of information. • Locates known word(s) in text (sight words).
C, easy D	<ul style="list-style-type: none"> • Attends to beginning letter(s) along with picture and progresses to using final letters. • Makes return sweep on more than one line of print. • Reads known words in text automatically. • Begins to integrate sources of information: making sure it makes sense (M), sounds right (S), looks right (V).
Hard D, E	<ul style="list-style-type: none"> • Notices errors and cross checks with unused source of information • Monitors for all sources of information: checking to make sure that it makes sense, sounds right, and looks right • Pays close attention to and uses internal parts of words with beginning and endings to word solve • Tracks print with eyes and uses finger only at points of difficulty • BEGINS to read with fluency and phrasing on repeated readings of the same text.
F/G	<ul style="list-style-type: none"> • Reads increasingly more difficult words, letter by word part • Uses parts from known words to read unknown words • Begins to monitor, cross check sources of information and self-correct at point of error. May reread or skip to go on in order to do so • Integrates sources of information: making sure it makes sense, looks right, sounds right • Reads with more fluency and phrasing on repeated readings of the same text.
H/I	<ul style="list-style-type: none"> • Envisions the story to compensate for low picture support • Keeps the accumulating story/events in mind • Stops and self-corrects at the point of error. • Reads with fluency, notices punctuation to read smoothly • Recognizes most words rapidly. • Tracks print with eyes. • Begins to silently read some of the text • Uses sound-letter relationships, known words, and word parts to figure out new words • Goes beyond the text in discussions and interpretations. • Processes more complex vocabulary and literary structures including non-fiction • Stops and self-corrects at the point of error. • Reads with fluency, slows down to solve new words, and resumes normal speed. • Self-corrects errors that cause loss of meaning.
Easy J/easy K	<ul style="list-style-type: none"> • Solves difficult words with relative ease, self-correcting at the point of error • Reads with fluency, intonation, and phrasing – communicating understanding • Makes inferences, predicts, and analyzes character and plot • Silently reads a section of the text. • Sustains problem solving and development of meaning through a longer text read over several days. • Flexibly uses multiple word solving strategies while focusing on meaning • Integrates multiple sources of information while reading with fluency. • When reading orally reads rapidly, with phrasing, slowing down to problem solve and then resume speed

Guided Reading levels with Behaviors and Strategies

Hard J/K and L	<ul style="list-style-type: none"> • Solves difficult words with relative ease, self-correcting at the point of error • Reads with fluency, intonation, and phrasing – communicating understanding • Makes inferences, predicts, and analyzes character and plot • Silently reads a section of the text. • Sustains problem solving and development of meaning through a longer text read over several days. • Flexibly uses multiple word solving strategies while focusing on meaning • Integrates multiple sources of information while reading with fluency. • When reading orally reads rapidly, with phrasing, slowing down to problem solve and then resume speed
M	<ul style="list-style-type: none"> • Deals with more complex and sometimes technical vocabulary • Reads with fluency and phrasing • Word solving is under control and independent – at the point of error (if the word is in the reader’s vocabulary) • Deals with longer chapters and few illustrations • Uses literary features of the text to understand and track multiple characters • Begins to think about more abstract themes/universal themes
N	<ul style="list-style-type: none"> • Deals with longer descriptive words and some figurative language • Reads with fluency and phrasing (Most same as M) • Word solving is under control and independent – at the point of error (if the word is in the reader’s vocabulary) • Deals with longer chapters and few illustrations (same as M) • Uses literary features, including some descriptive and figurative passages, to understand multiple characters • Notices and thinks about the important human problems in the text
O	<ul style="list-style-type: none"> • Deals with more complex vocabulary and words with secondary meanings • Word solving is under control and independent – at the point of error (if the word is in the reader’s vocabulary) • Deals with longer chapters and few illustrations (same as M) • Uses literary features to understand characters with good and bad traits who change over time • Notices and thinks about the important human problems in the text, some of them serious in scale and tone
P	<ul style="list-style-type: none"> • Deals with figurative language and idioms that are essential to understanding the text • Reads with fluency and phrasing (Same as O) • Deals with difficulty in decoding unfamiliar words (Same as O) • Deals with longer books, and few or even no illustrations • Uses literary features to understand characters whose family and peer relationships change over time • Notices and thinks about important problems, some of them from an unfamiliar perspective

