

DRA 2

End of Year Reporting Guidelines

Today's Outcome

- Ensure that the DRA2 data that the state collects are consistent across districts and students
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Overview of DRA2

- What is the DRA2
 - Appropriate uses
 - Inappropriate uses
 - Administration and interpretation
 - Scoring and Reporting
 - End of Year Data Collection
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What is the DRA2?

The Developmental Reading Assessment, Second Edition (DRA2) is a set of individually administered, criterion-referenced reading assessments. The DRA2 was designed to help educators determine each student's independent reading level, identify instructional needs, and monitor student progress. The DRA2 includes Benchmark Assessment Books Leveled A-40. Reading behaviors including reading engagement, fluency and comprehension are measured.



Comparing the First Edition and the Second Edition of DRA K–3

The Second Edition adds new fiction and nonfiction Benchmark Assessment Books, replaces or revises some of the original Benchmark Assessment Books, and modifies the assessment procedures for transitional and extending readers so there is a smoother transition between the *DRA2, K–3*, and *DRA2, 4–8*. The following chart details the major differences between the First and Second Editions and an explanation for the improvement.

<i>DRA K–3, First Edition</i>	<i>DRA K–3, Second Edition</i>	Rationale for Change
The Benchmark Assessment Books range from Level A to 44. (Note: Level 40 is a fourth-grade-level text and Level 44 is a fifth-grade-level text.)	The Benchmark Assessment Books range from Level A to 40. The Second Edition includes four Level 40 texts from the <i>DRA2, 4–8</i> , set and no fifth-grade-level texts.	In <i>DRA</i> , students who are reading above grade level should read no more than one grade level above their present grade. For this reason, Level 44, a fifth-grade-level text, has been omitted from the Second Edition. <i>DRA2, 4–8</i> , should be used for students reading higher than Grade 4.
Teachers note students' oral reading fluency (phrasing and intonation) on the Teacher Observation Guides and <i>DRA Continuum</i> .	Teachers time students' oral reading to determine their oral reading rate beginning with <i>DRA2</i> text Level 14.	A slow reading rate not only hinders the reader's comprehension, but it also limits the amount read during the school day and throughout the year. Slow readers perceive themselves as poor readers, and they often do not enjoy reading.
Teachers stop the assessment if students' accuracy rate is below 94% on the Record of Oral Reading.	Teachers stop the assessment if students' accuracy rate and/or oral reading rate falls within the Emerging/Intervention level on the <i>DRA Continuum</i> .	Research and <i>DRA</i> field test data indicate that appropriate oral reading rates and accuracy have an impact on students' ability to construct meaning.
Students give an oral retelling of what they have read and respond orally to all prompts and questions. The top score for Comprehension is 24.	Students reading <i>DRA</i> texts Level 28 and above write a one-page summary of what they've read as well as responses to Literal Comprehension, Interpretation, and Reflection questions or prompts within a Student Booklet. In the oral retelling and summary sections, vocabulary concepts are now part of the assessment, raising the top Comprehension score to 28.	Most state assessments require students to respond to different types of questions and prompts in writing. <i>DRA</i> provides insight into how well students respond in writing. The composing process gives students time to think about what is important to include and how to organize their thoughts. Knowledge of a student's control or understanding of words and concepts is important to the assessment of comprehension.
Teachers document students' progress on a Continuum folder.	The Continuum is a part of the Teacher Observation Guide for each text.	The inclusion of the Continuum within the Teacher Observation Guide allows for immediate marking of descriptors to determine students' strengths and needs.

Appropriate Uses of DRA2

The DRA2 helps educators identify each student's reading ability and level, document progress, and tailor teaching to drive effective reading instruction. Use the tools in DRA2 to assess accuracy, fluency, and comprehension. This quick and accurate assessment will:

- ❑ Build students' reading skills and confidence by identifying their independent reading levels and helping teachers match students with appropriate text.
- ❑ Deliver immediate analysis and instructional suggestions to group students appropriately and better address their needs.
- ❑ Target critical points of intervention and compare student progress against benchmark expectations with easy-to-use data analysis.
- ❑ Disaggregate DRA2 data in order to meet accountability requirements of NCLB.

