

Name/Date _____ Teacher/Grade _____

Scores: Reading Engagement ___/8 Oral Reading Fluency ___/16 Comprehension ___/24
 Independent Range: 6–7 11–14 17–22

Book Selection Text selected by: teacher student

1. READING ENGAGEMENT

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

2. ORAL READING FLUENCY

INTRODUCTION

T: *This book is called Amelia Earhart: The Woman Who Wanted to Fly. It is a biography about a woman who became a famous pilot. Please read aloud to the star on page 5.* 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

Amelia's Childhood

Amelia Earhart is one of America's most famous pilots. She was born in July 1897 in Kansas. Amelia was smart and brave, and she loved adventure.

Page 3

When Amelia was seven years old, she went to the St. Louis World's Fair. She rode on a roller coaster. It was so much fun. Amelia's sister and uncle helped her build one in the backyard.

The tracks ran from the shed roof down to the grass. They made the tracks slick. Amelia would lie on the cart at the top of the tracks. Her sister would hold her feet and then let go. Amelia felt like she was flying!

Page 4**Amelia's First Flight**

Amelia took her first plane ride when she was twenty - three years old. She flew in a **biplane**. The ride lasted ten minutes. Amelia knew she had to fly her own plane. She worked hard to pay for flying lessons. The day she turned twenty - five, she bought a bright yellow plane. She named it **The Canary**.

Page 5

Amelia set a lot of records. At the age of thirty - one, she became the first woman to cross the Atlantic Ocean in a plane. The trip was exciting. So, she wanted to fly her own plane across the ocean.

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: 208

	INTRVN	INSTR	IND	ADV
Minutes:Seconds	3:00 or more	2:59–2:20	2:19–1:40	1:39 or less
WPM	69 or less	70–89	90–125	126 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.

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.

$$208 \text{ (words)} \div \text{_____ total seconds} = \text{_____ WPS} \times 60 = \text{_____ WPM}$$

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.
- Add the circled numbers to obtain a total score for each section.
- Record the 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 12, administer *DRA2* with a lower-level text at another time.

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DRA2 BRIDGE CONTINUUM				
	INTERVENTION	INSTRUCTIONAL	INDEPENDENT	ADVANCED
Reading Engagement				
Wide Reading	1 Title(s) below grade level; limited reading experiences and book knowledge	2 2–3 titles slightly below grade level; some reading experiences	3 At least 4 titles from 2–3 genres or multiple books from 1 genre; generally on-grade-level texts	4 Wide variety of 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; no real plan	2 General strengths and goals (e.g., read more); general plan	3 At least 1 specific strength and goal related to the reading process; relevant plan	4 2–3 specific strengths <u>and</u> goals related to the reading process; 2–3-step plan
Score	2 3	4 5	6 7	8
Oral Reading Fluency				
Expression	1 Monotone; very little expression	2 Some expression that conveys meaning	3 Expression emphasizing key phrases and words at times	4 Expression emphasizing key phrases and words effectively
Phrasing	1 Mostly word-by-word	2 Inappropriate pauses; shorter phrases most of the time	3 Generally appropriate pauses; heeds most punctuation; longer, meaningful phrases most of the time	4 Appropriate pauses; heeds all punctuation; consistently longer, meaningful phrases
Rate	1 69 WPM or less	2 70–89 WPM	3 90–125 WPM	4 126 WPM or more
Accuracy	1 94% or less	2 95%	3 96%–98%	4 99%–100%
Score	4 5 6	7 8 9 10	11 12 13 14	15 16
Comprehension				
Questioning/Prediction	1 Unrelated question(s) or no response	2 At least 1 reasonable question related to the text	3 At least 2 reasonable questions that go beyond the text read aloud	4 3 thoughtful questions that go beyond the text read aloud
Nonfiction Text Features	1 Uses incorrect information to respond or is uncertain	2 Uses information/text features to partially respond to the prompt(s)	3 Uses information/text features to accurately respond to both prompts	4 Uses information/text features to effectively respond to both prompts; includes specific details/vocabulary
Scaffolded Summary	1 1–2 ideas/facts in own language and/or copied text; may include incorrect information	2 Partial summary; generally in own language; some important ideas/facts; may include misinterpretations	3 Summary in own language; includes many important ideas, some vocabulary, and supporting details/facts from each section	4 Well-organized summary in own language; includes all important ideas, key vocabulary, and many supporting details/facts from each section
Literal Comprehension	1 Little information from the text and/or incorrect information	2 Partial information from the text; may include misinterpretation	3 Information from the text that accurately responds to question(s) or prompt(s)	4 All important information from the text that effectively responds to question(s) or prompt(s)
Interpretation	1 Limited or no understanding of important text implication(s)	2 Partial understanding of important text implication(s); little or no detail	3 Understands important text implication(s); relevant supporting details	4 Insightful understanding of important text implication(s); important supporting details
Reflection	1 Insignificant or unrelated message or information; no reason for opinion or no response	2 Less significant message or information <u>and</u> general reason(s) for opinion	3 Significant message or information <u>and</u> a relevant reason for opinion	4 Significant message or information <u>and</u> reason(s) for opinion that reflect higher-level thinking
Score	6 7 8 9 10 11	12 13 14 15 16	17 18 19 20 21 22	23 24

