

Name/Date \_\_\_\_\_ Teacher/Grade \_\_\_\_\_

Scores: Reading Engagement \_\_\_/9 Oral Reading \_\_\_/9 Printed Language Concepts \_\_\_/6  
 Independent Range: 8–9 8–9 6

Book Selection Text selected by:  teacher  student

## 1. READING ENGAGEMENT

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

**T:** *Who reads with you or to you at home?* \_\_\_\_\_

**T:** *Tell me about one of your favorite books.* \_\_\_\_\_

## 2. ORAL READING

### INTRODUCTION AND PREVIEW

**T:** *In this book, What Is Red?, we will see different things that are red. Look at the pictures, and tell me what is red in this book.*

Note the student's ability to hold/control the book and turn the pages. If the student names less than half of the items, use your best judgment to decide whether you should proceed with this text.

**T:** Point to and read the title, and then say: *I'll read the first page. As I read, I will point to each word with my finger. Watch and listen.* Read page 2.

**T:** Point to the first word on page 4, and say: *Now, you point to the words as you read what else is red.*

### RECORD OF ORAL READING

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

#### Page 4

The car is red.

#### Page 6

The shirt is red.

#### Page 8

The ball is red.

#### Page 10

The ant is red.

### 3. TEACHER ANALYSIS

#### 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: 16

	EM	DEV	IND	
Number of Miscues	3 or more	2	1	0
Percent of Accuracy	81 or less	88	94	100

- If the student’s number of miscues is 1 or less, continue the assessment with a Level 2 text.
- If the student’s number of miscues is 2 or more, STOP!
  1. Circle the descriptor in each row of the *DRA2* Continuum that best describes the student’s reading behaviors and responses.
    - Add the circled numbers to obtain a total score for each section.
    - Record the total scores at the top of page 1.
  2. Use the student’s profile of reading behaviors to identify instructional needs.
  3. Administer *DRA Word Analysis*, beginning with Task 1, at another time.

What Is Red? 1

DRA2 CONTINUUM	LEVEL 1			EMERGENT READERS
	EMERGING		DEVELOPING	INDEPENDENT
<b>Reading Engagement</b>				
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
<b>Oral Reading</b>				
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 Rate	1 81% or less		2 88%	3 94%–100%
Score	3 4		5 6 7	8 9
<b>Printed Language Concepts</b>				
Directionality	1 No/little control of directionality on one line of text		2 Inconsistent control of directionality on one line of text	3 Controls directionality
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
Score	2 3		4 5	6