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: How do you choose the books you read?

2. ORAL READING FLUENCY

INTRODUCTION

T: In this story, Game Day, Raccoon helps her friends Otter, Rabbit, and Squirrel get ready for the games. Raccoon isn’t too sure what she can do. Please read aloud pages 2 through 5. 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

One morning Raccoon went to the river to wash her face. She saw a stopwatch under some leaves. Raccoon picked up the stopwatch to look at it.
Page 3
Just then she saw Otter swimming by. He was getting ready for Game Day.

“Raccoon, will you help me?” asked Otter.
“I need someone to time me.”

“Yes,” said Raccoon. She timed Otter with her stopwatch.

“Thanks for helping me,” said Otter.

Page 4
Then Raccoon saw Rabbit running around a track.

“Will you help me?” asked Rabbit. “I need someone to tell me when to start.”


After Raccoon helped Rabbit, she started to go home.

Page 5
On the way, she saw Squirrel jumping in the grass.

“Will you help me?” asked Squirrel. “I need someone to measure how far I can jump.”

So Raccoon stopped to help Squirrel.

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: 141

<table>
<thead>
<tr>
<th>Minutes:Seconds</th>
<th>INTRVN</th>
<th>INSTR</th>
<th>IND</th>
<th>ADV</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:11 or more</td>
<td>3:10-2:36</td>
<td>2:35-1:39</td>
<td>1:38 or less</td>
<td></td>
</tr>
<tr>
<td>WPM</td>
<td>44 or less</td>
<td>45-54</td>
<td>55-85</td>
<td>86 or more</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Number of Miscues</th>
<th>INTRVN</th>
<th>INSTR</th>
<th>IND</th>
<th>ADV</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 or more</td>
<td>8–9</td>
<td>7</td>
<td>5–6</td>
<td>4</td>
</tr>
<tr>
<td>93 or less</td>
<td>94</td>
<td>95</td>
<td>96</td>
<td>97</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent of Accuracy</th>
<th>INTRVN</th>
<th>INSTR</th>
<th>IND</th>
<th>ADV</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 or less</td>
<td>94</td>
<td>95</td>
<td>96</td>
<td>97</td>
</tr>
</tbody>
</table>

- 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

PREDICTION

Students do not use the text when making their predictions. Record the student’s responses.

T: Think about the title, the pictures you have seen, and what you have read so far. (Pause) Tell me three things that you think might happen in the rest of this story.

SILENT READING

T: Now, it’s time to read and enjoy this story by yourself. When you are done, please come to me and I’ll ask you to tell me what happened in this story.
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 retelling, and then say: Start at the beginning, and tell me what happened in this story.

Story Overview
Beginning
1. Raccoon found a stopwatch by the river and picked it up to look at it.

Middle
2. Raccoon helped Otter get ready for Game Day by timing him as he swam.
3. Raccoon helped Rabbit get ready by telling him when to start running.
4. Raccoon helped Squirrel get ready by measuring how far she could jump.
5. On her way home, Raccoon felt sad. She didn’t feel she could do anything well.
6. The next day was Game Day. Raccoon’s friends all won shiny medals.
7. That night the animals had a party. Raccoon felt sad.

End
8. Then Raccoon’s friends gave her a shiny medal for helping them.
9. Raccoon was proud of her new medal. She could be a good friend.

If necessary, use one or more of the following prompts to gain further information after the initial retelling. 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?

INTERPRETATION
Record the student’s responses to the prompts and questions below.

T: What do you think the author is trying to tell you in this story?

REFLECTION
T: What do you think was the most important thing that happened in this story?
T: Why do you think that was important?
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.

<table>
<thead>
<tr>
<th>Student problem-solves words using:</th>
<th>Number of miscues self-corrected: ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] beginning letter(s)/sound(s)</td>
<td>[ ] letter-sound clusters</td>
</tr>
<tr>
<td>[ ] onset and rime</td>
<td>[ ] blending letters/sounds</td>
</tr>
<tr>
<td>[ ] knowledge of spelling patterns</td>
<td>[ ] knowledge of spelling patterns</td>
</tr>
<tr>
<td>(analogies)</td>
<td>(analogies)</td>
</tr>
<tr>
<td>[ ] syllables</td>
<td>[ ] rereading</td>
</tr>
<tr>
<td>[ ] no observable behaviors</td>
<td>[ ] no observable behaviors</td>
</tr>
<tr>
<td></td>
<td>Number of miscues not self-corrected: ____</td>
</tr>
<tr>
<td></td>
<td>Number of words told to the student: ____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Miscues interfered with meaning:</th>
<th>Miscues included:</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] never</td>
<td>[ ] omissions</td>
</tr>
<tr>
<td>[ ] at times</td>
<td>[ ] insertions</td>
</tr>
<tr>
<td>[ ] often</td>
<td>[ ] substitutions that were</td>
</tr>
<tr>
<td></td>
<td>[ ] visually similar</td>
</tr>
<tr>
<td></td>
<td>[ ] not visually similar</td>
</tr>
</tbody>
</table>

Copy each substitution to help analyze the student’s attention to visual information.

e.g., stoplight (substitution)
    stopwatch (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.

\[
\frac{141 \text{ (words)}}{\text{total seconds}} = \text{______ WPS} \times 60 = \text{______ WPM}
\]

**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.
Choose three to five teaching/learning activities on the DRA2 Focus for Instruction on the next page.
DRA2 FOCUS FOR INSTRUCTION FOR TRANSITIONAL READERS

READING ENGAGEMENT

Book Selection
- Teach student strategies to select “just right” books for independent reading
- Introduce student to reading materials from a variety of genres
- Teach student how to use a reading log to monitor book selection
- Model/teach how to read for different purposes

Sustained Reading
- Model and support how to read independently
- Teach strategies to build reading stamina
- Develop clear expectations for amount of independent reading
- Create structures to support reading at home

ORAL READING FLUENCY

Expression and Phrasing
- Model and support 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 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

Prediction
- Teach student how to make predictions based on title and book cover, as well as opening paragraphs and illustrations of texts read aloud
- Model and support how to use background knowledge to make meaningful predictions

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 language and vocabulary from the text in a retelling
- Model and teach how to create and use story maps to aid retelling

Interpretation
- Model how to infer during shared reading and read-alouds
- Teach and share examples of inferences
- Model and teach student how to think about Why? questions while and after reading a text
- Model and teach how to support inferences with information or examples from the text

Reflection
- Help student identify important information and/or message in a story
- Provide opportunities to identify and discuss the important event in a story
- Demonstrate and teach student how to support opinion with details from the text