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Inappropriate Uses of DRA2

- DRA2 is Not:
 - An Exhaustive Assessment
 - For Tracking
 - For Labeling
 - For Grading
 - For Retention Decisions
 - The DRA2 is not intended to be used independent of guided reading instruction
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Administration and Interpretation

Comprehensive Training Is Required

DRA2 is published by the
Pearson Learning Group

DRA2 Website

<http://www.pearsonlearning.com/index.cfm?a=37>

Administration and Interpretation

- Plan and Schedule Data Collection
 - Organize Resources
 - Collect Data
 - Record Data
 - Use Data for Decision Making
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Administration and Interpretation

Materials

- Teacher Guide
 - Benchmark Assessment Books
 - Student Assessment Folders
 - Assessment Procedures Overview
 - DRA2 Clipboard
 - Training DVD
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Administration and Interpretation

□ Logistics

- Assessors trained
 - Schedule finalized
 - Location arranged
 - Materials prepared
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Tips for Consistent Administration

- Follow the assessment procedures
 - Use the teacher observation guide
 - Start with the lowest reading level students and work your way up
 - Complete the continuum page
 - Complete the focus on instruction page
 - Conduct a calibration meeting to improve inter-rater reliability
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Questions to ask yourself following administration:

- Have you learned anything new about this student while administering this assessment?
 - Have you done all of the teaching that you mean to do at this step?
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DRA2 Subtests

All recommended subtests should be administered and used for instructional purposes.

Benchmarks:

End of Kindergarten – Level 3

End of First Grade – Level 16

End of Second Grade – Level 28

End of Third Grade – Level 38

Levels A, 1, 2, 3

End-of-Year Subtests to be Administered:

- Reading Engagement
- Oral Reading
- Print Language Concepts

End-of-Year Score to be Collected:

- Level = Highest level at which the student scores **Independent** on both Oral Reading and Print Language Concepts subtests, not to exceed one level above the grade level benchmark

Note: The reading engagement subtest should be administered and used for instructional purposes, not for determining the level for EOY reporting.

DRA2 CONTINUUM		LEVEL 3			EMERGENT READER	
	EMERGING		DEVELOPING		INDEPENDENT	
Reading Engagement						
Literacy Support	1 No response or is uncertain		2 Names at least one person who reads with him or her at home		3 Names several people who read with him or her at home	
Favorite Book	1 No response or is uncertain		2 Tells something about a favorite book		3 Gives title and shares some specific details about favorite book	
Book-Handling Skills	1 Relies on others to hold and turn pages of a book		2 Holds and/or turns pages of a book when prompted		3 Holds and turns pages of a book independently	
Score	3 4		5 6 7		8 9	
Oral Reading						
Monitoring/Self-Corrections	1 Detects no miscues		2 Self-corrects at least 1 miscue and neglects to self-correct other miscues		3 Self-corrects 2 or more miscues or reads accurately (no miscues or self-corrects all miscues)	
Use of Cues	1 Often neglects cues (e.g., pictures, sentence pattern, visual information)		2 Uses cues (e.g., pictures, sentence pattern, visual information) at times		3 Uses cues (e.g., pictures, sentence pattern, visual information) most of the time	
Accuracy	1 89% or less		2 91%		3 94%–100%	
Score	3 4		5 6 7		8 9	
Printed Language Concepts						
Directionality	1 No or little control of directionality on one line of text		2 Inconsistent control of directionality on one line of text		3 Controls directionality on one line of text	
One-to-One Correspondence	1 Slides finger; no one-to-one match		2 Points to words; inconsistent one-to-one match		3 Points to words; consistent one-to-one match	
Words/Letters	1 Demonstrates little understanding of the terms: <i>word, begins, ends, letter, and/or sound</i>		2 Demonstrates some understanding of the terms: <i>word, begins, ends, letter and/or sound</i> by responding accurately at times		3 Demonstrates an understanding of the following terms: <i>word, begins, ends, letter and/or sound</i> by responding accurately	
Score	3 4		5 6 7		8 9	

Levels 4 - 40

End-of-Year Subtests to be Administered:

- Reading Engagement
- Oral Reading Fluency
- Comprehension

End-of-Year Score to be Collected:

- Level = Highest level at which the student scores **Independent** on both Oral Reading Fluency and Comprehension subtests, not to exceed one level above the grade level benchmark

