

## DRA Summary

### What is the DRA?

The Developmental Reading Assessment (DRA) is a standardized reading test used to determine a student's instructional level in reading. The DRA is administered individually to students by teachers and/or reading specialists. Students read a selection (or selections) and then retell what they have read to the examiner. As the levels increase, so does the difficulty level for each selection.

### When and to whom is the DRA administered?

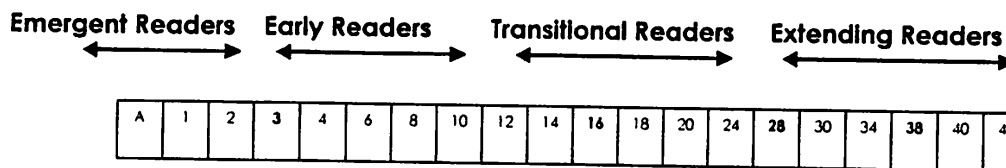
The DRA is administered to all students in Gr. 1-3 during a testing window in September and again in May. It may be administered at other times during the school year, especially at mid-year, so that teachers can track student progress.

### What does a student's DRA level mean?

The DRA level indicated on a student's report card shows the score attained during the September or May testing window. The levels can show a student's current reading level according to a Developmental Reading Continuum, shown below, along with grade level benchmarks for the beginning and end of grades 1-3. A full description of the characteristics of Emergent, Early, Transitional, and Extending Readers is on the next page.

### Developmental Reading Continuum

#### DRA Levels:



#### Grade Level Expectations:

- Level 3 – Beginning of Gr. 1
- Level 16 – End of Gr. 1 – Beginning of Gr. 2
- Level 28 – End of Gr. 2 – Beginning of Gr. 3
- Level 38 – End of Gr. 3

### How do teachers use DRA results?

Teachers use DRA results, along with the results of other assessments, to determine whether students are reading on, above, or below grade level. By knowing student DRA levels, teachers can plan for small group, guided reading instruction, including targeted interventions and supplemental support. Teachers select materials that match students' instructional levels and provide appropriate instruction to challenge them.

**Emergent Readers: Grade Level Benchmark: Mid- to End of Kindergarten**

- Demonstrate left to right progression with one to three lines of text
- Match spoken word to printed word (one-to-one correspondence)
- Differentiate words and letters
- Know the sounds and names of most letters
- Read patterned text using picture and oral language clues
- Read familiar text with some support
- Read new text with support
- Locate and use known words to self-monitor
- Can sometimes retell story including elements such as characters or events
- DRA Levels A-2

**Early Readers: Grade Level Benchmark: Beginning to Mid-Gr. 1**

- Select new texts with support
- Read familiar texts independently
- Read new texts with some support
- Gather some information about the story from the teacher's introductions and the pictures
- Begin to connect events when previewing pictures
- Generally read word by word with a few short phrases
- Know names and sounds of all letters
- Recognize a growing number of high frequency words
- Pause at difficulty and begin to problem solve
- Detect and self-correct some miscues
- Retell including some story organization, story events (can be out of sequence), and some details about characters and events
- Link the story to personal experience
- DRA Levels 3-10

**Transitional Readers: Grade Level Benchmark: Mid-Gr. 1 to End of Gr. 2**

- Select appropriately leveled reading materials most of the time
- Read familiar and some new texts independently
- Read longer text
- Read silently more often
- Self-initiate previewing new text and making predictions
- Read somewhat smoothly with slight pauses at difficult parts of the text
- Usually read with expression and attention to punctuation
- Use efficient strategies to problem solve unknown words
- Self-correct miscues
- Retell demonstrating an understanding of the text organization, including main ideas, details about characters, setting, and events, and a literal interpretation.
- Link the story to personal experience and other media or events
- DRA Levels 12-24

**Extending Readers: Grade Level Benchmark: Beginning Gr. 3 to End of Gr. 4**

- Select books for a variety of purposes
- Read texts independently
- Read longer text over several sessions without losing track of story and meaning
- Read silently with good understanding
- Read new genres with some support
- Self-initiate previewing text making multiple predictions
- Read smoothly, with effective expression and attention to punctuation
- Use strategies automatically
- Retell demonstrating a very good understanding of text that is organized and sequential; includes main ideas, important details about characters, setting, and events, and vocabulary and specialized phrases from the text
- Use background knowledge and experience to interpret the story
- Link the story to other literature
- DRA Levels 28-44

## **K-3 DRA Protocol**

### **I. Overview**

The purpose of the Developmental Reading Assessment (DRA) is to determine a student's independent reading level, inform instruction, and monitor progress. After administering and interpreting the DRA you should be able to match students to independent reading material that is in their *zone of proximal development* AND inform your instruction. Please see section IV of this protocol for more information on determining reading levels and informing instruction.

