

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:	<input type="checkbox"/> teacher	<input type="checkbox"/> student

1. READING ENGAGEMENT

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

2. ORAL READING FLUENCY

INTRODUCTION

T: *This book is called The Blasters. It is about three friends, Annie, Lia, and Nick, who are on the same soccer team. Please read aloud to the star on page 5. 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

It was a warm Monday afternoon in September. The Blasters, Annie's soccer team, was practicing.

Annie looked over at the sideline and saw her best friend, Lia. She had come to watch. "Hey!" Annie called out as she walked over to her.

"Hi!" Lia shouted back. "Nice shot!"

"Coach," Annie said to Coach Dave, who stood nearby, "this is my best friend, Lia."

"Hi, Lia." Coach Dave smiled. "Annie's told me about you and mentioned she wishes you'd join the team."

Lia looked up at Coach Dave. "I'd love to be on the team," she said quietly. "But what could I do?"

"Well, would you like to be scorekeeper and help me keep team records?"

A bright smile broke out on Lia's face. "I can do all those things!"

Page 4

Throughout the summer, Annie had been trying to talk Lia into joining the Blasters. Now Lia, who used a wheelchair, was happy she could help the team.

Annie leaned over to hug her friend. "Oh, Lia!" she said. "I'm so excited!"

After practice, Annie, Lia, and their friend Nick walked home together.

Page 5

"You'll be a great scorekeeper," Nick said to Lia.

"Thanks," she replied.

"I just hope that we can win that game on Friday," Nick said hopefully.

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: 207

	INTRVN	INSTR	IND	ADV
Minutes:Seconds	3:13 or more	3:12–2:37	2:36–1:53	1:52 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.

3. COMPREHENSION**TEXT FEATURES and STUDENT PREDICTION**

Read aloud the questions/prompts on page 1 in the Student Booklet, and record the student's responses on the same page. Do not give additional prompts. Students may not use the book when responding to the Text Features and Prediction questions/prompts.

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

For students completing the assessment independently, say:

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).

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

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.

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 self-corrected: _____ 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>soccerkeeper</u> (substitution) scorekeeper (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.

$$207 \text{ (words)} \div \text{_____ total seconds} = \text{_____ WPS} \times 60 = \text{_____ WPM}$$

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.

Name/Date _____

Teacher/Grade _____

DRA2 BRIDGE 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 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 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 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%–97%	4 98%–100%
Score	4 5 6	7 8 9 10	11 12 13 14	15 16
Comprehension				
Use of Text Features	1 Very little or no description of the setting and character(s)	2 Partial description of the setting and/or character(s); general statements	3 Accurate description of setting and character(s) with some specific details	4 Effective description of the setting and characters with specific details
Questioning/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 most of the important characters' names, some details, and many of the important events in sequence from the beginning, middle, and end	4 Well-organized summary in own language; includes all important characters' names, specific details, and all important events from the beginning, middle, and end
Literal Comprehension	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)
Interpretation	1 Limited 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 event; no reason for opinion or no response	2 Less significant message or event and general reason(s) for opinion	3 Significant message or event and a relevant reason for opinion	4 Significant message or event and reason(s) for opinion that reflect higher-level thinking
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
- Have student participate in choral reading and/or reader's theater
- 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

Use of Text Features

- Provide opportunities for student to discuss what he or she knows about the characters and setting 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)

Questioning/Prediction

- Provide opportunities for student to discuss what he or she knows about the characters and setting based on title and book cover, as well as opening paragraphs and illustrations of texts read aloud
- Teach student how to make and confirm predictions prior to and during reading
- Model and support using background information to make meaningful predictions

Scaffolded 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)
- 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
- Help student locate and record specific details
- Teach student how to use and construct 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 and construct inference questions orally and in writing

Reflection

- Help student identify important information and/or key vocabulary in a variety of texts
- Provide opportunities to identify and discuss the most significant message or event in a story
- Provide opportunities to discuss theme/most important idea of stories read aloud
- Demonstrate and teach student how to support opinion with details from the text

OTHER

Name _____ Date _____

Teacher _____ Grade _____

The teacher records the student's responses on this Before Reading page only.

BEFORE READING

TEXT FEATURES

Think about the title, the illustrations, and what you have read so far. What do you know about the setting and the characters?

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 from the beginning, middle, and end of the story. 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, _____

You may use the book to answer the following questions.

LITERAL COMPREHENSION

List 3 things that Coach Dave said in his pep talk to the team.

Coach Dave's Pep Talk	
1.	_____
2.	_____
3.	_____

INTERPRETATION

Why do you think Nick got so angry during the game? _____

REFLECTION

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

Tell why you think this message is important. _____

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