Note: For instructional purposes prior to the end of the year, the author recommends comprehension score be in the ~~“instructional” level for determining levels 28 and above.~~

DRA2 CONTINUUM		LEVEL 16				TRANSITIONAL READER			
	INTERVENTION		INSTRUCTIONAL		INDEPENDENT		ADVANCED		
Reading Engagement									
Book Selection	1 Selects texts from identified leveled sets with teacher support; uncertain about a favorite book		2 Selects texts from identified leveled sets with moderate support; tells about favorite book in general terms		3 Independently selects texts from identified leveled sets most of the time; identifies favorite book by title and tells about a particular event		4 Independently selects a variety of "just right" texts; identifies favorite book by title and gives an overview of the book		
Sustained Reading	1 Sustains independent reading for a short period of time with much encouragement		2 Sustains independent reading with moderate encouragement		3 Sustains independent reading for at least 10–15 minutes at a time		4 Sustains independent reading for an extended period of time		
Score	2 3		4 5		6 7		8		
Oral Reading Fluency									
Expression	1 No expression; monotone		2 Little expression; rather monotone		3 Some expression		4 Expression conveys meaning most of the time		
Phrasing	1 Mostly word-by-word		2 Short phrases most of the time; inappropriate pauses		3 Longer word phrases some of the time; heeds most punctuation		4 Longer, meaningful phrases most of the time; heeds all punctuation		
Rate	1 29 WPM or less		2 30–39 WPM		3 40–70 WPM		4 71 WPM or more		
Accuracy	1 93% or less		2 94%		3 95%–98%		4 99%–100%		
Score	4 5 6		7 8 9 10		11 12 13 14		15 16		
Comprehension									
Previewing	1 Comments briefly about ideas only when prompted or is uncertain; may use a few terms or labels relevant to the text		2 Identifies and comments briefly about ideas with some prompting; uses a few terms or labels relevant to the text		3 Identifies and connects at least 3 key ideas (e.g., <i>and</i> , <i>then</i> , <i>too</i>) without prompting; some relevant vocabulary		4 Identifies and connects at least 4 key ideas without prompting; relevant vocabulary		
Retelling: Key Ideas and Facts	1 Includes at least 1 idea/fact from the text; limited retelling		2 Includes 2–3 ideas/facts from the text; partial retelling		3 Includes most key ideas/facts, generally in a logical order		4 Includes all key ideas/facts in a logical order		
Retelling: Details	1 Includes at least 1 detail; may include incorrect information		2 Includes at least 2 details; may include misinterpretation		3 Includes some important details		4 Includes most important details		
Retelling: Vocabulary	1 Uses general terms or labels; limited understanding of key words/concepts		2 Uses some language/vocabulary from the text; some understanding of key words/concepts		3 Uses language/vocabulary from the text; basic understanding of most key words/concepts		4 Uses important language/vocabulary from the text; good understanding of key words/concepts		
Retelling: Teacher Support	1 Retells with 5 or more questions or prompts		2 Retells with 3 or 4 questions or prompts		3 Retells with 1 or 2 questions or prompts		4 Retells with no questions or prompts		
Using Nonfiction Text Features	1 Locates and uses incorrect information to respond or is uncertain		2 Locates and uses information in the chart to accurately respond to 1 of the prompts; gives a partially correct response		3 Locates and uses information in the chart to accurately respond to both prompts		4 Quickly locates and uses information in the chart to accurately respond with details to both prompts		
Making Connections	1 Makes no or an unrelated connection; cites an idea/fact directly from the text		2 Makes a connection that reflects a limited understanding of the text		3 Makes a literal connection that reflects a basic understanding of the text		4 Makes a thoughtful connection that reflects a deeper understanding of the text		
Score	7 8 9 10 11 12 13		14 15 16 17 18		19 20 21 22 23 24 25		26 27 28		

