

# DRA 2 IN K-1

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



## AGENDA & OBJECTIVES

SEPTEMBER 18, 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)



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## PURPOSE & COMPONENTS

### 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).



# 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



# 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)

# 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)

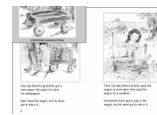
- Simple stories with repetitive words, phrases, and actions
- Predictable language structures
- Familiar characters and experiences
- One to three lines of text
- Word count - 53 to 73



# 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



## 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

KINDERGARTEN RECOMMENDED BENCHMARKS

TIME	PROFICIENT/ INDEPENDENT	INSTRUCTIONAL
FALL	A	PRE-A
MID-YEAR	2-3	1
SPRING	4	2-3

1ST GRADE RECOMMENDED BENCHMARKS

TIME	PROFICIENT/ INDEPENDENT	INSTRUCTIONAL
FALL	4	2-3
MID-YEAR	14	12
SPRING	18-20	16

\*DRA WORD ANALYSIS ADMINISTERED TO ANY KINDERGARTENER PRE-A

\*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
KINDERGARTEN	16	16	16
1ST GRADE	28	28	28

\*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.



# KINDERGARTEN ADMINISTRATION TIPS

- Familiarize yourself with the whole kit as well as the Benchmark Books;
- Make copies for levels A-8 with access to the whole kit;
- Read and prepare materials for the Word Analysis; and
- Think about using DRA2 Assessment Folders to temporarily house student assessments.

# 1ST GRADE ADMINISTRATION TIPS

- Use classroom observation, DIBELS data, and/or Spring data to determine starting level;
- Make copies for levels A-28 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.

# 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.

# ADMINISTRATION PROTOCOL

	Emergent Levels A-3 Kindergarten	Early Levels 4-12 Grade 1	Transitional Levels 14-24 Grades 1-2
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
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



# LEVEL 12

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

**Page 3**  
Robbie was not sure he looked at Maria.  
She cried a lot.

## 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!**

# 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

# ADMINISTRATION PRACTICE

# SCORING PROTOCOL

# ORAL READING

Level 3  
Percent of Accuracy

Word Count: 46

	EM	DEV	IND			
Number of Miscues	5 or more	4	3	2	1	0
Percent of Accuracy	89 or less	91	93	96	98	100

- If the student's number of miscues is 3 or less, continue the assessment with a Level 4 text.
- If the student's number of miscues is 4 or more, STOP!

# 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)

# 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	<b>92%</b>	<b>16</b>	4	Instructional/Accuracy & Comp
Student 2	100%	<b>16</b>	3	Instructional/Comp
Student 3	95%	18	<b>2</b>	Instructional/Fluency

# FRUSTRATION LEVELS

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

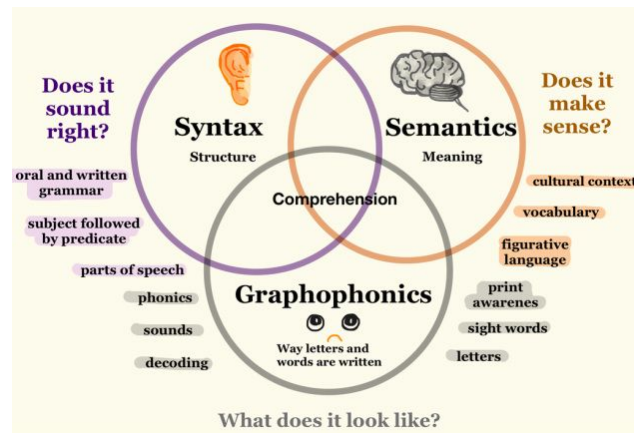
ACCURACY	COMPREHENSION	FLUENCY
<90%	<16	1-2

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	<b>89%</b>	18	3	FRUSTRATION/Accuracy
Student 2	95%	<b>15</b>	3	FRUSTRATION/Comprehension
Student 3	98%	18	<b>1</b>	FRUSTRATION/Fluency

