

Name/Date _____

Teacher/Grade _____

Scores: Reading Engagement ___/8 Oral Reading Fluency ___/16 Comprehension ___/24
 Independent Range: 6–7 11–14 17–22

Book Selection Text selected by: teacher student

1. READING ENGAGEMENT

Ask the student to bring his or her completed Student Reading Survey to the conference.

2. ORAL READING FLUENCY

INTRODUCTION

T: This informational text, One Brave Heart: Triathlete Rudy Garcia-Tolson, is a biography. Please read aloud to the star on page 2. 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

Meet Rudy Garcia - Tolson

You are standing at a finish line with a crowd of cheering people. Running down the race course is a boy about your age. His eyes are focused straight ahead, and sweat is streaming down his face. "This kid is amazing!" exclaim the spectators. You wonder what the big deal is because the runner looks like all the other kids. As he comes closer, you begin to understand the loud applause. The boy's legs are metal!

Rudy was born on September 14, 1988, with several rare birth defects and a leg - **crippling** disease called Pterygium (ter-i-JEE-um)

Syndrome. The disease prevented him from straightening his legs. He had a club foot, webbed fingers, and a cleft palate (a defect in the roof of his mouth). By the time Rudy was five, he had undergone 15 operations. He could smile, chew, and use his hands more easily.

However, he was still unable to walk and was confined to a wheelchair.

Rudy’s doctors did everything they could for his legs. Finally, they suggested **amputating** his legs so that he could receive prosthetic, or artificial, ones. It was the only way Rudy would be able to walk. At the time, it wasn’t such a hard decision for Rudy. He wanted to run and play like other kids his age. So Rudy and his parents gave the doctors permission to amputate. Three months later, he returned to his school in a wheelchair.

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: 240

	INTRVN	INSTR	IND	ADV
Minutes:Seconds	2:51 or more	2:50–2:01	2:00–1:36	1:35 or less
WPM	84 or less	85–119	120–150	151 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	11 or more	9–10	7–8	4–6	1–3	0
Percent of Accuracy	95 or less	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.

3. COMPREHENSION**PREDICTION**

Students do not use the text when making their predictions.

T: Follow the directions on the first page of your Student Booklet. After you have finished your predictions, 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 in the Student Booklet and/or scribe their responses if required. Give no additional prompts.

While the student completes the Prediction page, 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.

Note: After the student has completed the Prediction page, 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 2–5 of the Student Booklet.

T: Read the story. As you read, use the graphic organizer on page 2 of the Student Booklet to help you record the important information from this book. 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).

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"/> blending letter sounds <input type="checkbox"/> letter-sound clusters <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	Number of miscues not self-corrected: ____ Number of words told to the student: ____	
	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"/> 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>plate</u> (substitution) palate (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.

$$240 \text{ (words)} \div \text{_____ total seconds} = \text{_____ WPS} \times 60 = \text{_____ WPM}$$

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.
- Add the circled numbers to obtain a total score for each section.
- Record the 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 12, administer *DRA2* with a lower-level text at another time.

