

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: How do you choose the books you read?* \_\_\_\_\_

## 2. ORAL READING FLUENCY

### INTRODUCTION

*T: In this folktale, Thin as a Stick, Lizard is a very fat fellow. Lizard changes after he meets Prairie Dog. Please read aloud pages 2 through 4. 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

A long time ago, Lizard was a very fat fellow.  
 Each day he would sit in the sun and sleep.  
 When he was hungry, he would tip his head  
 and zap ants with his long tongue. He didn't  
 even move to get his food. He would just  
 wait until the ants walked by.

**Page 3**

One day, Lizard slowly climbed up on a large rock. He slept most of the day in the warm sun. Under the ground, Prairie Dog was making a tunnel. By lunch time he was hot and tired. As Prairie Dog came up through the ground, he bumped his head on Lizard's rock.

"Ouch!" he cried, popping out of the ground.

"Who put this rock here?"

"Not me," said Lizard, as he laid down once again on top of his rock. "Maybe you should watch where you're going."

**Page 4**

Prairie Dog was in a bad mood. "Oh, yeah?" he shouted. "Well, maybe you should watch where you're going!" With that, Prairie Dog gave the rock a great big shove.

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: 170

	<b>INTRVN</b>	<b>INSTR</b>	<b>IND</b>	<b>ADV</b>
<b>Minutes:Seconds</b>	2:52 or more	2:51–2:27	2:26–1:42	1:41 or less
<b>WPM</b>	59 or less	60–69	70–100	101 or more

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

	<b>INTRVN</b>	<b>INSTR</b>	<b>IND</b>				<b>ADV</b>	
<b>Number of Miscues</b>	12 or more	10–11	8–9	6–7	5	3–4	1–2	0
<b>Percent of Accuracy</b>	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 22, at another time.

### 3. COMPREHENSION

#### PREDICTION

Students do not use the text when making their predictions. Record the student's responses.

***T:*** *Think about the title, the pictures you have seen, and what you have read so far. (Pause) Tell me three things that you think might happen in the rest of this story.*

#### SILENT READING

***T:*** *Now, it's time to read and enjoy this story by yourself. When you are done, please come to me and I'll ask you to tell me what happened in this story.*

#### 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. A long time ago Lizard was a fat fellow. He didn't even move to get his food.
2. Prairie Dog was working hard, making a tunnel.
3. When Prairie Dog came up, he bumped his head on the rock where Lizard was sitting and asked, "Who put this rock here?"
4. Lizard said, "Not me. Maybe you should watch where you're going."

##### Middle

5. Prairie Dog said, "Maybe you should watch where you're going." Then he gave the rock a big shove.
6. Lizard held on tight to the rock as it rolled down the hill and stopped at the bottom, not far from a river.
7. He was too big and heavy to wiggle out from under the rock. No one heard Lizard's cries for help.
8. As the days passed, lizard lost weight and was able to slither out from under the rock.
9. Lizard was very thirsty, so he dashed to the river. He looked at his reflection and was sad because he was as thin as a stick and not a fine fat fellow.

##### End

10. Hawk flew over Lizard, looking for dinner. He flew down toward Lizard.
11. Lizard darted between two rocks out of Hawk's sight and said, "I'm glad I'm thin as a stick because I'm also as fast as lightning!"
12. From that day on, Lizard was quite happy to be as thin as a stick.

If necessary, use one or more of the following prompts to gain further information after the initial retelling. 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?**

**INTERPRETATION**

Record the student’s reponses to the prompts and questions below.

**T: What do you think the author is trying to tell you in this story?**

**REFLECTION**

**T: What do you think was the most important thing that happened in this story?**

**T: Why do you think that was important?**

**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><b>Student problem-solves words using:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> beginning letter(s)/sound(s)</li> <li><input type="checkbox"/> letter-sound clusters</li> <li><input type="checkbox"/> onset and rime</li> <li><input type="checkbox"/> blending letters/sounds</li> <li><input type="checkbox"/> knowledge of spelling patterns (analogies)</li> <li><input type="checkbox"/> syllables</li> <li><input type="checkbox"/> rereading</li> <li><input type="checkbox"/> no observable behaviors</li> </ul>	<p>Number of miscues self-corrected: _____</p> <p>Number of miscues not self-corrected: _____</p> <p>Number of words told to the student: _____</p>	
	<p><b>Miscues interfered with meaning:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> never</li> <li><input type="checkbox"/> at times</li> <li><input type="checkbox"/> often</li> </ul>	<p><b>Miscues included:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> omissions</li> <li><input type="checkbox"/> insertions</li> <li><input type="checkbox"/> substitutions that were                             <ul style="list-style-type: none"> <li><input type="checkbox"/> visually similar</li> <li><input type="checkbox"/> not visually similar</li> </ul> </li> </ul>
<p><b>Copy each substitution to help analyze the student’s attention to visual information.</b></p> <p>e.g., <u>scratched</u> (substitution)</p> <p>stretched (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 to all seconds.