### **II. Materials**

Use one of the DRA2 kits located in the Title I room. Make sure there are copies of the Teacher Observation Guides for the levels you will be assessing in order to record the information you obtain. Be sure to record the information on the Teacher Observation Guide as well as making notes in the DRA folder.

**III. Administration**—*Do not provide students with any assistance (cues) during any assessment—you are an impartial observer, recording what the child is able to do independently.*

Follow the directions carefully on the Teacher Observation Guide. Note that the different levels require different types of engagement activities and timing of oral reading.

There are several ways to administer the DRA2. Your district will need to make a decision about how it will be done. One option is to have the classroom teachers administer the DRA2 in the fall and the winter, and one consistent person administer all of the assessments for a given grade in the spring. This ensures validity and reliability of the score. Another option is to have a "team" score for the three benchmark times during the year, fall, winter, and spring. It is critical that all teachers administering the DRA2 are trained to provide consistency in scoring and validity in giving the assessment.

#### **1. Determine the text level:**

- ◆ Previous school year information—if you have a DRA level from the previous school year begin with this level at the beginning of the school year
- ◆ Reading conferences, Running Records, and Miscue Analysis can help you determine where to begin

#### **2. Complete the DRA OBSERVATION GUIDE:**

- ◆ Record the student's name, date, and your name

### **3. Follow the instructions EXACTLY as they written on the DRA OBSERVATION GUIDE:**

- ◆ Introduce the DRA text
- ◆ Record the student's oral reading behaviors on the DRA Observation Guide
- ◆ Ask questions as written on the DRA Observation Guide to assess comprehension

**4. If at anytime a student scores in the emergent or intervention range, STOP. Do not complete the comprehension section of the text. Move to a lower level.**

**5.** In order to maintain the validity of the DRA, the assessment should NOT be administered to an individual student more than 3 times a year. If you need more information, see your Title I teacher regarding Progress Monitoring.

## **IV. Writing for Comprehension**

According to Joetta Beaver, writing helps students reflect and think at higher levels. It forces them to identify the most important information to relay in their written comprehension. Additionally, standardized testing instruments (such as MEAP) measure students' reading comprehension in writing. The DRA helps students practice this skill.

Do not write on the student's behalf. *This writing is a response to reading and not a writing assessment although teachers may gain insights from it regarding student's writing.* However, when analyzing the writing for DRA, the focus will be on content rather than writing skills.

All students above level 28 should be expected to summarize text in writing *without additional prompting during the assessment.* Teacher may prompt student to write ONLY if student attempts to submit a BLANK form.

Students with an IEP *may* receive accommodations for written communication based on their plan. This is only if their label requires accommodations for written expression.

## **V. Scoring**

**1. ACCURACY**—Determine by using the table provided on the DRA Observation Guide:

- ◆ **Repetitions** and **self-corrections** are not errors/miscues
- ◆ **Proper nouns** are counted as one error/miscue IF the student consistently pronounces the name the SAME way (e.g. Dukey/Duke=one error/miscue). If the student pronounces the name in DIFFERENT ways it

is counted as an error/miscue EACH time (e.g. Dukey, Duked, Duck/Duke=3 errors)

- ♦ **Any word**, other than a proper noun, **pronounced incorrectly** is counted as an error/miscue EACH time
- ♦ **Skipping an entire line** is counted as one omission thus one error/miscue
- ♦ Any **insertion** of a word is counted as one error/miscue
- ♦ Any **omission** is counted as one error/miscue

