

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, *A New School*, Kate and her family have just moved into a new house. Kate isn't sure that she will have any friends at her new school. 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. Note the student's fluency (expression and phrasing). Be sure to time the student's reading.

T: *A New School*. Now, read to find out what happens on Kate's first day at her new school.

Page 2

Kate and her family moved into a new house.
 She would have to go to a new school in
 the morning.

Kate was sad. She wasn't sure she would like
 her new school. She wasn't sure she would
 have any friends.

Page 3

Kate's father took her to her new classroom. The teacher smiled at her and said, "Sit here by me." The teacher read a story to the class.

Kate liked the story, but she still wasn't sure she would like her new school.

Page 4

At reading time, two boys helped Kate find some books. They sat with Kate on the rug to read their books together.

Kate felt a little better, but she still wasn't sure she would like it here.

Page 5

At math time, a boy and a girl helped Kate find a tub of shapes. They made pictures together. Kate made a house. The girl made a dog, and the boy made a bird. They had fun.

Page 6

At lunch time, a girl asked Kate to sit with her. She gave one of her cookies to Kate.

Kate smiled and said, "Thank you." She was starting to like her new school.

Page 7

After school, Kate told her mother about her new friends.

"I like my new school," she said.

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: 207

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

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

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

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



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. Kate and her family moved into a new house. She would go to a new school. She wondered if she would like her new school and have any friends.

Middle

2. Kate's father took her to her new classroom.

3. Kate sat next to the teacher as she read a story to the class. Kate liked the story, but she wasn't sure whether she would like the school.

4. At reading time, two boys read with Kate on a rug. Kate felt a little better, but she still wasn't sure whether she would like her new school.

5. At math time, a boy and a girl made pictures out of shapes together with Kate. They had fun.

6. At lunch time, a girl gave a cookie to Kate. Kate was starting to like her new school.

End

7. After school, Kate walked home with her mother. She told her about her new friends.

8. Kate liked her new school.

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

Tell me more.

What happened at the beginning?

What happened before/after _____ (an event mentioned by the student)?

Who else was in the story?

How did the story end?

REFLECTION

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

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

MAKING CONNECTIONS

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

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

4. TEACHER ANALYSIS

ORAL READING

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

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



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

$$207 \text{ (words)} \div \text{_____ total seconds} = \text{_____ WPS} \times 60 = \text{_____ WPM}$$

DRA2 Continuum

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

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

DRA2 CONTINUUM		LEVEL 14				TRANSITIONAL READER			
	INTERVENTION		INSTRUCTIONAL		INDEPENDENT		ADVANCED		
Reading Engagement									
Book Selection	1 Selects texts from identified leveled sets with teacher support; uncertain about a favorite book		2 Selects texts from identified leveled sets with moderate support; tells about favorite book in general terms		3 Selects texts from identified leveled sets most of the time; identifies favorite book by title and tells about a particular event		4 Selects a variety of “just right” texts; identifies favorite book by title and gives an overview of the book		
Sustained Reading	1 Sustains independent reading for a short period of time with much encouragement		2 Sustains independent reading with moderate encouragement		3 Sustains independent reading for at least 10–15 minutes at a time		4 Sustains independent reading for an extended period of time		
Score	2 3		4 5		6 7		8		
Oral Reading Fluency									
Expression	1 No expression; monotone		2 Little expression; rather monotone		3 Some expression		4 Expression conveys meaning most of the time		
Phrasing	1 Mostly word-by-word		2 Short phrases most of the time; inappropriate pauses		3 Longer word phrases some of the time; heeds most punctuation		4 Longer, meaningful phrases most of the time; heeds all punctuation		
Rate	1 29 WPM or less		2 30–39 WPM		3 40–70 WPM		4 71 WPM or more		
Accuracy	1 93% or less		2 94%		3 95%–98%		4 99%–100%		
Score	4 5 6		7 8 9 10		11 12 13 14		15 16		
Comprehension									
Previewing	1 Comments briefly about each event or action only when prompted or is uncertain		2 Identifies and comments briefly about each event or action with some prompting		3 Identifies and connects at least 3 key events without prompting; some relevant vocabulary		4 Identifies and connects at least 4 key events without prompting; relevant vocabulary		
Retelling: Sequence of Events	1 Includes only 1 or 2 events or details (limited retelling)		2 Includes at least 3 events, generally in random order (partial retelling)		3 Includes most of the important events from the beginning, middle, and end, generally in sequence		4 Includes all important events from the beginning, middle, and end in sequence		
Retelling: Characters and Details	1 Refers to characters using general pronouns; may include incorrect information		2 Refers to characters using appropriate pronouns; includes at least 1 detail; may include some misinterpretation		3 Refers to most characters by name and includes some important details		4 Refers to all characters by name and includes all important details		
Retelling: Vocabulary	1 Uses general terms or labels; limited understanding of key words/concepts		2 Uses some language/vocabulary from the text; some understanding of key words/concepts		3 Uses language/vocabulary from the text; basic understanding of most key words/concepts		4 Uses important language/vocabulary from the text; good understanding of key words/concepts		
Retelling: Teacher Support	1 Retells with 5 or more questions or prompts		2 Retells with 3 or 4 questions or prompts		3 Retells with 1 or 2 questions or prompts		4 Retells with no questions or prompts		
Reflection	1 Gives an unrelated response; no reason for opinion or no response		2 Gives a limited response and/or general reason for opinion		3 Gives a specific event/action and a relevant reason for response (e.g., personal connection)		4 Gives a response and reason that reflects higher-level thinking (e.g., synthesis/ inference)		
Making Connections	1 Makes an unrelated connection, relates an event in the story, or gives no response		2 Makes a connection that reflects a limited understanding of the story		3 Makes a literal connection that reflects a basic understanding of the story		4 Makes a thoughtful connection that reflects a deeper understanding of the story		
Score	7 8 9 10 11 12 13		14 15 16 17 18		19 20 21 22 23 24 25		26 27 28		

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

DRA2 FOCUS FOR INSTRUCTION FOR TRANSITIONAL READERS

READING ENGAGEMENT

Book Selection

- Teach student strategies to select “just right” texts for independent reading
- Introduce student to reading materials from a variety of genres
- Model and discuss why readers have favorite books and authors

Sustained Reading

- Model and support the use of sustained reading time
- Develop clear expectations for amount of independent reading
- Provide opportunities for buddy reading
- Create structures and routines to support reading at home

ORAL READING FLUENCY

Expression and Phrasing

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

Rate

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

Accuracy: Word Analysis

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

COMPREHENSION

Previewing

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

Retelling

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

Reflection

- Support and reinforce student’s responses to books
- Provide opportunities to select a favorite book, toy, TV show, etc., and tell why it is a favorite
- Help student identify favorite part of books
- Demonstrate how to support one’s opinion

Making Connections

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

OTHER