$$170 \text{ (words)} \div \text{_____ total seconds} = \text{_____ WPS} \times 60 = \text{_____ WPM}$$

**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.

<b>DRA2 CONTINUUM</b>		<b>LEVEL 24</b>		<b>TRANSITIONAL READER</b>	
	<b>INTERVENTION</b>	<b>INSTRUCTIONAL</b>	<b>INDEPENDENT</b>	<b>ADVANCED</b>	
<b>Reading Engagement</b>					
<b>Book Selection</b>	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	
<b>Sustained Reading</b>	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 15 minutes at a time	4 Sustains independent reading for an extended period of time	
<b>Score</b>	<b>2 3</b>	<b>4 5</b>	<b>6 7</b>	<b>8</b>	
<b>Oral Reading Fluency</b>					
<b>Expression</b>	1 Little expression; monotone	2 Some expression that conveys meaning	3 Expression reflects mood, pace, and tension at times	4 Expression reflects mood, pace, and tension most of the time	
<b>Phrasing</b>	1 Reads mostly word-by-word	2 Reads in short phrases most of the time; inappropriate pauses	3 Reads in longer phrases at times; heeds most punctuation	4 Reads in longer, meaningful phrases most of the time; heeds all punctuation	
<b>Rate</b>	1 59 WPM or less	2 60–69 WPM	3 70–100 WPM	4 101 WPM or more	
<b>Accuracy</b>	1 93% or less	2 94%	3 95%–98%	4 99%–100%	
<b>Score</b>	<b>4 5 6</b>	<b>7 8 9 10</b>	<b>11 12 13 14</b>	<b>15 16</b>	
<b>Comprehension</b>					
<b>Prediction</b>	1 Makes unrelated or no prediction(s)	2 Makes at least 1 reasonable prediction related to the text	3 Makes at least 2 reasonable predictions that go beyond the pages read aloud	4 Makes at least 3 thoughtful predictions that go beyond the pages read aloud	
<b>Retelling: Sequence of Events</b>	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	
<b>Retelling: Characters and Details</b>	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	
<b>Retelling: Vocabulary</b>	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	
<b>Retelling: Teacher Support</b>	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	
<b>Interpretation</b>	1 Little or no understanding of important text implications	2 Some understanding of important text implications; no supporting details	3 Understands important text implications; may include supporting details	4 Insightful understanding of important text implications with supporting details or rationale	
<b>Reflection</b>	1 Identifies an unrelated event; no reason for opinion or no response	2 Identifies a less significant event and/or gives a general reason for response	3 Identifies a significant event and gives relevant reason(s) for opinion	4 Identifies a significant event and gives reason(s) for opinion that reflects higher-level thinking	
<b>Score</b>	<b>7 8 9 10 11 12 13</b>	<b>14 15 16 17 18</b>	<b>19 20 21 22 23 24 25</b>	<b>26 27 28</b>	

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” books for independent reading
- Introduce student to reading materials from a variety of genres
- Teach student how to use a reading log to monitor book selection
- Model/teach how to read for different purposes

*Sustained Reading*

- Model and support how to read independently
- Teach strategies to build reading stamina
- Develop clear expectations for amount of independent reading
- Create structures to support reading at home

**ORAL READING FLUENCY**

*Expression and Phrasing*

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

*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**

*Prediction*

- Teach student how to make predictions based on title and book cover, as well as opening paragraphs and illustrations of texts read aloud
- Model and support how to use background knowledge to make meaningful predictions

*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 language and vocabulary from the text in a retelling
- Model and teach how to create and use story maps to aid retelling

*Interpretation*

- Model how to infer during shared reading and read-alouds
- Teach and share examples of inferences
- Model and teach student how to think about *Why?* questions while and after reading a text
- Model and teach how to support inferences with examples from the text

*Reflection*

- Help student identify important message in a story
- Provide opportunities to identify and discuss the important event in a story
- Demonstrate and teach student how to support opinion with details from the text

**OTHER**

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