## 2. COMPREHENSION—Determine by completing the table on the DRA Observation Guide:

- ♦ Be conservative when scoring a student's responses on the comprehension rubric. For example, don't assume a student knows the difference between 'he' and 'she.' If they mix it up, mark it accordingly. This informs your teaching. Follow the procedures described below for scoring on the comprehension rubric:
  - **Rows 1-4:** score the child based on his/her overall performance (with teacher prompts)
  - **Rows 5-6:** score the child based on his/her responses with prompts and the number of prompts required

## 3. FLUENCY—Determine by using the Rubric for Fluency Evaluation (Fountas & Pinnell, Guided Reading: Good First Teaching for All Students, 1996):

1	Very little fluency; all word-by-word reading with some long pauses between words; almost no recognition of syntax or phrasing (expressive interpretation); very little evidence of awareness of punctuation; perhaps a couple of two-word phrases but generally dysfluent; some word groupings awkward.
2	Mostly word-by-word reading but with some two-word phrasing and even a couple of three-or four-word phrases (expressive interpretation); evidence of syntactic awareness of syntax and punctuation; although not consistently so; rereading for problem solving may be present.
3	A mixture of word-by-word reading and fluent, phrased reading (expressive interpretation); there is evidence of attention to punctuation and syntax; rereading for problem-solving may be present.
4	Reads primarily in larger, meaningful phrases; fluent, phrased reading with a few word-by-word slow downs for problem-solving; expressive interpretation is evident at places throughout the reading; attention to punctuation and syntax; rereading for problem-solving may be present but is generally fluent.

The DRA scoring sheet breaks down each component, then you add each score for a total fluency score.

## 4. DETERMINE READING LEVEL:

A student's reading level is determined through a combination of accuracy, comprehension, and fluency. If any one of the areas is instructional, the passage is at an instructional level. If any one area is frustration, the passage is at a frustration level. The passage is independent when all three areas are in the independent range. Please note that a text may be independent for a student but at the same time be too easy (not provide appropriate practice of

reading strategies) and therefore not be informative for instruction. The goal is to match students to independent reading material AND inform your instruction. For example:

- **INDEPENDENT:** students can read text with accuracy, comprehension, and fluency:

ACCURACY	COMPREHENSION	FLUENCY
95-100%	18-24	12-16

- If a student is at an **INDEPENDENT LEVEL** in all three areas (accuracy, comprehension, and fluency), the passage is considered to be independent. However, be aware of texts that are “too easy” and will not provide adequate practice for the student or inform your instruction. For example:

Name	Accuracy	Comprehension	Fluency	Reading Level	Comments
Student 1	98-100%	22-24	16	Easy Independent	Not informative for instruction, not in student's zone of proximal development, administer another DRA
Student 2	95-97%	18-21	13	Independent	Can be informative for instruction, more likely to be in student's zone of proximal development (appropriate challenge)

- **INSTRUCTIONAL:** students require teacher mediation to read with accuracy, comprehension, and fluency:

ACCURACY	COMPREHENSION	FLUENCY
90-94%	16-17	10-11

- If a student is at an **INSTRUCTIONAL LEVEL** in any one or more of the three areas (accuracy, comprehension, or fluency), the passage is considered to be instructional. For example (area/s of instruction in **bold**):

Name	Accuracy	Comprehension	Fluency	Reading Level/Rationale
Student 1	<b>92%</b>	<b>16</b>	13	Instructional/Accuracy & Comp
Student 2	100%	<b>16</b>	16	Instructional/Comp
Student 3	95%	18	7	Instructional/Fluency

- **FRUSTRATION:** students struggle to read with accuracy, comprehension, and/or fluency:

ACCURACY	COMPREHENSION	FLUENCY
<90%	<16	<11

- If a student is at a **FRUSTRATION LEVEL** in any one of the three areas (accuracy, comprehension, or fluency), the passage is considered too difficult—it is at a student's frustration level. For example (single area of frustration in **bold**):

Name	Accuracy	Comprehension	Fluency	Reading Level/Rationale
Student 1	<b>89%</b>	18	12	FRUSTRATION/Accuracy
Student 2	95%	<b>15</b>	12	FRUSTRATION/Comprehension
Student 3	98%	18	6	FRUSTRATION/Fluency

## 5. Benchmark Levels:

All of the mid-year and end-of-year benchmarks are based on independent reading levels. Thus, by the end of the school year, kindergartners should read level 4 texts independently, first graders level 16, and second graders level 28. Record the independent Reading Level on the recording sheet:

Grade	January	June
Kindergarten	N/A	Level 4
First Grade	Level 8-10	Level 16
Second Grade	Level 20	Level 28
Third Grade	Level 30	Level 38

## V. Additional Tips

- Remember that the purpose of the DRA is not to push them higher and higher, but rather to go deeper and wider at their grade level.