# SCORING PRACTICE

# TEACHER ANALYSIS



CUEING SYSTEMS

## 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.

## LEVEL A CONTINUUM

DRA2 CONTINUUM	LEVEL A		
	EMERGING	DEVELOPING	INDEPENDENT
<b>Reading Engagement</b>			
Literary Support	1 No response or is uncertain	2 Names at least one person who reads with him or her at home	3 Names several people who read with him or her at home
Favorite Book	1 No response or is uncertain	2 Tells something about a favorite book	3 Gives title and shares some specific details about favorite book
Book-Handling Skills	1 Relies on others to hold and turn pages of a book	2 Holds and/or turns pages of a book when prompted	3 Holds and turns pages of a book independently
Score	3 4	5 6 7	8 9
<b>Oral Reading</b>			
Monitoring/Self-Corrections	1 Detects no miscues	2 Self-corrects at least 1 miscue and neglects to self-correct other miscues	3 Self-corrects 2 or more miscues or reads accurately (no miscues or self-corrects all miscues)
Use of Cues	1 Often neglects cues (e.g., pictures, sentence pattern, visual information)	2 Uses cues (e.g., pictures, sentence pattern, visual information) at times	3 Uses cues (e.g., pictures, sentence pattern, visual information) most of the time
Accuracy Rate	1 70% or less	2 80%	3 90%-100%
Score	3 4	5 6 7	8 9
<b>Printed Language Concepts</b>			
Directionality	1 No/little control of directionality	2 Inconsistent control of directionality	3 Controls directionality
One-to-One Correspondence	1 Slides finger; no one-to-one match	2 Points to words; inconsistent one-to-one match	3 Points to words; consistent one-to-one match
Score	2 3	4 5	6

## LEVEL 2 CONTINUUM

DRA2 CONTINUUM	LEVEL 2		
	EMERGING	DEVELOPING	INDEPENDENT
<b>Reading Engagement</b>			
Literary Support	1 No response or is uncertain	2 Names at least one person who reads with him or her at home	3 Names several people who read with him or her at home
Favorite Book	1 No response or is uncertain	2 Tells something about a favorite book	3 Gives title and shares some specific details about favorite book
Book-Handling Skills	1 Relies on others to hold and turn pages of a book	2 Holds and/or turns pages of a book when prompted	3 Holds and turns pages of a book independently
Score	3 4	5 6 7	8 9
<b>Oral Reading</b>			
Monitoring/Self-Corrections	1 Detects no miscues	2 Self-corrects at least 1 miscue and neglects to self-correct other miscues	3 Self-corrects 2 or more miscues or reads accurately (no miscues or self-corrects all miscues)
Use of Cues	1 Often neglects cues (e.g., pictures, sentence pattern, visual information)	2 Uses cues (e.g., pictures, sentence pattern, visual information) at times	3 Uses cues (e.g., pictures, sentence pattern, visual information) most of the time
Accuracy	1 80% or less	2 91%	3 94%-100%
Score	3 4	5 6 7	8 9
<b>Printed Language Concepts</b>			
Directionality	1 No/little control of directionality on one line of text	2 Inconsistent control of directionality on one line of text	3 Controls directionality on one line of text
One-to-One Correspondence	1 Slides finger; no one-to-one match	2 Points to words; inconsistent one-to-one match	3 Points to words; consistent one-to-one match
Words/Letters	1 Demonstrates little understanding of the terms <i>begins</i> , <i>ends</i> , and <i>letter</i> unable to locate either word	2 Demonstrates some understanding of the terms <i>begins</i> , <i>ends</i> , and <i>letter</i> by locating 1 of the words	3 Demonstrates an understanding of the terms <i>begins</i> , <i>ends</i> , and <i>letter</i> by locating both words
Score	3 4	5 6 7	8 9

## FOCUS FOR INSTRUCTION (LEVEL 2)

### DRA2 FOCUS FOR INSTRUCTION FOR EMERGENT READERS

#### Reading Engagement

- Create structures and routines to support reading at home
- Model and support holding a book while previewing and reading
- Model and support turning the pages of a book while previewing and reading

#### Oral Reading

##### Teach how to:

- Monitor using one-to-one correspondence
- Monitor using known words
- Problem-solve unknown words by using beginning letter/sound relationships, pictures, and language structures
- Confirm word choice by using beginning letter/sound relationships, pictures, and language structures
- Self-correct miscues

#### Printed Language Concepts

##### Model and support:

- Directionality
- Concept of a letter and a word
- Concept of first and last letter of a word
- Concept of the terms *begins* and *ends*
- Concept of the terms *letter* and/or *sound*
- One-to-one correspondence

#### OTHER

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# ANALYSIS PRACTICE

QUESTIONS OR  
CONCERNS?

