

Name/Date Aylin S. 10/21/14 Teacher/Grade SB gr 2

Scores: Reading Engagement /8 Oral Reading Fluency /16 Comprehension /28
Independent Range: 6-7 11-14 19-25

Book Selection Text selected by: ☐ teacher ☐ student

1. READING ENGAGEMENT

(If the student has recently answered these questions, skip this section.)

T: Tell me about one of your favorite books. My Shadros

T: Do you like to read ☒ alone, ☐ with a buddy, or ☐ with a group?

Why? helps me concentrate

T: Whom do you read with at home? mom, my brother

2. ORAL READING FLUENCY

INTRODUCTION AND PREVIEW

T: In this story, Grandma's Surprise, Mom, Dad, Ben, and Rose decide to make a surprise lunch for Grandma. They each make something for the surprise. Look at the pictures, and tell me what is happening in this story.

Note the student's use of connecting words (e.g., *and*, *then*, *but*) and vocabulary relevant to the text. You may use general prompts, such as "Now what is happening?" or "Turn the page," but do not ask specific questions. Tally the number of times you prompt. ||

RECORD OF ORAL READING

Record the student's oral reading behaviors on the Record of Oral Reading below and on the following page.

T: Grandma's Surprise. Now, read to see what Mom, Dad, Ben, and Rose make for Grandma's surprise lunch.

Page 2

One morning Mom said, "Let's make lunch for Grandma."

"Yes! Let's surprise Grandma!" said Ben and Rose.

Sc

Page 3

Dad and Ben made some ^{soup} soup.
 "Grandma loves soup and so do I,"
 said Dad.

Page 4

Rose made a picture ^{for their} of three little
^{kittens} kittens for Grandma.

"Grandma and I love ^{kittens} kittens," said Rose.

Page 5

Mom got some ^{flower} purple and yellow
 flowers. She put them in a tall vase.

"Grandma loves flowers," said Mom.

Page 6

Dad, Mom, Rose, and Ben went
 to Grandma's house.

"We made a surprise lunch for you,"
 said Ben.

"I made a ^{pot} picture ^{of your} for you," said Rose.

Page 7

Grandma said, "I have a surprise for
 you, too. I made an apple pie."

"Apple pie! We love apple pie," said
 Ben and Rose.

"We love surprises!" said Mom and
 Dad. "Let's eat!"

ORAL READING, PERCENT OF ACCURACY

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

Word Count: 127

	EM	DEV	IND				ADV		
Number of Miscues	10 or more	9	7-8	6	5	4	2-3	1	0
Percent of Accuracy	92 or less	93	94	95	96	97	98	99	100

- If the student's score falls in a shaded area, STOP! Reassess with a lower-level text.
- If the student is reading below the grade-level benchmark, administer *DRA Word Analysis*, beginning with Task 12, at another time.

3. COMPREHENSION**RETELLING**

As the student retells, underline and record on the Story Overview the information included in the student's retelling. Please note the student does not need to use the exact words.

T: Close the book, and then say: *Start at the beginning, and tell me what happened in this story.*

Story Overview

Beginning

Mom told dad Ben & Rose

- ① One morning Dad, Mom, Ben, and Rose decided to make a surprise lunch for Grandma.

Middle

- ② Ben and Dad made soup. Grandma loves soup.

- ③ Rose made a picture of three little kittens. Grandma loves kittens. *Mom cleaned dishes*

- ④ Mom put purple and yellow flowers in a tall vase. Grandma loves flowers.

- ⑤ They all went to Grandma's house.

- ⑥ They gave Grandma the soup, flowers, and picture. *Rose showed*

End

- ⑦ Grandma surprised Dad, Mom, Ben, and Rose with an apple pie.

If the retelling is limited, use one or more of the following prompts to gain further information. Place a checkmark by a prompt each time it is used.

- ☐ *Tell me more.*
- ☐ *What happened at the beginning?*
- ☐ *What happened before/after* _____ (an event mentioned by the student)?
- ☐ *Who else was in the story?*
- ☐ *How did the story end?*

REFLECTION

Record the student's responses to the prompts and questions below.

T: What part did you like best in this story? Tell me why you liked that part.

MAKING CONNECTIONS

Note: If the student makes a text-to-self connection in his or her response to the above prompt, skip the following question.

T: What did this story make you think of? or What connections did you make while reading this story?

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"/> pictures <input type="checkbox"/> beginning letter/sound <input type="checkbox"/> letter-sound clusters <input type="checkbox"/> onset and rime <input type="checkbox"/> blending letters/sounds <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"/> substitutions that were <input type="checkbox"/> visually similar <input type="checkbox"/> not visually similar
Copy each substitution to help analyze the student's attention to visual information. e.g., kitties (substitution) kittens (text)	

DRA2 Continuum

- Circle the descriptors that best describe the student's reading behaviors and responses.
 1. Use your daily classroom observations and the student's responses to the Reading Engagement questions to select statements that best describe the student's level of Reading Engagement.
 2. Use your recorded observations from this assessment to select the statements that best describe the student's Oral Reading Fluency and Comprehension.
- Add the circled numbers to obtain a total score for each section.
- Record the total scores at the top of page 1.

Note: If the Comprehension score is less than 19, administer *DRA2* with a lower-level text.