- When the student is reading aloud, wait 3 seconds before giving word on the timed portion. This gives them a chance to figure it out, but doesn't allow time to get away.
- Please use the exemplars to score the comprehension portion
- Be sure to keep to the script for prompts
- Levels 28 and above are not tested at a lower level if they end up in instructional on comprehension. You would keep them at Level 28 for additional instruction however.
- If a student is below the A level, go to the MLPP assessments for more information on the student.
- Testing above grade level --- do not test above two levels unless they do perfectly on all sections.
- If they need accommodations (such as writing their answers for 28 and above), they need to be marked as instructional (they are not independent) so that more instruction can take place at that level.
- Students will be assessed 3 X per year, with a 2 week window for each testing cycle. All data should be entered into Data Director prior to the data meeting for that trimester.
- When scoring on the DRA2 continuum, if a student is between two scores, then choose the lower score.
- Student selection of text to read is important. It lessens anxiety and allows students to make a decision about books they have background knowledge about or have an interest in. It allows students some control over the testing situation.
- May use the rubric with students to set goals.
- The Focus for Instruction page is generally under-utilized. Use it!
- Word Analysis: a tool for digging deeper with struggling students.





# K-3 Assessment Procedures Overview

	STAGE:					
	Emerging	Early	Transitional	Extending	Intermediate	
DRA2 TEXT LEVELS	A-3	4-12	14-16	18-24	28-38	40
<b>Reading Engagement</b>						
Teacher asks Reading Engagement questions and records student's responses.	•	•	•	•		
Student may either dictate responses or complete a Student Reading Survey independently.					•	
Student completes a Student Reading Survey independently.						•
<b>Book Selection and Oral Reading</b>						
Teacher selects one or more possible texts for the student.	•	•	•	•	•	•
Student selects a text that is "just right."		•	•	•	•	•
Teacher introduces the text.	•	•	•	•	•	•
Student looks at the illustrations and text features and either tells the teacher what is happening in the story or identifies topics in an informational text.	•	•	•			
Student reads a portion or the whole text aloud; teacher takes a Record of Oral Reading or a running record.	•	•	•	•	•	•
Teacher times the student's oral reading and marks the words per minute range.			•	•	•	•
Teacher counts the number of miscues not self-corrected and circles the accuracy rate.		•	•	•	•	•
Student demonstrates an understanding of words used to talk about printed language concepts.	•					
<b>Comprehension</b>						
Student predicts what he or she thinks will happen in the story or will read about in an informational text. Teacher records the student's responses.				•	•	
Student independently completes the Prediction page in the Student Booklet.						•
Student reads the rest of the text silently.				•	•	•
Student retells what happened in the story or the information read in an informational text; teacher records the student's responses on the text overview.		•	•	•		
Student uses the structure (headings or transitional phrases) provided in the Student Booklet to write a summary of the text.					•	
Student writes a summary of the text independently.						•
Teacher asks Reflection, Making Connections, Using Nonfiction Text Features, or Interpretation questions and records the student's responses.		•	•	•		
Student records his or her response to a Literal Comprehension, an Interpretation, and a Reflection question in the Student Booklet.					•	•
Student identifies a comprehension strategy he or she used to help understand the text and gives examples in the text where he or she used the strategy.						•
<b>Teacher Analysis</b>						
Teacher reads and scores the student's written responses.					•	•
Teacher circles Continuum descriptors that best describe the student's reading behaviors and responses.	•	•	•	•	•	•
Teacher marks three to five items on Focus for Instruction (except for Levels A-1).	•	•	•	•	•	•



