## Name/Date

<table>
<thead>
<tr>
<th>Scores:</th>
<th>Teacher/Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Engagement ___/8</td>
<td></td>
</tr>
<tr>
<td>Oral Reading Fluency ___/16</td>
<td></td>
</tr>
<tr>
<td>Comprehension ___/24</td>
<td></td>
</tr>
<tr>
<td>Independent Range:</td>
<td>6–7 11–14 17–22</td>
</tr>
</tbody>
</table>

**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, Storm Chasers, tells about people who desire to know more about severe storms. Please read aloud to the star on page 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

**Who Are Storm Chasers?**

Giant clouds move across the sky — not big, white clouds, but black thunderheads. The air grows thick. Thunder rumbles and lightning strikes in the distance. A musty smell fills the motionless air. The sky turns green as tornado - warning sirens begin to blare. A scientist and his team scramble into their storm - chasing cars. Unlike most people, this group wants to get as close as they safely can to watch the oncoming storm. They are storm chasers.

Storm chasers are people who want to know more about severe storms. They spend days tracking storm systems. They try to predict where and when storms might form. They may travel alone or in teams. Some storm chasers are photographers, others are researchers, and a few are Air Force pilots. Each group has its own reason for chasing storms.
Photographer: Warren Faidley

Warren Faidley is a severe-weather photographer. He has taken pictures of some of the world’s worst storms. He began taking pictures of the skies while working for a newspaper. He started selling photos of lightning, then hurricanes and tornadoes. Faidley learned about all types of storms. This way, he could safely be in the right place at the right time for the best storm pictures.

Page 3

Faidley spends lots of time on the road chasing storms. He drives a special SUV he calls Arch Angel. It is packed with special gear and flashing lights. He also has video cameras and cell phones.

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: 245

<table>
<thead>
<tr>
<th>Minutes:Seconds</th>
<th>INTRVN</th>
<th>INSTR</th>
<th>IND</th>
<th>ADV</th>
</tr>
</thead>
<tbody>
<tr>
<td>WPM</td>
<td>79 or less</td>
<td>80–109</td>
<td>110–140</td>
<td>141 or more</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Number of Miscues</th>
<th>INTRVN</th>
<th>INSTR</th>
<th>IND</th>
<th>ADV</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 or more</td>
<td>9–11</td>
<td>7–8</td>
<td>4–6</td>
<td>1–3</td>
</tr>
<tr>
<td>95 or less</td>
<td>96</td>
<td>97</td>
<td>98</td>
<td>99</td>
</tr>
</tbody>
</table>

- 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 below 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 2–4 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).

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.

<table>
<thead>
<tr>
<th>Student problem-solves words using:</th>
<th>Number of miscues not self-corrected: ____</th>
<th>Number of words told to the student: ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ blending letter sounds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ letter-sound clusters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ onset and rime</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ knowledge of spelling patterns (analogies)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ syllables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ rereading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ no observable behaviors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miscues interfered with meaning:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ never</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ at times</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ often</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miscues included:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ omissions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ insertions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ reversals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ substitutions that were</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ visually similar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ not visually similar</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Copy each substitution to help analyze the student’s attention to visual information. e.g., several (substitution) severe (text)

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.

\[
245 \text{ (words)} \div \text{ ______ total seconds} = \text{ ______ WPS } \times 60 = \text{ ______ WPM}
\]

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 4 after the colon.

Note: If the Comprehension score is less than 12, administer DRA2 with a lower-level text.
## DRA2 CONTINUUM

