



**Page 4**

A car stopped behind the truck.

“Why are we stopping?”

said the car driver.

**Page 5**

A mother duck and her babies

went across the street.

**Page 6**

“Go,” said the police officer.

The bus went on.

The truck and the car went on.

**Page 7**

Then the mother duck and her babies

went for a swim.

**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: 73

|                            | EM         | DEV | IND |    |    | ADV |     |
|----------------------------|------------|-----|-----|----|----|-----|-----|
| <b>Number of Miscues</b>   | 6 or more  | 5   | 4   | 3  | 2  | 1   | 0   |
| <b>Percent of Accuracy</b> | 92 or less | 93  | 95  | 96 | 97 | 99  | 100 |

- If the student’s score falls in a shaded area, **STOP!** Reassess with a lower-level text.
- If the student is reading below the grade-level benchmark, administer *DRA Word Analysis*, beginning with Task 8, 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, and then say: ***Start at the beginning, and tell me what happened in this story.***

#### Story Overview

##### Beginning

1. The police officer stopped the bus.

##### Middle

2. The truck stopped behind the bus, and the driver said, "Why are we stopping?"

3. The car stopped behind the truck, and the driver said, "Why are we stopping?"

4. A mother duck and her babies went across the street.

5. The police officer said, "Go," and the bus, the truck, and the car went on.

##### End

6. The ducks swam in the pond.

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.

|   |  |   |
|---|--|---|
| <b>Student problem-solves words using:</b><br><input type="checkbox"/> pictures<br><input type="checkbox"/> beginning letter/sound<br><input type="checkbox"/> letter-sound clusters<br><input type="checkbox"/> onset and rime<br><input type="checkbox"/> blending letters/sounds<br><input type="checkbox"/> rereading<br><input type="checkbox"/> no observable behaviors | Number of miscues self-corrected: ____<br>Number of miscues not self-corrected: ____<br>Number of words told to the student: ____                |   |
|   | <b>Miscues interfered with meaning:</b><br><input type="checkbox"/> never<br><input type="checkbox"/> at times<br><input type="checkbox"/> often | <b>Miscues included:</b><br><input type="checkbox"/> omissions<br><input type="checkbox"/> insertions<br><input type="checkbox"/> substitutions that were<br><input type="checkbox"/> visually similar<br><input type="checkbox"/> not visually similar |
| <b>Copy each substitution to help analyze the student's attention to visual information.</b><br>e.g., <u>policeman</u> (substitution)<br>police officer (text)  |  |   |

**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.

| <b>DRA2 CONTINUUM</b>                    |   | <b>LEVEL 6</b>   |   |   | <b>EARLY READER</b> |
|--|---|--|---|---|---------------------|
|  | <b>EMERGING</b>   | <b>DEVELOPING</b>  | <b>INDEPENDENT</b>  | <b>ADVANCED</b>   |                     |
| <b>Reading Engagement</b>                |   |  |   |   |                     |
| <b>Book Selection</b>                    | 1 Selects new texts from identified leveled sets with teacher support; uncertain about a favorite book        | 2 Selects new texts from identified leveled sets with moderate support; tells about favorite book in general terms | 3 Selects new 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 new texts that are “just right”; identifies favorite book by title and gives an overview of the book |                     |
| <b>Sustained Reading</b>                 | 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 5 minutes at a time   | 4 Sustains independent reading for an extended period of time   |                     |
| <b>Score</b>                             | <b>2 3</b>  | <b>4 5</b>   | <b>6 7</b>  | <b>8</b>  |                     |
| <b>Oral Reading Fluency</b>              |   |  |   |   |                     |
| <b>Phrasing</b>                          | 1 Reads word-by-word  | 2 Reads word-by-word with some short phrases   | 3 Reads in short phrases most of the time   | 4 Reads in longer phrases at times  |                     |
| <b>Monitoring/Self-Corrections</b>       | 1 Self-corrects no miscues  | 2 Self-corrects at least 1 miscue and neglects to self-correct other miscues                                       | 3 Self-corrects 2 or more miscues or only makes 1 uncorrected miscue  | 4 Self-corrects miscues quickly or reads accurately   |                     |
| <b>Problem-Solving Unknown Words</b>     | 1 Stops at difficulty, relying on support to problem-solve unknown words; 3 or more words told by the teacher | 2 At difficulty, initiates problem-solving of a few unknown words; 1 or 2 words told by the teacher                | 3 At difficulty, uses 1 or 2 cues to problem-solve unknown words  | 4 At difficulty, uses multiple cues to problem-solve unknown words  |                     |
| <b>Accuracy</b>                          | 1 92% or less   | 2 93%  | 3 95%–97%   | 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>Previewing</b>                        | 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                                      |                     |
| <b>Retelling: Sequence of Events</b>     | 1 Includes only 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   |                     |
| <b>Retelling: Characters and Details</b> | 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 most of the important details   |                     |
| <b>Retelling: Vocabulary</b>             | 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                                |                     |
| <b>Retelling: Teacher Support</b>        | 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  |                     |
| <b>Reflection</b>                        | 1 Gives an unrelated response, no reason for opinion, or no response  | 2 Gives a limited response and/or a general reason for opinion   | 3 Gives a specific story event/action and a relevant reason for response (e.g., personal connection)                                    | 4 Gives a response and reason that reflects higher-level thinking (e.g., synthesis/inference)                               |                     |
| <b>Making Connections</b>                | 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   |                     |
| <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 EARLY READERS**

**READING ENGAGEMENT**

**Book Selection**

- Provide guided opportunities to select familiar stories for rereading
- Model and support how to select “just right” new texts for independent reading
- Model and discuss why readers have favorite books and authors

**Sustained Reading**

- Model and support the use of sustained reading time
- Create structures and routines to support buddy reading
- Create structures and routines to support reading at home

**ORAL READING FLUENCY**

**Phrasing**

- Encourage student to read in phrases during shared reading
- Show how words are grouped into phrases in big books and poetry charts
- Support rereading familiar texts to build fluency

**Monitoring/Self-Corrections**

- Support one-to-one matching as a means to self-monitor
- Model and teach how to use known words as a means to self-monitor
- Model and support confirming and discounting word choice using meaning, language, and visual information
- Demonstrate and teach how to read for meaning, self-correcting when a word doesn’t make sense or sound right
- Model and teach how to monitor visual information, self-correcting when a word doesn’t look right

**Problem-Solving Unknown Words**

- Model and support using beginning letter(s)/sound(s), sentence and/or story structure, as well as meaning (illustrations and background knowledge) to problem-solve unknown words
- Teach how to take words apart (onset and rime) to problem-solve unknown words

**COMPREHENSION**

**Previewing**

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

**Retelling**

- Model the retelling of familiar stories
- Teach the elements in a good retelling
- Demonstrate how to create and use story maps to aid retelling
- Support retelling a story in sequence
- Encourage student to use characters’ names when retelling a story
- Support using key language/vocabulary from the text in a retelling

**Reflection**

- Support and reinforce student’s response to books during read-aloud, and shared and guided reading experiences
- Help student identify favorite part of books
- Provide opportunities to select a favorite book, toy, TV show, etc., and tell why it is a favorite
- Demonstrate how to give reason(s) for one’s opinion

**Making Connections**

- Model and teach how to make text-to-self connections
- Model and support how to make text-to-text connections

**OTHER**

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