RESOURCES FOR DRA 2

- DRA 2 ON-DEMAND MODULES - [HTTPS://MYPEARSONTRAINING.COM/PRODUCTS/DRA2/TUTORIALS](https://mypearsontraining.com/products/dra2/tutorials)
- TEXT LEVEL SAMPLES - [HTTP://WWW.MARKWEAKLANDLITERACY.COM/UPLOADS/3/9/6/2/39620705/DRA_LEVEL_EXAMPLES.PDF](http://www.markweaklandliteracy.com/uploads/3/9/6/2/39620705/dra_level_examples.pdf)
- TEACHER OBSERVATION GUIDES - [HTTP://BCSCHOOLSCURRICULUM.WEEBLY.COM/DRA2-TEACHER-OBSERVATION-GUIDES.HTML](http://bcschoolscurriculum.weebly.com/dra2-teacher-observation-guides.html)
- DRA2 K-8 TECHNICAL MANUAL - [HTTP://GOODRICHSCHOOLS.ORG/VIEW/2244.PDF](http://goodrichschools.org/view/2244.pdf)
- WORD ANALYSIS DIRECTIONS - [HTTP://WWW.ALTONSCHOOLS.ORG/MEDIA/PDF/TEACHER_DIRECTIONS_FOR_DRA_WORD_ANALYSIS_TASKS.PDF](http://www.altonschools.org/media/pdf/Teacher_Directions_for_DRA_Word_Analysis_Tasks.pdf)
- WORD ANALYSIS BLACKLINE MASTERS - [HTTP://CONNECT.PEARSONLEARNING.COM/C2DRA/WABLMS.CFM](http://connect.pearsonlearning.com/c2dra/wablms.cfm)
- DRA2 BENCHMARK SCORES - [HTTPS://WWW.ISD622.ORG/CMS/LIB07/MN01001375/CENTRICITY/DOMAIN/20/622_LEVELLED_BENCHMARKS.PDF](https://www.isd622.org/cms/LIB07/MN01001375/CENTRICITY/DOMAIN/20/622_LEVELLED_BENCHMARKS.PDF)
- CODING AND SCORING ERRORS -
[HTTPS://WWW.HEINEMANN.COM/SHARED/PRODUCTSUPPORT/E02776/15_CODING_SCORING_ERRORS_ATA_GLANCE_082312.PDF](https://www.heinemann.com/shared/productsupport/e02776/15_CODING_SCORING_ERRORS_ATA_GLANCE_082312.PDF)
- KIDS BOOKS LEVELED BY DRA - [HTTP://WWW.KIDSBOKSERIES.COM/LIST/SORTED-BY-DEVELOPMENTAL-READING-ASSESSMENT](http://www.kidsbookseries.com/list/sorted-by-developmental-reading-assessment)
- K PARENT LETTER ABOUT DRA -
[HTTPS://WWW.WASHOESCHOOLS.NET/CMS/LIB/NV01912265/CENTRICITY/DOMAIN/160/DRA/DRA%20KINDERGARTEN.PDF](https://www.washoeschools.net/cms/LIB/NV01912265/CENTRICITY/DOMAIN/160/DRA/DRA%20KINDERGARTEN.PDF)
- WHAT WORKS CLEARINGHOUSE - [HTTPS://IES.ED.GOV/NCEE/WWC/](https://ies.ed.gov/ncee/wwc/)
- FLORIDA CENTER FOR READING RESEARCH RESOURCES - [HTTP://WWW.FCRR.ORG/RESOURCES/](http://www.fcrr.org/resources/)
- LITERACY TUSCOLA ISD - [HTTP://LITERACYTUSCOLAISD.WEEBLY.COM/](http://literacytuscolaisd.weebly.com/)