EMILY CAYLOR

(989)673-2144 EXT 30550

[ECAYLOR@TUSCOLAISD.ORG](mailto:ECAYLOR@TUSCOLAISD.ORG)

@TISDLITERACY

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

<b>Instructional Level</b>  Text level # 94% - 96% Accuracy 11-17 Comprehension	<b>Independent Level</b>  Text level # 97% & Above Accuracy 18 & Above Comprehension
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<b>Beginning of Year Proficiency Levels</b> (The benchmark numbers below are Independent levels)					
	Below Basic	Approaching	Meeting	Exceeding	DRA Ceiling
Kindergarten					6
1 <sup>st</sup> Grade	1	2-3	4	6	10
2 <sup>nd</sup> Grade	12	16	18-20	24	28
3 <sup>rd</sup> Grade	24	28	30	34	40
4 <sup>th</sup> Grade	34	38	40	50	50
5 <sup>th</sup> 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+)

<b>Instructional Level</b>  Text level # 94% - 96% Accuracy 11-17 Comprehension	<b>Independent Level</b>  Text level # 97% & Above Accuracy 18 & Above Comprehension
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<b>Mid-Year Proficiency Levels</b> (The benchmark numbers below are Independent levels)					
	Below Basic	Approaching	Meeting	Exceeding	DRA Ceiling
Kindergarten		1	2-3	4	6
1 <sup>st</sup> Grade	8-10	12	14	16	24
2 <sup>nd</sup> Grade	20	24	28	30	38
3 <sup>rd</sup> Grade	30	34	38	40	50
4 <sup>th</sup> Grade	34	38	40	50	60
5 <sup>th</sup> 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+)

<b>Instructional Level</b>  Text level # 94% - 96% Accuracy 11-17 Comprehension	<b>Independent Level</b>  Text level # 97% & Above Accuracy 18 & Above Comprehension
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<b>End of Year Proficiency Levels</b>					
(The benchmark numbers below are Independent levels)					
	<b>Below Basic</b>	<b>Approaching</b>	<b>Meeting</b>	<b>Exceeding</b>	<b>DRA Ceiling</b>
Kindergarten	1	2-3	4	6	10
1 <sup>st</sup> Grade	12-14	16	18-20	24	28
2 <sup>nd</sup> Grade	24	28	30	34	38
3 <sup>rd</sup> Grade	34	38	40	50	50
4 <sup>th</sup> Grade	38	40	50	60	60
5 <sup>th</sup> Grade	40	50	60	70	70

### Leveling Conversion Chart

Grade Level	Reading Recovery	Guided Reading (Fountas and Pinnell)	DRA
<b>Kindergarten</b>	A,B	A	A
	1	A	1
	2	B	2
	3	C	3
<b>Grade 1</b>	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
<b>Grade 2</b>	17, 18	J	18
	19	K	20
	20	L	24
		L, M	28
<b>Grade 3</b>		N	30
		N, O	34
		O, P	38
<b>Grade 4</b>		Q, R, S	40
<b>Grade 5</b>		T, U, V	50
<b>Grade 6</b>		W, X, Y	60
<b>Grade 7</b>		Z	70
<b>Grade 8</b>		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 <sub>2</sub> R <sub>3</sub>	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  <del>environments   Y   T</del> <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: Who reads with you or to you at home?* \_\_\_\_\_

*T: Would you rather listen to a story or read a story to someone?* \_\_\_\_\_

*Why?* \_\_\_\_\_

*T: Tell me about one of your favorite books.* \_\_\_\_\_

## 2. ORAL READING FLUENCY

### INTRODUCTION AND PREVIEW

*T: In this story, Where Is My Hat?, a little boy named Ben doesn't know where his hat is. Look at all of 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: Where Is My Hat? Now, read to find out where Ben and his mom look for his hat.*

#### Page 2

"Where is my hat?" said Ben.

#### Page 3

Ben looked under his bed.

"It is not here," he said.

**Page 4**

Mom looked in the closet.

“It is not here,” she said.

**Page 5**

Ben looked in his toy box.

“It is not here,” he said.

He looked and looked.

**Page 6**

Mom looked behind the chair.

**Page 7**

“Here it is!” she said.

**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: 54

	EM	DEV	IND		ADV	
<b>Number of Miscues</b>	5 or more	4	3	2	1	0
<b>Percent of Accuracy</b>	91 or less	93	94	96	98	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 8, 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, and then say: ***Start at the beginning, and tell me what happened in this story.***

**Story Overview****Beginning**

1. Ben said, "Where is my hat?"

**Middle**

2. He looks under the bed, and says, "It is not here."

3. Mom looks in the closet and says, "It is not here."

4. Ben looks in his toy box and says, "It is not here."

5. Mom looks behind a chair and . . .

**End**

6. Mom finds the hat behind a chair with the dog lying on it.

7. Mom says, "Here it is!" and puts the hat on Ben.

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 4 or more different miscues, use the information recorded on the Record of Oral Reading to complete the chart below.

