

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, The Wagon, Kevin’s two brothers and his sister use the same wagon for different things. 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: The Wagon. Now, read to find out how Kevin’s brothers and sister fix the dented, dirty wagon when it is his turn to have it.

Page 2

One day Kevin’s big brother got a new wagon. He used it to carry his newspapers.

Kevin liked the wagon, but he never got to ride in it.

Page 3

Then one day Kevin's brother gave the wagon to their sister. She used the wagon for a sandbox.

Sometimes Kevin got to play in the wagon, but he never got to ride in it.

Page 4

Then one day Kevin's sister gave the wagon to their other brother.

This brother used the wagon for a fort. He covered it with dirt and sticks.

Kevin never got to ride in the wagon.

Page 5

Then one day Kevin's brother gave the wagon to Kevin. Kevin was happy.

Kevin looked at the wagon.

The wagon looked old and dirty.

It had dents in it.

Page 6

Kevin's big brother said, "We'll fix the wagon.

It will look as good as new."

Kevin's sister got a rag and a bucket of water.

His big brother got a hammer. His other brother got some paint and a brush.

Page 7

They washed the wagon with the water.
 They took out the dents with the hammer.
 They painted the wagon a nice bright green.
 The wagon looked better than new because
 it had Kevin's name on it.

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: 202

	INTRVN	INSTR	IND	ADV
Minutes:Seconds	6:51 or more	6:50–5:07	5:06–2:52	2:51 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. Kevin's big brother gets a new wagon; he carries newspapers in it—but Kevin never gets to ride in it.

Middle

2. Brother gives the wagon to his sister; she uses it for a sandbox—but Kevin never gets to ride in it.

3. Sister gives the wagon to their other brother; he uses it for a fort—but Kevin never gets to ride in it.

4. Brother gives the wagon to Kevin. Kevin is happy.

5. The wagon is old and dirty and has dents in it.

6. Brothers and sister wash the wagon, take out the dents, and paint it bright green.

End

7. The wagon looks better than new because it has Kevin's name on it.

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.

Student problem-solves words using: <input type="checkbox"/> beginning letter(s)/sound(s) <input type="checkbox"/> letter-sound clusters <input type="checkbox"/> onset and rime <input type="checkbox"/> blending letters/sounds <input type="checkbox"/> knowledge of spelling patterns (analogies) <input type="checkbox"/> syllables <input type="checkbox"/> rereading <input type="checkbox"/> no observable behaviors	Number of miscues self-corrected: ____ Number of miscues not self-corrected: ____ Number of words told to the student: ____	
	<table border="1"> <tr> <td> Miscues interfered with meaning: <input type="checkbox"/> never <input type="checkbox"/> at times <input type="checkbox"/> often </td> <td> Miscues included: <input type="checkbox"/> omissions <input type="checkbox"/> insertions <input type="checkbox"/> substitutions that were <input type="checkbox"/> visually similar <input type="checkbox"/> not visually similar </td> </tr> </table>	Miscues interfered with meaning: <input type="checkbox"/> never <input type="checkbox"/> at times <input type="checkbox"/> often
Miscues interfered with meaning: <input type="checkbox"/> never <input type="checkbox"/> at times <input type="checkbox"/> often	Miscues included: <input type="checkbox"/> omissions <input type="checkbox"/> insertions <input type="checkbox"/> substitutions that were <input type="checkbox"/> visually similar <input type="checkbox"/> not visually similar	
Copy each substitution to help analyze the student's attention to visual information. e.g., <u>older</u> (substitution) other (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.

$$202 \text{ (words)} \div \text{_____ total seconds} = \text{_____ WPS} \times 60 = \text{_____ WPM}$$

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 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)				
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
