

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 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 Flood. It is about a family and what happens when their home is flooded. 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**

Luke Scott went to bed feeling happy. Tomorrow was the first day of spring break. That meant there was no school.

Luke and his best friend, Trent, were planning to get together. They were going to practice batting and throwing baseballs.

When Luke woke the next morning, he heard a terrible sound. It was the sound of rain hitting the roof. He groaned as he looked out the window. He could barely see across the street through the curtain of pouring rain.

He found his mother in the kitchen. She had her right leg propped up on a chair with her crutches leaning against the table. She had broken her leg a week ago by tripping on the front step.

“Will the rain stop any time today?” Luke asked.

“I don’t think so,” she said, looking up from the newspaper. She sounded nervous. “It’s been raining hard since last night. I’m worried about the river.” Their house wasn’t far from the Woods River. If there was too much rain, the river might rise.

### Page 3

Luke called Trent. They agreed to wait until the afternoon to see if the rain stopped. Then Luke went into the family room to see what his little sister, Maddy, was doing. He found her with her pet rabbit, Skippy.

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: 213

	<b>INTRVN</b>	<b>INSTR</b>	<b>IND</b>	<b>ADV</b>
<b>Minutes:Seconds</b>	3:19 or more	3:18–2:41	2:40–1:51	1:50 or less
<b>WPM</b>	64 or less	65–79	80–115	116 or more

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

	<b>INTRVN</b>	<b>INSTR</b>	<b>IND</b>			<b>ADV</b>	
<b>Number of Miscues</b>	12 or more	10–11	8–9	6–7	4–5	1–3	0
<b>Percent of Accuracy</b>	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.



Name/Date \_\_\_\_\_

Teacher/Grade \_\_\_\_\_

**DRA2 BRIDGE CONTINUUM**

	<b>INTERVENTION</b>	<b>INSTRUCTIONAL</b>	<b>INDEPENDENT</b>	<b>ADVANCED</b>
<b>Reading Engagement</b>				
<b>Wide Reading</b>	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
<b>Self-Assessment/Goal Setting</b>	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
<b>Score</b>	<b>2 3</b>	<b>4 5</b>	<b>6 7</b>	<b>8</b>
<b>Oral Reading Fluency</b>				
<b>Expression</b>	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
<b>Phrasing</b>	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
<b>Rate</b>	1 64 WPM or less	2 65–79 WPM	3 80–115 WPM	4 116 WPM or more
<b>Accuracy</b>	1 94% or less	2 95%	3 96%–98%	4 99%–100%
<b>Score</b>	<b>4 5 6</b>	<b>7 8 9 10</b>	<b>11 12 13 14</b>	<b>15 16</b>
<b>Comprehension</b>				
<b>Use of Text Features</b>	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
<b>Questioning/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 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
<b>Literal Comprehension</b>	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)
<b>Interpretation</b>	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
<b>Reflection</b>	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
<b>Score</b>	<b>6 7 8 9 10 11</b>	<b>12 13 14 15 16</b>	<b>17 18 19 20 21 22</b>	<b>23 24</b>

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 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 how to make and confirm predictions prior to and during reading
- Model and support using background information to make meaningful predictions
- Model and support using knowledge of text structures/genre characteristics to make 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 students 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, \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**The Flood**

You may use the book to answer the following questions.

**LITERAL COMPREHENSION**

List 3 things that Luke did to help his mother and sister.

**How Luke Helped His Mother and Sister**

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

**INTERPRETATION**

What do you think Luke learned about himself? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**REFLECTION**

What do you think was an important decision that Luke made in this story?

\_\_\_\_\_

\_\_\_\_\_

Tell why you think it was an important decision. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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