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!
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

<table>
<thead>
<tr>
<th>WPM</th>
<th>INTRVN</th>
<th>INSTR</th>
<th>IND</th>
<th>ADV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutes:Seconds</td>
<td>3:00 or more</td>
<td>2:59–2:20</td>
<td>2:19–1:40</td>
<td>1:39 or less</td>
</tr>
<tr>
<td>WPM</td>
<td>69 or less</td>
<td>70–89</td>
<td>90–125</td>
<td>126 or more</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Number of Miscues</th>
<th>INTRVN</th>
<th>INSTR</th>
<th>IND</th>
<th>ADV</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 or more</td>
<td>10–11</td>
<td>8–9</td>
<td>6–7</td>
<td>4–5</td>
</tr>
<tr>
<td>94 or less</td>
<td>95</td>
<td>96</td>
<td>97</td>
<td>98</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent of Accuracy</th>
<th>INTRVN</th>
<th>INSTR</th>
<th>IND</th>
<th>ADV</th>
</tr>
</thead>
<tbody>
<tr>
<td>99</td>
<td>95</td>
<td>96</td>
<td>97</td>
<td>98</td>
</tr>
</tbody>
</table>

- If the student’s score falls in a shaded area for either WPM or Accuracy, STOP! Reassess with a lower-level text.
3. COMPREHENSION

STUDENT PREDICTION and NONFICTION TEXT FEATURES

Read aloud the questions/prompts on page 1 in the Student Booklet, and record the student’s responses on the same page. Do not give additional prompts. Students may use the indicated book pages when responding to the Prediction and Nonfiction Text Features questions/prompts.

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

For students completing the assessment independently, say:

T: Read the text. 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).

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

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 below 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 below.

<table>
<thead>
<tr>
<th>Student problem-solves words using:</th>
<th>Number of miscues self-corrected: ____</th>
<th>Number of miscues not self-corrected: ____</th>
<th>Number of words told to the student: ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ blending letter sounds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ letter-sound clusters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ onset and rime</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ knowledge of spelling patterns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(analogies)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ syllables</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ rereading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ no observable behaviors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miscues interfered with meaning:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ never</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ at times</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ often</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miscues included:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ omissions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ insertions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ reversals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>substitutions that were</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ visually similar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ not visually similar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Copy each substitution to help analyze the student’s attention to visual information. e.g., plane (substitution) biplane (text)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

\[
\frac{208 \text{ (words)}}{\text{total seconds}} = \frac{\text{WPS}}{60} = \text{WPM}
\]

**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.
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
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.