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

DRA2 FOCUS FOR INSTRUCTION

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 and purposes
- Teach strategies to build reading stamina
- Create structures and/or routines to support reading at home
- Develop and monitor clear expectations for amount of independent reading
- Teach student how to use a reading log to monitor book selection and set reading goals

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 teach reading in longer, meaningful phrases with appropriate expression
- Have student practice appropriate expression with familiar texts
- Teach student to recognize and emphasize key phrases and words
- Teach student to heed punctuation

Rate

- Provide materials and time for repeated readings and timed readings to increase reading rate
- Give opportunities for 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

COMPREHENSION

Questioning/Prediction

- Provide opportunities for student to make predictions based on title, table of contents, and headings
- Model and support using background information to make meaningful predictions
- Model and teach student how to pose questions as a basis for predictions
- Teach student how to make and confirm predictions prior to and during reading

Nonfiction Text Features

- Model and support how to read and interpret charts, graphs, maps, tables, etc.
- Model and teach student how to use table of contents, headings, glossary, etc.

Scaffolded 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 facts
- Model and support how to write a summary in one’s own words
- Model and support how to use examples from the text
- Teach student how to use headings to organize a summary of an informational/nonfiction text
- Provide time for student to practice oral and written summaries

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
- Model and support how to locate and use nonfiction text features (e.g., charts, graphs, maps, tables, headings, glossary, bold words, etc.)
- Teach student how to use and construct graphic organizers to keep track of key ideas and facts

Interpretation

- Teach and share examples of inferences
- Provide opportunities for student to support inferences with information or examples from the text
- Give student opportunities to respond to and construct inference questions orally and in writing
- Model and support how to interpret nonfiction text features (e.g., how to read a chart or diagram)

Reflection

- Help student identify important information and/or key vocabulary in a variety of texts
- Demonstrate how to support opinion with details from the text

OTHER

Name _____ Date _____

Teacher _____ Grade _____

The teacher records the student's responses on this Before Reading page only.

BEFORE READING**PREDICTION**

Open the book to the title and table of contents page. What are 3 questions you think may be answered as you read this book?

1. _____

2. _____

3. _____

NONFICTION TEXT FEATURES

Turn to the map on pages 12–13. Look at the map and tell me what this map shows you.

Turn to the glossary. What does the word *solo* mean in this book?

AFTER READING

SUMMARY

Write a summary of this book in your own words. Include the important ideas and facts from each section of the book. You may use the book and the headings below to help you write your summary.

Amelia's Childhood _____

Amelia's First Flight _____

Preparing to Fly Solo Across the Atlantic _____

Amelia's Trip _____

What Amelia Believed _____

You may use the book to answer the following questions.

LITERAL COMPREHENSION

List 3 things that happened to Amelia’s plane on her trip across the Atlantic Ocean.

Things That Happened to Amelia’s Plane	
1.	_____
2.	_____
3.	_____

INTERPRETATION

How do you think Amelia felt when she landed in Ireland? Tell why she may have felt that way.

REFLECTION

What do you think is the most important thing that you learned from this book?

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.