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 Native American folktale, Turtle’s Big Race, Turtle really likes his home in a pond. One day he finds he might have to leave his pond. Please read aloud pages 2 through 4. 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
Turtle liked the little pond he called home.
It had lots of green grass around it. There were little fish for him to catch and eat.

“This is a good place to live,” said Turtle.

Page 3
During the cold days of winter, Turtle slept in the mud at the bottom of the pond. He dreamed of sunny spring days.
In the spring, when the days were nice again, Turtle woke up. The pond was different. The water was much deeper. Some trees had been cut down, and there was a wood dam at one end.

An animal with a long, flat tail and very big teeth sat on top of the dam.

“Who are you?” asked Turtle.

“I am Beaver!” said the animal. “You are in my pond, and you must leave now!”

“No! This is my pond, too!” said Turtle.

“Then let’s fight for it,” said Beaver.

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: 147

<table>
<thead>
<tr>
<th>Minutes:Seconds</th>
<th>INTRVN</th>
<th>INSTR</th>
<th>IND</th>
<th>ADV</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:42 or more</td>
<td>2:41–2:17</td>
<td>2:16–1:33</td>
<td>1:32 or less</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WPM</th>
<th>54 or less</th>
<th>55–64</th>
<th>65–95</th>
<th>96 or more</th>
</tr>
</thead>
</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>9</td>
<td>7–8</td>
<td>6</td>
<td>1–2</td>
</tr>
<tr>
<td>9</td>
<td>94</td>
<td>95</td>
<td>96</td>
<td>99</td>
</tr>
<tr>
<td>Percent of Accuracy</td>
<td>93 or less</td>
<td>95</td>
<td>96</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td>94</td>
<td></td>
<td>98</td>
<td>100</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 22, 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 the retelling, and then say: Start at the beginning, and tell me what happened in this story.

Story Overview
Beginning
1. Turtle thought the pond he lived in was a good place, with lots of grass around it and with little fish to eat.
2. During the winter, Turtle slept at the bottom of the pond and dreamed of spring, but the pond was different in the spring.

Middle
3. Beaver wanted to fight Turtle for the pond, but Turtle knew he couldn’t win a fight because Beaver had a very big tail and sharp teeth. Turtle said he would race.
4. Beaver knew he could win because Turtle had short legs and a heavy shell. The loser must leave the pond.
5. As they raced across the pond, Beaver was ahead of Turtle. But Turtle had a plan. He bit Beaver’s tail with his jaws.
6. When Beaver flipped his tail over his head, Turtle popped out of the pond and flew over Beaver’s head. Turtle landed on the other side of the pond and won the race.

End
7. Beaver lost the race and would have to leave the pond, but Turtle asked Beaver to share the pond because it was big enough for two.
8. Turtle sat on the bank and said, “This is a good place to live!”

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>Number of miscues not self-corrected: _____</td>
</tr>
<tr>
<td>□ letter-sound clusters</td>
<td>Number of miscues told to the student: _____</td>
</tr>
<tr>
<td>□ onset and rime</td>
<td>Miscues interfered with meaning:</td>
</tr>
<tr>
<td>□ blending letters/sounds</td>
<td>□ never</td>
</tr>
<tr>
<td>□ knowledge of spelling patterns (analogies)</td>
<td>□ at times</td>
</tr>
<tr>
<td>□ syllables</td>
<td>□ often</td>
</tr>
<tr>
<td>□ rereading</td>
<td>Miscues included:</td>
</tr>
<tr>
<td>□ no observable behaviors</td>
<td>□ omissions</td>
</tr>
<tr>
<td></td>
<td>□ insertions</td>
</tr>
<tr>
<td></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., were (substitution)
was (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.

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

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 examples from the text

Reflection
- Help student identify important 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

OTHER