<table>
<thead>
<tr>
<th></th>
<th>INTERVENTION</th>
<th>INSTRUCTIONAL</th>
<th>INDEPENDENT</th>
<th>ADVANCED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Reading Engagement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wide Reading</td>
<td>1 Title(s) below grade level; limited reading experiences and book knowledge</td>
<td>2 2–3 titles slightly below grade level; some reading experiences</td>
<td>3 At least 4 titles from 2–3 genres or multiple books from 1 genre; generally on-grade-level texts</td>
<td>4 Wide variety of titles across 3 or more genres; many on- and above-grade-level texts</td>
</tr>
<tr>
<td>Self-Assessment/ Goal Setting</td>
<td>1 No strengths and/or goals related to the reading process; no real plan</td>
<td>2 General strengths and goals (e.g., read more); general plan</td>
<td>3 At least 1–2 specific strengths and goals related to the reading process; relevant plan</td>
<td>4 3 specific strengths and goals related to the reading process; 2–3-step plan</td>
</tr>
<tr>
<td>Score</td>
<td>2 3 4 5 6 7 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Oral Reading Fluency</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expression</td>
<td>1 Monotone; very little expression</td>
<td>2 Some expression that conveys meaning</td>
<td>3 Expression emphasizing key phrases and words at times</td>
<td>4 Expression emphasizing key phrases and words effectively</td>
</tr>
<tr>
<td>Phrasing</td>
<td>1 Mostly word-by-word</td>
<td>2 Inappropriate pauses; shorter phrases most of the time</td>
<td>3 Generally appropriate pauses; heeds most punctuation; longer, meaningful phrases most of the time</td>
<td>4 Appropriate pauses; heeds all punctuation; consistently longer, meaningful phrases</td>
</tr>
<tr>
<td>Rate</td>
<td>1 79 WPM or less</td>
<td>2 80–109 WPM</td>
<td>3 110–140 WPM</td>
<td>4 141 WPM or more</td>
</tr>
<tr>
<td>Accuracy</td>
<td>1 95% or less</td>
<td>2 96%</td>
<td>3 97%–98%</td>
<td>4 99%–100%</td>
</tr>
<tr>
<td>Score</td>
<td>4 5 6 7 8 9 10</td>
<td>11 12 13 14</td>
<td>15 16</td>
<td></td>
</tr>
<tr>
<td><strong>3. Comprehension</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questioning/Prediction</td>
<td>1 Illogical or unrelated question(s) and/or prediction(s)</td>
<td>2 1–2 reasonable questions and/or predictions related to the text</td>
<td>3 At least 2 reasonable questions and predictions that go beyond the text read aloud</td>
<td>4 At least 3 thoughtful questions and predictions that go beyond the text read aloud</td>
</tr>
<tr>
<td>Summary</td>
<td>1 1–2 ideas/facts in own language and/or copied text; may include incorrect information</td>
<td>2 Partial summary; generally in own language; some important ideas/facts; may include misinterpretations</td>
<td>3 Summary in own language; includes many important ideas, some vocabulary and supporting facts from each section</td>
<td>4 Summary in own language; includes all important ideas, key vocabulary and supporting facts from each section</td>
</tr>
<tr>
<td>Literal Comprehension</td>
<td>1 Little information from the text and/or incorrect information</td>
<td>2 Partial information from the text; may include misinterpretation</td>
<td>3 Information from the text that accurately responds to question(s) or prompt(s)</td>
<td>4 All important information from the text that effectively responds to question(s) or prompt(s)</td>
</tr>
<tr>
<td>Interpretation</td>
<td>1 Little or no understanding of important text implication(s)</td>
<td>2 Partial understanding of important text implication(s); little or no detail</td>
<td>3 Understands important text implication(s); relevant supporting details</td>
<td>4 Insightful understanding of important text implication(s); important supporting details</td>
</tr>
<tr>
<td>Reflection</td>
<td>1 Insignificant or unrelated message or information; no reason for opinion or no response</td>
<td>2 Less significant message or information and general reason(s) for opinion</td>
<td>3 Significant message or information and a relevant reason for opinion</td>
<td>4 Significant message or information and reason(s) for opinion that reflect higher-level thinking</td>
</tr>
<tr>
<td>Metacognitive Awareness</td>
<td>1 Unrelated or no example(s); may copy a strategy</td>
<td>2 General or limited example(s)</td>
<td>3 At least 1 specific example from the text related to the identified strategy; may include details</td>
<td>4 At least 2 specific examples from the text related to the identified strategy; includes details</td>
</tr>
<tr>
<td>Score</td>
<td>6 7 8 9 10 11</td>
<td>12 13 14 15 16</td>
<td>17 18 19 20 21 22</td>
<td>23 24</td>
</tr>
</tbody>
</table>

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
- Teach student how to make and confirm predictions prior to and during reading
- Model and support using background information to make meaningful predictions
- Model and teach student how to pose questions as a basis for 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 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

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
- Model and support how to locate and use nonfiction text features (e.g., charts, graphs, maps, tables, headings, glossary, bold words, etc.)
- Teach student how to use and construct graphic organizers to keep track of key ideas and facts

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
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.
AFTER READING

SUMMARY

Write a summary of this text in your own words. Include the important ideas and facts from each section of the text. You may use the book to help you write your summary.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
LITERAL COMPREHENSION

List 3 things you have learned about storm chasers.

<table>
<thead>
<tr>
<th>Storm Chasers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. __________________________</td>
</tr>
<tr>
<td>__________________________</td>
</tr>
<tr>
<td>2. __________________________</td>
</tr>
<tr>
<td>__________________________</td>
</tr>
<tr>
<td>3. __________________________</td>
</tr>
<tr>
<td>__________________________</td>
</tr>
</tbody>
</table>

INTERPRETATION

List how researchers and Hurricane Hunters are similar and different.

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________________________</td>
<td>__________________________</td>
</tr>
<tr>
<td>__________________________</td>
<td>__________________________</td>
</tr>
<tr>
<td>__________________________</td>
<td>__________________________</td>
</tr>
<tr>
<td>__________________________</td>
<td>__________________________</td>
</tr>
<tr>
<td>__________________________</td>
<td>__________________________</td>
</tr>
</tbody>
</table>
REFLECTION

What do you think is the most important thing that storm chasers do? ________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Tell why you think this is important. ______________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

METACOGNITIVE AWARENESS

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

☐ I recalled what I know about the topic.
☐ I asked myself questions as I read.
☐ I was reminded of personal connections.
☐ I used headings to decide what was important.
☐ I thought about the reasons why things happened.
☐ 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.