DRA2 CONTINUUM		LEVEL 28				EXTENDING READER			
	INTERVENTION	INSTRUCTIONAL	INDEPENDENT	ADVANCED					
Reading Engagement									
Wide Reading	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					
Self-Assessment/ Goal Setting	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					
Score	2 3	4 5	6 7	8					
Oral Reading Fluency									
Expression	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					
Phrasing	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					
Rate	1 64 WPM or less	2 65–74 WPM	3 75–105 WPM	4 106 WPM or more					
Accuracy	1 93% or less	2 94%	3 95%–98%	4 99%–100%					
Score	4 5 6	7 8 9 10	11 12 13 14	15 16					
Comprehension									
Use of Text Features	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					
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 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					
Scaffolded Summary: Vocabulary	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					
Literal Comprehension	1 Incorrect response or no response	2 Partial response; may include misinterpretation	3 Accurate response	4 Accurate response with specific details					
Interpretation	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					
Reflection	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					
Score	7 8 9 10 11 12 13	14 15 16 17 18	19 20 21 22 23 24 25	26 27 28					

DRA2 CONTINUUM		LEVEL 38				EXTENDING READER			
	INTERVENTION	INSTRUCTIONAL	INDEPENDENT	INDEPENDENT		ADVANCED		ADVANCED	
Reading Engagement									
Wide Reading	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	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		4 Titles across 3 or more genres; many on- and above-grade-level texts	
Self-Assessment/ Goal Setting	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	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		4 3 specific strengths and 3 specific goals that reflect a higher level of thinking	
Score	2 3	4 5	6 7	6 7		8		8	
Oral Reading Fluency									
Expression	1 Little expression; monotone	2 Some expression that conveys meaning	3 Expression emphasizing key phrases and words at times	3 Expression emphasizing key phrases and words at times		4 Expression emphasizing key phrases and words most of the time		4 Expression emphasizing key phrases and words most of the time	
Phrasing	1 Mostly word-by-word	2 Short phrases most of the time; inappropriate pauses	3 Longer phrases most of the time; heads most punctuation	3 Longer phrases most of the time; heads most punctuation		4 Consistently longer, meaningful phrases; heads all punctuation		4 Consistently longer, meaningful phrases; heads all punctuation	
Rate	1 69 WPM or less	2 70–89 WPM	3 90–125 WPM	3 90–125 WPM		4 126 WPM or more		4 126 WPM or more	
Accuracy	1 94% or less	2 95%	3 96%–98%	3 96%–98%		4 99%–100%		4 99%–100%	
Score	4 5 6	7 8 9 10	11 12 13 14	11 12 13 14		15 16		15 16	
Comprehension									
Prediction	1 Unrelated question(s) or no response	2 At least 1 reasonable question related to the text	3 At least 2 reasonable questions that go beyond page(s) read aloud	3 At least 2 reasonable questions that go beyond page(s) read aloud		4 3 thoughtful questions that go beyond page(s) read aloud		4 3 thoughtful questions that go beyond page(s) read aloud	
Nonfiction Text Features	1 Limited information accessed from text features or no response	2 Partial information accessed from text features	3 Accurate information accessed from text features	3 Accurate information accessed from text features		4 Detailed information accessed from text features		4 Detailed information accessed from text features	
Scaffolded 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 important ideas and a few supporting facts from each section	3 Summary in own language; includes important ideas and a few supporting facts from each section		4 Summary in own language; includes the most important ideas and some supporting facts from each section		4 Summary in own language; includes the most important ideas and some supporting facts from each section	
Scaffolded Summary: Vocabulary	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	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		4 All important language/vocabulary from the text; good understanding of key words/concepts	
Literal Comprehension	1 Incorrect response or no response	2 Partial response; may include misinterpretation	3 Accurate response	3 Accurate response		4 Accurate response with specific details		4 Accurate response with specific details	
Interpretation	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	3 Understands important text implications; may include supporting details		4 Insightful understanding of important text implications with supporting details or rationale		4 Insightful understanding of important text implications with supporting details or rationale	
Reflection	1 Insignificant message; no reason for opinion or no response	2 Less significant message and/or a general reason for opinion	3 Significant message and a relevant reason for opinion	3 Significant message and a relevant reason for opinion		4 Significant message and reason for opinion that reflects higher-level thinking		4 Significant message and reason for opinion that reflects higher-level thinking	
Score	7 8 9 10 11 12 13	14 15 16 17 18	19 20 21 22 23 24 25	19 20 21 22 23 24 25		26 27 28		26 27 28	

Conclusion

"The number-one goal of any reading program should be to help students become proficient, enthusiastic readers who read for a variety of purposes."

Beaver, 2006
