

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: *What kinds of books do you like to read?* _____

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

T: *Whom do you read with at home?* _____

2. ORAL READING FLUENCY

INTRODUCTION AND PREVIEW

T: *This book is called **Baby Birds**. It tells how baby robins hatch and how their parents take care of them. Tell me what you know about baby birds.*

Student's response reveals little, some, or much background knowledge.

T: *Now, look at each picture, and tell me what you think you'll learn about baby birds.*

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 "What else?" 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: *Baby Birds. Now, read to find out what the author says about baby robins and how their parents take care of them.*

Page 2

Birds make nests in the spring.

Page 3

Mother robin finds mud and twigs and leaves.

She makes a round nest. She puts soft grass
inside the nest.

Page 4

Birds lay eggs.

Page 5

Mother robin lays one egg each day until she has about four eggs. Robin eggs are light blue.

Page 6

Birds keep their eggs warm.

Page 7

Mother robin sits on the nest to keep the eggs warm. She turns the eggs every day.

Mother robin sits on the nest for about 13 days. Father robin stays nearby.

Page 8

Baby birds hatch out of the eggs.

Page 9

Baby robins crack their shells open with their beaks. They work hard to get out of their shells.

Page 10

The babies cannot fly. They do not have feathers. They cannot see. Their eyes are closed. Mother and father birds feed their babies.

Page 11

Mother and father robin work hard to feed their babies. The babies eat about 35 meals a day! They eat worms and bugs.

Page 12

Baby birds grow.

Page 13

The baby robins grow feathers. Their eyes open. In about 14 days, they leave the nest and learn to fly.

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: 177

	INTRVN	INSTR	IND	ADV
Minutes:Seconds	6:01 or more	6:00–4:29	4:28–2:31	2:30 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	12 or more	10–11	8–9	7	5–6	3–4	1–2	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 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 the author said about baby birds and how their parents take care of them.***

Overview

1. Birds make nests in the spring. Robins make round nests from mud, twigs, leaves, and grass.
2. Birds lay eggs. Mother robins lay one egg each day until they have about four eggs. The eggs are light blue.
3. Birds keep their eggs warm. Mother robin keeps her eggs warm by sitting on the nest for about 13 days. She turns the eggs every day.
4. Baby birds then hatch from the eggs. Baby robins use their beaks to crack open the eggshells.
5. The babies cannot fly. They don't have feathers, and they cannot see.
6. Mother and father birds feed the babies. Robins feed their babies worms and bugs for about 35 meals a day.
7. Baby birds grow. Baby robins grow feathers, and their eyes open.
8. In about 14 days, baby robins leave the nest and learn to fly.

If necessary, 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.***
- Tell me what baby birds are like when they first hatch.***
- Tell me how mother and father birds take care of their babies.***

USING NONFICTION TEXT FEATURES

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

T: Turn to the timeline on pages 14–15. Say: ***Use the timeline, and tell me what happens before the eggs are laid in the nest.***

T: ***What happens after the eggs are laid in the nest?***

MAKING CONNECTIONS

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

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>next</u> (substitution) nest (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.

$$177 \text{ (words)} \div \text{_____ total seconds} = \text{_____ WPS} \times 60 = \text{_____ WPM}$$

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 16				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 Independently selects texts from identified leveled sets most of the time; identifies favorite book by title and tells about a particular event		4 Independently 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 ideas only when prompted or is uncertain; may use a few terms or labels relevant to the text	2 Identifies and comments briefly about ideas with some prompting; uses a few terms or labels relevant to the text	3 Identifies and connects at least 3 key ideas (e.g., <i>and</i> , <i>then</i> , <i>too</i>) without prompting; some relevant vocabulary		4 Identifies and connects at least 4 key ideas without prompting; relevant vocabulary				
Retelling: Key Ideas and Facts	1 Includes at least 1 idea/fact from the text; limited retelling	2 Includes 2–3 ideas/facts from the text; partial retelling	3 Includes most key ideas/facts, generally in a logical order		4 Includes all key ideas/facts in a logical order				
Retelling: Details	1 Includes at least 1 detail; may include incorrect information	2 Includes at least 2 details; may include misinterpretation	3 Includes some important details		4 Includes most 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				
Using Nonfiction Text Features	1 Locates and uses incorrect information to respond or is uncertain	2 Locates and uses information in the chart to accurately respond to 1 of the prompts; gives a partially correct response	3 Locates and uses information in the chart to accurately respond to both prompts		4 Quickly locates and uses information in the chart to accurately respond with details to both prompts				
Making Connections	1 Makes no or an unrelated connection; cites an idea/fact directly from the text	2 Makes a connection that reflects a limited understanding of the text	3 Makes a literal connection that reflects a basic understanding of the text		4 Makes a thoughtful connection that reflects a deeper understanding of the text				
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

- Model and teach how to emphasize key words and phrases when reading informational texts
- Model and support reading in longer, meaningful phrases with appropriate expression
- Model and support how to attend to punctuation
- Have student practice appropriate phrasing and expression with familiar texts

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 (e.g., 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

- Model and support previewing informational books during read-aloud and shared reading experiences
- Model and teach student how to activate relevant background knowledge before reading an informational text

Retelling

- Model and teach how to retell the ideas and facts presented in an informational text
- Model and teach how to identify important information (key ideas and facts) to include in a retelling
- Support retelling information in a logical order
- Model and support using key vocabulary/language from the text in a retelling
- Model and support going back into the text for specific information

Using Nonfiction Text Features

- Teach student how to read information presented graphically
- Teach student how to use graphic organizers to keep track and present facts and ideas

Making Connections

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

OTHER
