

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: This book is called Busy Helpers. It is about two friends, Pedro and Ann, and how they help Pedro's neighbor. Please read aloud pages 2 through 3. 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

Most afternoons Pedro and Ann played in the backyard at Pedro's house. Sometimes they tossed a ball. Other times they jumped rope or took turns shooting the basketball.

They also liked to race each other.

Miss Clark and her dog, Zane, lived next door.

When Pedro and Ann raced, Zane barked and ran with them on his side of the fence.

One day as Ann petted Zane through the fence, she told Pedro, "I really want a dog. But," she paused, "my brother is allergic, so we can't have one."

“You can come here to see Zane anytime. Miss Clark won’t mind,” Pedro said while Zane wagged his tail in approval.

The next day Ann and Pedro were surprised to see Miss Clark had broken her leg. Her left leg was in a cast, and she was walking with crutches.

“What happened?” they asked.

Page 3

Miss Clark explained to them, “I slipped and fell down my stairs.”

“I’m really good at helping!” said Pedro. “Can we do anything to help?”

“That would be nice,” Miss Clark answered.

Pedro and Ann went to Miss Clark’s house every afternoon to do odd jobs. They pulled weeds from the yard, and Pedro made sure they got them all. Ann threw Zane’s ball to keep the dog busy while Pedro worked.

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: 216

	INTRVN	INSTR	IND	ADV
Minutes:Seconds	3:21 or more	3:20–2:44	2:43–1:58	1:57 or less
WPM	64 or less	65–79	80–110	111 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	6–7	4–5	1–3	0
Percent of Accuracy	94 or less	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 at another time.

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 no 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 *DRA2* 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.

<p>Student problem-solves words using:</p> <input type="checkbox"/> beginning letter(s)/sound(s) <input type="checkbox"/> letter-sound clusters <input type="checkbox"/> blending letters/sounds <input type="checkbox"/> onset and rime <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"/> reversals <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>old</u> (substitution) odd (text)</p>		

Busy Helpers 30

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.

$$216 \text{ (words)} \div \text{_____ total seconds} = \text{_____ WPS} \times 60 = \text{_____ WPM}$$

DRA2 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 *DRA2* with a lower-level text.

Name/Date _____

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DRA2 CONTINUUM		LEVEL 30				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 65–79 WPM	3 80–110 WPM		4 111 WPM or more				
Accuracy	1 94% or less	2 95%	3 96%–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 and a relevant reason for opinion		4 Significant event and 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 *DRA2* Focus for Instruction on the next page.

DRA2 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 FLEUNCY

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, and what you have read so far. Tell me what you know about Pedro and Ann.

Pedro: _____

Ann: _____

PREDICTION

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

1. _____

2. _____

3. _____

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,

Busy Helpers

Literal Comprehension

List 3 ways that Pedro and Ann helped Miss Clark.

Ways Pedro and Ann Helped Miss Clark

- 1. _____
- 2. _____
- 3. _____

Interpretation

Why do you think Miss Clark said to Pedro and Ann that they would do better next time?

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.