# 4-8 Assessment Procedures Overview

STAGE:	Bridge Pack		Intermediate	Middle School
DRA2 TEXT LEVELS	20-24	28-38	40-50	60-80

<b>Reading Engagement</b>				
Student may either dictate responses or complete a Student Reading Survey independently.	•	•		
Student completes a Student Reading Survey independently.			•	•
<b>Book Selection and Oral Reading</b>				
Teacher selects one or more possible texts for the student.	•	•	•	•
Student selects a text that is "just right."	•	•	•	•
Teacher introduces the text.	•	•	•	•
Student reads a portion of the text aloud. Teacher takes a Record of Oral Reading or a running record.	•	•	•	•
Teacher times the student's oral reading and marks the words per minute range.	•	•	•	•
Teacher counts the number of miscues not self-corrected and circles the accuracy rate.	•	•	•	•
<b>Comprehension</b>				
Student predicts what he or she thinks will happen in the story or will read about in an informational text. Teacher records the student's responses.	•	•		
Student dictates responses to questions about fiction or nonfiction text features.	•	•		
Student independently completes the Prediction page in the Student Booklet.			•	•
Student reads the rest of the text silently.	•	•	•	•
Student records important information on a graphic organizer while reading silently.				•
Student tells a summary of what happened in the story. Teacher records the student's responses in the Student Booklet.	•			
Student uses the headings provided in the Student Booklet to write a summary of the text.		•		
Student writes a summary of the text independently.			•	•
Teacher asks Literal Comprehension, Interpretation, and Reflection questions and records the student's responses.	•			
Student records his or her responses to Literal Comprehension, Interpretation, and Reflection questions in the Student Booklet.		•	•	•
Student identifies a comprehension strategy he or she used to help understand the text and gives examples in the text where he or she used the strategy.			•	•
<b>Teacher Analysis</b>				
Teacher reads and scores the student's dictated responses.	•	•		
Teacher reads and scores the student's written responses.		•	•	•
Teacher circles Continuum descriptors that best describe the student's reading behaviors and responses.	•	•	•	•
Teacher marks three to five items on the Focus for Instruction.	•	•	•	•

RAPS Title I – 4-8 Kit 1  
August 2013



# Record of Oral Reading Guidelines

RAPS Title I – Kit 1  
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Reading Behavior	How to Record Observed Behavior	Examples	Number of Errors
Accurate Reading	No notation	An octopus has no backbone	No errors
Substitution	Record substitution	beginning tears begin to well up	*Each substitution is counted as one error.
Repetition	Insert "R" and an arrow to indicate word(s) repeated or underline word(s) repeated	← R → Always looking for a Mike <u>was</u> <u>thoroughly</u>	Repetitions are not counted as errors but impact fluency.
Self-Correction	Insert "sc" after substitution	discovered/sc They described the weather	Self-corrections are not counted as errors.
Omission	Circle omitted word(s)	One day, as she and (her) mother ...	Each omission is counted as one error.
Insertion	Use caret to record added word(s)	the covered in ^ snow and ice.	Each inserted word is counted as one error.
Reversals	Use the reversal symbol when words are reversed	She quickly agreed to	A reversal is counted as one error.
Sounding Out	Record letter sounds and use slash marks to show how words were segmented	Princess was captivated... ...uses a funnel for...	**Words sounded out incorrectly are counted as one error.
Word Told by Teacher	Insert a "T" above word(s) told	T many disguises and and tricks	Each word told by the teacher is counted as one error.
Long Pauses	Insert a "W" above the places or use slash marks where student pauses	W They got a bucket They saw/some/cashews	Pauses are not counted as errors but impact fluency.

- Repeated Substitutions: If the child makes an error (e.g., *run* for *ran*) and then substitutes this word repeatedly, it counts as an error every time. The substitution of a proper name (e.g., *Mary* for *Molly*) is counted as an error only the first time.
- Substitutions involving contractions count as one error. Examples: I will I'll  
I'll I will
- Words mispronounced due to a speech problem or dialect may be coded but are not counted as errors.  
Examples: git pitcher are  
get picture our

Note: Miscues of numerals and abbreviations are not to be counted in the total number of miscues, but they can be noted for future instruction.