<b>Student problem-solves words using:</b> <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	Number of miscues self-corrected: ____ Number of miscues not self-corrected: ____ Number of words told to the student: ____	
	<table border="1"> <tr> <td> <b>Miscues interfered with meaning:</b>  <input type="checkbox"/> never  <input type="checkbox"/> at times  <input type="checkbox"/> often           </td> <td> <b>Miscues included:</b>  <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           </td> </tr> </table>	<b>Miscues interfered with meaning:</b> <input type="checkbox"/> never <input type="checkbox"/> at times <input type="checkbox"/> often
<b>Miscues interfered with meaning:</b> <input type="checkbox"/> never <input type="checkbox"/> at times <input type="checkbox"/> often	<b>Miscues included:</b> <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	
<b>Copy each substitution to help analyze the student's attention to visual information.</b> e.g., <u>couch</u> (substitution) chair (text)		

### 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.



<b>DRA2 CONTINUUM</b>		<b>LEVEL 4</b>			<b>EARLY READER</b>
	<b>EMERGING</b>	<b>DEVELOPING</b>	<b>INDEPENDENT</b>	<b>ADVANCED</b>	
<b>Reading Engagement</b>					
<b>Book Selection</b>	1 Selects new texts from identified leveled sets with teacher support; uncertain about a favorite book	2 Selects new 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	
<b>Sustained Reading</b>	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	
<b>Score</b>	<b>2 3</b>	<b>4 5</b>	<b>6 7</b>	<b>8</b>	
<b>Oral Reading Fluency</b>					
<b>Phrasing</b>	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	
<b>Monitoring/Self-Corrections</b>	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	
<b>Problem-Solving Unknown Words</b>	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 or 2 cues to problem-solve unknown words	4 At difficulty, uses multiple cues to problem-solve unknown words	
<b>Accuracy</b>	1 91% or less	2 93%	3 94%–96%	4 98%–100%	
<b>Score</b>	<b>4 5 6</b>	<b>7 8 9 10</b>	<b>11 12 13 14</b>	<b>15 16</b>	
<b>Comprehension</b>					
<b>Previewing</b>	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	
<b>Retelling: Sequence of Events</b>	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	
<b>Retelling: Characters and Details</b>	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 most of the important details	
<b>Retelling: Vocabulary</b>	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	
<b>Retelling: Teacher Support</b>	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	
<b>Reflection</b>	1 Gives an unrelated response, no reason for opinion, or no response	2 Gives a limited response and/or a 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)	
<b>Making Connections</b>	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	
<b>Score</b>	<b>7 8 9 10 11 12 13</b>	<b>14 15 16 17 18</b>	<b>19 20 21 22 23 24 25</b>	<b>26 27 28</b>	

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

## 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 and routines 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
- 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
- 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

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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.

<b>Student problem-solves words using:</b> <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	Number of miscues self-corrected: ____ Number of miscues not self-corrected: ____ Number of words told to the student: ____	
	<b>Miscues interfered with meaning:</b> <input type="checkbox"/> never <input type="checkbox"/> at times <input type="checkbox"/> often	<b>Miscues included:</b> <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
<b>Copy each substitution to help analyze the student's attention to visual information.</b> e.g., <u>feeling</u> (substitution) feeding (text)		

**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.

<b>DRA2 CONTINUUM</b>		<b>LEVEL 12</b>				<b>EARLY READER</b>			
	<b>EMERGING</b>	<b>DEVELOPING</b>	<b>INDEPENDENT</b>			<b>ADVANCED</b>			
<b>Reading Engagement</b>									
<b>Book Selection</b>	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					
<b>Sustained Reading</b>	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					
<b>Score</b>	2 3	4 5	6 7	8					
<b>Oral Reading Fluency</b>									
<b>Phrasing</b>	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					
<b>Monitoring/Self-Corrections</b>	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					
<b>Problem-Solving Unknown Words</b>	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					
<b>Accuracy</b>	1 92% or less	2 93%	3 94%–97%	4 98%–100%					
<b>Score</b>	4 5 6	7 8 9 10	11 12 13 14	15 16					
<b>Comprehension</b>									
<b>Previewing</b>	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					
<b>Retelling: Sequence of Events</b>	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					
<b>Retelling: Characters and Details</b>	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					
<b>Retelling: Vocabulary</b>	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					
<b>Retelling: Teacher Support</b>	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					
<b>Reflection</b>	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)					
<b>Making Connections</b>	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					
<b>Score</b>	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**

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Name/Date \_\_\_\_\_

Teacher/Grade \_\_\_\_\_

Scores: Reading Engagement \_\_\_/9  
Independent Range: 8–9

Oral Reading \_\_\_/9  
8–9

Printed Language Concepts \_\_\_/6  
6

## 1. READING ENGAGEMENT

*T: Who reads with you or to you at home?* \_\_\_\_\_

*T: Tell me about one of your favorite books.* \_\_\_\_\_

## 2. ORAL READING

### INTRODUCTION AND PREVIEW

*T: This book is called Can You Sing? Let's read it together and find out who can sing. I'll read some of the story to you. As I read, I will point to each word with my finger. Watch and listen.* Point to each word as you read pages 2–5.