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DRA2 CONTINUUM				
	INTERVENTION	INSTRUCTIONAL	INDEPENDENT	ADVANCED
Reading Engagement				
Wide Reading	1 Title(s) below grade level; limited reading experiences and book knowledge	2 2–3 titles slightly below grade level; some reading experiences	3 At least 4 titles from 2–3 genres or multiple books from 1 genre; generally on-grade-level texts	4 Wide variety of titles across 3 or more genres; many on- and above-grade-level texts
Self-Assessment/ Goal Setting	1 No strengths and/or goals related to the reading process; no real plan	2 General strengths and goals (e.g., read more); general plan	3 At least 1 specific strength and goal related to the reading process; relevant plan	4 2–3 specific strengths and goals related to the reading process; 2–3-step plan
Score	2 3	4 5	6 7	8
Oral Reading Fluency				
Expression	1 Monotone; very little expression	2 Some expression that conveys meaning	3 Expression emphasizing key phrases and words at times	4 Expression emphasizing key phrases and words effectively
Phrasing	1 Mostly word-by-word	2 Inappropriate pauses; shorter phrases most of the time	3 Generally appropriate pauses; heeds most punctuation; longer, meaningful phrases most of the time	4 Appropriate pauses; heeds all punctuation; consistently longer, meaningful phrases
Rate	1 84 WPM or less	2 85–119 WPM	3 120–150 WPM	4 151 WPM or more
Accuracy	1 95% or less	2 96%	3 97%–98%	4 99%–100%
Score	4 5 6	7 8 9 10	11 12 13 14	15 16
Comprehension				
Questioning/Prediction	1 Illogical or unrelated question(s) and/or prediction(s)	2 1–2 reasonable questions and/or predictions related to the text	3 At least 2 reasonable questions and predictions that go beyond the text read aloud	4 At least 3 thoughtful questions and predictions that go beyond the text read aloud
Literal Comprehension/ Note Taking	1 Little information from the text and/or incorrect information	2 Partial information from the text; may include misinterpretation	3 Information from the text that accurately responds to question(s) or prompt(s)	4 All important information from the text that effectively responds to question(s) or prompt(s)
Summary	1 1–2 ideas/facts in own language and/or copied text; may include incorrect information	2 Partial summary; generally in own language; some important ideas/facts; may include misinterpretations	3 Summary in own language; includes many important ideas, some vocabulary, and supporting facts from each section	4 Summary in own language; includes all important ideas, key vocabulary, and supporting facts from each section
Interpretation	1 Little or no understanding of important text implication(s)	2 Partial understanding of important text implication(s); little or no detail	3 Understands important text implication(s); relevant supporting details	4 Insightful understanding of important text implication(s); important supporting details
Reflection	1 Insignificant or unrelated message or information; no reason for opinion or no response	2 Less significant message or information and general reason(s) for opinion	3 Significant message or information and a relevant reason for opinion	4 Significant message or information and reason(s) for opinion that reflect higher-level thinking
Metacognitive Awareness	1 Unrelated or no example(s); may copy a strategy	2 General or limited example(s)	3 At least 1 specific example from the text related to the identified strategy; may include details	4 At least 2 specific examples from the text related to the identified strategy; includes details
Score	6 7 8 9 10 11	12 13 14 15 16	17 18 19 20 21 22	23 24

Choose three to five learning/teaching activities on the *DRA2* Focus for Instruction on the next page.

DRA2 FOCUS FOR INSTRUCTION**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 and purposes
- Teach strategies to build reading stamina
- Create structures and/or routines to support reading at home
- Develop and monitor clear expectations for amount of independent reading
- Teach student how to use a reading log to monitor book selection and set reading goals

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 teach reading in longer, meaningful phrases with appropriate expression
- Have student practice appropriate expression with familiar texts
- Teach student to recognize and emphasize key phrases and words
- Teach student to heed punctuation

Rate

- Provide materials and time for repeated readings and timed readings to increase reading rate
- Give opportunities for 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**Questioning/Prediction**

- Provide opportunities for student to make predictions based on title, table of contents, and headings
- Model and support using background information to make meaningful predictions
- Model and teach student how to pose questions as a basis for predictions
- Teach student how to make and confirm predictions prior to and during reading

Literal Comprehension/Note Taking

- Show student how to use key words to identify specific information from the text

- Provide opportunities for student to answer and construct literal questions
- Model and support how to locate and use nonfiction text features (e.g., charts, graphs, maps, tables, headings, glossary, bold words, etc.)
- Model and teach note taking
- Provide visual outlines/graphic organizers
- Teach student how to use and construct graphic organizers to keep track of key ideas and facts
- Teach active monitoring (e.g., using sticky notes to record questions, key ideas, confusions, etc.)
- Give feedback on student notes
- Teach study strategies (e.g., SQ3R or Survey, Question, Read, Recite, Review)

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 facts
- Model and support how to write a summary in one's own words
- Model and support how to use examples from the text
- Teach student how to use headings to organize a summary of an informational/nonfiction text
- Provide time for student to practice oral and written summaries

Interpretation

- Teach and share examples of inferences
- Provide opportunities for student to support inferences with information or examples from the text
- Give student opportunities to respond to and construct inference questions orally and in writing
- Model and support how to interpret nonfiction text features (e.g., how to read a chart or diagram)

Reflection

- Help student identify important information and/or key vocabulary in a variety of texts
- Demonstrate how to support opinion with details from the text

Metacognitive Awareness

- Model and teach comprehension strategies for nonfiction texts
- Provide opportunities for student to practice using a specific comprehension strategy (e.g., making connections, visualizing, etc.)
- Help student identify examples in a text where he or she used a specific strategy

OTHER

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BEFORE READING

PREDICTION

What questions did you have as you were reading the first part of this text?

- 1. _____

- 2. _____

- 3. _____

What do you think you will learn from reading the rest of this text?

