

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

Ask the student to bring his or her reading record to the conference. If the Student Reading Survey was not completed prior to the assessment conference, read aloud the questions on the survey and record the student's responses.

## 2. ORAL READING FLUENCY

### INTRODUCTION

*T: This book is called From Peanuts to Peanut Butter. It tells how peanuts are grown and then made into peanut butter. Please read aloud pages 2 through 6. 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

#### Peanut Butter

You can find a jar of peanut butter in most homes. Lots of kids like to eat peanut butter. Did you know that millions of pounds of peanut butter are eaten in the United States and Canada each year? That's a lot of peanut butter!

### Page 4

#### Growing Peanuts

Peanut butter is made from peanuts. Peanuts are grown on farms. About half of the peanuts grown on farms are used to make peanut butter.

**Page 5**

Most peanuts are grown in the southern part of the United States. There, the weather is warm. The soil is very sandy. Peanuts need rich, sandy soil and warm days and nights to grow.

**Page 6**

Peanuts are planted in April. They are planted in rows. The peanut plant starts to come through the soil after two weeks. It looks like a small bush.

When the plant is 18 inches tall, small yellow flowers bloom. First, the flowers fall off. Then, **pegs** grow down into the ground. Soon, the peanuts begin to grow on the pegs.

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: 168

	INTRVN	INSTR	IND	ADV
<b>Minutes:Seconds</b>	2:37 or more	2:36–2:16	2:15–1:36	1:35 or less
<b>WPM</b>	64 or less	65–74	75–105	106 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	
<b>Number of Miscues</b>	11 or more	10	8–9	6–7	5	3–4	1–2	0
<b>Percent of Accuracy</b>	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 28, at another time.

### 3. COMPREHENSION

#### TEXT FEATURES and STUDENT PREDICTION

Read aloud the questions/prompts on page 1 in the Student Booklet, and record the student's responses on the same page. Do not give additional prompts. Students may use the indicated book pages when responding to the Prediction and Nonfiction Text Features questions/prompts.

**Note:** Continue with the assessment if time permits. Otherwise, have the student read the book and complete the Student Booklet at another time.

#### STUDENT READS AND RESPONDS

All students may use the text to complete pages 2–3 of the Student Booklet.

**T:** *Read the book. When you are finished, write a summary of what you have read and answer the remaining questions in the Student Booklet. If you have questions, please come to me (or raise your hand).*

**Note:** For students who have an Individual Education Plan in place for reading and/or written communication, follow the directions in their plan. You may read aloud the prompts on pages 2 and 3 of the Student Booklet and/or scribe their responses if required. Give no additional prompts.

While the student reads the text independently, complete the Teacher Analysis of Oral Reading on the next page and circle the descriptors on the *DRA2* Continuum that best describe the student's oral reading fluency.

**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.

<b>Student problem-solves words using:</b> <input type="checkbox"/> beginning letter(s)/sound(s) <input type="checkbox"/> letter-sound clusters <input type="checkbox"/> blending letters/sounds <input type="checkbox"/> onset and rime <input type="checkbox"/> knowledge of spelling patterns (analogies) <input type="checkbox"/> syllables <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: ____	
	<b>Miscues interfered with meaning:</b> <input type="checkbox"/> never <input type="checkbox"/> at times <input type="checkbox"/> often	<b>Miscues included:</b> <input type="checkbox"/> omissions <input type="checkbox"/> insertions <input type="checkbox"/> reversals <input type="checkbox"/> substitutions that were <input type="checkbox"/> visually similar <input type="checkbox"/> not visually similar
<b>Copy each substitution to help analyze the student's attention to visual information.</b> e.g., <u>pages</u> (substitution) <u>pegs</u> (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.

$$168 \text{ (words)} \div \text{_____ total seconds} = \text{_____ WPS} \times 60 = \text{_____ WPM}$$

**DRA2 Continuum**

- Use the information from the Student Reading Survey and the Student Booklet to circle the descriptors that best describe the student's responses for Reading Engagement and Comprehension.
- Add the circled numbers to obtain a total score for each section.
- Record the total scores at the top of page 1. Record the Comprehension score at the top of page 5 after the colon.

