

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: Have you ever thought something you had to do was going to be boring? This happens to Rosa and Hector in this story, A Trip Through Time. 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

"Bye! See you in two weeks!" Rosa and Hector waved to their father as he backed the car down the driveway. Their grandparents waved, too.

Rosa and Hector looked at the old country home where their grandparents lived. They would be staying here for the next two weeks.

"Grandpa, what video games do you have?" Hector asked.

Grandpa shook his head. "We don't have video games."

"That's okay," Hector said. "We'll play computer games instead."

“Grandpa and I have no need for a computer, so we don’t have one,” Grandma said.

“No problem,” Rosa said. “I brought my favorite videos and DVDs.”

Grandma shook her head. “We have no VCR or DVD player.”

“That’s okay,” Rosa said. “We’ll just watch the TV.” Grandpa and Grandma looked worried. Rosa and Hector had an awful feeling. “You have a TV, don’t you?” Rosa asked.

#### **Page 4**

“We don’t watch TV, so we gave our TV to a family in town,” Grandpa told them.

Rosa and Hector tried to smile. They didn’t say anything until they were alone together on the porch.

“Who doesn’t have a TV these days?” Rosa asked.

“What do they do for fun?”

Hector shrugged. “This is going to be a very long, boring two weeks.”

“You’re right,” Rosa agreed.

“Let’s walk around and see if we can find something to do,” suggested Hector.

**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: 223

|                 | INTRVN       | INSTR     | IND       | ADV          |
|-----------------|--------------|-----------|-----------|--------------|
| Minutes:Seconds | 3:13 or more | 3:12–2:30 | 2:29–1:47 | 1:46 or less |
| WPM             | 69 or less   | 70–89     | 90–125    | 126 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 | 8–10 | 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 below.

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

$$223 \text{ (words)} \div \text{_____ total seconds} = \text{_____ WPS} \times 60 = \text{_____ WPM}$$

**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.

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| DRA2 CONTINUUM                        |  | LEVEL 38   |  |   | EXTENDING READER |  |  |
|---------------------------------------|--|--|--|---|------------------|--|--|
|                                       | INTERVENTION   | INSTRUCTIONAL  | INDEPENDENT  | ADVANCED  |                  |  |  |
| <b>Reading Engagement</b>             |  |  |  |   |                  |  |  |
| <b>Wide Reading</b>                   | 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  |                  |  |  |
| <b>Self-Assessment/ Goal Setting</b>  | 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                                   |                  |  |  |
| <b>Score</b>                          | 2 3  | 4 5  | 6 7  | 8   |                  |  |  |
| <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 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  |                  |  |  |
| <b>Rate</b>                           | 1 69 WPM or less   | 2 70–89 WPM  | 3 90–125 WPM   | 4 126 WPM or more   |                  |  |  |
| <b>Accuracy</b>                       | 1 94% or less  | 2 95%  | 3 96%–98%  | 4 99%–100%  |                  |  |  |
| <b>Score</b>                          | 4 5 6  | 7 8 9 10   | 11 12 13 14  | 15 16   |                  |  |  |
| <b>Comprehension</b>                  |  |  |  |   |                  |  |  |
| <b>Use of Text Features</b>           | 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   |                  |  |  |
| <b>Prediction</b>                     | 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   |                  |  |  |
| <b>Scaffolded Summary</b>             | 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 |                  |  |  |
| <b>Scaffolded Summary: Vocabulary</b> | 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                           |                  |  |  |
| <b>Literal Comprehension</b>          | 1 Incorrect response or no response  | 2 Partial response; may include misinterpretation  | 3 Accurate response  | 4 Accurate response with specific details   |                  |  |  |
| <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 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  |                  |  |  |
| <b>Score</b>                          | 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 Fluency

#### Expression and Phrasing

- Model and support reading 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 the 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 Rosa and Hector.

Rosa: \_\_\_\_\_  
\_\_\_\_\_

Hector: \_\_\_\_\_  
\_\_\_\_\_

**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,

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Next,

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Then,

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After that,

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In the end,

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**Literal Comprehension**

List 3 things Rosa and Hector saw in the shed when they returned to their own time.

**Rosa and Hector saw ...**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Interpretation**

At the end of the story, why do you think Rosa and Hector felt it was going to be the most fun two weeks they'd ever spent?

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**Reflection**

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

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Tell why you think it is important. \_\_\_\_\_

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**Reread what you have written to make sure your answers are the way you want them before you hand in your booklet.**