- 1. _____

- 2. _____

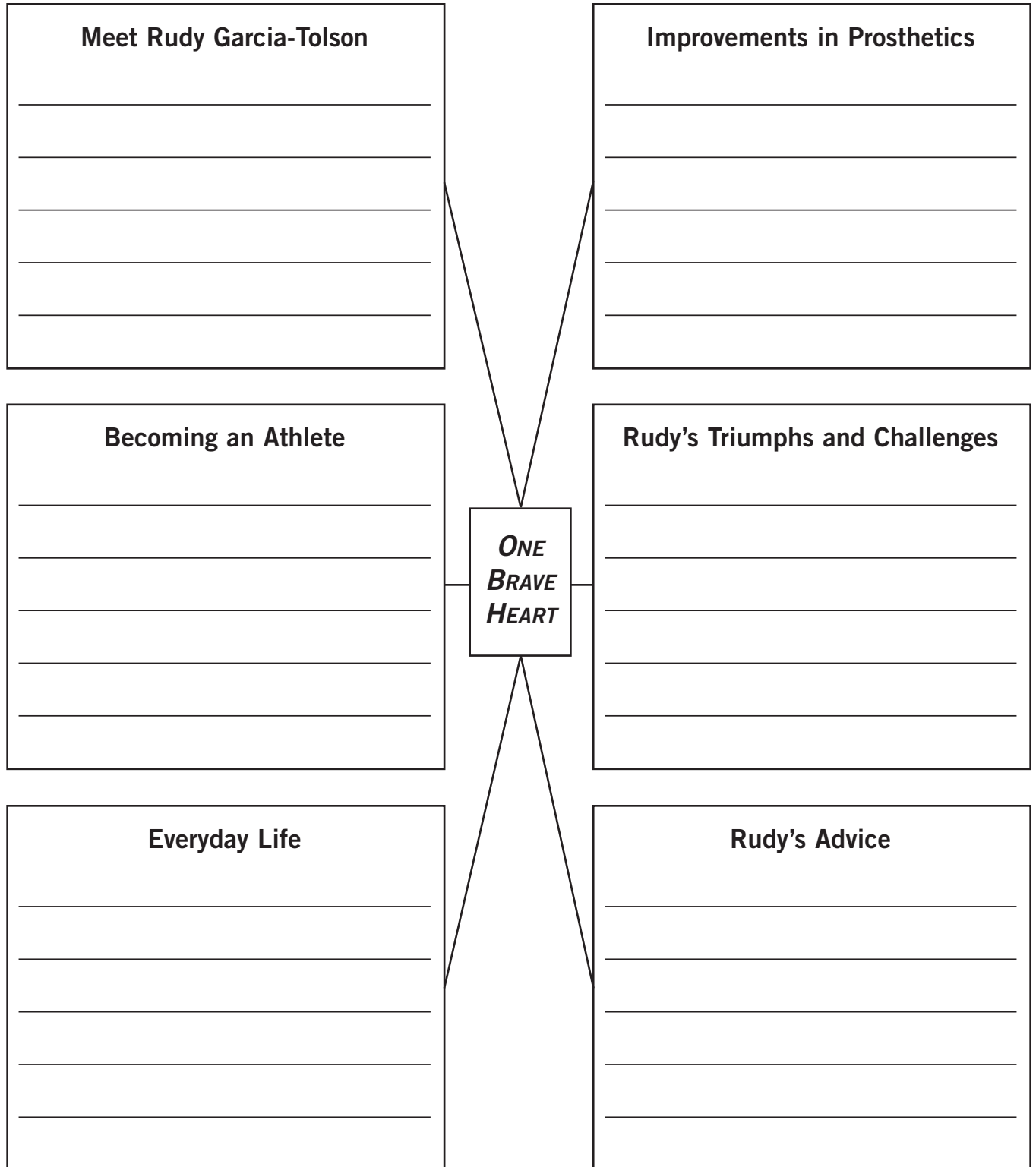
- 3. _____

Let your teacher know when you have completed this page.

DURING READING

LITERAL COMPREHENSION

As you read this book, select the important information to record on the graphic organizer below.



INTERPRETATION

Why do you think Rudy is a successful athlete? Use information from the book to support your answer.

REFLECTION

What do you think is an important message in this biography? _____

Tell why you think this is an important message. _____

METACOGNITIVE AWARENESS

Check 1 comprehension strategy that you used to help you understand this text.

- Using background knowledge: I recalled what I know about the topic.
- Questioning: I asked myself questions as I read.
- Making connections: I was reminded of similar texts and experiences.
- Determining importance: I used text and graphic features to decide what was important.
- Inferring: I thought about the reasons why things happened.
- Visualizing: I pictured what was happening.

Give at least 2 specific examples from this book that show how you used this comprehension strategy.

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