*T: Turn to page 6. Say: Now, I'll point to and read what the bird says. You point to and read what the other animals say.*

Continue to read what the bird says, and have the student point to and read what the other animals say. Note the student's ability to hold/control the book and turn the pages.

### RECORD OF ORAL READING

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

#### Page 7

"No."

#### Page 9

"No."

#### Page 11

"No, no."

#### Page 13

"No." "No." "No."

#### Page 15

"Yes! Yes! Yes!"

### 3. TEACHER ANALYSIS

#### 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.

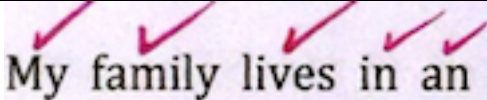
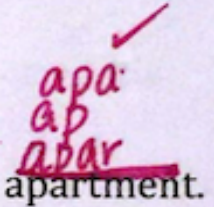
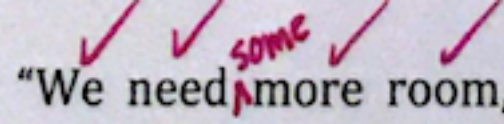
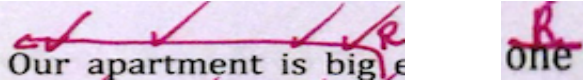

Word Count: 10

	EM	DEV	IND	
<b>Number of Miscues</b>	3 or more	2	1	0
<b>Percent of Accuracy</b>	70 or less	80	90	100

- If the student's number of miscues is 1 or less, continue the assessment with a Level 1 text.
- If the student's number of miscues is 2 or more, STOP!
  1. Circle the descriptor in each row of the *DRA2* Continuum that best describes the student's reading behaviors and responses.
    - Add the circled numbers to obtain a total score for each section.
    - Record the total scores at the top of page 1.
  2. Use the student's profile of reading behaviors to identify instructional needs.
  3. Administer *DRA Word Analysis*, beginning with Task 1, at another time.

<b>DRA2 CONTINUUM</b>	<b>LEVEL A</b>			<b>EMERGENT READERS</b>	
	<b>EMERGING</b>		<b>DEVELOPING</b>		<b>INDEPENDENT</b>
<b>Reading Engagement</b>					
<b>Literacy Support</b>	1 No response or is uncertain		2 Names at least one person who reads with him or her at home		3 Names several people who read with him or her at home
<b>Favorite Book</b>	1 No response or is uncertain		2 Tells something about a favorite book		3 Gives title and shares some specific details about favorite book
<b>Book-Handling Skills</b>	1 Relies on others to hold and turn pages of a book		2 Holds and/or turns pages of a book when prompted		3 Holds and turns pages of a book independently
<b>Score</b>	3 4		5 6 7		8 9
<b>Oral Reading</b>					
<b>Monitoring/Self-Corrections</b>	1 Detects no miscues		2 Self-corrects at least 1 miscue and neglects to self-correct other miscues		3 Self-corrects 2 or more miscues or reads accurately (no miscues or self-corrects all miscues)
<b>Use of Cues</b>	1 Often neglects cues (e.g., pictures, sentence pattern, visual information)		2 Uses cues (e.g., pictures, sentence pattern, visual information) at times		3 Uses cues (e.g., pictures, sentence pattern, visual information) most of the time
<b>Accuracy Rate</b>	1 70% or less		2 80%		3 90%–100%
<b>Score</b>	3 4		5 6 7		8 9
<b>Printed Language Concepts</b>					
<b>Directionality</b>	1 No/little control of directionality		2 Inconsistent control of directionality		3 Controls directionality
<b>One-to-One Correspondence</b>	1 Slides finger; no one-to-one match		2 Points to words; inconsistent one-to-one match		3 Points to words; consistent one-to-one match
<b>Score</b>	2 3		4 5		6

## 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?

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

## Guided Reading levels with Behaviors and Strategies

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



# 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/)

