Name/Date _____   Teacher/Grade _____

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: What kinds of books do you like to read?*_____

T: Tell me about one of your favorite books. _____

T: Whom do you read with at home? _____

2. ORAL READING FLUENCY

INTRODUCTION AND PREVIEW

T: In this story, Chip to the Rescue, *Chip, the mouse, helps Dot and the other giraffes when they go kite flying. 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 <u>not</u> ask specific questions. Tally the number of times you prompt.

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.

T: Chip to the Rescue*. Now, read to find out how Chip helps Dot and the other giraffes.*

Page 2

Chip, the mouse, and Dot, the giraffe, were
good friends. Dot took Chip out for rides.

"I'm on top of the world!" Chip called out.

Page 3

Some giraffes didn't know why Dot was friends with such a tiny animal.

"Chip is so small," the tallest giraffe told Dot. "He can't do anything."

"Yes, he can," said Dot. "He is a good friend."

Page 4

One day some giraffes wanted to fly kites. They liked flying kites.

Dot asked Chip to go kite flying with her.

"Yes, thank you!" Chip shouted. He was very happy. He skipped all the way up Dot's neck.

Page 5

The giraffes walked to an open field.

Their kites sailed high up into the sky. The giraffes were so tall. Their kites flew higher than the trees.

Just then, the wind blew hard across the field.

Page 6

The kites flew sideways in the wind. The kite strings were very long. The kites got stuck in some trees!

The giraffes were sad. They walked over to the trees. They could not get the kites down. The kite strings were stuck in the branches.

"What can we do now?" asked Dot.

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Page 7

"I can help!" Chip said. He jumped off Dot onto a branch.

Chip ran in and out of the branches. He carefully pulled on the kite strings and got the kites free.

Page 8

The giraffes cheered for Chip!

"It must be nice to be small," the tallest giraffe told Chip. "You can do things we can't do."

"Yes, that's right," Chip said.

Dot smiled. She knew that.

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: 253

	INTRVN	INSTR	IND	ADV
Minutes:Seconds	7:21 or more	7:20–5:42	5:41–3:22	3:21 or less
WPM	34 or less	35–44	45–75	76 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	17 or more	14–16	12–13	9–11	7–8	4–6	1–3	0
Percent of Accuracy	93 or less	94	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.
- If the student is reading below the grade-level benchmark, administer *DRA Word Analysis,* beginning with Task 16, 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 before the retelling, and then say: **Start at the beginning, and tell me what happened in this story.**

Story Overview

Beginning

1. Chip the mouse and Dot the giraffe were good friends.
2. Some giraffes did not know why Chip and Dot were friends.
3. The giraffes thought Chip couldn't do anything because he was small.

Middle

4. The giraffes went kite flying and Dot asked Chip to go.
5. The kites flew high in the sky.
6. The wind blew so hard that the kites got stuck in some trees.
7. The giraffes were sad. They could not get the kites out of the trees.
8. Chip got the kite strings out of the branches.
9. The giraffes cheered for Chip.

End

10. Chip could do things the giraffes couldn't do because he was small.

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: ☐ beginning letter(s)/sound(s) ☐ letter-sound clusters ☐ onset and rime ☐ blending letters/sounds ☐ knowledge of spelling patterns (analogies) ☐ syllables ☐ rereading ☐ 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:
	☐ never
	☐ at times
	☐ often
		Miscues included:
		☐ omissions
		☐ insertions
		☐ substitutions that were
		  ☐ visually similar
		  ☐ not visually similar

Copy each substitution to help analyze the student's attention to visual information. e.g., <u>went</u> (substitution) wanted (text)		

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.

253 (words) ÷ _____ total seconds = _____ WPS × 60 = _____ WPM

*DRA*2 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 *DRA*2 with a lower-level text.

Chip to the Rescue 16

*DRA*2 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** Selects texts from identified leveled sets most of the time; identifies favorite book by title and tells about a particular event	**4** 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** 34 WPM or less	**2** 35–44 WPM	**3** 45–75 WPM	**4** 76 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 each event or action only when prompted or is uncertain	**2** Identifies and comments briefly about each event or action with some prompting	**3** Identifies and connects at least 3 key events without prompting; some relevant vocabulary	**4** Identifies and connects at least 4 key events without prompting; relevant vocabulary
Retelling: Sequence of Events	**1** Includes 1 or 2 events or details (limited retelling)	**2** Includes at least 3 events, generally in random order (partial retelling)	**3** Includes most of the important events from the beginning, middle, and end, generally in sequence	**4** Includes all important events from the beginning, middle, and end in sequence
Retelling: Characters and Details	**1** Refers to characters using general pronouns; may include incorrect information	**2** Refers to characters using appropriate pronouns; includes at least 1 detail; may include some misinterpretation	**3** Refers to most characters by name and includes some important details	**4** Refers to all characters by name and includes all 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
Reflection	**1** Gives an unrelated response, no reason for opinion, or no response	**2** Gives a limited response and/or general reason for opinion	**3** Gives a specific event/action; <u>and</u> a relevant reason for response (e.g., personal connection)	**4** Gives a response and reason that reflects higher-level thinking (e.g., synthesis/inference)
Making Connections	**1** Makes an unrelated connection, relates an event in the story, or gives no response	**2** Makes a connection that reflects a limited understanding of the story	**3** Makes a literal connection that reflects a basic understanding of the story	**4** Makes a thoughtful connection that reflects a deeper understanding of the story
Score	7 8 9 10 11 12 13	14 15 16 17 18	19 20 21 22 23 24 25	26 27 28

Choose three to five teaching/learning activities on the *DRA*2 Focus for Instruction on the next page.

*DRA*2 FOCUS FOR INSTRUCTION FOR TRANSITIONAL READERS

READING ENGAGEMENT

Book Selection
- ☐ Teach student strategies to select "just right" texts for independent reading
- ☐ Introduce student to reading materials from a variety of genres
- ☐ Model and discuss why readers have favorite books and authors

Sustained Reading
- ☐ Model and support the use of sustained reading time
- ☐ Develop clear expectations for amount of independent reading
- ☐ Provide opportunities for buddy reading
- ☐ Create structures and routines to support reading at home

ORAL READING FLUENCY

Expression and Phrasing
- ☐ Have student practice appropriate phrasing and expression with familiar texts
- ☐ Model and support reading in longer, meaningful phrases with appropriate expression
- ☐ Model and teach how to heed punctuation
- ☐ Have student participate in choral reading and/or reader's theater

Rate
- ☐ Provide materials and time for repeated reading to increase reading rate
- ☐ Teach 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

Previewing
- ☐ Support creating a story from the illustrations
- ☐ Model and support previewing a book during read-aloud and shared reading experiences

Retelling
- ☐ Model and teach how to retell a story
- ☐ Model and teach how to identify important events to include in a retelling
- ☐ Support retelling a story in sequence
- ☐ Encourage student to use characters' names when retelling a story
- ☐ Model and teach how to identify important details to include in a retelling
- ☐ Model and support using key vocabulary/language from the text in a retelling
- ☐ Model and teach how to create and use story maps to aid retelling

Reflection
- ☐ Support and reinforce student's responses to books
- ☐ Provide opportunities to select a favorite book, toy, TV show, etc., and tell why it is a favorite
- ☐ Help student identify favorite part of books
- ☐ Demonstrate how to support one's opinion

Making Connections
- ☐ Model and teach how to make text-to-self connections
- ☐ Model and teach how to make text-to-text connections

OTHER

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Chip to the Rescue **16**