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

Ask the student to bring his or her reading record to the conference. If the Student Reading Survey was not completed prior to the assessment conference, read aloud the questions on the survey and record the student's responses.

2. ORAL READING FLUENCY

INTRODUCTION

T: In this story, Missing Sneakers, *Sara and her family are getting ready to move and Sara can't find her pet cat, Sneakers. 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

Sara put all of her stuffed animals in a packing box. Sneakers, her black cat with white paws, jumped off her bed. He reached up and put his front paws on the box.

"No, Sneakers, you're not going inside the box," Sara laughed. "We'll take you in your crate when we move."

Sara's mother peeked inside her room. "The moving truck is coming early tomorrow. Are you almost done packing?"

"Yes," said Sara. "I just need to pack up Sneakers' toys."

"Remember to put Sneakers in his crate first thing in the morning," her mother said. "We don't want to lose him during the move!"

Sara knew that watching her cat was an important job. Sneakers loved to sneak out of the house. He could be very hard to find!

Page 4

The next day, Sara woke up early. Sneakers rubbed against her and purred. "Sneakers, are you ready to move?" Sara asked.

A small plastic jingle ball fell off the bed. Sneakers jumped off the bed and chased it. The ball made a jingle sound as he hit it with his paw. Sara picked up the ball and put it in the box with his other toys.

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: 196

	INTRVN	INSTR	IND	ADV
Minutes:Seconds	3:03 or more	3:02–2:38	2:37–1:52	1:51 or less
WPM	64 or less	65–74	75–105	106 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	13 or more	11–12	9–10	7–8	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 28, at another time.

Missing Sneakers **28**

3. COMPREHENSION

TEXT FEATURES and STUDENT PREDICTION

Read aloud the questions/prompts on page 1 of the Student Booklet, and record the student's responses on the same page. Do not give additional prompts. Students do not use the book as you record their responses on the first page of the Student Booklet.

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

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

T: Read the story. 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).

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 <u>no</u> additional prompts.

While the student reads the text independently, complete the Teacher Analysis of Oral Reading on the next page and circle the descriptors on the *DRA*2 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.

<table>
<tr>
<td colspan="2">

Student problem-solves words using:
- ☐ beginning letter(s)/sound(s)
- ☐ letter-sound clusters
- ☐ blending letters/sounds
- ☐ onset and rime
- ☐ knowledge of spelling patterns (analogies)
- ☐ syllables
- ☐ rereading
- ☐ no observable behaviors

</td>
<td colspan="2">

Number of miscues self-corrected: _____
Number of miscues not self-corrected: _____
Number of words told to the student: _____

Miscues interfered with meaning:
- ☐ never
- ☐ at times
- ☐ often

</td>
<td>

Miscues included:
- ☐ omissions
- ☐ insertions
- ☐ reversals
- ☐ substitutions that were
  - ☐ visually similar
  - ☐ not visually similar

</td>
</tr>
<tr>
<td colspan="4">

Copy each substitution to help analyze the student's attention to visual information.
e.g., <u>package</u> (substitution)
      packing (text)

</td>
</tr>
</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.

$$196 \text{ (words)} \div \underline{\hspace{1.5cm}} \text{ total seconds} = \underline{\hspace{1.5cm}} \text{ WPS} \times 60 = \underline{\hspace{1.5cm}} \text{ WPM}$$

*DRA*2 Continuum

- Use the information from the Student Reading Survey and the Student Booklet to circle the descriptors that best describe the student's responses for Reading Engagement and Comprehension.
- Add the circled numbers to obtain a total score for each section.
- Record the total 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 14, administer *DRA*2 with a lower-level text.

Comprehension Score
28:

Name/Date _____   Teacher/Grade _____

*DRA*2 CONTINUUM	LEVEL 28		EXTENDING READER	
	INTERVENTION	**INSTRUCTIONAL**	**INDEPENDENT**	**ADVANCED**
Reading Engagement				
Wide Reading	**1** Title(s) below grade level; limited reading experiences and book knowledge	**2** Titles slightly below grade level; rather limited reading experiences	**3** Titles within 2 genres or multiple books within a genre; generally on-grade-level texts	**4** Titles across 3 or more genres; many on- and above-grade-level texts
Self-Assessment/ Goal Setting	**1** No strengths and/or goals	**2** General strength(s) and goal(s) related to the reading process	**3** 2 specific strengths and 2 specific goals related to the reading process	**4** 3 specific strengths and 3 specific goals that reflect a higher level of thinking
Score	2 3	4 5	6 7	8
Oral Reading Fluency				
Expression	**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
Phrasing	**1** Mostly word-by-word	**2** Short phrases most of the time; inappropriate pauses	**3** Longer phrases most of the time; heeds most punctuation	**4** Consistently longer, meaningful phrases; heeds all punctuation
Rate	**1** 64 WPM or less	**2** 65–74 WPM	**3** 75–105 WPM	**4** 106 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				
Use of Text Features	**1** Limited or no description of the characters	**2** Partial description of the characters; general statements	**3** Description of each character; includes at least 2 specific details	**4** Description of each character; includes at least 3 specific details
Prediction	**1** Unrelated predictions or no response	**2** At least 1 reasonable prediction related to the text	**3** At least 2 reasonable predictions that go beyond the text read aloud	**4** 3 thoughtful predictions that go beyond the text read aloud
Scaffolded Summary	**1** 1–2 events in own language and/or copied text; may include incorrect information	**2** Partial summary; generally in own language; some important characters/events; may include misinterpretations	**3** Summary in own language; includes important characters, many of the important events, and some details from the beginning, middle, and end	**4** Summary in own language; includes all important characters, events, and details from the beginning, middle, and end
Scaffolded Summary: Vocabulary	**1** General terms or labels; limited understanding of key words/concepts	**2** Some language/ vocabulary from the text; some understanding of key words/concepts	**3** Most language/ vocabulary from the text; basic understanding of most key words/concepts	**4** All important language/ vocabulary from the text; good understanding of key words/concepts
Literal Comprehension	**1** Incorrect response or no response	**2** Partial response; may include misinterpretation	**3** Accurate response	**4** Accurate response with specific details
Interpretation	**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
Reflection	**1** Insignificant event; no reason for opinion or no response	**2** Less significant event and/or a general reason for opinion	**3** Significant event <u>and</u> a relevant reason for opinion	**4** Significant event <u>and</u> reason for opinion that reflects higher-level thinking
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 *DRA*2 Focus for Instruction on the next page.

Missing Sneakers 28

*DRA*2 FOCUS FOR INSTRUCTION FOR EXTENDING READERS

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
- ☐ Teach strategies to build reading stamina
- ☐ Create structures and/or routines to support reading at home
- ☐ Develop clear expectations for amount of independent reading
- ☐ Teach student how to use a reading log to monitor book selection and set reading goals
- ☐ Model/teach how to read for different purposes

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 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

Use of Text Features
- ☐ Provide opportunities for student to discuss what he or she knows about the characters based on title and book cover, as well as opening paragraphs and texts read aloud
- ☐ Teach student how to describe characters, using information from fiction text features (e.g., title, illustrations, and text)

Prediction
- ☐ Teach student how to make predictions based on title and book cover, as well as opening paragraphs of texts read aloud
- ☐ Model and support using background information to make meaningful predictions

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 details
- ☐ Model and support how to write a summary in one's own words
- ☐ Teach student how to use a graphic organizer as an aid to creating a summary
- ☐ Teach student how to identify story elements (e.g., characters, setting, plot)

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
- ☐ Help student locate and record specific details
- ☐ Teach student how to use graphic organizers to keep track of story information

Interpretation
- ☐ 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
- ☐ Give student opportunities to respond to inference questions orally and in writing

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

Name _____   Date _____

Teacher _____   Grade _____

The teacher reads aloud the prompts/questions and records the student's responses on this Before Reading page only.

BEFORE READING

TEXT FEATURES

Think about the title, the pictures you have seen, and what you have read so far. Tell me what you know about Sara and Sneakers.

Sara: _____

_____

Sneakers: _____

_____

_____

PREDICTION

What are 3 things you think might happen in the rest of this story?

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

Missing Sneakers

AFTER READING

Summary

Write a summary of this story in your own words. Include the important characters, events, and details. You may use the book and the words below to help you write your summary.

In the beginning,

_____

_____

Next,

_____

_____

Then,

_____

_____

After that,

_____

_____

In the end,

_____

_____

Missing Sneakers

Literal Comprehension

List 2 places where Sara looked for Sneakers.

<div style="border:1px solid black; padding:10px;">

Sara looked for Sneakers …

1. _____

2. _____

</div>

Interpretation

What do you think Sara learned? _____

_____

_____

_____

Reflection

What do you think is the most important event in this story?

_____

_____

_____

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.

Missing Sneakers