**Note:** If the Comprehension score is less than 14, administer *DRA2* with a lower-level text.

Name/Date \_\_\_\_\_

Teacher/Grade \_\_\_\_\_

<b>DRA2 CONTINUUM</b>		<b>LEVEL 28</b>				<b>EXTENDING READER</b>			
	<b>INTERVENTION</b>	<b>INSTRUCTIONAL</b>	<b>INDEPENDENT</b>	<b>ADVANCED</b>					
<b>Reading Engagement</b>									
<b>Wide Reading</b>	1 Title(s) below grade level; limited reading experiences and book knowledge	2 Titles slightly below grade level; rather limited reading experiences	3 Titles within 2 genres or multiple books within a genre; generally on-grade-level texts	4 Titles across 3 or more genres; many on- and above-grade-level texts					
<b>Self-Assessment/Goal Setting</b>	1 No strengths and/or goals	2 General strength(s) and goal(s) related to the reading process	3 2 specific strengths and 2 specific goals related to the reading process	4 3 specific strengths and 3 specific goals that reflect a higher level of thinking					
<b>Score</b>	<b>2 3</b>	<b>4 5</b>	<b>6 7</b>	<b>8</b>					
<b>Oral Reading Fluency</b>									
<b>Expression</b>	1 Little expression; monotone	2 Some expression that conveys meaning	3 Expression emphasizing key phrases and words at times	4 Expression emphasizing key phrases and words most of the time					
<b>Phrasing</b>	1 Mostly word-by-word	2 Short phrases most of the time; inappropriate pauses	3 Longer phrases most of the time; heeds most punctuation	4 Consistently longer, meaningful phrases; heeds all punctuation					
<b>Rate</b>	1 64 WPM or less	2 65–74 WPM	3 75–105 WPM	4 106 WPM or more					
<b>Accuracy</b>	1 93% or less	2 94%	3 95%–98%	4 99%–100%					
<b>Score</b>	<b>4 5 6</b>	<b>7 8 9 10</b>	<b>11 12 13 14</b>	<b>15 16</b>					
<b>Comprehension</b>									
<b>Prediction</b>	1 Unrelated question(s) or no response	2 At least 1 reasonable question related to the text	3 At least 2 reasonable questions that go beyond page(s) read aloud	4 3 thoughtful questions that go beyond page(s) read aloud					
<b>Nonfiction Text Features</b>	1 Limited information accessed from text features or no response	2 Partial information accessed from text features	3 Accurate information accessed from text features	4 Detailed information accessed from text features					
<b>Scaffolded Summary</b>	1 1–2 ideas/facts in own language and/or copied text; may include incorrect information	2 Partial summary; generally in own language; some important ideas/facts; may include misinterpretations	3 Summary in own language; includes important ideas and a few supporting facts from each section	4 Summary in own language; includes the most important ideas and some supporting facts from each section					
<b>Scaffolded Summary: Vocabulary</b>	1 General terms or labels; limited understanding of key words/concepts	2 Some language/vocabulary from the text; some understanding of key words/concepts	3 Most language/vocabulary from the text; basic understanding of most key words/concepts	4 All important language/vocabulary from the text; good understanding of key words/concepts					
<b>Literal Comprehension</b>	1 Incorrect response or no response	2 Partial response; may include misinterpretation	3 Accurate response	4 Accurate response with specific details					
<b>Interpretation</b>	1 Little or no understanding of important text implications	2 Some understanding of important text implications; no supporting details	3 Understands important text implications; may include supporting details	4 Insightful understanding of important text implications with supporting details or rationale					
<b>Reflection</b>	1 Insignificant message; no reason for opinion or no response	2 Less significant message and/or a general reason for opinion	3 Significant message and a relevant reason for opinion	4 Significant message and reason for opinion that reflects higher-level thinking					
<b>Score</b>	<b>7 8 9 10 11 12 13</b>	<b>14 15 16 17 18</b>	<b>19 20 21 22 23 24 25</b>	<b>26 27 28</b>					

Choose three to five teaching/learning activities on the *DRA2* Focus for Instruction on the next page.

**DRA2 FOCUS FOR INSTRUCTION FOR EXTENDING READERS****READING ENGAGEMENT****Wide Reading**

- Teach student strategies to select appropriately leveled texts for independent reading
- Introduce student to reading materials from a variety of genres
- Teach strategies to build reading stamina
- Create structures and/or routines to support reading at home
- Develop clear expectations for amount of independent reading
- Teach student how to use a reading log to monitor book selection and set reading goals
- Model/teach how to read for different purposes

**Self-Assessment/Goal Setting**

- Model and discuss strategies good readers use
- Help student identify 1–2 reading goals and a plan of action to improve reading
- Support revision of ongoing reading goals

**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
- Teach student to recognize and emphasize key phrases and words in nonfiction texts
- 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**

- Provide opportunities for student to make predictions based on title, table of contents, and headings
- Model and support using background information to make meaningful predictions
- Model and teach student how to pose questions as a basis for predictions

**Nonfiction Text Features**

- Model and support how to read and interpret charts, graphs, maps, tables, etc.
- Model and teach how to use table of contents, headings, glossary, etc.

**Summary**

- Share and identify characteristics of good summaries
- Model and co-construct written summaries of texts read aloud
- Model and support how to distinguish between more important and less important ideas and facts
- Model and support how to write a summary in one's own words
- Model and support how to use examples from the text
- Teach student how to use headings to organize a summary of an informational/nonfiction text

**Literal Comprehension**

- Show student how to use key words to identify specific information from the text
- Provide opportunities for student to answer and construct literal questions
- Teach student how to use graphic organizers to keep track of key ideas and facts

**Interpretation**

- Teach and share examples of inferences
- Provide opportunities for student to support inferences with information or examples from the text
- Give student opportunities to respond to inference questions orally and in writing
- Model and support how to interpret nonfiction text features (e.g., how to read a chart or diagram)

**Reflection**

- Help student identify important information and key vocabulary
- Demonstrate how to support opinion with details from the text

Name \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ Grade \_\_\_\_\_

**The teacher reads aloud the prompts/questions and records the student’s responses on this Before Reading page only.**

**BEFORE READING**

**PREDICTION**

Open the book to the title and table of contents page. What are 3 questions you think may be answered as you read this book?

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

**NONFICTION TEXT FEATURES**

Turn to page 4. Why do you think the author put a heading at the top of this page?

\_\_\_\_\_

\_\_\_\_\_

Now read the map, and tell me what it shows you.

\_\_\_\_\_

\_\_\_\_\_

**From Peanuts to Peanut Butter**

**AFTER READING**

**Summary**

Write 2 important facts in your own words for each heading. You may use the book to help you.

**Growing Peanuts** \_\_\_\_\_

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**Gathering Peanuts** \_\_\_\_\_

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**Making Peanut Butter** \_\_\_\_\_

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**Peanut Butter Treats** \_\_\_\_\_

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**Literal Comprehension**

List 2 reasons that most peanuts are grown in the southern part of the United States.

**Peanuts grow well in the South because ...**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

**Interpretation**

Why do you think people use machines to gather peanuts and make peanut butter?

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**Reflection**

What do you think is the most important thing you learned from reading this book?

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Tell why you think it is important. \_\_\_\_\_

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**Reread what you have written to make sure your answers are the way you want them before you hand in your booklet.**